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Planning Group

Raymond K. Fisher
The University of Birmingham

Joyce Rumery
Central Michigan University

Kelly L. Gordon
Central Michigan University

Alexander L. Slade
University of Victoria

Jean S. Johnson
University of Wyoming

Robert Trullinger
Central Michigan University

Marcia Kingsley
Central Michigan University

Margaret K. Wood
University of Alaska

Evelyn Leasher
Central Michigan University

John W. Weatherford
Central Michigan University

Richard Potter
Central Michigan University

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Barton M. Lessin
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Governing Off-campus Library Programs:

The Connecticut Experience

William Aguilar and Marie Kascus

Central Connecticut State University

Overview

The Board of Governors for Higher Education for the state of Connecticut has recently modified the rules and some regulations which govern off-campus library programs. Some of these regulations are even more specific than the guidelines established by the Association of College and Research Libraries. The revised regulations have had a definite impact on two existing off-campus programs, and they are expected to influence other programs as they come up for licensure and accreditation. In effect, the revised regulations have the potential to improve some programs, but they also have the potential to put some institutions out of the off-campus business.

The paper relates Connecticut's higher education enrollment trends as background information; compares the 1974 and revised 1986 state regulations for licensure and accreditation; and discusses the extent of the problem in terms of the number of in-state and out-of-state programs that could be impacted, the possible reasons institutions may offer for non-compliance with the regulations, and the actual impact of the regulations on two institutions with Connecticut licensed programs.

Connecticut's Higher Education Enrollment Trends

Connecticut is a relatively small but highly complex state offering its citizenry educational diversity at all levels and in virtually all disciplines. Statistics as of July 31, 1984 indicate that 1,739 accredited programs are available in Connecticut institutions of higher education. An additional thirty-five programs are licensed and eligible for consideration for accreditation, and of these programs, five are offered by out-of-state institutions.
Some of the highlights in Connecticut's enrollment trends are: a total enrollment in 1985 of 160,148 which is a 3% decline from the peak year of 1983 for public institutions, and a 4% for private institutions; a projected 8% drop for the 1990's, and a projected drop of about 14% from 1985 to 2000; a continued decrease in the full-time student population with a continued increase in the part-time student population; a student population in which women constitute the majority and account for the largest proportion of the over twenty-five student population, and a minority population that accounts for 8.1% of the total enrollment.

Of particular concern to Connecticut institutions offering off-campus programs is the fact that New England public institutions experienced a 9% decrease in full-time student enrollment in the fall of 1985 and a 4% increase in part-time enrollment.

There is a growing awareness of the significance of the changes in enrollment patterns and the need to consider these changes in making policy decisions regarding support services, scheduling adjustments and course offerings.

The Board of Governors for Higher Education has recently drafted a strategic plan for Connecticut higher education which uses the changes in enrollment patterns as a springboard for its planning assumptions and makes recommendations that both recognize and address the needs of the off-campus population.

Comparison of the 1974 and 1986 Regulations

By statute the authority to establish regulations concerning the requirements for licensure and accreditation rests with the Board of Governors. Among its provisions, the statute specifically authorizes the Board to establish regulations pertinent to libraries. Section 10a-34 (d) states that "no person, school, board, association or corporation shall operate a program or institutions of higher learning unless it has been licensed or accredited by the Board of Governors." It further states that the Board may accept regional or national accreditation as evidence that a given institution has satisfied the requirements established by the Board.

A comparison of the 1974 regulations with the revised 1986 regulations is reflective of a change in focus. Section 10-330-16 of the 1974 "Regulations for Licensure and Accreditation" addresses the requirements pertinent to resource centers and libraries. The regulations relate to the adequacy of resources;
the need for procedures to encourage students to use the library; the need for personnel with appropriate training; the involvement of faculty in the selection process; and the provision of adequate budgetary support. The 1974 regulations do not specifically address library support for off-campus programs. One could assume that the regulations apply equally to all programs whether on-campus or off-campus.

By comparison, Section 10a-34-18 (d) of the 1986 "Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning" specifically delineate the library support requirements for off-campus programs. They read as follows:

Section 10a-34-18 Library and Learning Resources. (d) Off-campus Programs. Library support for off-campus programs is subject to the following requirements:

(1) There shall be provision for a core collection, including both circulating and reference materials, sufficient to meet the needs of both students and faculty to be provided either at the site or via written agreement with a nearby library.

(2) There shall be provision for a reserve reading collection at or near the site.

(3) There shall be provision for professional library staff support for library services at or near the off-campus site.

(4) There shall be provision for additional materials to supplement the core collection, e.g. through computerized bibliographic access and a document delivery system.

(5) There shall be provision for adequate annual budget support for library resources at or near the site.

To those institutions offering off-campus programs in Connecticut, the regulations provide a choice of two options: (1) to establish libraries at the off-campus site or (2) to contract resources, facilities and services to an area library in close geographic proximity to the program site. While not explicitly stated in the regulations, experience has indicated that contractual agreements with area libraries are an acceptable option only if it can be demonstrated that the contractual library
is prepared to offer resources and services that support the academic program and are comparable to those available at the home library. A further unstated expectation is that an academic institution will demonstrate the adequacy of the resources of the proposed contract library by faculty evaluation before entering into a contract. Financial reimbursement to the contract library for services rendered would further enhance the contract arrangement as a means of providing library support to the off-campus program.

The revision is a significant one for institutions offering off-campus programs. The question which could be asked is, "Why the revision?" What was the rationale and impetus for the Board's change? One has to assume that the Board of Governors would not adopt new regulations without good cause and after considerable deliberation. Three possible reasons for the Board's initiative are suggested: (1) The Board determined that library support for existing off-campus programs was inadequate. (2) The Board felt the need to strengthen the regulations to insure that support and not lip service was provided. (3) The Board may not have been entirely satisfied with the efforts of regional and national accrediting associations in the area of off-campus programs.

Suggested reasons (1) and (2) are based on subjective interpretation, but (3) warrants further consideration. The 1974 regulations state that the Board could elect to accept the report of a regional accreditation team as evidence that an educational institution was meeting the needs of its students. In the case of one Connecticut institution, a satisfactory accreditation report from the regional accrediting association was not sufficient to insure re-accreditation in the view of the Connecticut Department of Higher Education. The institution in question was directed to address the problem of library services to its off-campus sites in order to comply with the new state regulations. A satisfactory review by a regional association in and of itself is not a guarantee that an academic institution has satisfied the Connecticut regulations for library support to off-campus students.

At issue here is the apparent lack of uniformity among the various accrediting associations in terms of the language of the regulations and the application of the standards to program evaluation. The available literature on regional accrediting associations is not encouraging. In her analysis of regional accreditation standards and off-campus library services, Kania concludes that there is no consistency among the regional accreditation standards as they relate to academic libraries. She goes on to encourage academic librarians to seek out their
respective regional accreditation officials to request the inclusion of off-campus library services in upcoming revisions (p. 145).

The inconsistency in the regulations of the various accrediting associations complicates an already difficult process of fairly assessing non-traditional off-campus programs while not inhibiting program innovation. The report on Missouri's state level effort to review its external degree programs was titled, "Magic or Method," a title that is reflective of the complexity of the problem and yet the persistent need to undertake such a review to establish criteria that will support quality assurance in academic programs regardless of their point of origin.

The ACRL Guidelines for Extended Library Services are of limited value. Their status as guidelines and not standards diminishes their effectiveness. They provide a signal in the right direction, but they too reflect a similar lack of consensus in the library world as to what level of library support is needed for off-campus programs. In light of the projected enrollment trends and the proliferation of off-campus instructional programs, ACRL may want to modify and upgrade the current guidelines to the level of standards. Upgrading them would reinforce the importance of library services whether on-campus or off-campus.

The Connecticut Board of Governors is moving beyond regional accrediting standards and available professional guidelines for off-campus library support in its commitment to quality assurance for all higher education programs. The Connecticut regulations recognize the importance of library support to the off-campus program and will require academic institutions to go beyond mere rhetoric in complying with the regulations.

In-State and Out-of-State Programs That Could Be Impacted

The Connecticut Department of Higher Education has recently defined an off-campus program to mean any program in which students may complete more than fifty percent of the requirements for a degree at a location other than the primary campus or institution offering the program.

Higher education programs are currently offered at 110 Connecticut sites, forty-eight represent permanent colleges and university facilities. Thus over half of all sites offering higher education programs are subject to the regulations governing off-campus programs.
Six of the sites represent Connecticut licensed programs offered by out-of-state institutions. The regulations make no distinction as to the point of origin of a given academic program. In fact, the regulations are specific and apply equally to in-state and out-of-state institutions. The regulations read as follows:

Section 10a-34-24 Programs Offered by Out-of-State Institutions. (b) Licensure requirements. The institution shall be required to demonstrate compliance with all standards in Section 10a-34-24, inclusive of those regulations as they apply to the program(s) to be offered in Connecticut. In addition there shall be qualified on-site administrative staff responsible for the overall administrative operation of all educational activities to include instruction, counseling, advising, library services and maintenance of academic records.

This provision in the regulations regarding out-of-state programs reinforces the state's interest in providing quality assurance for all Connecticut educational programs.

Reasons Institutions May Offer for Non-compliance

It is possible that some institutions with off-campus programs may not be prepared to commit themselves to full acceptance of the new regulations. For some, the concern may be more philosophical and may reflect the fact that they are not convinced of the existence of a problem related to off-campus library support. For others, compliance may be seen as an unnecessary financial burden. Some institutions may view the regulations as excessive and obstructionist. Some institutions may even argue that the maturity, independence and motivation of off-campus students precludes the need for special library arrangements for this group. No matter how convincing the arguments, it is clear that it is still the institution's responsibility to provide resources or access to resources for all students. Perhaps what is needed is a consciousness raising campaign to remind institutions of the importance of the library to the total instructional programs and the institution's obligation to provide equally for all of its students. If instructional programs can be offered at a distance, then the services needed to support these programs should be provided.

Academic institutions have been slow in assessing the needs of off-campus students. Off-campus students have been expected to assume a larger burden of responsibility in accessing library
resources and services needed to support their course work. These students pay the same tuition and have a right to expect the same services.

Impact of the Regulations on Two Institutions

One way of attempting to assess the potential impact of the regulations is to briefly discuss the experiences of two institutions. The first is an in-state institution and is referred to as Institution A. The second is an out-of-state institution and is referred to as Institution B.

Institution A is a relatively small, independent, four year college offering off-campus programs at ten different sites. Half of the sites are open to the public and the other half are only open to a restricted population, e.g., employees of a major corporation. Approximately one third of the students of this college are enrolled in off-campus programs. These students can earn a baccalaureate degree through the institution without having to spend any time at the main campus.

In attempting to meet the library needs of its off-campus students, Institution A has historically relied very heavily on agreements with public libraries. The language of these agreements is very informal and not reflective of any serious commitment or stated expectations. It should be pointed out that this institution has had difficulty in getting academic libraries to enter into contractual agreements.

When faced with the prospect of a moratorium on the establishment of additional program sites and non-licensure, Institution A developed a three part model for the delivery of library services. In the model, the home library serves as the primary source of materials, an off-campus librarian serves as the primary means of access and delivery, and agreements with selective non-affiliated libraries serve as an enhancement of library services at specific sites. The model provides access to resources, facilities, services and professional staff and thus satisfies the fundamental requirements established by the Board of Governors.

Institution B is a midwestern university with a large number of off-campus programs located throughout the country. Full-time faculty from this institution commute to Connecticut on a weekly basis to provide instruction. Problems resulted in the re-accreditation process because of the new regulations. The major problem for this out-of-state institution was that it could not justify the establishment of a branch library at the
Connecticut site. The Institution was also unsuccessful in locating an area library willing to provide services on a contractual basis to its students. Although materials were routinely available at the site, the quantity was deemed to be inadequate to support the curriculum. Moreover, students lacked access to bibliographic tools which would aid them in requesting items directly from the main campus library.

In the case of Institution B, the recommendation made by a site review committee was not to renew licensure of the program. The recommendation was supported by the Department of Higher Education and forwarded to the Board of Governors. The final chapter has yet to be written as Institution B was seeking legal counsel in this matter.

Compliance with the regulations places a greater burden on institutions which do not permanently reside in Connecticut. Existing models for packaging and delivering library services, e.g., contracting for library services or trunk delivery, may not effectively solve the problems faced by out-of-state institutions with programs licensed in Connecticut. These institutions may have to modify existing models for delivering library services at a distance or develop a new model that assures compliance with the revised regulations. For Connecticut libraries, reciprocity is less of an incentive for resource sharing when the institution offering the instructional program is geographically distant from the library with which it seeks a contractual agreement.

Some out-of-state institutions may conclude that the expense of doing business in Connecticut is too high. As a result, they may withdraw their programs. This raises the issue of the possible repercussions on the students matriculated in out-of-state programs. This is especially true if the out-of-state program is unique and in-state institutions are unwilling or unable to offer a comparable program.

Concluding Remarks

The steady decrease in the traditional, full-time student population combined with a steady increase in the non-traditional, part-time student population magnifies the importance of the off-campus program in the overall planning process for higher education in Connecticut. Policy decisions will have to take into consideration the evolving needs of this growing population of students. The evidence suggests that Connecticut is willing to creatively meet the challenge posed by off-campus programs.
The initiative taken by the Board of Governors for Higher Education to strengthen the regulations for licensure and accreditation as they apply to off-campus programs provides leadership in the right direction. It is clear that the new regulations have great potential for improving library services to off-campus students. What is not clear, however, is the full impact that these regulations will have on the state's academic programs. The two institutions discussed provide some insight into the impact of these regulations on the extended campus. More time will be needed to assess the full impact of these regulations.

The message from Connecticut is clear. Off-campus instructional programs must include a provision for library support as an integral component of the program design. Connecticut librarians have an opportunity to assume a leadership role in making certain that library services are a vital aspect of the total educational process, and they will certainly want to capitalize on this opportunity.
References


Athabasca University Library Comes of Age - 
A Case Study of Planning for and Coping with Change

Patricia J. Appavoo
Athabasca University

Introduction

Athabasca University is an open access distance education institution situated in Athabasca, Alberta. There are 12,000 student course registrations (about 2,500 full time equivalents) and degrees are offered in Arts and Science and in Business Administration. Athabasca is a small community of 2,500 people serving the needs of the surrounding agricultural and oil exploration activities. The town is 150 km. (90 miles) from Edmonton, the capital of the province of Alberta. The University was established in 1970 and survived, in rented quarters in Edmonton, a tentative existence, for its first ten years. Despite its sometimes insecure status, the university was awarded degree granting status in 1978 and with the increasing number of registrations demonstrated that there was a need for this mode of university education in Alberta and, indeed, in Canada.

In 1980, the Government of Alberta announced the relocation of Athabasca University from its temporary quarters in Edmonton to permanent quarters in Athabasca. Planning and organizing the relocation took up most of the next five years. A new, permanent facility was built to house the university academic and service staff and functions, and arrangements were made to move those staff members who agreed to relocate and to recruit new staff to replace those who chose not to relocate. Throughout the five year period of the relocation many decisions were made about the functioning of the university out of the Athabasca location which affected the future direction of the institution. This paper will examine the effect of that relocation on only one of the service departments of the university—the library.

The first librarian of Athabasca University was appointed in 1973. From the university's beginnings until the decision to relocate to Athabasca, the library was developed in an essentially conservative manner. In the Athabasca University Annual Report 1976 the library was described in the following way:
Athabasca University is an experiment in distance education. Part of the overall experiment is the library which functions primarily as an information service for the staff of the University who prepare the instructional materials sent out to the students. This service is in some respects similar to that provided by libraries in any academic setting. In other respects the service differs so substantially in form and degree that our Library is more accurately described as a Special Library rather than an academic one.

Acquisitions were limited to materials required for course development and production and standard reference materials. Materials cited on supplementary reading lists for Athabasca University courses were also acquired. The library began to build an in-depth collection in the literature of distance and innovative education.

The library's holdings did not begin to meet the needs of the faculty so the library staff served as facilitators between the staff and other information sources. Those information sources were found at the University of Alberta Libraries and the Edmonton Public Library. With these large, inclusive library collections close at hand it did not seem necessary to build up a comprehensive undergraduate library.

Service to students was also conservative in nature for many years. Students were requested to use their local library services as a first resource before approaching Athabasca University library for assistance. Such a policy made sense for students in the larger urban communities with public libraries and sometimes community college libraries. It was, however, far too restrictive for students in smaller communities where public libraries either did not exist or had small collections for popular reading.

In 1979 a "Task Force to Examine the Role and Development of the University Library" was established to formulate medium and long range planning objectives. The Task Force recommended, among other things, that the library continue to take a conservative approach to building up the collection but that students be encouraged to use the library as a first resource for their course needs. To facilitate this recommendation it was decided that students should be allowed (even encouraged) to phone the Library collect with their requests. The postage costs of material sent out to students were also absorbed by Athabasca University.
Aside from the basic philosophy which favoured a small, special library, the temporary quarters occupied by the university in Edmonton also did not lend themselves to rapid expansion of the collection. As long as the location was temporary there was little incentive to invest money in more permanent space for the library.

The decision to relocate the university to Athabasca had an important effect on the growth of the library. One of the major points made by the many opponents of relocation was the inadequate library resources available in Athabasca. This inadequacy applied equally to the local public library and to the existing Athabasca University collection once it was removed from easy access to the University of Alberta Libraries. The result of this criticism was the decision on the part of the government to provide special funding to build up an undergraduate library collection and the inclusion of substantial library space in the architectural plans of the new permanent building.

In Athabasca University today we have a library large enough to hold 100,000 volumes, 1,000 periodical titles and 500 reference works. There is study space for ten people, small AV and micro materials rooms and an environment controlled archives vault. Students either mail or phone in their requests for library materials and these are sent out within twenty-four hours if they are available for loan. Students studying French may borrow special language lab tape recorders. Records and audio and video cassettes are also available on loan for course work. The library staff not only circulates books and other materials but also provides reference services for staff and students, either by phone or on-site. On-line searching is provided but is done mainly for staff.

The library facility and the library services provided in Athabasca are quite different from those provided when the University was in Edmonton. In the next section I will look at how this change in direction occurred and examine the reasons why I believe the major upheaval of relocation assisted the change and has given the library new incentive to become even more active in providing better library service to staff and students.

Institutional Planning

The decision of the Government of Alberta to relocate Athabasca University to the town of Athabasca was greeted with skepticism by some and outrage by others on the university staff.
For the Governing Council and the senior administrators of the University the immediate task was to study the implications of the move from Edmonton to Athabasca and to present the government with informed proposals for the physical facilities, staffing and technological needs related to the Athabasca location. For this purpose, the Governing Council established a Commission on Relocation Planning at its 22nd meeting on 31 March, 1980. The mandate of the Commission was to determine "the problems of implementing the Government's decision and analyse their consequences, both positive and negative, for the University's operations." The commission was also expected to consider alternatives to the existing modes of operation which might be necessary to overcome problems of operating from the Athabasca location. Some of the specific issues of concern were the consequences of the relocation for university staff including social, economic and career consequences; the physical facility requirements for both the operational and personnel functions; the integration of the University into Athabasca town planning; the possibility of using new technologies for the university operations in course design, production and delivery, library and computing services, media services and administrative functions. Last but certainly not least was the necessity to establish the costs involved in the move and to present the government with requests for special funding to cover these costs.

The Commission on Relocation planning set about its work with a good will and produced a series of papers on the many areas of concern to the University community. Representations were made to the provincial government for funding to cover specific aspects of relocation. The results of the Commission's efforts were significant both in terms of the proposals made to facilitate the move to Athabasca and in the government's response with the necessary funding. Funding was received to build a University facility; to assist staff to relocate to Athabasca, to step up recruitment to positions vacated by staff who did not relocate; to enhance the computer capability of the university. More particularly, special funding was also received to improve the library resources in the new location. The rest of the discussion in this paper will concentrate on the effect of the move and the special grants on the library operation.

Institutional planning for relocation did not end with the presentation of the Commission's studies and the receipt of the special funds to facilitate relocation. The second stage of institutional planning involved the establishment of a Physical Facilities Committee which had responsibility for coordinating the space needs of the units within the architectural design of the new building and the actual move of the various units to the new
facility. A major move of this type is disruptive enough in the normal educational institution but at least the students in such institutions can see for themselves that any slow-down in service is justified temporarily. In a distance education institution where the main communication link is by telephone, disruptions of service caused by a major physical move are not readily apparent to the student. Furthermore, disruptions of services to distance education students can have a more permanent effect than in the traditional setting because the student at a distance needs those support services to sustain his commitment to course completion. With this in mind, every effort was made to carry out the actual move with as little disruption of service as possible.

The move was made in stages. One or two departments were moved, the personnel were set up in the new quarters and the communications links (telephone and computer) were put in place. After a month, the next group would be moved. This process took about nine months.

The library was the second last department to be moved and its removal was more protracted because of the necessity to pack the book collection. Library service was provided up to the week before the move. At that point, we still accepted telephone and mail requests for material but informed students they would have to wait for about two weeks to receive the material. The assumption was that it would take one week to pack and move and another week to unpack in the new location. What we didn't calculate in this assumption was the delay in delivery of the new shelving to Athabasca. In advance planning, the shelving was to have arrived and been set-up two weeks before the move. A lot of things did not happen according to the advance plan, not least of which were that the library rugs were being laid two days before the move and the shelving arrived the same weekend as the move. When the library staff arrived in Athabasca on Monday morning after the move to unpack book boxes, they had to wait until the shelves were set-up. Two weeks suspended service stretched into a third week while the public services staff became edgy with the backlog of requests they had on hand. Finally, a week and a half after the move to Athabasca we were able to clean-up the request backlog and to begin regular services including the acceptance of telephone requests and mailing out of material within twenty-four hours of receipt of the requests.

At the time, these delays were a public services nightmare, yet in retrospect they did not affect student use of the library at all. Once we were able to resume our regular telephone service, the students' use of the library returned to a normal level. The group which was most affected in a negative way by the
library move was the faculty. Their use of the library dropped off significantly for the first three months after the move to Athabasca. However, I attribute this to the delays we had in recruiting professional and para-professional staff rather than to the disruptions of the move. I will deal with this in more detail below.

On the whole, the advance planning for the actual move of the institution to Athabasca was excellent. The delays and hitches were relatively minor and each department was able to re-establish its services and routines fairly quickly in the new location. Except for the delay in delivery of the shelving, the library move went smoothly with all functions operating relatively efficiently within two weeks of the move.

Government Grant

As mentioned above, in 1979 a Task Force on the library was struck to report on the future development of the library. While the Task Force was writing its final report, the Government of Alberta announced the relocation of the university to the town of Athabasca. The members of the Task Force did not feel they could address the new situation of the library located in Athabasca, so presented their recommendations for implementation in the Edmonton location only. A separate report was presented to the Commission on Relocation Planning which addressed the problem of library service from the Athabasca location.

The major recommendation in this second report was that Athabasca University should develop a library collection in Athabasca that would include those items found in the reference and circulating collections of a typical undergraduate library. Using the standards suggested by the Canadian Association of College and University Libraries (C.A.C.U.L.) it was estimated that the library would have to grow to 250,000 volumes. In order to build the collection from 15,000 items to 250,000 items in five years there would need to be a major infusion of capital and a significant increase in acquisitions, cataloguing and processing. Furthermore, it was recommended that some automation would be necessary to accomplish the task of building up a collection of that size in such a short time.

The original estimate of the size of collection needed was eventually scaled down to 125,000 volumes based on the realities of the use of the library by distance students and the realities of what could be accomplished in five years. Using that figure it was calculated that $5 million would be needed over five years to cover the costs of buying the materials, of hiring extra staff to
handle the influx of material and for implementing automated procedures in technical services. A request was made to the provincial government for the necessary funding and the full $5 million was granted, to be paid out in equal installments over four years. The first installment was received in 1983/84 and set in motion the special Library Development Project.

The provision of this generous government grant settled, once and for all, the future direction of the library operation in Athabasca. There would be a basic undergraduate collection to serve the needs of students and faculty for course purposes, a reference collection adequate enough to answer most reference queries and an increase in the library resources related to research in distance and innovative education. All of these are the necessary basis of a much more pro-active library service for the students and faculty of Athabasca University. Without the special government grant, collection building would not have been possible.

Automated Procedures

A library which functions as a facilitator between its users and other information sources and restricts its own acquisition policy is a library with a small staff. Between 1975/76 and 1980/81, the library staff at Athabasca University grew from 1 to 2 professionals and from 4 to 5.5 support staff. In the same period circulation increased from 2,380 items to 6,700 items. It was recognized quite early in the relocation planning that a major project undertaken to increase the size of the library from 15,000 to 125,000 items in five years would require a substantial increase in staff. However, the increase in staff alone would not be enough without the introduction of automated procedures as well for acquisitions and cataloguing. The first step in automation was to link up with the UTLAS bibliographic utility. Using UTLAS catalogue copy, the records of the existing collection were converted to machine readable form and added to UTLAS records. New materials are automatically added to the UTLAS database and labels for the book cards, pockets and spines are one of the products generated. A COMCAT is produced for library and borrower use and currently distributed to thirty-five locations, mainly to cooperating institutions and academic libraries in Alberta.

The next step in automation was the linking of UTLAS verification process with acquisitions through UTLAS ACCORD. This process allows us to order materials on-line from those publishers and jobbers which are connected electronically to ACCORD, thus eliminating much of the manual clerical work associated with
ordering materials. ACCORD was installed about six months after the library development project was underway.

The last step in automating technical services was the installation of an accounting and statistical package. Selected for this purpose was Innovative Interfaces INNOVACQ system. The automatic downloading of order information to INNOVACQ provides us with a day by day balance sheet, if desired, of encumbered, expended and unexpended funds. Furthermore, it provides us with statistical data at year-end which will, over the life of the Library Development Project, provide an excellent map of the expenditure of funds in the project.

The installation of INNOVACQ took place in Edmonton just one month prior to the move to Athabasca. All the initial training on INNOVACQ (short as it was) was given to staff who would not be relocating to Athabasca. The change-over period between the trained staff in Edmonton to the completely new staff in Athabasca was handled by giving contracts to two members of the staff in Edmonton to work in Athabasca for six weeks. This allowed us to get over the hump of training the new staff but we discovered a few months later that the training and practise on INNOVACQ had been too short in Edmonton and that our use of INNOVACQ was faulty. The problems were not irreversible, due in large part to the intelligence of the new Acquisitions Supervisor but further training was required for the Acquisitions Supervisor and the Head of Technical Services five months after the move to Athabasca.

Without the automated functions in technical services it would be virtually impossible for us to handle our current volume of acquisitions and cataloguing. With five acquisitions support staff and six cataloguing and processing staff, we have acquired and catalogued 20,000 items this year and have a backlog of approximately 1,000 items. We have been forced to find every possible shortcut that automation provides. But the automation of technical services is also important because it allows us more easily to take the next major step of installing an automated public inquiry catalogue and circulation system. It is this next step that I believe will open the way for more interactive library service to our students.

New Staff

As mentioned earlier, the library staff in 1980/81 was small in numbers--only two professionals and 5.5 support staff. A third professional was added in 1982. To handle the volume of materials to be acquired with the special library development grant it was
necessary to hire more staff. The original plan was to establish a bibliocentre in Edmonton staffed with people on term appointments and to keep the bibliocentre in Edmonton after the library was moved to Athabasca. With this in mind, eleven term positions were established and the bibliocentre began operating about one year before the move. After the establishment of the bibliocentre the decision to keep it in Edmonton was reversed and all the staff complement was relocated to Athabasca. This decision had an important impact on the library operation in Athabasca.

One of the greatest problems faced by the university in its move to Athabasca was the loss of experienced staff members and the recruitment of suitable replacements. The recruitment problems were most acute for professional and para-professional positions. Support staff positions of a basically clerical nature were recruited from the town of Athabasca but the small size of the town meant a small professional pool to draw on and a sometimes negative factor in recruiting new professionals from elsewhere.

The extent of loss of staff in relocation varied from department to department in the university but one of the hardest hit departments was the library. The staff members of the bibliocentre who had expected to stay in Edmonton naturally chose not to relocate. Of twenty-one staff members, only one long-term employee, the library secretary, relocated. Two other employees with less than one year of service also relocated. The move of the library to Athabasca was set for October but the recruitment of replacements for the University Librarian and Head, Technical Services began only in July. Thus, as the new University Librarian, I began work on September 1, the Head, Technical Services on September 12, the Copyright Officer on September 15. Two key people in public services did not resign until September so recruitment could not even begin until after the move to Athabasca. Almost all support staff positions were filled in mid-September and the new staff had only one week in Edmonton with the old staff "learning" the routines before the start-up of operations in Athabasca. Furthermore, none of the new recruits had library experience beyond the local high school or public library. As mentioned before, we managed not to fall into total chaos by offering short-term contracts to two or three of the Edmonton staff to come to Athabasca and help in the training of the new staff. Also I leaned heavily on the library secretary to keep most office matters in good order and to provide explanations for the interactions with the other departments.
On the face of it, a completely new, almost untrained staff would seem to be a prescription for disaster. That was, thankfully, not the case and I attribute that to the spirit of determination of all the new staff to make the thing work. The support staff members in technical services were all keen to learn the automated procedures and because they had practically no experience with manual library systems there was no resistance to the short-cuts identified by the Head of Technical Services.

The Public Services staff had more difficulty getting themselves organized but that was because of the delay in recruiting professional staff. A term position of Reference and Collections Development librarian was recruited in January but the Head, Public Services position was not filled until nine months after relocation. Once a professional staff member was available to give some direction to the public services staff they too soon became a smooth functioning unit.

New Services Technology

Relocation, with all its attendant planning, moving and restructuring, is interesting enough for study on its own. Nevertheless, the intent in this paper is to go one step beyond that analysis to show how relocation actually changed the nature of the library and has provided us with the opportunity of moving forward to better service to our students.

The two major changes which will affect the service to our students are the development of the basic undergraduate collection and the implementation of automated procedure. The building of an undergraduate collection was intended principally to assist faculty in the development of course material. It had the added value of giving substance to the policy of being the first source of course related material for our students wherever they were located in Canada. The potential in the larger collection, however, goes much beyond that. The reference collection provides us with a base for extending the reference inquiry service to students. We have engaged in a publicity campaign through the university publications to encourage more student use of the library. Beyond these activities we now have faculty members developing courses with open-ended essay topics that will require the student to seek more information from the library. The faculty feel confident in moving in this direction because of the collection and the library staff support.

The next major project for the public services staff will be the development of bibliographic instruction to help our students make better use of this and any other library. Three methods of
delivery are being considered. The first method is participation in study skills workshops presented by Student Services. The second method is through print material sent out in course packages. The third method is through video presentation. It is quite possible that the second and third methods might be combined. The point is that a better collection, new location and new staff have all helped to reorient the library to more pro-active service to students.

The implementation of automated procedures in technical services would not appear to have much bearing on public service. Nevertheless, it has provided us with the impetus to move to the next phase of automation--the installation of an on-line public catalogue and circulation system. Without the need generated by relocation and the library development funding, it is debatable that automation would have advanced as quickly as it has in the Athabasca University Library. As it is, we are now in the first stage of acquiring automation for the public services functions. I feel this will be a major breakthrough for student use of our library if access to the on-line catalogue is widely available through the regional offices, cooperating institutions and dial-up procedures.

Conclusion

The theories of organizational change define stages or processes that an organization goes through in effecting change. Buckley and Perkins (1984) suggest a seven-stage model for transformative change while Schaller (1978) gives five steps and Beckhard and Harris (1977) identify six aspects of the change process. The stages common to all of these theories are:

1. thinking about change
2. decision to change
3. planning for change
4. effecting the change
5. evaluation/consolidation of change

It is probably a moot point whether relocating a whole institution falls into the theoretical perspective of organizational change. Certainly, in the case of Athabasca University the decision to change, or relocate, represents an aberration from the theoretical perspective. The assumption in the theories is that the decision to change comes from within the
organization but for Athabasca University, while the University was desirous of a permanent location, the decision to relocate to Athabasca was imposed from outside the organization. Nevertheless, once that initial decision was taken the next steps were followed through by the University.

In the above analysis I have indicated how the advance planning for relocation assured a successful move and that effecting the change was not too traumatic due to the advance planning. However, I have gone farther than that to show that three other factors, resources, technology and staff contributed to effecting successful change. More importantly, it is my belief that those three factors have contributed to change in the library and its services which go quite beyond that intended in the initial planning. Those three factors have set the stage, so to speak, for the library to become more active in offering its services to students. In so doing, I believe we are setting a whole new pattern in library service to distance education students.

What began at Athabasca University as an exercise in physical change or relocation has resulted, through the various decisions taken, in an even more dramatic transformation. Athabasca University has come of age and with it the library also has come of age. We look forward to the challenges now opening up to us for providing better library service to our students and faculty.
References


AUA, Records of the Commission on Relocation Planning, 84.50, Mandate, terms of reference, 16 April, 1980.


Off-campus On-line Computerized Literature Search Service

Sarojini Balachandran & Victoria Witte

Washington University, St. Louis, Missouri

Historically, the strength of the American economy has been based on manufacturing. In recent years, however, its foundation has visibly been transformed from manufacturing to service.* In the forefront of this service, economy is the demand for and supply of information. In fact, many observers have characterized the change as 'the information economy' (Porat). As a result, "the new rhetoric of the business community no longer emphasizes commodities, manufacturers or money" (Lom). All these tremendous changes have been brought about by the revolutionary advances made in computer and communications technologies.

The impact of this revolution on academic libraries, to say the least, has been quite significant. Not only has the volume of information multiplied, but the technology of its delivery has changed considerably. These changes include the availability of on-line bibliographic and nonbibliographic databases, a service which academic users have come to expect libraries to provide as a matter of course, but which has placed tremendous burden on an already strained state of library finances. In other words, the information economy has ironically posed before academic libraries tough questions relating to the economics of information delivery. While many academic libraries are trying to grapple with the problem of costs relating to the delivery of these services, new profit-oriented commercial services industries called information brokers are springing up all over the place, trying to compete with or even take over altogether this lucrative field of information delivery. It is even significant that commercial vendors such as SDC, BRS, Dialog, STN and others are shifting their primary emphasis from being vendors or middlemen to actual deliverers of full text information. They are even developing end-user search capabilities, thus eliminating the need for trained search specialists, a possibility quite attractive to corporate users, who at present rely predominantly on academic library resources.
It is in this context that in recent years a number of academic and large public libraries have espoused the fee-for-service concept. The move has created a major controversy in the profession, traditionally devoted to freedom of information and free access. Critics have described the user charges as prostitution of information (Plotnick). Nonetheless, strong economic factors are forcing more and more academic libraries to adopt some form of user charges, at least for their outside clientele, consisting mainly of corporate users. The concept is also gaining respectability, however slowly, as evidenced by the information of groups such as ALA-RASD Ad Hoc Committee on Contracted Research Services, the RASD Committee on Fee-Based Reference Service and SLA's Institutional Fee-Based Information Services within its Library Management Division. It is also evidenced by issue of authoritative guidelines such as ARL's Fees for Services and Corporate Use of Research Libraries.

And over the last few years, a body of experience has been accumulated in this area, which can act as guideposts to those institutions which are contemplating a change. This paper summarizes a fee based service at the Olin Library at Washington University and the formula agreed upon to arrive at user charges. The latter half of the paper discusses the ancillary function of document delivery and costs thereof through the use of the Library's interlibrary loan services.

On-line database services are provided for Washington University faculty, staff and students, as well as to the St. Louis off-campus research and corporate community by the Olin Library System. While the service is not entirely free to on-campus users, they are charged only for computer time, database royalties and incidental out of pocket expenses. Although the University Library has not actively advertised its research services to off-campus users, extensive on-line database searches have been and are being provided to this group. Recently, two new factors were introduced into the picture, which have augmented the volume of activity in this area. The first is the formation of the St. Louis Technology Center, a not for profit corporation formed by Washington University, St. Louis University, University of Missouri, Missouri Botanical Garden and Southern Illinois University-Edwardsville. The Center provides administrative support, professional advice, and access to financing, to "start-up" technology-based businesses. It also enables the
entrepreneurs to develop their product while making informed business-planning decisions.

The second factor relates to the formation of the Bookmark Society. This society is a literary organization which serves as a bridge between the University's central library system and the St. Louis community. Sponsored by the Olin Library System, the society member enjoys not only borrowing privileges but also access to on-line database searches.

As a result of the above developments, it was anticipated that the off-campus demand for Olin Library's on-line search services would increase considerably. It was therefore felt that a system for appropriate charges for off-campus users should be instituted, if the system was to be saved from severe financial strain. After much discussion and literature search (Boyce), it was agreed that the library should establish a surcharge for every search over and above the actual connect time and print charges. Since computer based literature searching is a service which is demand driven, the cost accounting for such service does not follow the model for other library services. The broad components of the costs of such service would include direct variable costs, direct fixed costs and indirect fixed costs.

The following section explains in detail how the surcharge was arrived at. The assumption behind the start-up of the fee-based service entails the simplest equipment requirements and the lowest capital investment in comparison with other areas of library automation. Washington University Olin Library System has access to terminals that utilize the American Standard Code for Information Interchange (ASCII terminals), a CRT (ADM22) with a 1200 baud TI 820 printer, a TI 733 terminal (300 baud) for ready reference and an RCA APT terminal with built in smart modem for demonstration purposes. Now, the formula (Saffady) whereby the exact amount of surcharge was arrived at can be expressed by the equation:
\[ C = \frac{F}{N} + S + L, \text{ where} \]

\[ C = \text{Cost of an individual search.} \]

\[ F = \text{Prorated portion of the fixed start-up and ongoing expenses.} \]

\[ N = \text{The number of searches performed annually.} \]

\[ S = \text{The total number of search service charges. Includes: Telecommunication charges, database usage charges, on-line printing charges, off-line printing charges.} \]

\[ L = \text{Cost of personnel labor.} \]

\[ N = \text{Number of searches performed annually.} \]

We have available to us the figures for FY 83-84 and FY 84-85. They are:

- FY 1983 - 1984 ......................... 309 searches
- FY 1984 - 1985 ......................... 238* searches
- Average # of searches .............. 296

* decrease due to staff turnover!
## Personnel Labor

$L = \text{Personnel Labor} \times 52 \text{ wks.} \times 37.5 \text{ hrs.} = 1950 \text{ hrs.}$

<table>
<thead>
<tr>
<th>Description of personnel involved</th>
<th>Approximate Average Annual Salary $ = A</th>
<th>Salary/hr. = $A / 1950</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service heads</td>
<td>29,700.</td>
<td>15.23</td>
</tr>
<tr>
<td>Grade 11</td>
<td>20,820.</td>
<td>10.67</td>
</tr>
<tr>
<td>Grade 9</td>
<td>17,460.</td>
<td>8.95</td>
</tr>
<tr>
<td>LA 5</td>
<td>12,228.</td>
<td>6.30</td>
</tr>
</tbody>
</table>

**Subtotal**

80,268.  
41.15

| Social Sec. at 7.5%               | 6,020.10                               | 3.087                  |
| Annuity @ 7.5%                    | 5,618.76                                | 2.881                  |

**Subtotal**

91,906.86  
47.118

**Accounting, 1 hr/wk.**

$7.00 (1 \text{ search cost for accounting} = 364/296 = 1.229) \times 364.00 = 7.00$

**Total**

92,270.86  
54.118

**Avg. personnel search cost**

$47.118 / 4 = 11.7795$

**Accounting**

364 / 296 = 1.229

**Total**

13.0085 = $13.00
\[
F = \text{Fixed Expenses for On-line Searching}
\]

<table>
<thead>
<tr>
<th>Description</th>
<th>Cash Outlay</th>
<th>Useful Life-ys.</th>
<th>Annual Cost - $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal with Modem (398)</td>
<td>$2,301.</td>
<td>3</td>
<td>$ 900.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$2,699.</td>
</tr>
<tr>
<td>Site Preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td>600.</td>
<td>3</td>
<td>200.</td>
</tr>
<tr>
<td>Telephone installation</td>
<td>90.</td>
<td>3</td>
<td>30.</td>
</tr>
<tr>
<td>Furniture (file cabinet=200)</td>
<td>1,700.</td>
<td>5</td>
<td>340.</td>
</tr>
<tr>
<td>tables</td>
<td>250.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chairs</td>
<td>450.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>typewriter</td>
<td>800.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search Aids</td>
<td>600.</td>
<td>3</td>
<td>200.</td>
</tr>
<tr>
<td>Initial searcher training</td>
<td>300.</td>
<td>3</td>
<td>100.</td>
</tr>
<tr>
<td>Ongoing Expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>200.</td>
<td>1</td>
<td>200.</td>
</tr>
<tr>
<td>Terminal maintenance</td>
<td>454.</td>
<td>1</td>
<td>454.</td>
</tr>
<tr>
<td>Telephone inst. rental</td>
<td>372.</td>
<td>1</td>
<td>372.</td>
</tr>
<tr>
<td>Advanced searcher train</td>
<td>300.</td>
<td>1</td>
<td>300.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$7,315.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$3,096.</td>
</tr>
</tbody>
</table>

Grand total $3,096.
Rationale for Fixed Surcharge Figures

Prorated Annual Fixed Cost...Annual cost = \textit{3096} \times 10.459 = \$11.00
(from F) \hspace{1cm} \text{Avg. annual # of searches = 296}

Personnel labor (from L) \hspace{1cm} \$13.00

Oversight round-off \hspace{1cm} \$1.00

Total \hspace{1cm} 11 + 13 + 1 = \$$25.00

Sample Work Sheet

Cost Per Search Calculation for Selected Dialog Databases
Based on Annual Volume of Search = 296

\begin{tabular}{lccc}
\text{($99/hr.$)} & \text{($55/hr.$)} & \text{($25/hr.$)} \\
\text{COMPENDEX} & \text{PSYCINFO} & \text{ERIC} \\
\hline
\text{Prorated annual fixed cost} & \$11.00 & \$11.00 & \$11.00 \\
\text{Telecom charge} & 2.65 & 2.65 & 2.65 \\
\text{Telenet} & \text{(20 min.)} & \text{(20 min.)} & \text{(20 min.)} \\
\text{Database connect time} & 33.00 & 18.40 & 8.40 \\
\text{On-line display charges} & 7.00 & 7.00 & 2.00 \\
\text{(20 records)} & \text{(20 records)} & \text{(20 records)} & \text{(20 records)} \\
\text{Off-line print charges} & 37.60 & 16.00 & 8.00 \\
\text{(80 records)} & \text{(80 records)} & \text{(80 records)} & \text{(80 records)} \\
\text{Personnel labor} & 13.00 & 13.00 & 13.00 \\
\hline
\text{Total} & \$104.25 & \$68.05 & \$45.85 \\
\end{tabular}

It should be noted that the surcharge does not enable the system to make a profit, but merely allows for the recovery of costs. The costs outlined above do not cover the cost of document delivery, a service provided by our interlibrary loan department. Corporate users of on-line database search services in most, if not all cases, want a comprehensive system of information retrieval and delivery. The same has not been true of on-campus academic and student users. It must be pointed out here that the
trend has been towards a one-stop shopping approach where users get not only citations from on-line searches, but also the copies of actual documents cited. In line with these developments are the attempts to merge libraries and computer centers in terms of organization and function (Neff).

The decision to provide a document delivery service to non-Washington University patrons required a major policy change. Like other academic institutions in the St. Louis area, Washington University libraries had always limited interlibrary loan service to the University's own faculty, students and staff. Individuals without an institutional library affiliation were referred to local public libraries. The impetus to modify this long-established policy was the Library's emerging relationship with the new St. Louis Technology Center described earlier in the paper. While the Technology Center clients could have been sent to public libraries to obtain materials not available in Washington University collections, it seemed preferable to offer these clients the option of working with one library in meeting their information needs.

Once the decision was made to offer interlibrary loan service to clients of the Technology Center, it was a reasonable step to extend the service also to other special groups, specifically members of the Bookmark Society and other "courtesy card holders" who had contributed to the University.

Two assumptions underlay planning for the expanded service. First, service to non-University patrons would be provided by the regular interlibrary loan staff. Second, the service would have to be offered on a cost recovery basis. Both assumptions had significant policy implications.

A number of academic libraries in recent years have set up separate units to provide a range of library services to the business community. One advantage of such an arrangement is that it avoids any conflict between service to university versus non-university patrons. The primary responsibility of the Washington University library is service to the Washington University community. How should requests from outsiders be accommodated in the work flow? Should requests from patrons be given a higher priority, with perhaps a limited time set aside for
processing other requests? On the other hand, might the outside patrons, especially the Technology Center clientele, feel that the fact they were paying specifically for the service entitled them to expedited processing? The pragmatic resolution of this issue was a decision against imposing any kind of differential treatment. All requests would be handled in order of receipt, aside from the relatively rare request for rush service. Part of the rationale for this approach was the circumstance that the service to outside patrons was new and it was not known how heavily it would be used. In addition, it was assumed that most requests from outsiders would be for materials identified through a database search; these items usually require little verification effort and are usually easy to process. Most importantly, treating all requests alike constituted the easiest basis for administering the new service, since it required no changes in organization of work for the interlibrary loan unit. The interlibrary loan supervisor was directed to monitor the impact of requests from non-Washington University patrons, however, and it may be that changes in policies and procedures will be called for in the future.

In all respects, non-university patrons are expected to observe established interlibrary loan policies. They must submit their requests on the regular interlibrary loan request forms and once they have been notified that the requested items have been received, they must come to the library to pick up the materials themselves, or arrange to have someone do so. The service is limited to acquiring materials not available in the Washington University library system. In other words, the service does not include retrieval or copying of Washington University library materials. Thus the service can be termed "document delivery" in only the narrowest of senses.

A major issue, of course, was the matter of how much to charge in order for the service to non-university patrons to be truly self-supporting. After reviewing the literature on calculating the costs of interlibrary loan service, a list of factors specifically related to the borrowing side of the interlibrary loan operation was drawn up in the fall of 1985. Costs, either actual or estimated, were assigned based on FY85 interlibrary borrowing activity, but using projected FY87 salary figures. (FY87 begins July 1, 1986.)
Projected interlibrary borrowing costs, FY87, Olin Library, Washington University Library, St. Louis, Missouri:

Personnel costs $39,224.
- ILL supervisor (87% of total salary)
- Borrowing assistant (100% of total salary)
- Half-time assistant (33% of half salary)
- ILL student assistants (50% of total)
- Head, Social Sciences Services (6.5%)
- Reference librarians (75 hrs. annually)
- Accounting services (1 hour/week)
- Mailroom services (7.5 hours/week)

Communications, etc.................. 1,975.
OCLC charges for 2884 requests........ 3,345.
Postage for 877 mailed requests........ 193.
Postal and other delivery charges....... 1,574.
Lending fees.......................... 906.
Photocopying and other charges by suppliers 4,309.
Equipment, site preparation............ 400.

Total

$51,926

Total equals $12.96 average cost per request at 4006 requests.

Note: The data are for FY85, except for personnel costs which reflect projected FY87 salary and fringe benefit expenditures.

Two approaches to establishing a charging system were considered. One involved calculating an average, per request, base cost consisting essentially of salary and equipment and overhead expenses. The charge for each request would be the base cost, plus the actual direct costs for that request: postage, photocopying charges, lending fees, or any other cost that Olin Library had to pay some other library or document source.

The second approach required calculating an overall average cost per request by adding all expenses and dividing by the number of requests. Using the overall average as the basis for charging had several attractive aspects. It would be fair; it would assure that costs would be recouped: and finally, it would be simple and
therefore economical to administer in terms of record-keeping and accounting procedures. Thus the decision was made to levy a per-item charge of thirteen dollars.

It should be noted that the calculations were based on the average cost per request, regardless of whether filled or unfilled. About seven percent of the requests were not completed. The question was raised whether patrons should perhaps be charged for unfilled requests, since often these requests are particularly costly in terms of staff time spent in the effort to verify and locate esoteric or inaccurately cited items. Since the incidence of unfilled requests is not significant, it was concluded that the negative public relations effect of charging for what would be perceived, rightly or wrongly, as the library's failure to produce did not justify imposing such charges.

At the time of this writing both the St. Louis Technology Center and the extended services are too new to judge the long term effect on the Olin Library system. The process of developing policies to handle non-university clientele has served the useful function of forcing the library to analyze the costs of some of its services. Additionally, in the process an implicit philosophy became explicit, namely, that the library staff did not favor offering services, even for a fee, to non-Washington University patrons that were not also available to regular university patrons. If, as seems likely, the outside clientele should begin to push for additional services, (for example, retrieval, copying and delivery of materials from the library's own collections), the library's primary users may benefit. Working with a less traditional clientele has encouraged a fresh look at Olin's claim to be patron-and service-centered.
References


Footnotes


Academic Librarians in the Field:
Library Service to Off-Campus Students

Stephanie Rogers Bangert
St. Mary's College of California

St. Mary's College of California is a Catholic liberal arts college founded in San Francisco in 1863. The college moved to its current 420 acre site in Moraga, a suburban community in Contra Costa County about thirty minutes' drive from San Francisco, in 1928. The college is owned and operated by the Institute of the Brothers of the Christian Schools. A Christian Brother and lay staff comprise the current campus faculty of 163, and the additional 197 faculty who support graduate and off-campus programs. Twenty-five baccalaureate programs and five graduate programs are offered to campus students. The School of Extended Education offers two baccalaureate programs and two graduate programs to off-campus adult learners.

St. Mary's College has a total enrollment of 3,171 students: 2446 undergraduates and 725 graduates (Fall 1985). Of these, 609 are off-campus Extended Education students. (The student population of the college has experienced a dramatic increase: since 1970 the enrollment has more than tripled.) Approximately 900 of the college's undergraduates now reside on campus.

The population of Contra Costa County by the year 2000 is expected to be 845,000, up twenty percent from the current figure. While faculty and administration are discussing the issue of future institutional size, it is clear that local demographics may influence St. Mary's overall character and, quite possibly, impact the college's educational goals.

The Library

St. Albert Hall Library, constructed in 1968, houses a collection of 154,500 volumes. The library has a professional staff of 7.75 FTE (full time equivalent) librarians: the Library
Director, Assistant Director for Information Services, Assistant Director for Collection Development, Technical Services and Cataloging Librarian, .5 FTE Special Collections Librarian, and 3.25 FTE Information Services Librarians. With increasing demand for more sophisticated library services, e.g., computerized reference, library instruction to undergraduate and graduate classrooms, and research support for off-campus students, the number of the library's professional staff has grown accordingly. The number of support staff positions is 4.75 FTE; approximately 2.0 FTE students are employed annually.

The role of the library at St. Mary's College has evolved from book repository to functional study hall to interactive information center. Over time, it has been the patterns of library use which have contributed to and precipitated change in the library's role. St. Mary's College once focused on providing a liberal arts education to young men residing on campus. The college library supported a curriculum heavily oriented toward primary resource material, i.e. the Great Books tradition, and was a repository for multiple copies of textbooks. Today, the college is providing a diversity of degree programs to both men and women. It also provides education for the generalist or specialist, the recent high school graduate, or re-entry adult learner. The library now attempts to support a complex curriculum requiring both theoretical and practical resource material.

The library has an active user education program where reference librarians provide classroom instruction (on and off-campus) in research strategy. Computerized literature searching via the DIALOG and BRS information retrieval systems as required by many graduate and Extended Education programs, is performed by the professional staff. Document delivery, and expedited interlibrary borrowing services are now available to access materials not owned by St. Mary's College. Information referral and exchange with a variety of local, special, public, and academic libraries is performed on a regular basis.

Information services are no longer limited to undergraduate students who reside on campus. Our graduate and Extended Education programs attract adult professionals, many of whom are local business executives. These students make use of the library on nights and weekends. (Approximately six percent of the
off-campus Extended Education students use the campus library.) Because St. Mary's is the only four year college in Central Contra Costa County, it is viewed by many local residents as the largest information resource east of Berkeley. Students from other institutions of higher education make use of our library regularly, and new businesses in Contra Costa County have also emerged as part of our changing and growing clientele.

School of Extended Education

Academic programs in St. Mary's College's Division of Extended Education began in 1975. The dean of this new division was appointed in 1978 and in 1984 the division was officially reorganized as the School of Extended Education. Since 1975, over three thousand students have earned their baccalaureate or master's degrees, and over six hundred have completed other professional studies. Extended Education offers four degree programs: (a) Master of Science in Health Services Administration; (b) Master of Procurement and Contract Management; (c) Bachelor of Arts in Health Services Administration; and (d) Bachelor of Arts in Management. A certificate program in Paralegal Studies is also offered. Over six hundred off-campus students are enrolled in these programs each year. All classes are held in the evening. The average program length is fourteen months. Students (ages 25-60) are recruited within a hundred mile radius of San Francisco. Most classes are organized in San Francisco, Oakland, San Jose, Stockton, and Sacramento. Many classes now, however, are being organized in suburban communities such as Walnut Creek, San Rafael, Napa, and Salinas.

In 1980, the Western Association of Schools and Colleges (WASC) conducted an extensive review of the college. In the 1980 WASC final report, the following specific recommendation was made to the college administration regarding library service to its non-traditional programs:

"...the Team recommends that the college make library and other learning resources available to all off-campus students at appropriate locations."
This recommendation set into motion the development and subsequent implementation of a unique library program which now fulfills the research, access, and bibliographic instruction needs of St. Mary's College off-campus students.

Library Service to the School of Extended Education

Staffing

Two years following the 1980 WASC report a full-time professional librarian position, the benefits of which were to be shared equally by the college library and the School of Extended Education, received administration approval. In April 1983, the Special Services Librarian was hired to design, implement, and manage library services to off-campus students. Since that time, the School of Extended Education has subsidized an increase in librarian staff from .5 FTE to 1.25 FTE. The Special Services Librarian was promoted to Assistant Director for Information Services in 1985 and currently maintains administrative responsibility over the Extended Education library program. The Assistant Director manages and supervises reference, automation, access (circulation and interlibrary loan), and extended service activities within the college library. Two reference librarians, who report to the Assistant Director, provide the "field" library service to Extended Education programs. One librarian is an on-campus .5 FTE librarian, the other is based off-campus and is at .25 FTE. The campus librarian holds a full-time joint position between the library and the School of Extended Education as does the Assistant Director. The off-campus librarian is contracted on an hourly basis. Field librarians provide the majority of class site visits, in-person reference interviews, and the execution of computer searches. The Assistant Director, who once performed field librarian responsibilities, now supervises professional staff, evaluates service quality, and communicates with the Dean of the School and division directors on budget and planning issues. As the campus librarian continues to increase her involvement in curricular support and collection development for the Extended Education programs, it is likely that an additional .25 FTE will be required to assist in local class visits, computer searching, and individualized reference assistance.
In the past, the library has contributed a modest number of student employee hours to handle clerical responsibilities. However, with the dramatic increase in interlibrary loan business, it is anticipated that the School will fund a student position (10-15 hours/week) in the next fiscal year.

Success of the library service program and its ability to meet information needs of Extended Education is primarily attributed to the field librarian concept. The blend of a permanent staff position with a contracted field position has given the Extended Education librarian team the flexibility to accommodate teaching responsibilities for forty-five evening classes per year in geographical areas ranging 5-100 miles from the Moraga campus. The campus librarian can also assume more administrative responsibilities, e.g., establish a consistent rapport with Extended education staff and faculty. The contract field librarian, on the other hand, can take on special projects requiring flexibility, such as providing extra tours of Bay Area libraries, selecting and installing microcomputer equipment in both library and field office locations, attending professional development workshops, and then repackaging the information for college librarian staff. Contracting an off-campus librarian also allows for change should Extended Education re-evaluate their library service needs in the future.

Description of Service

The scope of service to all degree programs includes on-site class visits to both campus and off-campus students. Visits are provided to all geographical locations where classes are organized. Service to programs also includes personalized reference assistance both in-person and over the telephone, tours of local library facilities, expedited interlibrary borrowing and document delivery, and related information referral. Service to the paralegal program has included infrequent computer searching as well as occasional class visits to demonstrate the DIALOG Information Retrieval System. Support to the marketing division of Extended Education has involved several field librarian visits to student orientation meetings. Service to Extended Education faculty and staff entails computer searching, research assistance, citation verification, and interlibrary borrowing. (see Figure 1.)
Figure 1. Librarian time by type of service to School of Extended Education. 1986.*

On-Campus Ext. Ed. Librarian
- 5% Meetings and Professional Development
- 10% Collection Development
- 20% Curricular Support and Materials Preparation
- 30% Class Visits
- 35% Reference Assistance

Off-Campus (Field) Ext. Ed. Librarian
- 5% Collection Development
- 15% Reference Assistance
- 20% Class Visits
- 30% Curricular Support and Materials Preparation
- 30% Meetings and Professional Development

* Dates used in all figures throughout this paper refer to a specific academic year, e.g. 1986 = 1985/86, 1985 = 1984/85, 1984 = 1983/84.

Users. Users for the off-campus library services program are derived from one of the following divisions in the School of Extended Education: Extended Education Degree Programs (EEDP), Procurement and Contract Management, or, Paralegal. The primary focus of library service the first year (1983) was to the Extended Education Degree Programs. At that time, EEDP offered two baccalaureate degree programs: Health Service Administration, and Management. A master's degree in Health Services Administration was offered beginning 1984. Off-campus library service was provided to the Procurement program in 1984 and to the Paralegal program in 1985. Some promotional support is currently given to the Extended Education Marketing division. Although the majority of service is provided to the students of these programs, their faculty and staff are eligible for service as well. (see Figure 2.)
Figure 2. School of Extended Education use of library service by type of user, program, and year.

Note: Total number of users seen: 1984 - 136
1985 - 194
1986 - 228
Class Visits. Faculty and student feedback suggests that on-site class visits by library staff provide the single most significant link between Extended Education students and the learning resources of St. Mary's College. Information referral and resource networking with other San Francisco Bay Area libraries provides a further link between students and library centers in geographical proximity to home or classroom. (see Figure 3.)

Figure 3. Librarian class visits to School of Extended Education by year.

In the classroom, the 1 1/2-2 hour librarian presentation describes a step-by-step methodology for the research process. A summary of the major reference sources in a given field is covered. Computerized literature searching is discussed, followed by policy, procedure, and organizational issues of local academic, public, and special libraries. Working with EEDP program directors, the campus librarians determined that the thirteenth
week of the bachelor programs was the appropriate time for the site visit in the curriculum.

The master's programs have placed the class visit somewhat earlier in the curriculum. A subject-oriented pathfinder and bibliography was prepared for the Health Services Administration, Management, and Procurement programs. It was distributed to students via the course syllabus. All handouts follow a recommended five step strategy to simplify the research process:

Step 1. Define your topic
Step 2. Gain a general overview
Step 3. Locate references to documents
Step 4. Locate the documents
Step 5. Read and take notes

(This outline for the research process has now been integrated into all college library bibliographic publications.)

Research and Reference Assistance. In the Management and Health Services Administration programs students are required to complete a course entitled "The Project." Students are asked to design and implement a work-related project based upon an analytical model of goal setting, problem identification, data collection and evaluation. As part of the intensive two hundred hour project design phase, students are required to conduct a comprehensive review of the literature. At least fifteen sources are to be located, reviewed, and synthesized. References can be derived from journals, books, government documents, newspapers, statistical and other factual data. Use of computer-stored and other non-print resources is encouraged.

The purpose of the librarian class visit is to introduce students to the research process and to orient students to appropriate libraries in their geographical location. Individual reference assistance is the next step for students requiring additional help in research topic definition, the identification of relevant information sources, preparation for computerized literature search, and referral to other library collections. Those students requesting individual reference assistance usually do so three-to-five weeks following the librarian visit.
Reference assistance is available by appointment for in-person interviews, telephone, and electronic mail.

Fifty-one percent of all Extended Education students attend classes in Contra Costa County and the Greater East Bay—a 15-20 mile radius of the St. Mary's College campus. Many of these students elect later to meet with the Extended Education librarian who works in the college library. Even with this proximity to the campus, some students prefer a telephone reference interview and follow-up call. Thirty-three percent of Extended Education students attend classes organized 40-60 miles away from the college's Moraga campus. Most of these classes are located in the South Bay. One off-campus librarian maintains her office in the San Jose area in conjunction with the Extended Education Marketing division. Most South Bay students requiring individual reference assistance will choose to meet with the field librarian in-person. The remaining sixteen percent of Extended Education students attend classes in San Francisco and the North Bay—a 20-60 mile radius from the St. Mary's campus. Very few classes are held outside a sixty mile radius. In all cases, most students elect to contact Extended Education librarians by telephone.

During the first year of service students primarily contacted librarians for computer searches. Students now are more likely to request both personalized reference assistance as well as computer searches. (see Figure 4.) Two factors have contributed to the change in type of reference assistance requested:

1. Faculty and librarians encourage students to gain a general overview of the literature before requesting a computer search; and
2. Students increasingly use reference materials recommended in the class visit which often decreases or eliminates the need for a computer search altogether.
Figure 4. Type of reference assistance provided by librarian to School of Extended Education.

Individual research and reference assistance to Extended Education students, faculty, and staff consumes considerable librarian time. To satisfy the majority of reference-plus-computer search requests, a one hour appointment is usually necessary. That amount of time has proved adequate to conduct an extensive reference interview, perform a computer search, discuss methods of locating references, and provide pertinent information regarding the use of local libraries. Extended Education librarians are spending twice the previous amount of time providing reference assistance to faculty. The average appointment is fifty minutes. Extended Education staff continue to receive an average forty-five minutes of individualized reference assistance per appointment.

Computer Searching and Interlibrary Borrowing (ILL). Computer searching provided to the School of Extended Education is a vital component in the library services program. (See Table 1.) From the programs conception in 1983, the Dean of the School expressed his support for the provision of on-line information services to students by stating that each student is entitled to receive one free computer search during the course of the entire program. Dollar maximums were established for each program to aid in the budgeting process. A computer search costing no greater
than fifteen dollars is offered to students in the health program; a computer search costing no greater than twenty-five dollars is offered to students in the management, procurement, and paralegal programs. These amounts take into consideration the dollar per minute cost charged by individual database vendors.

Table 1

Number of Computer Searches Performed for School of Extended Education, 1986

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services (BA)</td>
<td>54</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Management (BA)</td>
<td>103</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Health Services (MA)</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Procurement (MA)</td>
<td>21</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Paralegal</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Division Total</td>
<td>199</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Program Total</td>
<td>214</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. BA refers to bachelor's programs; MA refers to master's programs.

Extended Education librarians search on the DIALOG and BRS information retrieval systems. While the campus librarians perform searches on an RLIN RL40 terminal configured to access commercial database systems, the South Bay librarian uses an IBM PC AT, Hayes SmartModem, and letter quality printer. Dialog searching accounts for eighty-seven percent of all searches.
performed while BRS searching accounts for thirteen percent. (RLIN and ONTYME electronic mail are used primarily during the interlibrary borrowing operation.) Primary databases used for all Extended Education programs are ABI/INFORM, Health Planning and Administration, Management Contents, Newspaper Index, Nursing and Allied Health, Harvard Business Review, and ERIC.

During the 1985/86 academic year, ninety-four percent of Extended Education users who requested some type of reference assistance received a DIALOG or BRS computer search. As the number of the located references to documents increased, so did the demands on the interlibrary borrowing service increase. By the fourth quarter in 1985, Extended Education users represented thirty percent of all St. Mary's ILL clientele. By the second quarter of 1986, Extended Education users represented sixty-two percent of ILL requesters. Several factors contribute to this increase. The college library's ILL operation is now managed by the campus Extended Education librarian. Because of her expertise in regional networking with other Bay Area libraries, she has found that most library-to-library charges for ILL service can be avoided by careful selection of lending libraries. Also, for the first time, a student employee was hired to handle interlibrary loan activity exclusively. With a more efficient ILL operation in place, field librarians increased promotion of the ILL service to Extended Education students during class visits as well as during the computer search reference interview. In previous years most Extended Education students retrieved their own documents; the majority of those students now utilize the St. Mary's College library ILL service for document delivery. Material that must be photocopied is mailed to the majority of Extended Education students.

Orientations and Tours. Once a student has been accepted into one of the EEDP programs, the School's marketing division organizes an orientation meeting for each geographical class cluster. (For example, a class which is organized in San Jose remains together as one class throughout the entire fourteen month program.) During the 1985/86 academic year, the South Bay field librarian attended seven orientation meetings (two for the health program, five for the management program). At these meetings, a summary of library services is described and a general review of local libraries is presented. Students are informed as
to when they can expect the librarian class visit. It is believed that this initial brief introduction to an Extended Education librarian serves to promote library services as well as reinforce the School's commitment to an academically supported curriculum.

At the request of course instructors or students, the field librarian also provides tours of major libraries. These tours are often organized during evening hours different from the scheduled class time. Seven tours were offered in the 1985/86 academic year (two for the health program, four for the management program, and one for the procurement program). Libraries toured were Stanford University, San Jose State University, and the City of Sunnyvale Public Library (Main Branch). Feedback indicates that these tours were extremely useful in assisting students to refamiliarize themselves with the physical layout of the reference rooms, card catalogs, and periodical indexes for each library.

Curricular Support

Integrating Library Service into the Curriculum. When the library program to the School of Extended Education was in the design stage, the Special Services Librarian worked with EEDP program directors to evaluate student research and information needs related to the requirements described by program curricula. Since the "Project" courses for bachelor's degrees in both Management and Health Services Administration already required a fifty hour literature review, librarian attention was immediately focused in that area. Once the basic library program was in place for these courses, new applications were sought for existing support services to assist in the objectives of each program.

In 1985, one of the courses in the management program had a library-related assignment integrated into its syllabus. The assignment, designed by the campus Extended Education librarian in consultation with the management program director, was written to complement the objectives of the Management Profession course and also to provide an easy, hands-on introduction to library use. Students were asked to explore trends in the management profession by locating recent journal articles. Specific periodical index titles and relevant subject headings were provided to help expedite the search process. The goal of the assignment was to encourage early use of the library, more specifically to encourage
use of business reference materials. Students evaluated their library experience and this information was then forwarded to the college library. The field librarian who was scheduled to visit that same class in the project course reviewed the evaluation questionnaires to determine the most frequently used libraries in the geographical area where the class was organized. Problems raised as a result of the library-related assignment were then addressed in greater detail in the librarian class presentation. Overall, the assignment was seen as a successful introduction to the library research process. The assignment gave students an opportunity to test their library use skills while, at the same time, the librarian was given an opportunity to evaluate student skill level prior to lecture preparation.

Collection Development. The quality of the St. Mary's College Library collection has undergone extensive evaluation during the last two years with the Extended Education campus librarian dedicating ten percent of her time to collection development activities. The quality of the library's holdings in health, management, and procurement is largely a result of her collection review, acquisition recommendations, and liaison work with faculty. Annually, the library allocates approximately two thousand dollars for Extended Education materials. Based upon the librarian's acquisition recommendations, the School of Extended Education generously supplemented the library's materials budget for the past two years. In 1985, $6,900 was contributed to the library's materials budget, and in 1986, the figure was $8600. These funds were then used to expand the library collection to support the two Extended Education master's degree programs and to reinforce the business reference and periodical collection.

During the summer of 1985, the campus librarian worked in conjunction with the health services administration program director to promote more faculty participation in collection development. A brief questionnaire was sent out to all health services faculty requesting three basic items of information: area of expertise, recommendations for book or reference titles, and recommendations for journal titles. Examples of areas of expertise are law and ethics, health care trends, marketing and economics of health care, and human resources. The questionnaire asked faculty to make no more than five title recommendations in each of the two categories. Faculty were provided with a summary
of recent acquisitions as well as a list of health care and nursing journals owned by St. Mary's College (selected management journals were also included). Approximately twenty-five percent of the questionnaires were returned. The library purchased all in-print book titles as well as the majority of journal titles recommended. A follow-up letter was returned to each faculty respondent indicating those titles which were already owned by the college library and those titles ordered in response to their input.

Networking with Other Libraries. The library services program to the School of Extended Education has been designed to assist students in the research process. Even with the extensive individualized assistance provided by field librarians, most students consult local libraries to acquire information or materials not readily obtainable through interlibrary loan or document delivery, and although the library's ILL service has been upgraded, students may still prefer to browse journal collections in-person, check out books directly, or verify document locations in union or COM catalogs without the assistance of a reference librarian.

A library resources handbook, entitled Guide to Bay Area Libraries, has been developed to orient students in the uses of library and information centers available in their geographical area. Originally developed by an Extended Education staff member before the library services program was implemented in 1983, the Guide has received extensive revision by the current campus librarian.

Part one of the handbook provides students with tips on choosing a library, suggestions for organizing the information search, and reviews the recommended five step research strategy. (This five step research strategy is the foundation for the librarian class lecture and is reinforced in subject bibliographies and pathfinders.) Part two is a directory to one hundred Bay Area academic, special, and public libraries which are available for Extended Education student use. The directory lists current library hours and telephone numbers, collection strengths, and circulation policies. Each participating library was informed, prior to inclusion in the directory, of the nature of Extended Education student information needs. The Guide is
distributed to EEDP students during orientation. Faculty are encouraged to refer to the handbook throughout the program.

Operating Cost

For the 1985/86 academic year, the operating cost required to support the Extended Education library services program was $35,800. (see Table 2.) It must be noted, however, of the 609 students enrolled in Extended Education, only 228 students, staff, and faculty made full use of individualized reference assistance, computer searching, and interlibrary borrowing. (All students benefited from a librarian class visit, bibliographic handouts, and the Guide to Bay Area Libraries). Actual per student costs are extremely difficult to project.

Table 2

Operating Cost for Library Services Program to School of Extended Education, 1986

<table>
<thead>
<tr>
<th>Contributions</th>
<th>Extended Education</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian salaries</td>
<td>$27,000</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>(Class visits, tours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer searching</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>(DIALOG, BRS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing/Photocopy</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>(handouts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone/Postage</td>
<td>100</td>
<td>$200</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>1,200</td>
<td></td>
</tr>
<tr>
<td>(student wages, RLIN, ONTYME)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotals</td>
<td>$34,400</td>
<td>$1,400</td>
</tr>
<tr>
<td>Total cost</td>
<td>$35,800</td>
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</tbody>
</table>
Summary

Library service to the School of Extended Education both meets the present information needs of its students and attempts to anticipate additional needs relating to changes in program curricula. The library program has been designed to provide a comprehensive and individualized information service package: one-on-one reference assistance (in-person or via telephone), access to commercial database systems, instruction in research methodology, and document delivery. Networking with regional libraries is accomplished through the publication of the Guide to Bay Area Libraries as well as information referral between the St. Mary’s College Library and local library facilities. Concentrated collection evaluation in the fields of health services administration, management, and procurement has resulted in an improved college library collection. Student evaluation questionnaires indicate an overall "excellent" rating of the library program. Satisfaction with the service is primarily attributed to the customized nature of the program; what little negative feedback has been received addresses the time and money associated with document delivery.

Library service tailored to a non-traditional off-campus program requires its own budget, a highly qualified professional staff, and an administration committed to excellence in progressive information services. The field librarian concept, as described in this paper, is one arrangement which allows for flexibility in meeting off-campus information needs while at the same time provides for new and varied librarian expertise within the college. The overall impact of the Extended Education library program on the information services in the college library has been extremely constructive. The program demonstrates that with careful planning and communication with faculty and academic staff, a librarian team can implement a service which is highly relevant to the educational goals of a curriculum. Results of a successful library program in turn benefit the entire institution.
Author Notes

I gratefully acknowledge Linda Seekamp and Sharon Cline, the St. Mary's College Extended Education field librarians, for their assistance in data collection.
Perceived Use of Off-Campus Libraries by Students
in Library and Information Science

Daniel D. Barron

College of Library and Information Science
University of South Carolina

Purpose of the Study

The purpose of this paper is to present information related to the use of libraries by students enrolled in distant education classes provided by the College of Library and Information Science, University of South Carolina as perceived by the students themselves and by librarians on the campuses of the University who work with them as distant learners. It is the first of a series of studies intended to evaluate the effectiveness of the distant education program of the College.

Definitions

Distant education is defined as those classes which are provided by a unit within the University, in this case, the College, for students away from the Columbia campus, the Columbia campus being the home of the College. The terms "main campus" and "extension program" are not used in this paper because it is the goal of the University to realize a true state-wide system and to assure those served by the University that the quality of their educational experiences do not vary from campus to campus. If terms are to be truly descriptive, then "main" and "extension" are not appropriate.

Background to the Study: The Literature

Throughout the literature reporting the experiences of institutions of higher education with distant education a recurring concern among faculty is that students do not have access to the necessary resources to complete assignments. In
fact this was a major concern of faculty in the College when we began our distant education program in 1976 and expanded it to television delivery in 1980. A recent survey of American Library Association accredited programs which I completed in the spring of 1986 provided data which shows this to be a major concern of other faculties as they make decisions related to using television for instructional delivery.

A study which is yet unreported was conducted by a member of our faculty in which he did a citation analysis of bibliographies in papers submitted by students on the Columbia campus and those submitted by students attending the class via teleconferencing. He found that students on the Columbia campus cited articles in fewer numbers of titles and that the titles tended to be older than those of students on other campuses of the University. He has not yet offered a rationale, but provides it as information.

**Background to the Study: The College and University**

Twenty years ago I encountered the term "social responsibility" as it was applied to library services. My interpretation of the term includes what most libraries have done or are in the process of doing which is to go beyond the confines of physical space and image to meet the information needs of human beings within the context of their daily lives, public libraries reaching into inter-city and rural communities, school libraries reaching into the classrooms and academic libraries reaching into campus life near and distant, for example. The library, by whatever name it may be given within a community, is not some collection of materials lying in wait of a user, but a dynamic energy which extends to every individual within the community.

This point is important because it is the basis of our commitment to distant education. The notion of social responsibility must be a function of the library school as well as the library. Taking the specific professional and personal life needs of the people, especially in the immediate service area of the library school, into consideration as schedules and courses are being developed is essential to the health of both the education program and the library service program.
Any efforts to monitor or evaluate the effectiveness of an academic program or the elements within such a program are not nearly as useful unless the holistic nature of the deliver systems are included. For this reason I include a description of an equally important point for background which is the notion of the team. Our commitment and apparent successes to date have come from the hard work, extra work and good work of all involved with the College's distant education efforts. Of course the faculty is the first to be recognized, but without the efforts of our team, of which the faculty is one element, the delivery of quality educational experiences could not be possible. The team includes the following units within the University:

1. Graduate Regional Studies which is primarily responsible for the logistics of getting a course taught away from the Columbia campus. This includes student registration, acquisition of materials for the class, additional budgets for libraries on campuses from which between seventy-five and one hundred sites are supported each year, and general faculty support. Coordinators on each of the nine campuses of the University work with faculty throughout the system to bring course work and continuing education to their local area to meet the needs of the local community.

2. Office of Telecommunications Instruction which does many of the same things that GRS does, but for courses which are delivered through closed- and open-circuit television broadcast and radio.

3. Instructional Services Center which provides the staff to produce quality instructional materials. The staff includes graphic artists; consultants; technical experts in audio, video and mixed media; and the facilities for producing the full range of instructional media.

4. Library Processing Center which coordinates interlibrary loans, facilitates online searches for students on many sites away from the Columbia campus, and generally helps make the eight campus libraries function as an information system to support the distant education efforts of the University as well as the specific needs of each of the local campus programs.
Were it not for the efforts and cooperation of these units, our distant education program, and I am sure that of other units such as Education, Nursing, Engineering, Business Administration and Social Work, would not be possible. I offer this background to emphasize the fact that teaching at a distance, if it is to be a quality experience for the student, requires the same attention as would a team of surgeons replacing a heart, a pit crew and driver winning a race or a business enterprise expanding its operations. Providing quality instruction may have had its beginnings with the circuit riding teacher with a batch of books in the back of the car, but technology and team efforts have made it possible for institutions of higher education and their libraries to become, not just places where learning occurs, but facilitators of learning where the need exists; not just buildings to which people must go, but carefully conceived programs as close to the individual as technology and creativity permit.

The College of Library and Information Science has provided over twenty different courses delivered locally or through the use of telecommunications. Over eight hundred students have participated in these courses since 1976. A total of five of the six courses required for the Master's degree have been provided with the others which meet the National Association of State Departments of Education and Certification (NASDTEC) requirements for school library media specialist certification. Currently we offer and anticipate offering at least two courses each semester using closed-circuit television broadcasting, two using open-circuit television, and two using traditional classrooms on sites away from the Columbia Campus. Since 1976 we have monitored the end-of-class evaluations for each course, profiled grades and used faculty input to assure ourselves and our accrediting agencies that the quality of the experiences are maintained regardless of the delivery mode or location. Up to this point, none of the efforts has shown a statistically significant difference among any of the elements of the monitoring.

One of the ways we have attempted to assure the same quality of completed assignments is to encourage students to view the delivery as that which brings the class, not the course. By that is meant teachers can expect to provide lecture and demonstration, lead discussions and generally conduct a class as well on television or on another campus as they can in Columbia. The
student must make the commitment to go to where the resources are to complete the same assignments as if the classes were to be conducted on the Columbia campus. If they can find the resources locally, good, but if not they must go to where they are, which may mean a larger city nearby or Columbia where the strongest collection in library and information science in the state is to be found. With the current efforts on the part of the University to expand its graduate education programs throughout the system, availability of resources at the local level is of increasing interest and concern.

The Study

The information presented in this paper comes from three different data gathering instruments which go beyond the regular systematic efforts to monitor class participant evaluation and grade profiles required by the College. These instruments are: 1) A survey of one hundred randomly selected students who have taken courses from the College via telecommunications or on sites other than the Columbia campus from which eighty-one responses were received of which seventy-six were usable; 2) An open-ended survey of all of the librarians (thirty-three) working in public services on campuses of the University except the Columbia campus from which twenty-four forms were usable; and 3) A series of thirty follow-up telephone interviews with both students and librarians involved in the surveys.

The questionnaire for students included a number of items related to their perceptions about many different aspects of the courses in which they were enrolled, especially as compared to courses taken on the Columbia campus. A number of questions were related to their use of libraries and the availability of resources to complete assignments.

A preliminary draft of a questionnaire for librarians indicated that their records were not constructed to allow for separating local campus students from distant education students, so an open-ended questionnaire was developed.

The telephone calls were randomly selected from a number of questionnaires to verify what the computer analysis seemed to indicate.
Findings

Student Questionnaire

The respondents to the student questionnaire indicated that they perceived that resources were generally available for them to complete assignments required in the College, 23% very good and 59% good with 15% poor and 4% very poor. When asked to compare the availability of resources to complete assignments in courses taken from the college but at another campus, 6% of the respondents indicated that resources were better, 49% about the same and 22% worse. Comparing television courses with courses on the Columbia campus, no respondents indicated that they were better, 33% about the same and 36% worse. A possible explanation for some of the difference came from comparing the courses which the students had taken. Several of the courses offered in traditional classroom settings on other campuses are those which require more lab work and hands-on assignments than some of the television delivered courses. For example, a regular course offered through open-circuit broadcasting is Sharing Literature with Young Children, a course notorious among students for the difficulty in obtaining some of the children's books needed to complete assignments. On the other hand, Managing Media Hardware Collections, another course offered on a regular basis, but by instructors on-site, requires very few trips to the library except for reserve reading materials. While these findings are interesting, it is obvious that other studies must be done to determine whether or not the perceptions indicated are borne out in fact among students using collections.

When asked about which libraries they used to complete assignments, respondents indicated that they usually used, in order, the local USC library (31%); a local non-USC or non-technical college library (30%); the Columbia campus library (23%); the local public library (21%); and the local school library (10%). The interesting finding was in combining the usually and sometimes responses. This provides the following list: local public library (76%); non-USC or non-technical college (60%); local school library (55%); local USC library (51%); and Columbia campus library (43%).
Telephone interviews confirmed what a course analysis indicated. Literature courses, especially the young children's course, sent people to the public library and local school library. The reference courses sent people to the academic libraries and public library. The research and administration courses sent people to the Columbia campus.

When students were asked whether or not they had any problems with local librarians or felt uncomfortable asking librarians for help, the overwhelming response was no. The only reason they did not use the libraries was because they did not have the materials they needed or, in the case of the Columbia campus library, it was too inconvenient to go there. Apparently, librarians, with one or two exceptions, have a good image in the mind of library school students and are approachable.

Librarian Questionnaire

Librarians were asked to speak to the problems and concerns they faced related to serving the distant education student. Some of the respondents indicated that the responses were for the College only, but most answered the questions more generally in terms of the total University distant education program. It is my hope that we will follow-up on this study with one which covers the entire range of disciplines and units in the University. In order of concern, the following were indicated by the librarians:

1. Lack of communication on the part of the professor regarding library related needs. They cited the fact that courses are often scheduled too close to the beginning of the term for any meaningful dialogue to go on between them and the professor. They also indicated that even when the period of time seemed to be appropriate, the professors tend to wait until the last minute to communicate library needs to them.

2. Professors are not aware of the materials available in the various libraries and seem to not make an effort to find out. The problem is that the professor makes assignments which require materials which the library does not have and, as a result, students get irritated with the librarians.
3. Failure on the part of the professors to communicate with students as to where the materials are available and that they are expected to use Columbia campus resources for some projects.

4. The budgeting process which prevents librarians from developing collections suitable for the courses being offered through distant education.

5. That students lack an understanding of what services are available through the USC system and no time is scheduled for classes to come in for orientation or bibliographic instruction to help eliminate that problem.

A number of other concerns were indicated, but they were so system specific that they do not warrant attention here.

Conclusions and Recommendations

Students indicated a strong support for the distant education program of the College. In fact, 85% said they would encourage others to enroll in courses delivered by television; 96% if delivered locally; 55% that they would not or could not continue without the television delivered courses; and 66% could not or would not were it not for some courses provided locally. The general conclusion is that distant education is perceived by students as a viable way to bring quality library and information science education to them.

Another general conclusion is that the librarians within the system are viewed as positive elements by students in the College and that the librarians themselves have made a strong statement of their interest and commitment to providing quality library programs to meet the needs of students and faculty.

As far as library use is concerned, the study seems to support for the umpteenth time the notions of availability and accessibility. Students tend to go to the libraries which have the materials they need and tend to prefer the library which is the closest.
From the study, no earth shaking findings or conclusions may be pointed out, but there are some very important reminders. The first is the importance of local networking among libraries if the individual is to get the information she or he needs with the least effort and most satisfaction.

The second is the importance of recognizing the need for the educational team and providing the ways in which that team may function to everyone's benefit. The faculty member is only one member of the team, but his or her efforts can be greatly enhanced in most instances through the cooperation with other units in the university whose jobs are to facilitate the educational experience. The literature of change and innovation indicates that those who are the most likely to be in the forefront of change and innovation; those willing to try something new or be advocates of a different approach may have tendencies which are not team related. They may be a little disorganized, value action over planning and may tend to be suspect of any tradition. Such is the case, I believe, of the advocate of distant learning in the traditional university atmosphere. The reminder to librarians is to try and be patient and understanding and not to give up on having a better organizational relationship with the professor.

A final recommendation comes from the student questionnaire on a topic which at first did not seem to relate to the librarian, the personal contact and development of a peer support group. It may be suggested that the local librarian take on more of a role as counselor and act as an agent of personal contact which is lost for some students as technology meets their need for convenience, but not their need for personal contact. Without putting too much burden on the local librarian, it may be that she or he could replace some of the personal contact lost through the use of telecommunications and hectic professor schedules. This, of course, will depend greatly on the individual and is a suggestion only.

In conclusion, TEAM.
The Ties That Bind:
Organizational Structure of Off-campus Libraries
Nancy J. Burich
University of Kansas

As declining enrollments approach institutions of higher education, there is increasing competition for students. Institutions have tried a variety of approaches to recruit students. In some cases, separate institutions may join together to form one unit. Examples of this type of coalition include the University of California (at Los Angeles, Berkeley, Irving, Davis, Riverside, San Diego, Santa Barbara, and Santa Cruz), the State University of New York (at Albany, Binghamton, Buffalo, and Stony Brook), and the University of Missouri (at Columbia, Kansas City, Rolla, and St. Louis). In this type of organization, each "branch" or "off-campus" unit consists of a separate campus offering a full range of degree programs, a wide variety of services, and a separate academic library. The organization and administration of these libraries do not differ significantly from academic libraries of institutions having a single geographic location.

However, there is another approach to recruiting students which differs significantly from traditional academic models. This is to establish an off-campus center in a metropolitan area which is otherwise not served by an academic institution. The center has as its main goal the recruitment of adult students—a population usually not served by an academic institution. A facility is acquired to house classes and a small administrative staff. Faculty are supplied by the main campus. Because most students are adults, services are minimal. There may be a library, but its facilities and staff are limited. The University of Kansas Regents Center is one such off-campus center. It is located in the Kansas City metropolitan area, forty miles from the main campus in Lawrence, Kansas. It is housed in a renovated elementary school building, and the library occupies the old gymnasium. The Regents Center will serve as a model for comments about the organizational structure of this type of off-campus center for remote education.

The typical Regents Center student has a family as well as regular employment. This person is usually a woman (women outnumber men 3 to 1), and the average age is thirty-five. To most students, time is more important than money because they have more
of the latter than the former. These students are highly motivated, having given up something to attend classes. In addition, being experienced consumers, they want their money's worth from classes. However, they are isolated from on-campus student services, including the academic library. Public libraries which may be near the off-campus center usually cannot meet all research and reserve needs of these students. Therefore, the off-campus center must provide services to support adequately the courses and degrees offered there. Because of the limited size of the center library, it must rely on the main campus library for many technical and public service operations. Because it is likely that the needs of the center library will have an impact on all main library departments, center personnel must be able to develop and maintain close working relationships with all campus library departments.

The personnel of an off-campus library must work with a unique and complex organizational structure. The 1982 "Guidelines for Extended Campus Library Services" specify as personnel, "Persons with the capacity and skills to identify needs and respond to them flexibly and creatively" (Guidelines, 1982). The responsibilities of the center librarian separate her from other academic librarians and have implications for education, training, and recruitment. The reasons for needing these characteristics become clear after analyzing the ties which bind such an off-campus library.

In a recent editorial, Charles Martel wrote, "In libraries, the lines of authority and responsibility create a structure that governs (1) who sets the goals, (2) how resources are allocated, (3) who makes decisions about what, (4) who evaluates, (5) who is to do what, and (6) what means are to be used" (Martel, 1986). In most academic libraries, the organizational structure governs in a straightforward manner. At the University of Kansas, the Vice Chancellor for Academic Affairs oversees the library, the Dean of Libraries oversees Assistant Deans who oversee Technical Service and Public Service departments. Graphically, the organization chart looks like this:
Figure 1. Organization chart for the University of Kansas Libraries.

The Regents Center itself has similar ties to the main campus through Academic Affairs, and there is a Center Director who administers the facility. In addition, there are student services, including the library. The Regents Center organization has the following configuration:

Figure 2. Regents Center organization chart
In figures 1 and 2, solid lines represent authority and responsibility while broken lines represent responsiveness which links the library to the Center. Both the libraries and the Center provide elements in the organizational structure of the Center library which are essential to the effective delivery of off-campus library services. The main library provides administrative leadership within the context of institution-wide priorities. It establishes an operational framework of policies and procedures. It allocates the budget for equipment, staff, and materials. It provides centralized technical services including systems and technology, acquisitions, cataloging, and serials. Finally, the campus provides colleagues with whom an off-campus librarian can exchange ideas, discuss problems, and achieve professional development. Because of the isolation of the off-campus facility, its reliance on campus departments for essential operations, and the demand made on every department in the main library, the Center librarian must carefully nurture responsiveness throughout the library organization. In many respects, the closest colleagues may be other branch librarians. Though the organization, procedures, and specifics of daily operation may be quite different, a branch librarian still shares many common experiences with an off-campus colleague. However, the distance from campus and the absence of daily contact make responsiveness and close ties with campus colleagues difficult to achieve and maintain.

Responsiveness here means more than providing the services requested. It implies an understanding that even though the Center library is a part of the library system, its priorities and its policies and procedures often differ from those on campus. Through a slow process, each main library department must be educated to recognize that the Center Library is different, that it does not necessarily fit the pattern established by other branches. Thus the Center Library orders and acquires its own books, it receives and checks-in its own serials, and it requires precedence in cataloging its materials. Similarly, the public services which it offers often differ from campus practices. Even the days and hours of operation are different from those on campus.

Because the off-campus library is unique, it is essential that the library administration recognize and support its unparalleled position. Such support should include a willingness to allow the Center librarian to explore all avenues that may lead to improved library services. This will almost certainly mean greater freedom for the Center librarian than accorded to other branch librarians. Once such a policy has been established by the library administration, it is likely that all library personnel
will adopt it. Without such administrative support, cooperation or responsiveness may be sporadic or non-existent, disrupting Center library operations.

The Regents Center plays an important part in providing library services. First, it determines the quality and quantity of library facilities. Facilities mean more than bookstacks, index tables, and service desks. There must be adequate study space. Students with families may want to escape the activities at home and seek a quiet place to study at the Center. Others may want to meet informally to discuss homework with classmates. Therefore, the Center needs to provide both kinds of study space--individual, and quiet areas, and group discussion areas. In addition, the Center must provide communication capabilities and security for automated library systems. Because the Center library contains only a small portion of campus collections, it must borrow materials as they are needed from campus. Often, the Center transports these materials from campus as well as faculty and supplies. The timely (and preferably daily) exchange of information and materials is essential for effective library services. Because the main library is not equipped for such service, the Center's library must look to the Center for reliable transport. Finally, since the Center offers only a selection of courses and degree programs which are available on campus, the curriculum determines the library's collection development policy. Plans to add or delete programs must be communicated to the librarian with sufficient lead time so that the collections on campus and at the Center can be surveyed to determine whether they can support the changes planned. Then a coordinated acquisitions program can be initiated to assure that materials and services are available when courses are taught. It should never be assumed that this information will be forwarded to the librarian automatically. The librarian must take the initiative and seek information through informal talks with faculty and Center personnel and through regular attendance at staff meetings. For all these reasons, the need to nurture good relations with Center administrative personnel is as important as good relations within the main library.

It is a difficult task to balance the goals and expectations of the campus library and those of the off-campus Center and its library. For example, the Center may be expanding programs as it seeks to attract new students, while declining or stable enrollments on campus strictly limit resources available for maintaining current services or for expanding them. Further, as the newest and smallest branch, its needs rank low in the library's over-all budgetary priorities. Ironically, it may be the enrollments generated off-campus which provide any increases
in resources for campus programs. Because of this conflict, the librarian must have the freedom and the encouragement of the library administration to initiate and develop whatever services and collections are necessary to meet changing student needs. This is the time when the Center library must go its own way, developing and fitting non-traditional services to the needs of non-traditional students. But how does the off-campus library compete with campus needs which are older than the Center itself? How can the librarian secure funding to provide library services for new courses and programs during times of tight budgets? If lobbying efforts with library administrators and with faculty members prove ineffective, the most logical place to turn is to the Center. After all, without library collections and services, Center degree programs may lose accreditation and most of their students. Therefore, it is in the best interests of the Center to provide whatever aid it can to the library.

Figure 3. Organization chart for the Regents Center and the Libraries.
However, once the Center library has received budgetary support from another agency, ties which once were concerned with responsiveness change to those of authority and responsibility. For example, a staff position provided by the Center for the library will cause personnel ambiguities. Who controls how the individual's time will be spent, or evaluates raises and promotions? Similar questions arise concerning any expenditure which is shared. Someone must assume responsibility and, therefore, control. By accepting outside funding, no matter how worthy or necessary the cause, the Center librarian acquires a second boss. Loyalties and priorities become split. The Center librarian must be responsive to both the library and to the Center while maintaining the integrity of Center library operations.

Even though ties to the main library are strong and there exists the flexibility to provide library services by whatever means practical, the librarian must have the freedom to initiate and establish additional ties. The main campus library probably is too far away for patrons to make the trip to use collections and services regularly. Therefore, ties must exist with other metropolitan area libraries. Ideally, the off-campus student should have access to all area networks and consortia. In the absence of such cooperative groups, ties have been established individually with area libraries which students can find useful, including public, private, community college, and special libraries. Such cooperation is usually most welcome since it means that the network or individual library will gain access to academic library materials it would otherwise lack. Conversely, the academic community will have access to more popular and specialized materials which it usually will not acquire. However, when such ties are established, it must be determined whether the Center library or the parent institution will be involved. The question is whether the off-campus library or the main library's interlibrary loan office is better able to handle exchanges of materials with metropolitan area libraries.

No matter how many agreements are initiated, the off-campus student will certainly use his public library. There the student will hope to find reference materials and assistance, serial publications, government documents, and reserve readings. Even though a cooperative agreement exists between the Center library and the local public library, and even though the student may already be paying taxes to support the public library and, therefore, have every right to use its resources, the Center librarian can facilitate such use. It is useful to supply reading lists and to inform public library personnel about changes in the curriculum so that they are prepared for questions and requests for materials. On the surface, this benefits only the public
library. However, any type of cooperation can help the Center library, especially when the result is to improve library services to students—the primary goal of the library. If the student is unable to draw on area library resources directly by driving to the library and checking out materials, the quality of education will suffer, and the student will be frustrated because he lacks access to necessary materials. It is likely that this frustration will be laid before the Center librarian—exactly where it belongs. The goal should be to access all county and area library resources. Each linkage is important; the more ties which can be established the better. The organizational chart for this configuration is as follows:

Figure 4. Organization chart for Regents Center Library and its ties.

Thus, the off-campus librarian is literally in the middle juggling and grappling with a multitude of ties, both formal and informal, which insure the widest possible variety of services and
collections for students. Such words as diplomatic, resourceful, flexible, coordinator, facilitator, and effective communicator must apply to the librarian. All these attributes must be used in a continuous effort to promote the off-campus library in the community. This is an activity that is usually unfamiliar to an on-campus librarian, and especially to branch librarians. Once again, this responsibility illustrates the role which ties play in the daily operation of an off-campus library.

The off-campus librarian has responsibilities which are unique among academic librarians. In one respect, the Center exists in isolation. It does not have extensive facilities, permanent faculties, vast bureaucracies, boosters or alumni, or separate resources. Its locale does not depend on it for jobs and economic well-being. These are conditions which exist on most campuses. Rather, the Center exists as long as it benefits the parent institution. If it becomes a liability or drains resources from campus operations, it can be closed. Being fully aware of this fact, the Center librarian must do whatever possible to promote the Center as well as the library. Students must be attracted to the Center and retained. Services, such as the library, are important. Therefore, library employees must recognize that the Center library is a service unit. It is the student who determines collections, goals, and services. The Center library must do everything it can to facilitate the learning process and to make using the library a pleasant experience.

The Center librarian must become adept at recognizing the needs of faculty and students. Then the librarian must survey the resources available to meet them. The next step is to implement access to these resources by initiating ties with various other libraries. Finally, the librarian manipulates the ties with various agencies to provide the best library resources and services possible. The organizational structure of the off-campus library determines the qualities necessary in its librarian, who is vital to the success of off-campus education.
References


Off-campus Library Services of the Community College of Vermont

Eileen Chalfoun

Community College of Vermont

"The role of the library within a college or university can be understood only in the context of the institution's philosophy of education" (Brown, p. 6). While this may be true of most libraries in general, it deserves special attention at a school like Community College of Vermont. At the heart of the college's philosophy of education is the concept of the self-reliant learner. Students are constantly encouraged to assess their educational needs, plan ways to address those needs, implement plans and evaluate the success of completed learning activities. The role of its library must be a flexible and dynamic one in response to the needs of students who are designing individual degree plans.

Community College of Vermont does not have a campus library, but rather provides library services for programs offered at twelve different sites within the state (Lindberg & Chalfoun, 1986). It is one of five state colleges which has been involved in a joint planning process for library development since fall 1982. As a non-campus institution the college has had to rely heavily on the cooperative planning efforts of member colleges in order to improve access to materials and services traditionally found in campus libraries. Accessing those research materials in a variety of ways has inspired the college staff to use modern information technology in implementing its long-range development plan.

In its report of July 1984 all of the five state colleges in Vermont adopted the following goal statement: "A student, by the time he or she completes a VSC degree program, should be able to make efficient and effective use of library/information resources and personnel in the identification and procurement of material to meet an information need" (Lindberg, 1984, p. 3). It has become the task of Community College of Vermont to help its students and instructors access the information they find necessary for their individual degree programs.

The college has adopted its own set of objectives designed to help students achieve their library goal. Their degree plans should show evidence that they can:

1. develop appropriate topics or questions as a basis for their research;
2. locate, organize, and use resource materials such as catalogs, bibliographies, indexes, abstracts, computer databases, and Biblio-tech (CCV handbook of research skills for use both in and out of the library);

3. gather and assess research data;

4. report research results in a variety of formats and set up a research paper in correct form using an outline, footnotes, and a bibliography. (Community College of Vermont, 1985, Steps To Degree Planning).

The planning process for curriculum and collection development involves the whole college community. Students, instructors, and Coordinators of Instruction funnel their suggestions for print and non-print materials to the Coordinator of Research and Information Services and the Instructional Resources Committee. Recommendations are reviewed and researched for quality and applicability to the college's curriculum; materials are then acquired for site collections.

The twelve site collections were begun in the spring of 1985, and further developed during the following year bringing the volume total to approximately 6,000 (about 500 per site office). They may be generally described as reference collections covering all sections of the Dewey classification system with special emphasis on business and human service materials to match program needs. With the exception of specialized materials, these are non-circulating collections. Specialized collections to be circulated on a rotating basis among sites include: adult education, science, fine arts, Vermont history, sign language, cultural anthropology, and psychology. Each site receives subscriptions to general subject and business journal indexes. Non-print materials accessed through I.R.I.S., the college's computer index, are housed in all sites.

The collections are not mini-libraries designed to fill all the research needs of students. They could be described as laboratories for the acquisition of library/research skills. The college still maintains formal relationships with local public libraries, regional public libraries, and other academic institutions for borrowing books through inter-library loan. The site libraries help students to begin their research by becoming familiar with reference materials and by learning how to use a card catalog and various indexes. In short they serve as the classroom centers for bibliographic instruction.
In order to provide direct reference service to a community of students and instructors scattered throughout the state, the college has installed a WATS line into the office of its library coordinator. This line enables students to obtain reference assistance from any location within the state without direct cost to them. The system has been used experimentally for a year and has gained praise from librarians at other Vermont colleges as a distinct benefit to students studying at a distance from a college campus. Another service which the college provides is telefacsimile transmission of information from its three regional offices (Brattleboro, Montpelier, Winooski). Students are able to use serials' indexes in each of the twelve site offices, and request articles located in any of the four state college libraries. During its first semester of operation, approximately two hundred requests were made to VSC libraries for information, and print materials were delivered to students for research purposes, again, at no direct cost to them. This service is part of the continuing effort toward library cooperation among the five state colleges.

According to ACRL standards, the college ought to have three professionals working in its library system (Association of College and Research Libraries, 1979). Currently, the college employs one professional reference librarian with the title Coordinator of Research and Information Services and one half-time receptionist/clerk-typist, both housed in the Brattleboro site office. In spring of 1986 a recommendation was made to add the services of one half-time reference librarian to serve the northern part of the state, and one half-time technical services librarian to assist with cataloging and classifying the college's non-print materials. Clearly, there is a need for more professional help in providing library services to over two thousand students each semester.

A brief summary of the functions of the Coordinator of Research and Information Services for the college appears in the VSC's classification handbook:

The Coordinator of Research & Information Services provides information and research support services integral to the college curriculum. This includes management of the instructional resources network of a non-campus institution which consists of reference libraries in each site office, a computer resource network, and inter-library loan activities. The Coordinator acts as a liaison between the college and the Vermont State College's library projects and personnel. Responsibilities include: advising and
instructing students, instructors and field staff in
the use of the college's computer resource network as
well as other instructional media; developing the
college's print and non-print collection; selecting
and recommending materials to be purchased or
discarded. The Coordinator performs traditional and
on-line searches, manages the processing of
library/media materials, and participates in program
development. The Coordinator provides assistance to
VSC students and instructors participating in
off-campus programs in the vicinity of Community
College of Vermont site offices.

As the college continues to grow and expand its library services,
a number of these responsibilities will need to be divided among
other staff members in various parts of the state. Hopefully,
modern communications technology will aid the college in this
redistribution process.

I.R.I.S. (Instructional Resource and Information System) is
a newly developed computer program designed to assist CCV
instructors in sharing successful and exciting teaching
techniques, classroom materials, exercises, books, videos, films,
filmstrips, journal articles, bibliographies, guest speakers.
Each site office is equipped with a computer and software to
enable instructors to access information at their convenience.
All staff and instructors are invited to contribute information
about materials which they have successfully used in classes.
These are reviewed by the Instructional Resources Committee, and
systematically entered into the program for college-wide use.
Information can be accessed in a variety of ways: title, author,
title key work, LC subject, course title/number, type of media.

CCV does not have a traditional faculty. Courses at the
College are taught by independent contractors recruited by
Coordinators of Instruction and Advisement, and hired by the
College through the regional directors. There are problems
associated with the large teacher turnover in the college each
semester—approximately forty percent. Using I.R.I.S. has proved
a useful way to provide the continual stream of new teachers with
materials and methods in a systematic and convenient way, and to
help them lose the sense of isolation working in a non-campus
institution.

Of special use for research purposes is the bibliographic
instruction manual, Biblio-tech, planned and written by CCV staff
in 1985 especially for students in a non-campus setting. All
students are encouraged to purchase their own copy of the manual
to help them with degree planning, and with courses having a research component. A sample of the kind of information the manual contains is clearly shown in its table of contents: Retrieving and Using Information, Helpful Hints for Conducting Research, Information Search Strategies, Library Resources, Interlibrary Loan, Computers in the Library, Catalogs, Reference Departments, Government Documents, Research Guides and Handbooks, Research Terminology, Library Research Facilities in Vermont. The manual has been enthusiastically received by librarians and faculty in other off-campus settings who are trying to provide services similar to CCV's. It is addressed to students, and allows them to follow the steps to doing careful research without the strict guidance of an instructor.

Library training of staff and students has been largely the domain of the Coordinator of Research & Information Services. During the academic year orientations and workshops are held in site offices. Specific courses in research and writing are listed in the college catalog and arranged for students, and staff development days are held on a yearly basis. Coordinators work with instructors to incorporate research objectives into course descriptions, and plan formal library instruction periods for students each semester. Bibliographic instruction remains the largest goal in our program, but the logistics of providing quality instruction state-wide each semester are complicated. Trying to use modern technology without sacrificing the values of close human interaction has always presented an interesting challenge for the non-campus college community, and CCV continues to experiment with ways of providing information electronically without sacrificing those values.

Until three years ago there was very little resource sharing or cooperative collection development among the Vermont State Colleges Libraries. Interlibrary loan was available through the Vermont Department of Libraries and most often took from two to three weeks for delivery of books. Times have changed dramatically and 1986 finds all five of the state colleges working together on the tasks of collection development, a joint serials list, increased use of on-line searching, retrospective conversion, a joint on-line catalog, and a common policy for on-line searches.

The decision has been made to combine the state college catalogs into a single on-line system which will be made available to off-campus and non-campus students and faculty. There will be one point of access for all VSC holdings and electronic mail capability within the system for ordering materials. Obviously, the benefits to Community College of Vermont will be enormous.
For the first time in the history of the College students will be able to access the VSC catalog from any site office, then request and receive materials directly. It is expected that this project will be implemented by the spring of 1987, and ready for use by CCV students and staff by fall of 1987.

It is no easy task to provide library service and instruction to students in a non-campus setting. Community College of Vermont has been in the vanguard of institutions trying to create "electronic libraries" which rely heavily on telecommunications and computers to accomplish this task. However, providing electronic access to materials does not guarantee satisfied library users (Brown, 1985). Users need training and a well-organized library instruction program to become good researchers. With continued support from the Vermont State Colleges, increased staffing, and vigorous academic and financial planning, Community College will continue to develop ways to provide that training and library service. It will continue to strive toward national recognition for some of its experimental library programs, and to work toward improving its electronic networking services. The key to success in this delivery system is cooperation, and it is hoped that everyone involved in the library planning process throughout the state will remain deeply committed to working together effectively to provide library assistance to all VSC students.

In the U.S. Department of Education's report entitled Alliance for excellence: Librarians respond to a nation at risk, recommendations in support of the learning society include the need to: "improve service to people of all ages; strengthen research; expand resource sharing in support of lifelong learning; and refine the educational preparation of library and information professionals in order that they may work more effectively" (U.S. Department of Education, 1984). These are the goals Community College strives for in the state of Vermont, and the reasons it remains committed to strengthening the network of library and information service within the area.
References


Faculty Perspectives Regarding Educational Supports In Off-Campus Courses

John E. Cook
Mary Lou Wranesh Cook

SUNY College of Technology at Utica/Rome

Quality in academic programs (courses) is dependent upon a triad of (a) faculty, (b) students, and (c) logistics or course supports. It appears that a significant amount of research has been conducted (formal and especially informal) on the perceptions of students and administrators regarding off-campus courses or programs (Kansas State University, 1984). Students are generally mature, highly motivated, and very enthusiastic regarding such courses or programs. Less research has been conducted as to their academic abilities or qualifications and the impact of those qualifications upon the academic quality of such programs. Still less research has been conducted regarding faculty perspectives regarding off-campus courses and programs (Cook & Cook, 1984, Johnson, 1984). This report focuses upon faculty perspectives regarding off-campus courses and specifically the impact of logistics or course supports upon the perceived quality of such courses.

Faculty are the key to the quality and effectiveness of an academic course or program. They are especially critical off-campus since they in effect become the microcosmic representation of the entire institution for some short period of time. Logistics or course supports have three potential effects upon an academic course. Course supports can enhance the effectiveness of a course, they can be relatively neutral in effect, or they can inhibit learning. The effect may well be directly related to the type of course, to the faculty member, and/or the pedagogy employed. Course supports would fall primarily as hygienes in the Herzberg Hygiene/Motivator Theory Scale (Herzberg, Mausner & Snyderman, 1959). A well-equipped classroom or good parking may not improve learning or enhance student motivation, but a poor classroom or inadequate parking can clearly inhibit learning. Student access to appropriate course supports such as an adequate library, computer facilities, and clinical or practicum facilities are essential to maintain quality in off-campus programs. Support for faculty to have adequate logistics such as audio-visual equipment and materials, secretarial support, and back-up procedures for numerous anomalies is essential. Good supports may
not motivate a faculty member to teach better but poor course supports can clearly inhibit the faculty from the best possible performance.

The Survey

Identifying institutions with off-campus programs was difficult. Catalogues generally did not include listings or descriptions of these outreach courses. Often the courses and programs were offered on a one-time basis and were not publicized except at the time and location of the offering. A good census of such institutions did not appear to be available.

Questionnaires were distributed by mail to a primarily convenience sample. In all situations, a director of the program was identified. This person was asked to distribute the questionnaires to faculty. Faculty teaching off-campus courses were identified in a number of ways, including advertisements, conference proceedings, word of mouth, and serendipity. These faculty had a variety of backgrounds and varying lengths of experience in teaching off-campus.

A significant number of responses were received from faculty associated with Chapman College. Questionnaires were distributed to centers operated by Chapman College primarily on military installations. The Chapman administration was very cooperative in requesting the various center directors to distribute the questionnaires to appropriate faculty. This portion of the returns represented a nationwide (with some off-shore responses) sample of opinion. One other institution with multiple centers was identified and solicited but did not respond.

A directory listing all National League for Nursing accredited baccalaureate nursing programs was reviewed and questionnaires were distributed to twenty schools offering part-time programs, with the assumption that some of these would include off-campus courses.

A two-page or sixteen-item questionnaire was developed to identify the faculty perceptions regarding educational course supports when teaching in off-campus credit courses or programs. The questionnaire was designed to be brief, requiring primarily check marks as responses to questions. Comments were requested at the end of the questionnaire. The survey responses were confidential. A postmark on the envelope was the only potential indication of the respondent's identity, unless the survey was voluntarily signed.
Results and Discussion

Basic information was collected: length of time teaching in outreach and primarily full-time position. Faculty perceptions regarding several areas were surveyed: arrangement of course supports, meeting course objectives, and student level of learning. Respondents chose from descriptive choices to classify their perspectives. Business reply envelopes were also included with the questionnaires. Responses were returned directly to the authors. One hundred sixty-eight completed questionnaires were returned in a six-week period.

Two broad categories of faculty were identified as typical instructors in off-campus programs. One category was regular full-time faculty who teach off-campus because they are assigned to do so as a portion of their regular assignment or teach off-campus for extra compensation. A subset of this group was full-time faculty of one institution teaching part-time for a different institution off-campus. These individuals had the choice "academician" to select. The second category of faculty identified as typical for off-campus courses were individuals whose primary job was not teaching but teaching part-time in an off-campus course or program. These individuals had the choice of "practitioner" to select. Most faculty responding did choose between the two on the forced-choice basis but a few wrote notes or comments that they considered themselves to be both academicians and practitioners.

Responses were divided almost equally between the two broad categories with 54% choosing "practitioner" and 46% selecting "academician." The sample is somewhat skewed because of the large number of Chapman College faculty responding since most Chapman centers are located too far from the Chapman home campus for full-time faculty to commute. The non-Chapman responses are more skewed to "academician" but that appears to be again a function of the population selected. In reviewing the data we will continue to reflect upon the potential biases of the responses. Based upon observation of several off-campus programs, the mix of "academicians" and "practitioners" appears relatively common for such programs in general.

The time scheduling of off-campus courses would seem to be an important factor in determining the potential quality or effectiveness of such courses or programs. It appears that most off-campus courses are non-traditional in location and also in scheduling. One item was included to elicit faculty perspectives or opinions regarding the scheduling of courses.
The presupposed assumption in the item was that courses off-campus are scheduled primarily for the convenience of students. This seems an obvious assumption since most courses off-campus are there primarily because the students cannot or will not come to campus. The choice "convenience of students" received 63% of the responses. Some faculty selected more than one option. The second most common selection was "availability of facilities" but that selection only received 17% of the responses. These two options accounted for 80% of the responses. The Chapman and non-Chapman responses both reflected approximately an 80% response to these two items with the non-Chapman response being slightly stronger toward "convenience of students."

"Off-campus courses tend to be scheduled most for - good educational technique" received an 11% response from both Chapman and non-Chapman returns. This item would appear to be very important since 89% of respondents chose something else. It may partially be explained that some respondents viewed the question as a forced-choice item and they selected only the strongest choice. Other faculty opted for multiple responses. Whatever effect this had, it is clear that most faculty do not perceive the manner of scheduling off-campus courses is based upon good educational technique. Different faculty and different courses require a variety of educational techniques that do not always fit the scheduling model found off-campus. More flexibility or creativity in scheduling models ought to be developed.

The least selected faculty perspective is that classes are scheduled for the "convenience of faculty" with a 9% response. The non-Chapman segment reported 8%. Although remarks are generally not included in this report, a significant number of comments were made regarding the difficulty of teaching off-campus. These were most often from faculty traveling to the off-campus location. Since faculty generally perceive that classes are scheduled primarily for the availability of facilities or the convenience of students and not for faculty convenience, attention must be focused upon the resulting faculty morale and the impact upon their teaching effectiveness.

Arrangement of course supports such as library services are a necessity for all academic courses. They may be arranged by a program administrator. Faculty teaching courses inform administrators of the necessary texts, journals, and equipment for the course, and the administrator assumes responsibility for making these available. Faculty may be responsible for making their own arrangements for these supports, and may even request this responsibility.
Of our sample 48% reported these arrangements were made by the program administrator. Another 51% of the responding faculty members made their own arrangements. One percent responded that course arrangements were a joint effort between themselves and the program administrator. Many more persons may have believed this was a shared responsibility, but most respondents made a choice from the two alternatives listed on the survey.

This survey made no attempt to discover the adequacy of supports such as physical facilities and audio-visual equipment. It seems of importance to these authors that appropriate course supports be available and accessible for appropriate use in each course offered. Obviously courses and professors have different needs, but the flexibility should exist to allow for optimal use of these services when desired by the professor.

Faculty in the nursing programs included in the sample required placement of students in actual work settings to provide the student the opportunity to meet course objectives. Seven percent of respondents identified the need for facilities with the capacity to place students in a clinical setting.

In this situation most professors were able to follow the planned course structure and utilize local resources such as hospitals and community agencies in a normal manner. A small number of faculty found some course modifications were required because of the lack of availability and/or access to standard types of facilities.

Since off-campus courses are taught at a site generally near the student's home or place of employment the placements for practical (clinical) experience are often at nearby locations. While this may provide for in-depth exposure to that particular setting and personnel, it does not provide the opportunity for diversity of experience in a new setting. Creativity in establishing appropriate experiences can be challenging and rewarding. It can also be a potential resource for future placements, even for the campus programs.

Access and convenience to appropriate library facilities is a fundamental requirement for effective delivery of academic courses. Faculty were queried regarding this with the following results: 26%: no library containing appropriate materials; 48%: appropriate and convenient library; 26%: library available but difficult for the students to utilize.

It is notable that over one-half of the faculty surveyed did not have access to a library containing appropriate materials or
that was convenient for student use. Because off-campus courses are often located at sites which do not have this built-in resource, it is understandable that this obstacle exists. Some remedies to this situation may be instructors loaning from their personal libraries, the home campus library assuming responsibility for adequate resources of this type, and reliance on other institutions in the area to provide these services. Another factor to be considered is student access. Since the off-campus courses may be taught on a once a week evening schedule, this may be the only time the student is at this site. The library hours may be a determining factor in the use of this resource. If the library closes at the same time class ends, the possibility of use may be eliminated.

One of the course supports that would appear to be difficult to provide for an off-campus course is computer access. In addition, the use of computers (or computer terminals) seems to be expanding in all types of courses. An item was included in the survey to determine whether computer facilities were available and appropriate. Most faculty, 74%, responded that computer facilities were not necessary for their course. The other 26% (44 responses) indicated that computer facilities were utilized for their course. For those who used computer facilities, 55% reported that they were satisfactory. That means, however, that 45% indicated they were dissatisfied with the computer facilities or had to modify their course because of the computer facilities. The results were approximately the same for both the Chapman and non-Chapman sample segments. With anticipated increased computer use in all fields, this is certainly a course resource that will impact on more programs and effective delivery.

It was an assumption of the authors that library services, computer facilities and clinical facilities were general examples of course supports. The previous data reflects the individual faculty perspectives for each of these categories. A non-specific question about course supports and the impact of these course supports on the student's ability to meet the course objectives was included. The results were 49% of the faculty believed the supports enhanced, 43% believed the supports did not affect and 8% believed supports inhibited the objectives. The non-Chapman College sub-set reported quite different perspectives with 37% reporting enhanced learnings and 20% reporting that course supports inhibited learning.

These results are somewhat surprising when considering the previous findings regarding library and computer facilities where almost half of applicable responses expressed some dissatisfaction. Of the sample only a minority considered the
supports to be detractors from meeting the course objectives. It leads to the question: What did the faculty consider to be course supports? The researchers did not ask this question. It would seem to be important to discover the answer in future research.

The sample was heavily represented by Chapman College faculty. Chapman programs employ Center Directors who provide a degree of full time continuity to off-campus programs, providing both faculty and students a feeling of having a home-base albeit one far from the home campus. The non-Chapman responses reflect more faculty operating in off-campus locations more likely without administrative personnel.

The degree of learning that occurs in any setting is difficult to measure. To compare the learning between two groups is even more intangible, but professors who have had experience teaching both in on-campus and off-campus settings, especially after a number of semesters, develop a sense about the achievements of students within the class. The measures maybe objective: tests and grades, or they may be subjective: discussion content or questions asked.

The sample was queried regarding the perspectives of student learning in an off-campus course compared to a similar on-campus course: 35% learned more; 56% learned the same; and 8% learned less. The percentage results were fairly consistent within each of the faculty sub-groups. From this data it appears that faculty perceive most off-campus students learn at least the same or more than students in similar on-campus courses. In pondering the meaning of this, the recurrent theme of motivated students anxious to use practical knowledge comes to mind.

Conclusions

Faculty teaching off-campus courses and participating in this survey overwhelmingly support the concept of off-campus courses or programs. They perceive that students learn the same or more as in similar on-campus courses, although learning may be a function of the mature and motivated student typically found in off-campus courses. Additional research should be undertaken to consider the level of student abilities and the level of motivation as compared to some measure of actual learning achievement beyond just faculty perception.

Faculty generally reported that off-campus courses were scheduled for convenience and not necessarily for the best educational techniques. Additional concern for good pedagogy should be blended with convenience in planning off-campus courses.
Support for the faculty in off-campus courses is a central aspect of this study. Two areas of support, computer facilities and library facilities, were selected as being potentially crucial elements in a quality program. Almost 50% of the faculty surveyed expressed concern over the level of support in regard to computer and/or library facilities but the level of learning by the students was still reported as equal to or greater than similar on campus courses. The two concepts were not linked on the questionnaire. A survey of faculty directly asking what support services are needed for a quality off-campus program might provide a stronger link between supports and quality.
References


Getting It Right Down Under:
Off-campus Library Services in Australia
Christine Crocker
Deakin University, Australia

In preparing this paper, I spent some hours reading the North American literature on off-campus library services. I know the Australian scene well and I am reasonably familiar with practices in Britain; I have corresponded with some librarians in the U.S. and Canada but I had not visited any libraries in those countries. I looked particularly at the proceedings from the earlier conferences in 1982 and 1985 and I soon found that the papers presented at those sessions dealt with concerns and problems familiar to Australian librarians. I was facing the same dilemma as John Weatherford, when at the 1982 conference, he announced:

"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." (p. 35)

I felt you didn't require a theoretical paper from a visiting Aussie—you have already met to discuss issues such as effects of academic programs on library services; technology advances; evaluation of services; bibliographic instruction. So my paper will give an outline of my own experiences in the off-campus area; some background into the development of off-campus library services in Australia; and a summary of what we have achieved in the last ten years and what we still have ahead of us.

Introduction

I first became involved with distance education in 1964, when my family moved from Victoria to Queensland and I moved from a large secondary school to a small one; from a choice of courses to no choice. In order to continue Latin, I enrolled as a student

Editor's note: Ms. Crocker, Reader Services Librarian at Deakin University in Victoria, Australia, was a featured speaker at the Off-campus Library Services Conference, 1986.
with the Queensland Secondary Correspondence School. Every fortnight I received bulky books of notes with exercises for completion and submission as homework. This experience, combined as it was with a failure at the end of the two year period, convinced me that off-campus study is not easy!

My next experience was with the Library Association of Australia's Registration Examination which I began in 1966. I successfully passed three examinations at the end of that year; no doubt a small wonder, as the only help available in each course consisted of a syllabus, a reading list and past examination papers. I didn't attempt to complete Registration until 1975 and 1976 when I sat for the remaining six examinations. I'm sure my maturity at that time, plus an increased awareness that any study required discipline, effort and hours helped me to achieve the credits and distinctions on those final papers. So by the time I had my close encounter of the third kind, I was well prepared. This was as foundation External Studies Librarian at the College of Advanced Education in Townsville, North Queensland.

Three Australian Services

Townsville is 1,000 miles from Brisbane, the state capital of Queensland, and it is the second largest city in Queensland. The college mainly offered teacher training courses, supplementing these with Diplomas in business studies and community welfare. In 1977, the first "off-campus" courses began, but still within a classroom situation. Lecturers traveled on a weekly basis to study centers in Mackay and Cairns, each 250 miles south and north, respectively, of Townsville.

Four hours of class contact occurred each week, and library delivery was simple: the students would request books which were packed into sturdy suitcases and carried to each class by the lecturer. By 1978, the college was ready to offer fully external courses and enrolled an initial intake of sixty-eight students, all teachers wishing to upgrade their existing qualifications. In Barton Lessin's foreword to the 1982 conference he commented that CMU librarians associated with off-campus programs sometimes felt they "were working in a void" (p. 2). It was much the same at Townsville CAE; although off-campus programs had been a part of Australian higher education for seventy years, there were few people who could advise us from the perspective of starting courses, and setting up associated policies and procedures.

We met the challenges of the occasion with enthusiasm, and some of our experiments at this time included the establishment of five study centers in North Queensland, complete with small
collections of books, journals and audiovisual equipment; the provision of books through reproduction on microfiche; conducting off-campus reader education classes; involvement of the librarian in the preparation of courses; and the supply of "browsing pages"—photocopied contents and index pages of selected titles, annual indexes from crucial journals, and relevant extracts from periodical indexes. It's true that some of those experiments fell by the wayside—for example that of supplying recommended texts on microfiche where we encountered delays and difficulties with copyright, and also a reasonable degree of user resistance!

However, others were particularly successful such as those "browsing" pages which were labour intensive to produce but very popular with students who wanted to make an informed choice before requesting material from the off-campus service. The Library Guide, produced in a loose leaf format with regular updates was also popular, and was commended as being of a high standard by the Australian Library Promotions Council, in its annual Public Relations Awards.

The College clearly defined the role of the External Studies Librarian, stressing the following functions:

1. to act as an identifiable person to whom students can confidently write or phone concerning bibliographical and resource materials problems;
2. to liaise with external studies lecturers on all matters of resource provision for external students;
3. to meet with students to discuss problems, provide reader education programs etc.;
4. to prepare guides for external students;
5. to develop and review policies of resource provision.

The small number of students enrolled in those first years made it very easy for me to establish and maintain personal contact with them, and it was even possible to visit most of them, as in those days intake was restricted to Queensland and drawn mainly from areas in north Queensland. Years later I met someone in Brisbane who remembered me—she had been one of those students, she regarded the college and the library with affection, and attributed her success in the off-campus program mainly to the friendly contact maintained by the library and her lecturers.

As Thatcher Librarian

The situation at the University of Queensland was a little different: after all, there are 2,000, students not sixty-eight!
The University was a pioneer in the development of distance teaching in Australia and remained the sole provider of external studies within that state until the colleges entered the field during the 70's. In 1949 the University transformed its separate external studies unit into a fully fledged academic department. At that time the Thatcher Memorial Library was created, so named as a tribute to a past Director of External Studies at the University. The collection remained a part of the Department of External Studies until 1960 when the staff and the collection came under the aegis of the University Library. By the time I joined the University of Queensland staff in 1980, Thatcher Library was housed on the ground floor of a four storied building, with the other three floors occupied by the Undergraduate Library. Now the University has entered a new phase in its external programs, by adopting an integrated approach; the School of External Studies and Continuing Education has separate premises, but academic staff have joined their colleagues in other Schools; courses are prepared during a secondment to the School and offered by an increasing number of faculties.

Let me tell you a little bit about the operation of Thatcher Library. It is one of the seventeen branches that form the University of Queensland library. It has a staff of ten, and a collection of around 100,000 items, mainly books but also cassette tapes, some kits, and a collection of photocopied journal articles. The library opens to users six days a week from 12:45 to 4:45 p.m.; on weekdays the morning hours are devoted to sending out materials in response to telephone and postal requests.

Its main function is to operate a postal service to the remote off-campus students, though this service is not restricted by geographic location and is available to any student enrolled in the off-campus mode. Material is sent to students through a courier service operated by Australia Post; students must return the material at their own cost. Around 28,000 postal loans are sent from the library. Photocopies are provided for student retention on a voucher system: $1.50 guarantees supply of any journal article, and postage to the student's home. The library operates an answering phone service for after-hour queries, and it shares a toll-free line with the School of External Studies. Thatcher opens for extended hours during any of the voluntary residential schools held on the campus, and its collection is no longer exclusively for use by external students as on-campus students are permitted overnight loan privileges.

Similarly, the off-campus service is no longer limited to the collection held in Thatcher; library staff also provide books and photocopies from the University's total library resources.
Reader education is provided by specialist staff in the Central and Undergraduate libraries; interlibrary loans and on-line literature searches are available, again from Central Library. This referral does little to promote professional goodwill. Ironically Thatcher staff now seem to have "second-class" status; they are able to meet standard requests; liaise with academics; develop and know the collection; but the more challenging reference questions are handed over to other staff, often quite remote from the processes of external teaching, and the off-campus students.

The staff work in three teams of librarian and library assistant and each team assumes responsibility for fulfilling requests, ordering materials, advising students and liaising with teaching staff, within certain subject areas. Theoretically this guarantees expert knowledge of the collection and ensures that library staff are aware of course and assignment requirements, and that they liaise regularly and effectively with academics. Each team receives all course material and related information sent to students; the three librarians are also members of the Council of External Studies. The Thatcher Librarian is a member of the Council and of the board of External Studies and Continuing Education; while I was there, I was also elected to that Board's Executive.

While the librarians in Thatcher do build up expert knowledge about the library's resources, successful liaison with academic staff is largely related to the personality, expertise and enthusiasm of the librarian concerned. During my four years as Thatcher Librarian, I felt that Thatcher staff could have adopted a more dynamic role in course preparation. However I acknowledge that this type of involvement is often dependent on the academic concerned, and at the University of Queensland, with so much change occurring in the 1980's, we battled cautiously and gradually, to win over staff with somewhat entrenched ideas, and could only fore-shadow the concept of the value of a librarian during the course writing process.

Thatcher Library is now unique in Australia; no other library maintains a separate collection for external students. In his annual report for 1985, the Librarian at the University of Queensland said:

"Coverage of wanted material by Thatcher stock seem to be declining ... For many years there has been a great deal of formal and informal evidence that Thatcher Library is highly regarded by external students. Its success has been
substantially due to its existence as a separate collection tailored to the needs of external courses...

In 1985 Thatcher staff spent 194 hours visiting other libraries to seek references, borrow books and make photocopies" (p. 22-23).

Given figures such as these, it is understandable that the University has considered integration of the Thatcher service. Yet in a library system of seventeen branches, there seems little advantage in merging one, and the one with a readily identifiable clientele of two thousand.

Without a doubt, working in Thatcher enabled the staff to establish a very strong and good relationship with the University's off-campus students. The end of the year always brought a flood of visits, calls, gifts, letters and cards, all conveying gratitude. That role of general guidance and counseling (Lessin, 1982, p. 47), is one that is time-consuming, impossible to record statistically, but overwhelmingly appreciated by the students, as demonstrated by comments taken from student letters:

"The feeling of belonging engendered by the Thatcher staff in those who have no other personal contact with the University makes the entire burden of external studying not only bearable, but pleasant."

and

"Your unfailing courtesy and promptness amazes me—especially towards students like me who usually want too much, too late."

and

"To come to know so many people who are dedicated, helpful, kind and knowledgeable has been the high-light of my experience with the University."

At Deakin

Against this background, it was with some trepidation that I renewed my acquaintance with off-campus library services when I joined Deakin as its Reader Services Librarian in 1985. Deakin is Australia's newest University, and it specializes in off-campus courses for undergraduate and higher degrees. It is becoming particularly famous for its off-campus MBA and PhD programs.

The Library has a staff of around sixty, pretty equally divided between Technical Services and Reader Services. I have six professional librarians and a library technician in the Reference section, and one librarian and one library technician
full time in the Off-campus section—and this in an institution with 4,800 off-campus and 2,300 on-campus students.

Within Victoria, there is a co-operative group called CAVAL (Co-operative Action for Victorian Academic Libraries) and one of CAVAL’s activities is to support a reciprocal borrowing program, whereby students at one institution can borrow from the libraries of other institutions. The three city-based Universities are still a little conservative, and don’t allow undergraduate students of other institutions to borrow; luckily one is a little more lenient towards off-campus undergraduate students, and extends borrowing privileges. Elsewhere in Australia, some libraries allow borrowing privileges to off-campus students enrolled at other institutions, and I’ll mention this again a little later.

Table 1

Deakin Off-campus Students, as of April 30th, 1986

<table>
<thead>
<tr>
<th>Locality</th>
<th>Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4836</td>
<td></td>
</tr>
<tr>
<td>Melbourne area</td>
<td>1613</td>
<td>33.4%</td>
</tr>
<tr>
<td>Interstate</td>
<td>1451</td>
<td>30.0%</td>
</tr>
<tr>
<td>Victoria</td>
<td>892</td>
<td>18.4%</td>
</tr>
<tr>
<td>Geelong Region</td>
<td>789</td>
<td>16.3%</td>
</tr>
<tr>
<td>Overseas</td>
<td>91</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

Certainly, a high proportion of Deakin's off-campus students have personal access to a tertiary library. Of the total external enrollment, this year about thirty percent have used the off-campus service offered by the Library. In 1985, 19,000 loans were requested through the off-campus service.

It's a good service. Deakin responds to telephone, postal, personal, telex, facsimile and electronic mail requests for material, and sends that material to off-campus students around the world. Those living within Australia receive the material by overnight courier delivery, and are able to return it in the same fashion at no cost: Deakin pays delivery costs both ways. Airmail is used for students resident overseas, and the library reimburses students for return airmail costs. Photocopies of
journal articles are sent out free of charge; and students may borrow videotapes and audio cassettes as well as books.

Deakin has an on-line catalogue system which provides circulation information. When the student makes a telephone inquiry, the librarian can access the catalogue; confirm that the requested titles are available or on loan; and place reservations as necessary. Subject searches can be carried out on the spot, with the student able to make a choice of material, which is then forwarded by the courier service. The Library ran an experiment in 1984, involving a toll-free line and access at advertised times to a librarian at the end of that line using the on-line catalogue. I preferred to merge the service into the routine work of all reference librarians; this seems a natural feature in an institution with over half its students off-campus. The Library opens throughout the academic year until 10:00 p.m. each evening (but only until 6:00 p.m. on Fridays) and from 1:00 p.m. to 5:00 p.m. each Saturday and Sunday. The telephone from the off-campus area is switched through to the reference desk, so that students have access to specialist staff outside normal business hours.

On-line literature searches are also available free of charge to all students, and this service is particularly popular with research students, who can then request the abstracted material from Deakin or through our interlibrary loan service.

The off-campus service at Deakin is increasing its demands on staff time, and on the collection. It has been necessary this year to supplement professional staffing, and for four days each week one of the reference librarians spends the day in the off-campus area, answering telephone inquiries and handling the subject related requests. No doubt you know these non-specific requests, and the time they can absorb; requests such as:

- everything on the Bible
- send me something on the short story
- please send me a biography
- can I have enough information on this topic to make sure I pass the exam
- I want some stuff on technology
- fraud in science please
- anything on broadcasting, journalism, radio technology and the media.

This daily secondment of reference staff has helped the integration of the service. Reference staff are gaining a better understanding of the off-campus service and of the students. Next year I propose to lengthen the secondments, so that one person
is up to three months, primarily dealing with off-campus requests.

Regional Study Centres

The University of Queensland operates the most sophisticated network of study centers in Australia. They are all in Queensland, and in eight of these there is a collection of library resources. These collections are known as the Ringrose Libraries, again as a memorial tribute to a former Director of External Studies. The collections now have a total of 22,000 items and 45 periodical titles, centrally processed by the University Library. In each Centre, a librarian is employed for up to ten hours each week, and students are encouraged to use the Centre for loans, study, tutorials and as an information centre.

Some of the centers are shared by other institutions; their commitment ranges from occasional visits and the supply of information brochures, to sharing the costs of maintenance of the centre, and contributing to the resources of the library and the salary of the local librarian. This is a great improvement over conditions existing before 1982; with no formal agreement between all the institutions, each jealously guarded its "own" belongings. In one centre, shared by four institutions, there were four separate collections; one was classified by Library of Congress, two by Dewey and the other arranged by title. Two of the institutions provided card catalogues of the material held in the centre; the third provided a computer-printed listing; the fourth did not catalogue their material! Each institution paid the part-time local librarian for a varying number of hours, on varying salary scales. It was a great day when, finally, agreement was achieved; books were interfiled; catalogues were combined; the librarians were paid by the University of Queensland and the other institutions contributed a proportion of recurrent costs of the centers to the University.

By 1984, when the study centers and Ringrose libraries had been brought under closer control by the University, I had produced a standard Ringrose procedures manual as a looseleaf appendix to the Study Centre Guide produced by the School. I had visited every centre, most of them annually; it was obvious that the role of the study centre librarian had changed with co-operative use of the centers. The local librarians are often the only people on duty in the Centre at the advertised opening times. They are confronted with questions on specific subjects, courses, career planning, quotas, tertiary enrollment procedures, etc. In this I felt they needed some guidance and training, and I will return to this point.
Deakin also operates study centers within Victoria; these are mostly at regional colleges and the library has deposited small core collections within the college or local public library. Those books in effect become the property of that library, and are integrated into the library's own collection and catalogue.

There is now discussion on the development of a national network of study centers, based on existing colleges of Technical and Further Education; already TAFE colleges are often operating as a support centre in small towns, and this seems a natural extension in use of their facilities and local presence.

Australia--As It Was

A push for external enrollments occurred in the 1970's and by the end of that decade external programs were a notable feature of Australian colleges, for the quite simple reason that funding for higher education was perceived to be based on the number of enrollments (Johnson, p. 5). In the 1979-81 triennium, external enrollments at tertiary institutions increased by 30% and by 1982, external students formed 12% of all enrollments.

But external tertiary courses made a much earlier entry than this. The University of Queensland was the first Australian institution to become involved with distance education, with provision for this in its Establishment Act of 1909. It enrolled its first external students in 1911, with three of the total enrollment of 83 being off-campus. It now has an annual enrollment of about 18,000 and of those 2,050 or around 11% are off-campus.
Table 2

Students by Type of Enrollment at Selected Institutions in 1985

<table>
<thead>
<tr>
<th>Universities</th>
<th>Total external enrollment</th>
<th>Total enrollment</th>
<th>% External</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>5997</td>
<td>8800</td>
<td>68.2%</td>
</tr>
<tr>
<td>Deakin</td>
<td>4427</td>
<td>6698</td>
<td>66.1%</td>
</tr>
<tr>
<td>Murdoch</td>
<td>1413</td>
<td>3987</td>
<td>35.4%</td>
</tr>
<tr>
<td>Macquarie</td>
<td>1645</td>
<td>11573</td>
<td>14.2%</td>
</tr>
<tr>
<td>Queensland</td>
<td>2046</td>
<td>17948</td>
<td>11.4%</td>
</tr>
<tr>
<td>Advanced Institutes within Universities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wollongong</td>
<td>607</td>
<td>1774</td>
<td>34.2%</td>
</tr>
<tr>
<td>James Cook</td>
<td>368</td>
<td>1186</td>
<td>31.0%</td>
</tr>
<tr>
<td>Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armidale CAE</td>
<td>1385</td>
<td>1933</td>
<td>71.7%</td>
</tr>
<tr>
<td>Gippsland IAE</td>
<td>2004</td>
<td>2939</td>
<td>68.2%</td>
</tr>
<tr>
<td>Mitchell CAE</td>
<td>3274</td>
<td>4883</td>
<td>67.0%</td>
</tr>
<tr>
<td>Riverina-Murray IHE</td>
<td>3902</td>
<td>6040</td>
<td>64.6%</td>
</tr>
<tr>
<td>Warrnambool IAE</td>
<td>1169</td>
<td>1936</td>
<td>60.4%</td>
</tr>
<tr>
<td>Darling Downs IAE</td>
<td>2933</td>
<td>5261</td>
<td>55.7%</td>
</tr>
<tr>
<td>Capricornia IAE</td>
<td>1636</td>
<td>3035</td>
<td>53.9%</td>
</tr>
<tr>
<td>South Australia IAE</td>
<td>2702</td>
<td>11120</td>
<td>24.3%</td>
</tr>
<tr>
<td>Tasmania State I.T.</td>
<td>597</td>
<td>2612</td>
<td>22.9%</td>
</tr>
<tr>
<td>Brisbane CAE</td>
<td>1104</td>
<td>8157</td>
<td>13.5%</td>
</tr>
<tr>
<td>Western Australia CAE</td>
<td>1266</td>
<td>9775</td>
<td>13.0%</td>
</tr>
<tr>
<td>Western Australia I.T.</td>
<td>1218</td>
<td>12485</td>
<td>9.8%</td>
</tr>
<tr>
<td>Darwin I.T.</td>
<td>89</td>
<td>1160</td>
<td>7.7%</td>
</tr>
<tr>
<td>R.M.I.T.</td>
<td>803</td>
<td>10958</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

(taken from CTEC Selected University Statistics and Selected Advanced Education Statistics for 1985).

Four other universities, from Australia's total of nineteen, offer external courses with the University of New England (Armidale N.S.W.) enrolling students since its autonomy in 1955; Macquarie (Sydney N.S.W.) since its inception in 1967; Murdoch (Perth W.A.) in 1975, and Deakin (Geelong Vic.) being the latest arrival, since its foundation in 1978. During World War II, the
Universities of Sydney and Melbourne offered external courses too, but were quick to surrender those in the early postwar period. However, today five other universities still have some external or distance students enrolled; they don't offer external courses, but do enroll distance students and do so without adequate support services.

College development began with courses offered from the Royal Melbourne Institute of Technology in 1919; these too were designed to cater to the need of returned servicemen. In 1962 Adelaide Teachers' College began off-campus study, followed in 1968 by the Western Australian Institute of Technology. And then in the 1970's Australia experienced the same great surge into external studies as occurred in the States (Houle, 1974, p. 1) with many colleges, particularly those in regional centers, offering programs in the off-campus mode.

Our Achievements to Date

Given that historical background, Australia had a belated burst of activity into this sphere of librarianship. There had been very little professional literature published on library services to external students when I co-authored one in 1978; we found some descriptive articles, mainly about Thatcher Library. From then on the situation improved, and rapidly. 1979 saw the first survey on services to external students (Store, 1981), which at last gathered much needed information; the dissemination of the results helped clarify the variations in service then occurring around Australia. At the biennial conference of the Library Association of Australia (LAA) in that same year, a small group of enthusiasts used the results of that survey as the basis for discussion at a workshop on "The Library in Distance Education." That same group became the foundation of the Association's Special Interest Group on Distance Education, ratified in November 1979. The Group has around 600 members.

Guidelines Are Prepared

In 1981 as Convenor of the Group, I organized the first national workshop on library services in distance education. The emphasis on this two day workshop lay with the group sessions, where participants bore the responsibility for drafting guidelines for adequacy in the provision of library resources and services in distance education programs. Groups focused on different topics, and presented written drafts on:
1. staffing
2. materials provision
3. finances
4. services
5. co-operative study centers
6. accommodation
7. audiovisual materials
8. public library liaison.

From there, I applied to the LAA for special funding, to ensure development of those preliminary drafts through to final guidelines. This funding was granted in 1982, and a small working group of seven was established. We met four times between February and August that year, and we used the statements from the workshop groups as the basis for our deliberations. In 1982 we published the Guidelines for library services to external students as qualitative statements recommending the minimum level of provision for library services to students enrolled in the external mode with any post-secondary institution within Australia.

So how influential has that document been? In 1985 I conducted a survey of thirty-six academic institutions offering external courses, seeking information on the recognition and use of the professionally-approved Guidelines. Thirty institutions responded; of those twenty-seven were aware of the publication, but only eight had used the Guidelines to evaluate their services and resources for off-campus students. Another eight intended to carry out that evaluation—as soon as time permitted. Until a library evaluates its service, by making its first priority the availability of staff time for a review, there can be no supported claims for increased financial resources, different library policies or changes in services or staffing levels. Of the eight institutions who had evaluated their service, four had implemented changes; one had not made any decision; another was restrained from implementing new policies through lack of staff and funds; and two felt change was not required—but significantly, one of those institutions had used sections of the Guidelines, as successful support for recommendations to the College administration on library staffing levels.

Last year, at the seminar on library services in distance education held in conjunction with the ICDE 13th World Conference, participants unanimously recommended to the LAA that a copy of the Guidelines be sent to the chief executive officers of each institution offering post-secondary off-campus courses. At that stage, the publication was out of print; however, a reprint occurred, and this action will now be taken. A letter with each
copy will seek feedback and recommendations, and the Special Interest Group on Distance Education will use such comments in consideration of a second edition of the Guidelines.

Table 3

Services Evaluated Against Guidelines (8 Responses)

<table>
<thead>
<tr>
<th>Results</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change implemented</td>
<td>Integration of much of the collection. Centralisation of some services. Changes to funding allocation arrangements. Staffing re-organization. Imposition of geographical limit on service. Major changes were implemented; but difficult to ascertain influence of Guidelines over other documents.</td>
</tr>
<tr>
<td>Change implemented</td>
<td>Greater use of telephone for contacting external students. Pilot project using courier service to deliver materials. Changes implemented from reading Guidelines and the Deakin University survey.</td>
</tr>
<tr>
<td>Change implemented</td>
<td>Helped in decision to install '008' phone service. In many respects, service achieves points raised.</td>
</tr>
<tr>
<td>Change implemented</td>
<td>Changes made to lending and copyright policies, and to housing practices. Question of improved central responsibility for external studies at the college also examined, but without producing outcome. Collection integrated on open shelves, having been in closed access. Photocopies made in advance of courses were reduced and a policy of providing copies for retention introduced.</td>
</tr>
<tr>
<td>No change</td>
<td>No actual decision made by Library administration.</td>
</tr>
<tr>
<td>Change desired but not possible</td>
<td>Mainly through lack of staff and funds. Would have liked to implement more multiple copies of requested material and supply photocopies for retention.</td>
</tr>
<tr>
<td>Change not desired</td>
<td>Feel that existing policies adequately cater to students' needs.</td>
</tr>
<tr>
<td>Change not desired</td>
<td>Services already of adequate standard. Sections of Guidelines used to support recommendations on library staffing levels to college administration. Recommendations accepted by college.</td>
</tr>
</tbody>
</table>
"Open Sesame" for the Off-campus Student?

In 1982, the Commonwealth Tertiary Education Commission (CTEC) funded an investigation into student needs for reference material, the sources they use and the effects of the external system in which they study. This research was master-minded by Margaret Cameron, the Chief Librarian at Deakin and in 1983 External students and their libraries (or the Winter/Cameron report as it is more commonly known) appeared. This publication provided librarians with the opportunity to compare student attitudes towards the library service provided by their home institution, with information on services available or possible, as described in Store's survey and the Guidelines. Librarians at last were able to evaluate the worth of some of the services offered, and of those not offered, and reapply their energies in an innovative way.

A feature of the survey was that sixty percent of the respondents chose to make further comments on the open ended final page. Of that sixty percent, almost one third mentioned particularly the need to have access to and borrowing rights from the libraries of geographically more convenient tertiary institutions than the one at which they were enrolled. Many suggested a special external student borrowing card, which would automatically entitle the holder to borrow from any tertiary library in Australia. As the report points out:

One of the difficulties in implementing such an arrangement is the reluctance to participate which has been shown by many of the major university libraries in the capital cities. The involvement of these institutions would be crucial to the success of the venture, as a large proportion of students live in or near the capital cities and major towns, where colleges and universities are mostly located. More than half of the external students in Australia would be able to visit a nearer college or university. It is significant that three of the largest providers of external programs are located in large country towns, but with large concentrations of their external students in the state capital, from which the institution is rather remote. Yet external students in those capital cities are not eligible to borrow from the libraries of most of their local universities. One of the major concerns of these university libraries is a "flood" of external students. This
study has shown that such a flood is unlikely. (p. 81-82)

Deakin is currently carrying out more research, again with special funding from CTEC. Earlier this year we surveyed the Chief Librarians of every Australian University, College of Advanced Education and College of Technical and Further Education. Issues addressed in our study include current policy and practice in lending to students of other institutions, the circumstances in which the libraries would permit visiting off-campus students to borrow, (identification, authorization, sanctions, financial compensation), and the mechanisms of co-operation.

We are still working on the final report, but anticipate that we will seek additional funds from CTEC to implement the recommendations of the report. We are confident that we can work out a system acceptable to the majority, if not all, of the tertiary institutions around Australia whereby off-campus students from other institutions will be registered as borrowers on presentation of positive identification and evidence of current enrollment at their home institution.

This access to tertiary libraries around Australia will be a huge step forward in providing off-campus students with the educational opportunities available to their on-campus colleagues.

Reader Education

I have been involved to some extent with reader education, or bibliographic instruction, for off-campus students in each of the three positions. At Townsville, I regularly traveled to the centers in Mackay and Cairns and held classes there; I prepared pathfinders and special guides and met with groups of students in other centers. Formal classes were possible during the compulsory residential schools. At Thatcher, I prepared guides and handouts, and organized classes during the voluntary schools on campus, and at Deakin, one of my staff is primarily responsible for reader education to both on-campus and off-campus students. She meets students for class contact during their residential weekends either at Deakin or in our study centre in Melbourne, and I sometimes join these gatherings.

In an effort to introduce our students to libraries and library resources, without featuring any particular library, this year we produced a video. In planning this, we recognized that external students use many other libraries in addition to those at the institutions at which they are enrolled. But access to a range of libraries is not enough; students also need to be able to
use those libraries effectively. Reader education is needed which will equip students anywhere, enrolled in any institution, to use any library. As formal classes are not feasible for scattered off-campus students, a different strategy is necessary. With instructional videos, students can view the reader education program at home, taking notes and re-playing as necessary. With increased knowledge--and increased confidence--they can then approach their local library.

Our first video is intended as a pilot project, to test the feasibility of teaching search strategy and providing information on research resources within a specific subject area, in such a way that the knowledge can be generalized in many other libraries. This first one is devoted to Australian studies, and as well as including copies in our collection for our own students, we are selling copies to other libraries.

Coordination and Cooperation

CTEC has a Standing Committee on External Studies chaired by Richard Johnson, a Special Commissioner of CTEC, and author of the 1983 report, The provision of external studies in Australian higher education. That report highlighted the lack of national coordination and interstate cooperation in distance education, and suggested a range of possible mechanisms to resolve this. The Committee has mapped out several years' work, concentrating its attention on issues such as the production and distribution of course materials, cross-crediting, increased cost-effectiveness, and a nationwide network of learning centers.

On the library scene, we too need to focus on cooperation and coordination. Already the five universities involved in off-campus teaching are cooperating in an intrah institutional degree, where students may pick relevant subjects from any of the five, leading to successful completion of their degree from one. This has already produced some mild headaches for students and librarians, from little things like course guides arriving late and confused enrollment details, to the larger issue of library resources. The deal is that each institution will provide library support for the specific courses it offers, and meet the requests of all students enrolled in those courses, regardless of their "home-base" institution. This should work; it seems relatively simple. However, it does not take into account the widely varying library services between those five institutions. A major snare for Deakin students enrolled in one course at any of the other institutions, is that they often no longer receive library materials by overnight courier, and they always have to pay the return delivery costs.
Viatel: Australian videotex system

Viatel is Telecom Australia's public videotex service. Most of the information on Viatel is supplied by services providers who are responsible for deciding what they put on Viatel and how they present it. Deakin University is a provider, and has some basic screens about the University and the Library. There is also information on courses offered by Deakin.

Students can send messages to their lecturers, or confirm their enrollment, or request library materials through Viatel. If they don't already have Viatel access at home or at work, they now face increased opportunities of using a Viatel terminal at their local public library.

Prospective students can scroll through the course information, request brochures, make course related inquiries and provisionally enroll.

What lies before us?

Many of our achievements to date have opened up further challenges to us. Will we be able to meet these?

The Guidelines now exist but it remains for librarians themselves to implement those recommendations on the minimum level of library support for off-campus students. It is the librarians who have now to evaluate, review, agitate, lobby, liaise, work, encourage, insist and utilize. Nobody will do it for us--and it must be fitted around already busy schedules.

I am hopeful and we have almost cracked the hard shell surrounding the soft issue of external students borrowing from other tertiary libraries. We now need to take these visiting rights a step further, and plan and coordinate an Australia-wide system of orientation sessions, and formal bibliographic instruction classes at these libraries, so that all students can learn how to exploit the wealth of information they contain. Deakin's video is a start in promoting this type of cooperation, but we still have a long road to travel.

As a group, Australian librarians have to ensure our voice is heard in discussions on the development of a national network of study centers, and of a database of educational opportunities. Colleges of Technical and Further Education (TAFE) may provide the basis for a national study centre network, but we need a coordinated survey of their practices and standards, leading to the preparation of some guidelines for the role of TAFE Colleges
and their libraries as study centers for external students. It is of course quite unrealistic to suggest that these libraries can possibly provide collection support for the range of students in their locality. That role belongs quite firmly with the home institution, who may choose (or may even be encouraged) to deposit books relevant to their students' needs in some of the TAFE centers. Most TAFE libraries, however, need increased funding for support staff, to enable them to open libraries for longer and more suitable hours. They also need funding for improved communications, so that TAFE librarians can telephone or telex the students' home institution; participate in cooperative cataloguing and locations schemes for ease of direction of students; and maintain regular contact with the institutions enrolling the majority of students serviced by the TAFE centre.

There is a great need for a coordinated database of all courses available in the off-campus mode; indeed this need really is for all courses available to any/all students, but the need for accurate, up-to-date information on off-campus courses is the greater, due to the isolation of potential and current students, the distances separating them from institutions and educational counselling opportunities, and the bureaucratic and often bewildering enrollment procedures of most of our institutions! The development of a database needs funding, but most of all it needs coordination at a national level. I was most impressed with the ECCTIS system in operation from the Open University in England and I live in hope that Australia will be able to mount and support a similar system. Viatel has provided a significant start in meeting this need; CTEC has recognized the need for a database of external courses. I can see as an automatic development from this, that libraries and librarians will provide users with up-to-date, accurate information on educational opportunities. The development of libraries, particularly public libraries, as educational guidance centers is already an issue needing full exploration by appropriate groups; this need will grow as a database of courses becomes reality.

I believe the LAA needs to form a working group or a standing committee to monitor developments in adult education, distance education and educational guidance. Librarians in regional centers and small towns, and, particularly, librarians in cooperative study centers, will need training courses so they are able to respond to questions, provide information, seek answers. It should be possible for the LAA to seek professional expertise in the design of a training manual to equip librarians everywhere with a better ability to respond to adults seeking information on the range of educational opportunities now available to them. This is one of the challenges currently being addressed by that
same group of enthusiasts in the Special Interest Group in Distance Education.

Conclusion

Off-campus studies may have begun in Australia in 1909, but they only came of age during the 1970's and maturity is now in sight with the related library services. After such a slow start, development has been rapid and astonishing. Australian institutions and their librarians have hurdled many obstacles, and built many sound structures. Challenges still lie ahead of us. I believe we will meet them with the same enthusiasm, energy and commitment that has been demonstrated so well in this part of the world.
REFERENCES


Separate Library Collections for Off-campus Programs:

Some Arguments For And Against

Raymond K. Fisher

University of Birmingham, England.

Introduction

In this paper I attempt to answer two related questions: (a) What factors should be taken into account by a university or college when deciding whether to set up (or maintain) a separate library collection in support of its off-campus courses? and (b) In what circumstances is it desirable to provide small deposit collections at each off-campus teaching site? The main differences between external programs, and the related library problems, are first identified, with some suggested solutions. Some existing models of library service are mentioned, with particular reference to the system of extramural libraries and book-boxes in the U.K. The main arguments for and against this system are outlined, and some general conclusions are drawn.

The Different Kinds of Teaching Programs

There is clearly no single model of library service which is suitable for all external programs, and I have first tried to isolate the main differences in the various programs which exist. These differences may themselves help to establish some of the main criteria to use in making decisions about separate libraries.

1. The range and nature of the subjects taught

An external program may cover a wide range of academic subjects or concentrate on one main area of study. Or there may be various combinations between these two extremes. In addition there will be differences in the amount of emphasis on vocational/non-vocational study and on credit/non-credit work.

2. The mode of learning

This may be individualized, independent learning at home, or based on class/group teaching at an off-campus centre, or some combination of the two. This is basically a difference between distance (correspondence) education and face-to-face tuition.
3. The size of the course program

One institution may offer hundreds of external courses and attract thousands of enrollments, while another may have only a handful of each.

4. The relationship between the external and internal programs

Some institutions offer an exact replica externally of the courses which are taught internally, while at others there is little similarity between the two.

5. The location and nature of off-campus teaching sites

Assuming a system of class teaching (see 2), there may be a large or small number of sites; some will be widely scattered and isolated geographically, others more closely grouped in urban areas; various types of premises may be used, ranging from large branch campuses to small village halls.

6. The location of students

Assuming a system of independent learning (see 2), some students may live and work a great distance from the home institution, others may be close to it.

7. The institutional basis of the program

Some universities or colleges may have a separate continuing education (or external/extramural) unit, dedicated solely to this purpose; at others the off-campus courses may be offered directly by individual subject departments.

8. The financial basis of the program

Some courses (and whole programs) may be self-financing, others highly subsidized.

The particular combination of the above elements which is found in any one off-campus teaching program will in turn determine the kind of problems to which a supporting library service should address itself. The main library-related problems which arise under each of the above headings, and suggested solutions, are as follows.
Library Problems and Suggested Solutions

1. A wide range of subjects will require a similarly wide-ranging library stock. If it is a large program (see 3 above), a university's central library should not be expected to do justice to it as well as to its internal clientele, and in this case a separate collection is desirable. A much narrower subject area, however, could be serviced direct from the central library, provided that the library stock was strengthened in that area. This would be particularly appropriate where the type of literature most often required was periodical articles, most of which might already be in the library's stock, and which could be made available in photocopied form without prejudice to the full-time students.

Some subjects, especially in the social sciences, require access to up-to-date information, and this service is more appropriately supplied by the existing central library resources.

2. A system of distance education for individual students learning at home by correspondence requires an individualized library service, the provision of materials on request dispatched to each student independently. These requests are likely to be geared closely to students' written assignments, and a separate library dedicated to this function will be more able to anticipate them and supply them when needed.

Class teaching requires a different approach, as the main characteristic here is several students learning together and so often requiring the same texts at the same time. It is in this context that the practice of small collections (consisting of the required texts and further reading), deposited in the classroom, is to be recommended (see further under "Extramural libraries" below). These collections are best provided by a separate library which can build up a stock which is specially geared to the courses which it is supporting.

There are, of course, many new teaching methods, making use of educational technology, such as computer-assisted learning, teleconferencing, and video instruction, but most of these will continue to require the kind of conventional library services with which this paper deals.

3. A large course program means that a large proportion of the stock of a separate library is likely to be in use at any one time, thus justifying the investment in it. A separate library is not economically justifiable where the course program is small,
and especially where the courses cover only a narrow subject range.

4. Where the nature of the off-campus program is very different from that offered internally, there is a good case for building up a library with a stock and function different from that of the central collection. However, where the programs, and therefore the demands, are similar, there is an equally good case for having a separate library but for the opposite reason, i.e. that a central library cannot adequately serve two different but competing student bodies from a single collection.

5. The use of a large number of different teaching centres is a common feature of external programs. Clearly it is not feasible to provide each centre with its own comprehensive library. A compromise, consisting of small collections deposited in or near the classrooms for the duration of the courses, seems to be the common sense solution. Further arguments for this practice are mentioned under "Extramural libraries" below. A branch campus or large teaching centre, on the other hand, may well justify the provision of a permanent library on site. In both cases it would make sense if such collections were supplied from a separate extramural library.

6. It is desirable for those external students who live or work near to their home institution to have access to (and borrowing rights at) its central library. However, the proportion of these students is likely to be small, and the majority will need an off-campus library provision, as outlined above.

7. Where a university has a continuing education or external studies department, there is clearly more chance that such a unit will provide a unified library service than if external programs are fragmented among different departments. In the latter case the central library staff should be responsible for co-ordinating an off-campus library service.

8. One of the main problems in the provision of an off-campus library service is the establishment of regular funding each year to support it. An allocation of money specifically for this purpose is essential, and this would seem more likely to be forthcoming where the course program is profit-making, or at least self-financing. However, it has been shown that subsidized programs can also generate an adequate library service, in those cases where academic standards are a high priority.
Some Existing Library Services.

The above statements reveal the large number of variables which exist in the whole area of off-campus education. The kind of library service actually offered in any particular instance will depend to some extent on local traditions and attitudes. For example, in Australia the general pattern is individualized correspondence education with the supporting library service coming from the institution's central library (e.g. Deakin University, University of New Hampshire), or more rarely, from a separate collection (e.g. University of Queensland). In the U.K. most off-campus education is classroom teaching, usually with deposit collections supplied by a separate extramural library; but students on the Open University's individualized correspondence courses receive no direct library service from that university. In the USA the range of offerings is so wide, that it is difficult to generalise; but prominent at each end of the spectrum is Central Michigan University's central library service to individual students (covering a relatively narrow subject area) and the State University System of Florida's Extension Library Service delivering deposit collections to classes (and covering a wide subject area). In contrast, in East European countries external students are mainly non-attending and independent, sometimes able to use a postal service from their university library but otherwise using any library they can.


It is hoped that the factors which are most relevant in trying to answer our two original questions are now clearer. However, they are the kind of questions which, in any particular case, in the end have to be answered mainly by common-sense, experience and a knowledge of local conditions. For this reason the second part of this paper looks at the role and function of extramural libraries in the U.K. with special reference to the University of Birmingham, and at the rationale behind their existence; and it is hoped that this "local" experience will throw light on the wider questions.

Most adult students attending off-campus classes are busy people, often with heavy occupational and domestic responsibilities. The extramural departments of universities recognise this fact, and all those universities in the U.K. which have a sizeable extramural responsibility have set up their own separate libraries in an attempt specifically to meet the needs of
these students. The main function of an extramural library is to support the teaching program of the department of which it is a part, by the provision of books and other materials for the use of students and lecturers. The usual method of provision for off-campus students is a collection of books for each course (the "book-box"); students may borrow from this collection and it is retained at the meeting place for the duration of the course. The books provided are carefully selected to be relevant to the course, and every effort is made to have the required books available at the time when they are needed. The best of these collections include not only books but also a wide range of learning materials for students and teaching aids for staff, including off-prints, music scores, records and tapes, and maps.

The main arguments against a system of book-boxes or deposit collections are: (a) that the provision of a relatively narrow range of texts in the classroom may actually deter students from exploring their subject fully through the breadth of materials available in a library, and (b) that the amount of use of such collections is relatively low. (See further Drodge, 1984.)

The main arguments in favour of this system are: (a) that much of the material in these collections is not readily available either in bookshops or in public libraries, and that the system meets resource requirements which would otherwise go unmet, and (b) that where book borrowing is low, the fault lies not in the nature of the system itself but rather in the way the book-boxes are made up, eg. in the consultation procedures used to determine their contents and in the degree of promotion given to books in the class by the lecturer. It has already been shown (Fisher, 1986), that extramural students in the U.K. do proportionately as much reading as their internal counterparts.

The opinions of the lecturers

But perhaps the most persuasive arguments in favour of the book box system come from the teachers. There is clear evidence that in many cases such collections are the "life-blood" of a class, and that academic standards suffer if an adequate collection is not provided. This evidence consists mainly of statements made by lecturers in their course reports, and the following extracts are quoted from some of the reports at Birmingham University for the session 1985-86:

1. Course "The castles of the Southern Marches" in Leominster (Herefordshire): "Books and photocopied material well read - especially valuable for students living some distance from a good library."
2. Course "New light on the Dark Ages" in Sutton Coldfield: "The books have been used extensively and are clearly a popular provision."

3. Course "History of British landscape painting" in Ledbury (Herefordshire): "Reading centred on the period or artist covered weekly and books were used in class quite frequently, as well as borrowed."

4. Course "Women novelists--from Jane Austen to Margaret Drabble" in Broadway (Worcestershire): "Everyone read all the texts and some a lot more besides, either from the book-box or through their local libraries."

5. Course "Worcestershire local history from original records" in Worcester: "I was very pleased with the way the students made full use of the book-box for background reading and in conjunction with the documents being studied."

6. Course "Voices in literature--the 1950s" in Kemerton (Worcestershire): "Excellent use was made of the books supplied for a structured reading program."

7. Course "Israelite religion" in Birmingham: "Equipment and books were adequate, although of some basic books several copies would have been useful."

8. Course "Faraway places" (literature) in Malvern: "It was not easy to get the books read with six copies and a class of twenty."

9. Course "Beethoven's string quartets" in Birmingham. "Good book supply, although we could always do with more scores which we use all the time and have to share a lot."

10. Course "The historical background to the life of Jesus" in Birmingham: "The copies of Josephus Antiquities arrived too late to be of much use on the course, and more copies of the Penguin Josephus would have been useful; otherwise the book supply was fine."

The last four of these statements are critical of the book-supply, in the sense that not enough was provided, or it was supplied too late; but these criticisms are themselves implicitly supportive of this kind of service as an essential feature of off-campus teaching.
It should be noted that all the above were "liberal" adult education courses (not leading to named awards) with the exception of (7), which was a component in the part-time degree curriculum. The degree courses tend to make even greater demands on the book-box service than do the liberal courses because of the difficulties of access to the central library.

Further arguments for separateness

The raison d'être of an extramural department is to take the scholarship and resources of the university to the general public, and a library which "takes the books to the students" is seen to be a crucial part of this process. The question whether (in the U.K. context) this service comes best from a central or from a separate library may have already been answered implicitly in the above statements, but it requires further elaboration.

A separate library makes most sense where there is a large program of courses, a wide range of subjects and a fairly large geographical spread of class centers. For it can build up and circulate specialised collections to meet a multiplicity of demand in a way which neither a university central library nor public libraries can do without prejudice to other users. It can also satisfy the need to commit book stock and other materials to a class for up to nine months at a time. In addition, the staff of a dedicated library can more easily establish close contact with the class lecturers at an early stage and keep in touch with them as courses proceed in order to meet new demands.

The question of multiple copies: a Birmingham survey

Another essential feature of a separate library for off-campus courses is the holding of multiple copies of standard works. These are both for simultaneous distribution to different classes and also for simultaneous reading by students on the same course. This is not normally a feature of a university central library. In order to establish the actual difference in this respect, in quantitative terms, between the central library and the extramural library at the University of Birmingham, a small survey was carried out in early 1986. One aim was to discover the extent of duplication between the two libraries, but the main aim was to find out how many more copies, on average, of any one title were held by the extramural library than by the central library. A sample of book-lists, covering all the main subject areas, were taken from the 1983-84 off-campus courses and checked against both catalogues (the two-year time gap allowed for all recent purchases to appear in the main library's catalogue). The results were as follows:
1. Total number of titles on a sample of extramural booklists: 642 = 100%

2. Number of these titles held by University Library (UL): 448 = 69.78%

3. Number of these titles held by Extramural Library (EML): 538 = 83.8%

4. Multiples:
   (a) No. of titles of which 2 or more copies in EML: 372 = 69.14% of total held in EML
   (b) No. of titles of which 2 or more copies in UL: 100 = 22.32% of total held in UL
   (c) No. of (multiple) copies of EML's 372 multiple titles: 2458
       average no. of copies in multiple set = 6.61 (2458/372)
   (d) No. of copies of UL's 100 multiple titles:
       256
       average no. of copies in multiple set = 2.56 (256/100)
   (e) No. of UL titles available only on short loan: 42 = 9.37% of total titles held.

The main conclusions to be drawn from this are:

1. A relatively high proportion (nearly 70%) of extramural-type books are held by the main library. This finding supports the arguments for a separate library, as it indicates that there would be undue pressures on the same titles if the central library were the only service. Nearly 10% of the titles in the main library are already under undue pressure, as they are in the short loan collection.

2. The extramural library possesses far more multiple copies of titles than does the main library. In the latter there are two or more copies of only 22% of titles while the equivalent figure for the former is 69%. In addition, the extramural library's holdings of music study scores were checked against those of the university's music library, and it was found that the average number of copies of any one score was ten in the extramural and two in the music library. These findings substantiate the statement above about the importance of multiple copies in a service to off-campus classes, and also provide
justification for the decision at Birmingham to maintain a separate extramural library and to continue to supply off-campus deposit collections.

Conclusions

In this paper I have not touched on some of the major problems connected with off-campus library services, such as bibliographic instruction, access to catalogues, literature searching, and the possible use of technology such as telefacsimile. As our primary objective is to enable our students, in what is often a difficult off-campus situation, to study and learn as effectively as possible, we should aim to take materials and information to the students, and the above aspects can be incorporated in any system which is adopted (whether central or separate) with that aim in mind. This paper is based on the philosophy that the main value of a library lies in the service which it can supply immediately rather than in the back up service to which it can give access.

It is therefore with this principle of immediacy in mind that the pros and cons of separate libraries and of deposit collections have been considered in this paper, and should be considered in any local context. However, the range of variables in course programs outlined above indicates that "separateness" may not always be the best solution. In describing the system generally adopted in the U.K. for extramural programs, and the reasons behind it, I hope that I have identified the main factors which should be considered by others in the evaluation of other systems elsewhere.
References


Off-campus Education:
Changes Past, Present and Future

William A. Gill, Jr.
United States Air Force

The topic that I had voluntarily took on six months ago concerned Air Force Education and libraries. I quickly discarded that topic and as the conference came closer I decided that what I wanted to do was something on off-campus education and some of the changes of the past, present and future that will surely affect and have a profound impact on us.

Background

Off-campus education in the military is not new. In fact, it is almost as old as adult education anywhere in the country. George Washington at Valley Forge became concerned about the literacy among his troops while they were encamped and I suspect he may also have been concerned about the use of leisure time or dispelling boredom. In any event, Washington commissioned the chaplain to begin literacy training. Some of the services have been doing that since 1786, and I am proud to tell you today that as of the first of October (1986) we have abolished our literacy program in the United State Air Force. We are no longer teaching remedial reading, writing or arithmetic and that has something to do with the quality of the youngsters that we are able to take into the Air Force today.

Given your professional interests, I thought it might be helpful if I briefly mentioned several publications which are so

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Editor's note: Dr. Gill, Chief of the Education Services Branch of the Education Services Division of the Department of the Air Force, was a featured speaker at the Off-campus Library Services Conference, 1986.
basic to the discussion of off-campus education. Kenneth Ashworth, the Commissioner of the Coordinating Board of the Texas College and University System, published an article titled "The Disgrace of Military Base Programs" in Change magazine in February, 1977 (Ashworth & Lindley). He characterized the programs operating on military bases around the United States and around the world as being shoddy and slippery. Stephen Bailey, who was at the time a professor of education at Harvard University and who had been a Vice-President of the American Council on Education, followed the Ashworth/Lindley report with a Ford Foundation Grant to study the military-based programs and in 1979 published a rather scathing attack on the quality of those programs. He was attacking the faculty, attacking the bases with the programs, attacking the curriculum, and attacking the lack of library resources as aspects of shoddy programs.

About two months after Bailey's monograph was released, the National Advisory Commission on Higher Education for Police Officers' Law Enforcement Education Program, an outgrowth of the Great Society of John Kennedy and Lyndon Johnson, released a report talking about the abuses in part-time education for law enforcement officers (Sherman, 1978). The United State Congress abolished that program for all practical purposes.

John Sawhill, then President of New York University, published an article titled "Lifelong Learning: The Scandal of the Next Decade?" (Sawhill, 1978). Norman Sam of Lehigh wrote the article "Life Experience: An Academic Con Game?" (Sam, 1979). Jane Andrews, again in Change magazine produced "Off-campus Education: Academic Colonialism" (Andrews, 1979), and Ken Ashworth, who has become a good friend of mine since all of this, issued his work titled "American Higher Education in Decline" (Ashworth, 1979). He made the point that everything bad was happening to higher education, particularly to those programs that were away from the ivy-colored walls of the universities.

Then in August of 1980, Newsweek published a half page on academic credits for sale. It described school teachers in the state of California who in order to keep up their certification bought credit through extension programs for classes they never intended to attend.

One article which is a favorite for me appeared in the Chicago News Tribune in 1980 and had nothing directly to do with military-based education programs, but everything to do with the credibility of off-campus education at that time (Condon & Kay,
1980). The article is concerned with a conference on basketball officiating and the university which had linked up with it with the intention of giving two hours credit if the attendees wrote a paper. One of the authors enrolled his four year old grandson in the program. Naturally, the child did not attend, but a writer at the newspaper wrote a paper for him. Shortly afterward the lad received a letter stating that he had earned two semester hours of credit. Several of my friends, including Ken Ashworth, sent me a copy of that particular article.

Ashworth was back at it again in October of 1980 with an article in the Chronicle of Higher Education called "Grisham's Law in the Marketplace of Ideas or Bad Degrees by Driving out Good".

Now all of this happened in about four and a half years. Quite frankly, I am delighted and pleased that adult and continuing, or off-campus, or distance, or whatever you want to call it, education survived as well as it did. In the Department of Defense and the Department of Air Force a lot happened after Ashworth's and Bailey's articles appeared. The first thing that the Air Force did was order an extensive audit to look at the cronyism and some of the allegations about institutions buying their way on to military bases and things like that. In addition, the Department of Defense contracted with the Council on Post-secondary Accreditation (COPA), the umbrella organization over the six regionals, to review twenty-seven different programs scattered around the world.

Both reports found no serious problems associated with bogus programs, selling credits, cronyism or any other significant issues. However, there were lots of good recommendations put forward. I've been in Washington D.C. five years as of last month and I've been working on those recommendations for the full five years. As a result of the studies and recommendations they produced, we've made some significant changes in our programs that will assist us in moving toward the further development of quality programs. I'll not go into them here except for one. This past summer, we again commissioned COPA to look at six randomly selected Air Force bases around the United States, one under each regional accrediting association. We've completed three of the six sites and this afternoon in beautiful Prescow, Maine, the fourth study will be completed. We're delighted with the way these evaluations are turning out. I predicted ahead of time that one of the most severe criticisms that would surface would be the quality of our library and research resources. That is turning out to be the case, although it is not the severe criticism I
thought it was going to be. And we intent to work with that issue.

Now let me turn to a second aspect: changes past, changes present, and changes ahead. At this point I've got to include a disclaimer. These views are Bill Gill's and they do not reflect the Department of the Air Force or the Department of Defense. They do reflect some of my study at Harvard University this summer.

Demographics

We know the story of the declining child-bearing patterns. We know that the decline of high school graduates from 1980 to 1995 is going to be about 24%. That began in the 1960's, obviously. Here are a couple of things you may find of interest. In 1980 the census showed that half of the women in the age group in their twenties were not married. Today in the 25-29 year age group, of those that are married a fourth are childless. And even the fact that some women are having children later in life is not going to make up for that. We're having fewer people marry early and we're having fewer children. There's no two ways about that. Of the children born today, more and more of them are being born out-of-wedlock. We are not only having fewer children but the children we are having are increasingly born to the very young and the unmarried and I think this trend has considerable impact nationally for us.

The second major area under demographics is the immigration trend. With the celebration recently of Ellis Island and the Statue of Liberty, we tend to think of the major immigration into this country as from the 1870-1910 period. Are you aware that from 1970 to 1980 we had the largest influx of immigrants during any ten-year period in history? We had 11.5 million legal aliens come into this country during that span. During that period of time somewhere between two and four million illegal aliens came into the country. A. Bud Hodgkinson predicts that in the 1990's a fourth of the U.S. will be foreign born. The words majority and minority are going to have to take on some different meanings because indications are that in the state of Texas what we consider to be the majority is as of September the minority. At the University of California, Berkeley last year in the undergraduate and graduate schools there were 40% minority students; 24% Asian, 9% Hispanic, and 7% Black. There are some
other interesting trends there. Going back to the 1800's and early 1900's our immigrants came from Europe and Africa. Today, 94% of our immigrants are coming from either South America or Asia, and primarily out of Asia. This has major implications for us.

The Black underclass is my third area. The American Blacks in the last two decades have made tremendous progress in a number of areas. Their achievements have been amazing. They have tripled their number of lawyers and doctors. The military officers have quintupled. The mayors of many major cities are now black including Philadelphia, Atlanta, Los Angeles, and Detroit. The achievements of the top third of the Blacks in this country have been remarkable and at the same time there are problems in the bottom half, very disturbing problems. In 1984, 58% of Black children born were born out of wedlock. Their high school graduations have dropped the last two years as have their entrances to both the undergraduate and graduate level. This is one of the most desperate social problems in America today.

We are becoming a very geriatric society. In 1990, 15% of the people in this country will be over 65. In the year 2030, the baby-boomers will be retiring and about one-fourth of the American population will be over 65 and about 10% of the population will be over 80.

The declining birth rate coupled with an increasing population in the older groups has tremendous social impact. For example, in recent years Social Security has almost gone bankrupt twice. And there are some people in Washington that estimate that by the year 2000, you and I may be paying as high as 20-25% to support Social Security. Moreover, Americans are retiring earlier; 59% of our population now retires before the age of 65. The fifty year old and above has the highest disposable income of any group in this country. Social Security and other retirement programs today, unlike in years past are generally indexed to inflation. One result of this is that fewer sixty-five year olds are now living in poverty. In 1960, thirty-five percent of those over sixty-five were living in poverty. By 1983 that figure had improved to 14%. At the other end of the scale there were the retirees in Florida and I guess I can add Reno living in luxury on two or three retirement programs plus their savings and their investments.

It's interesting to note that the population segment that has grown the most is the part-time student group. Their
enrollments in both non-credit and credit courses have increased faster than any other age group in the last five or six years. Twenty percent of the states now grant some kind of tuition waiver to senior citizens.

Economics

America has been blessed with resources: good land, hard-working and very bright people. The era of 1945 to 1974 was an absolute golden period as far as economics is concerned. Our competitors were in ruins. Germany had been decimated. Italy and France had been marched over by two armies, the Germans and the Allies. The Soviet Union had lost ten million young men. Japan was badly bruised from a war that they couldn't economically afford. In the United States, new scientific research and development had come to the fore and for the first time we possessed nuclear capability. From 1945 to 1974 we saw the greatest run of prosperity of any country, at any time. The stock market was up. A new college opened every week for nine straight years. More in the period of 1945 to 1974 than for the previous two hundred years. We increased welfare, social security and foreign aid. Then began the watershed of the 1970's. The Japanese became aggressive economically. You know, it is interesting that in 1960 the United Nations had them listed as an underdeveloped country. But out came the motorcycles, the electronics and the cars. And besides Japan, there was South Korea, Taiwan, Singapore, Brazil, France and several other countries who came back very strong. In 1973 we not only had double length lines at gas stations but we had the OPEC oil cartel triple the prices and drive up inflation into double digits. By the end of the 1970's we had unbounded prosperity but we were in trouble. The trade deficit had turned around. For the first time, our trade with the Asian nations exceeded that of Europe and we are on our way into the 1990's with about twice the amount of trade done with the Asian nations as with the European nations. You might say so what to that. Well, I think we need to recognize that Long Beach, California has silently and quickly become the third most important port in the United States. Remember the saying "Would the last person in Seattle please turn out the lights?" Don't worry about that. Seattle is back, and so is Portland and so are a number of other west coast cities. There is a tremendous amount of attention being paid to our trading partners in the East.
University curriculum's are going to have to change. Remember we used to teach European history, European art, European language. But little on China, Japan, or India with their largest populations in the world. We today have less than 200 full-time students in Japan. China had 14,000 in this country last year and they're predicting 21,000 next year. More manufacturing is moving out of this country. Seventeen percent of the people today are in industrial jobs. Four percent of our people are on farms and nearly all the others in the service industries. Trade union movement is in deep trouble in many places. The shoe and steel industry have moved out and been cut in half. We've had to shift from large to small business. In 1963, we had 186 million new small businesses start in this country. In 1983, there were over 500 million new small businesses. The Fortune 500 companies will add about a million jobs in the next ten years. Small business will add between ten and fourteen million jobs during that same period of time. Many of you have seen business schools changing their curricula to better prepare their students to work effectively with these economic shifts and change they must.

The days of wine and roses of 1945-1974 are over. We are in an entirely new economic era and higher education is at the heart of whatever new economy we are currently sculpting.

Technology

There are equally profound changes in my third area of consideration, that of technology. Probably the computer is the most important instrument to impact higher education and what you do for a living since Gutenberg invented the printing press. Universities last year spent $1.3 billion on computers. It's transforming, and I don't have to tell you folks because you know this better than I, the way that we store, gather, regurgitate, and transmit knowledge. And the computer with the video cassette, teleconferencing films, television, audio tapes and records, and satellites can change higher education if anything is ever going to change higher education. We're moving from a mechanical age to an electronic age. For education, the consequences of this new technology are quite extraordinary. In 1985, the Japanese opened their broadcasting of academic courses. What they've done is hired a sizeable number of the best professors in Japan, put them on television and they've opened eleven regional study centers around Japan. Japan is not alone however in the quest for education through technology. The fifth largest Asian population
is introducing radio and television instruction for the first time
to serve 3,000 islands in Indonesia. Can you imagine the
logistics problems of serving libraries there without technology.
Our own PBS is setting up a national education television network.
It's going to be linking the local microwave television systems
with satellites. And by 1990, PBS is going to be putting on the
air some of the best professors that we have in this country.
I'll predict to you that before long for $495 from either
McGraw-Hill or Time-Life or someone like that you're going to be
able to buy a full-fledged curriculum with your computer. That is
not that far away.

Technology has created extraordinary problems as well. We
now need behind every professor more and more equipment,
scientific apparatus, computers and other capital investment
items.

Higher Education

The fourth and final area for this paper is higher
education. Let's consider the environment outside the traditional
setting of the college and university. That's been a tremendous
growth area. Are you aware that one out of six museums in this
country is now offering the equivalent courses to what we
traditionally offer in the academic setting? The military in
training and education had four million student enrollments last
year. Government agencies, state, federal and local, had over
seven million students. Neil Yurick in his corporate classroom
says that industry spends between thirty-five and forty billion
dollars a year on education and training. The American Council
on Education studied over 1,000 courses taught by business and
industry for evaluation for college credit and if they had the
staff and the resources they could well have done twice that
number. There are today over 6,000 proprietary schools in this
country offering curricula covering everything from auto mechanics
to x-ray technology. A third of those are accredited, two-thirds
are not.

Eighteen corporations now offer degrees. They range from
the A.A. by McDonald's Hamburger University in Illinois to the
Wang Institute of Technology with five masters degrees in software
engineering, or Arthur D. Little's Management Education Institute
that offers an M.S. in Management.
Its a rare community college today that isn't comprised of 50-80% adult students. This past February, I enrolled in Northern Virginia Community College and took a course in oceanography. This college has four campuses scattered in the northern Virginia area around the suburbs of D.C. The NVCC President told me that 80% of his students were adults and that 5% of his students have terminal degrees. That's astounding. I left my house, drove a mile, parked, went in and registered, came home and had been gone thirty-five minutes. My wife said, "I thought you were going to register." She remembered when I'd registered as an undergraduate student and it took nine hours. I said "I did. I walked in, they put me at a computer and I was registered and paid my money in ten minutes. And if it hadn't been for that infernal parking problem, I'd have been home in fifteen minutes instead of thirty-five." Harvard now has almost as many students in either their general education program, and their summer or short-course program as they have in the traditional graduate and undergraduate programs.

I was privileged to be at Harvard University this summer and they are doing a lot with adult students. Now follow me on this one. We have 12.2 million students in higher education in the U.S. this fall; 45% attend classes part-time. Of that 45%, 75% are over 25 years old. Forty-five percent are part-time out of the 12.2 million and three-fourths of those are over 25 years of age. Now if you did the math on that, you found there are over four million part-time adult students enrolled in higher education today. And Hodgkinson predicts that in 1990, the figures will be 50% rather than 45%.

Interestingly for you, there is almost a commensurate change in the faculty. The shift from full-time to part-time is at a point today where almost one out of three faculty members in the U.S., in fact I think the figure is 32%, is part-time. Think about that as you and your off-campus librarian colleagues meet your responsibilities.

Universities are becoming obviously multi-national, although that seems to have slowed down a little bit. In 1982, the last year for which we have figures, 52% of all doctorates in engineering went to foreign students, 31% of the doctorates in computer science went to foreign students.

As to the curriculum, I thinks it's in turmoil. There's a shift right now, a considerable and I think disconcerting movement from liberal arts to the professional programs. And professional schools are changing. Mechanical engineering is out and
electrical and computer science is in. Last year, a year ago this September, M.I.T. imposed a limit so that not more than 50% of their students could enter is as computer science majors. That's how popular computer science is at M.I.T. today. I noticed in a Chronicle of Higher Education while flying here that M.I.T. is going through another revolution in that they're going to become more human with their curriculum.

Medical schools have changed or at least the medical profession has changed. I don't know whether the schools have changed or not. We've got vaccines in this country that are containing most major infectious diseases. Hospitals have begun serving two different clienteles now. The first is the elderly, those who are dying from old age with things like heart problems and organs that are deteriorating or what have you. The second group of people that are in hospitals are those who have essentially put themselves there. They're the drug addicts, the alcoholics, and psychologically disturbed. Those each have ramifications for the curriculum in medical education.

Conclusion

Now these are the four upheavals that I see taking place in American society. What does this all mean to you? Well first, I think the importance needs to be reaffirmed that education is essential to the prosperity, harmony and the security of this country. We must stay ahead of the Japanese, the South Koreans and others. College commencements talk about the beginning of a lifetime of work, but how much better might we be if we talked in terms of a beginning of a lifetime of learning. You've got to become more entrepreneurial and action-oriented in your work. You must avoid the words reinstating and restoring. We can't turn back the clock. We're not going back. Society and economic conditions today are not the same as they were thirty years ago. They're not even the same as they were ten years ago. The family is certainly not the same. It is important that you put together a collaborative effort and a multifaceted cooperative plan. With whatever plan you devise you've got to recognize the new technologies to allow for new ways of doing things. You've got to recognize the financial situation in this country is such that we have to be far more productive with those people that we do employ. Remember that information is power. Alfred North Whitehead said in 1925 "The greatest invention of the nineteenth century was the invention of the method of invention." To him we
could neglect all other details of change such as railroads, telegraph, radios, spinning machines and synthetic dyes. We must concentrate on the method itself. And that's the novelty of our age.
References


Two Models for Providing Library Services
to Off-campus Students in Wyoming

Jean S. Johnson
University of Wyoming

What can be done in providing library services to students when there are as many scattered over a 97,000 square mile area as there are on the main campus in the southeast corner of the state? How can off-campus students and faculty be made aware of library services available from the main campus? What are the best means of providing rapid information access to those students and faculty? These are just some of the questions that have been asked concerning library services for University of Wyoming (UW) off-campus students.

Prior to July 1, 1983, the University Libraries were providing little if any service to off-campus students and faculty. Since that time, a concerted effort has been made to develop a major program in off-campus library services. A full time senior librarian and student assistants have been assigned for that purpose.

Because UW is the only four-year institution in Wyoming, it has a priority commitment to providing extensive higher education programs in the state. It works cooperatively with the state’s seven community colleges as well as local communities and school districts to provide courses through on-site instruction and, since 1984, audio-teleconferencing.

During the 1985-86 academic year, an estimated ten thousand students participated in UW extension classes and external degree programs around the state, in addition to 2,550 enrolled in correspondence study. During the same year, approximately ten thousand students were enrolled on the main campus in Laramie. This level of off-campus activity has resulted in a growing demand for University library services to be extended throughout the state in support of the various individual courses and the external degree programs.

In December of 1983, the Council on Library Resources awarded a faculty/librarian grant to Keith Miller, Coordinator of the UW-Casper Academic Program, and Jean Johnson to study the differences and similarities between traditional (main campus),
non-traditional (UW-Casper), and non-traditional (extension) students and their library needs.

(UW-Casper is a resident learning center in Casper-Wyoming's largest city of about 51,000 located rather centrally in the state. UW-Casper operates in cooperation with Casper College, offering upper-division and graduate coursework while relying upon Casper College to deliver the lower-division course-work. There is a small library provided for the UW students and faculty but it is not located on the same site as the classrooms.)

A survey was developed and administered to just over one thousand students to learn more about demographic characteristics, reasons for attending college, library service needs and opinions, and vocational preferences. The study revealed that the UW-Casper group consistently turned up as "in-between" the other two groups in which the non-traditional student (extension) was older, female, married, had dependent children, worked full-time (often in a professional occupation), had a relatively high personal income, and attended school part-time. Such results lead one to believe that the site itself tends to define the students. Understandably, location determined the test groups' most used library. Of particular interest is the fact that students away from the main campus tended to use public libraries as much as academic (community college) libraries, even if UW collections were on reserve in the academic libraries. The exact cause of why they used a particular library could not be determined, but some of the factors could be convenience to class, convenience to work or home, instructor recommendation, and familiarity with a library previously used. In the case of Casper, many of the students were accustomed to using the community college library and probably didn't think to use the UW-Casper Library.

Certain parts of the study point out weaknesses in the current off-campus library services program, such as lack of student awareness of services. A model is being developed to strengthen the program and that model will be discussed today. Included in the model is more cooperation with local libraries and more effective publicity to students as well as to instructors.

Two models are actually necessary, one for Casper students who have a small UW library in their community, located in the building with the Natrona County Public Library, and one for extension students in other communities where no formal UW libraries exist.
The Model

Extension

The major points to be made in providing library service for extension students are:

1. At present, letters are written to extension faculty offering the services of the library for their courses. Unfortunately, few respond requesting assistance. Since it is not known how many instructors take note of the services offered, the letters may still be important. More personal contact by phone may be an appropriate next step if the instructors teach extension courses on a regular basis.

2. Upon request by an instructor, class reserve materials are provided. Books and journals are purchased if time permits and there is the prospect that the course will be offered in the state more than once. Otherwise reserves are drawn from the main collection, when not needed for an on-campus course. At UW it is felt that the extension collection should be kept small and active and is weeded regularly.

3. In a state as large in area as Wyoming, a toll-free number is very important for off-campus students and faculty. Some instructors do pass on the library's toll-free number that students may use to request materials and reference assistance. Also, local libraries provide students with the toll-free number and forms for requesting materials.

4. Probably the most important function of a department that provides information access to extension students and faculty is the prompt filling of written and phone requests for materials. To date, there have been no complaints that mailing the materials is too slow. All photocopies and microfiche are sent first class and books library rate. Occasionally books are sent first class if time is particularly important. Those who know about the toll-free number and who have copies of the material request forms (Appendix) have found the libraries' services to be extremely useful. A student working on a major research project might request a hundred or more items during a semester, but what about the student who doesn't know that the UW Libraries can help?

5. Reaching the faculty does not necessarily mean that the students are being reached. Descriptive brochures, news releases, and other forms of publicity are vital if the students who have little if any of the needed resources in their communities are to be really served. One of the most important points brought out in the Council on Library Resources study was that only twenty-seven
percent of the extension students and forty-four percent of the UW-Casper students had received information about the UW Libraries. Only ten percent of the students knew about the toll-free number. Probably the weakest link in the UW program is publicity, and this is an area where much work needs to be done. In cooperation with the UW News Service several news releases have been prepared for distribution throughout the state. In one case a student who had used the libraries' services extensively was interviewed for an article.

6. Bibliographic instruction through librarian visits to the classroom and video tapes are also important. Many of the students have little or no research experience. In addition to the normal site visit where bibliographic instruction may be presented, video taped instruction may also be prepared as a substitute for a site visit. At UW, the Instructional Telecommunication Services Department will produce television programs for classes at no cost to the library, except time, as long as the work is requested for a particular numbered course. Then, it is a matter of working out the details with the instructor.

7. In Wyoming, regular contact is made with the local community college and public libraries through a newsletter, articulation conferences, and meetings at the annual Wyoming Library Association conferences. UW and the academic deans of the seven community colleges sponsor a number of articulation conferences each year at various sites in the state on topics of importance to academic excellence in the state. Off-campus library services articulation conferences were held in 1983 and 1984. It is important not only to keep the local librarians informed about what the UW libraries are doing in support of extension classes in their communities, but also to give them whatever other support is possible when they are faced with shrinking library budgets. It is not possible for UW to purchase books for the libraries, but other means of support, such as quick and, in most cases, free interlibrary loan service can indicate that UW is cognizant of the problems that exist in the small academic libraries in the state.

**UW-Casper**

The collection in Casper consists of about 9,000 volumes and is used in support of the instructional program for about 250-300 upper division BA/BS and graduate MBA students. It is not intended as a research collection. The UW-Casper librarian works very closely with the faculty and students to keep them informed about what resources are available in Casper and assists them
obtaining additional resources from the main campus and elsewhere. The study, which was conducted in the spring of 1984, indicated that only forty-four percent of the UW-Casper students had received information about the UW libraries. In Casper a larger proportion of the students used the community college library than used the UW-Casper Library. It is hoped that a study made now would produce a larger proportion of students who would know about the libraries. But again, publicity is important, not only about what resources can be obtained in Casper, but also what is available in Laramie.

Information access for faculty doing major research and students writing term papers and theses in such an environment is difficult unless special efforts are made to obtain resources quickly and efficiently. Microcomputers have been purchased for Casper and Laramie to be used for the rapid transmission of requests from Casper over one hundred and fifty miles to Laramie, status reports on the requests, dial access to the on-line catalog in Laramie, database searching in Casper, record keeping, and word processing. A telefacsimile system between the two locations for the rapid transmission of photocopied articles is a positive way of increasing the speed in delivering filled photocopy requests. Such a system is anticipated.

Currently the U.S. Mail is being used for resources delivery from Laramie to Casper. Using the mail can cause delays, but the volume of use at this time (880+ requests in 1985-86) does not justify the use of a costly courier system for such a distance. Telefacsimile, of course, does not solve the problem of books and they will have to continue to be sent by mail.

As is to be expected, the faculty would be most happy if everything that they need is close at hand. A selling job is necessary to convince them that this does not have to be the case if they can obtain most of what they need in 24-48 hours and the rest in a matter of days.

While the public library has been willing to lease the university space for the library collection, there are severe space restraints preventing further growth. The university has no immediate plans to construct a regular campus which would bring all of the classrooms, offices, and the library together.

The major points to be made in providing library services for UW-Casper students are similar to those for extension students, but include additional factors:

1. faculty contact,
2. an adequate collection to support the instructional program with sufficient indexes and other reference materials for preliminary research work before going on to Laramie for additional information,

3. regular weeding of the collection to keep it manageable,

4. dial access to the on-line catalog in Laramie,

5. database searching with funds available for a larger proportion of reference searches than might be done on the main campus,

6. prompt filling of requests through a telefacsimile system,

7. adequate publicity, through brochures, news releases, and other means, and

8. on-site bibliographic instruction.

In summary, a model for information access for off-campus students might include faculty contact, course reserve materials, a toll-free telephone number, prompt filling of requests, adequate publicity, bibliographic instruction, and regular contact with the local libraries. Where there is a local university learning center, such as UW-Casper, a collection of materials for the support of the instructional program and dial access to the on-line catalog on the main campus are also important.
Appendix

University of Wyoming
Loan Request

(Send to Jean S. Johnson, Coe Library, Box 3334, University Station, Laramie, WY, 82701.)

Date of request__________________________

Student/Faculty name____________________

Address________________________________

________________________________________ Zip Code

Phone number where you can be reached during the day____________

Course name and number_____________________________________

Instructor_______________________________________________

Have you checked in your local library?____yes ______no

PERIODICAL (Abbreviations must be spelled out.)

Periodical Title___________________________________________

Volume_________ No.________ Date_______ Pages__________

Author (last name first)_____________________________________

Title of article____________________________________________

Source or Index____________________________________________

Volume_________ No.________ Date_______ Pages__________

BOOK OR ERIC DOCUMENT

Call number_____ Document number (if ERIC document)ED_____

Author____________________________________________________

Title_______________________________________________________
NOTICE
WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United State Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgement, fulfillment of the order would involve violation of copyright law.

Patron signature
Library Services for an Education Consortium
in the Canadian Rockies
Sheila Latham
University of Lethbridge

Situated 4,450 feet above sea level in the Crownest Pass of the Canadian Rockies, is the Chinook Educational Consortium. (The word "chinook" refers to the sudden warm winds that make Canadians shed parkas for tee-shirts in mid-winter.) One of five Community Consortia in the Province of Alberta, the Chinook Educational Consortium was established in 1981 by the Department of Advanced Education to provide a range of higher education programs and services to scattered rural communities in southwestern Alberta.

The Consortium achieves its role through the cooperative efforts of distant post-secondary institutions. Various off-campus and distance education programs and courses are offered through the Consortium by six participating institutions: Athabasca University, Alberta Vocational Centre, the Lethbridge Community College, the Southern Alberta Institute of Technology, the University of Calgary, and the University of Lethbridge Community College, the Southern Alberta Institute of Technology, the University of Calgary, and the University of Lethbridge. The Consortium offices, located in the neighbouring towns of Blairmore and Pincher Creek, provide registration services, classrooms, offices, and teaching facilities, including audio-visual equipment and microcomputers. But the Consortium lacks a library.

In 1985 Chinook Educational Consortium initiated a study on library services. As the consultant hired to prepare the study, my objectives were to assess student needs, evaluate existing community library resources, survey services available from the cooperating academic libraries, and make recommendations concerning required library collections and services. Although the study was prepared over a period of five months, the available funding for the study limited the actual time worked to under two months.

The Literature Search

The first step was a literature search in the fields of library science and education. I found forty-three articles and
studies published between 1975 and 1985, but only a few were concerned with the specific problems of the educational consortium. The most relevant article was Landau and Hunt's "Cooperating with a Cooperative" (1983) which described how an educational cooperative with three participating educational institutions shared an extension library building and operating costs. Other articles referred briefly to the desirability of centralized coordination of academic library services (Fisher 1978; Watson 1981). On a broader scale, Glenn Wilde (1984) mentioned a cooperative effort in Utah where four universities and the state library worked together with eight rural communities to develop the rural library as a Community Learning and Information Centre.

The Academic Program

Basic to the evaluation of student needs and the assessment of resources available to support those needs was an understanding of the academic program. The scope and diversity of subjects, and the identification of the core programs of study offered through the Consortium, were determined by interviews with continuing education administrators and faculty, and through an examination of course enrollment statistics. During the fall 1985 semester, a total of 375 students were enrolled in 212 different courses. The courses ranged in level from the basic level of adult education to the Masters' level in the field of education. They ranged in content from the fundamental teaching of English as a second language to the technical, with typing and power engineering; to the professional, with nursing and management; and to university liberal arts, with teleconference courses in many subjects. The programs identified as "core programs" were, in order of importance, (a) Academic Upgrading, (b) Business Administration, (c) Secretarial Science, and (d) Nursing.

Faculty Views on Library Services

I met with as many faculty as possible in order to gain details about the subject parameters of the individual courses, the kinds of assignments given to students, readings required and recommended, and desired audio-visual materials. All faculty interviewed said that the courses offered through the Chinook Educational Consortium were the same in content and in student performance requirements as those offered on campus in Lethbridge and Calgary. Although some teleconference courses were packaged with all required materials included, and students were not expected to read beyond their textbooks and photocopied readings, all faculty agreed that students could only benefit from access to library resources.
Survey of Student Library Attitudes and Needs

In order to find out about students' library attitudes, needs, and use habits, a questionnaire was distributed to 180 Consortium students. A total of sixty-nine completed questionnaires were returned. The results, tabulated in Appendix A, provide some useful insights. The large majority of Chinook Educational Consortium students were female, between the ages of twenty-one and forty. While 55% were unemployed, 37% had jobs in addition to an average course-load of three courses. More than 68% said that they had been motivated to return to school by a career change or by career advancement objectives. Sixty-five percent were taking courses through the Chinook Consortium for the first time, and only 25% had previously studied at the college or university level. Although 51% considered the use of a library necessary for academic success, the mean percentage of their courses that students felt could be completed without using a library was 68%. In Question 12, 56% of the students contradicted this statement when only 33% said that no library use was required for their courses. Questions concerning actual use patterns revealed that 35% of the students used public libraries at least monthly, but only 12% had ever requested materials through interlibrary loan. Students' comments concerning their use of libraries centered upon complaints about library hours, limited resources, distant locations, and complex organization. In the context of these remarks, of the educational backgrounds of the students, of their reliance on small public libraries, and of their lack of formal library instruction, it is interesting to note that over 60% of the students ranked their own library skills (Questions 11 and 17) as being adequate or more than adequate. When asked if they would use a library located in the Chinook Educational Consortium, 91% said "yes." Only four students responded negatively.

In summary, the typical student enrolled through the Chinook Educational Consortium is a mature, highly motivated female, unskilled in the use of libraries, but positive in her attitudes concerning libraries: both in her perception of her own ability to use libraries effectively, and in her recognition (in Questions 8 and 12) of the ways in which libraries are required for the achievement of educational goals. The survey indicated beyond a doubt that Chinook Educational Consortium students would use and learn from a library designed for their needs.
Library Services in the Crowsnest Pass and Pincher Creek

Visits were made to four public libraries and two school libraries in the Crowsnest Pass and the town of Pincher Creek in an attempt to determine the usefulness of library collections and services in relation to the academic programs offered through the Chinook Educational Consortium. Information was gathered about library hours, staffing, interlibrary loan services, and the size and character of library collections. Collections were assessed quantitatively through shelf-list counts and qualitatively through shelf-scanning and inspection of titles held in reference and serials collections.

The four public libraries had small recreational reading collections, generally poor reference collections, limited open hours, and untrained staff. The high school libraries, staffed with teacher-librarians, were better equipped with basic reference collections and had about 10,000 circulating volumes each. Hours of opening were limited to school hours on weekdays. Of the six libraries visited, only the Matthew Halton Community School Library held a periodical index (The Abridged Reader's Guide).

Collections and Services Provided by College and University Libraries

Information about off-campus library services provided by the colleges and universities that offered courses through the Chinook Educational Consortium was gathered with the help of the "Canadian Off-Campus Library Services Survey" form (Slade, 1985). The questionnaire and results were particularly interesting when compared with the results of the Canada-wide survey. The libraries of the Southern Alberta Institute of Technology, the Alberta Vocational Centre, the Lethbridge Community College, and the University of Lethbridge ranked among the lowest in Canada in their provision of services to off-campus and distance education students. Interviews with librarians from the Athabasca University Library, the Lethbridge Community College Library, the Southern Alberta Institute of Technology Library, and the University of Lethbridge Library confirmed the results of the questionnaire.

With the exception of Athabasca University Library, which provides a microfiche catalogue of its collection combined with free telephone access to library staff, and the circulation of materials, no library involved with the Chinook Educational Consortium provided adequate services or access to its collections for off-campus students. The Lethbridge Community College and the University of Lethbridge Library provided small collections of
materials for some courses. Located in classrooms, these mini-collections of thirty to sixty volumes provided a minimal level of support. By comparison, students taking courses on-campus could choose from large collections of materials. But off-campus students had little awareness of these collections and considerable difficulty obtaining materials from them.

Survey of Educational Consortium Libraries in Alberta

In an attempt to learn about library services in other consortia, a Library Collections and Services Questionnaire was mailed to the four other educational consortia in Alberta. The findings, tabulated in Appendix B, showed that three out of four Consortia have permanent library collections with an average of 1500 circulating books, 91 reference books, 51 video tapes, and 36 periodicals. The Yellowhead Region Educational Consortium also has audiotapes and microcomputer courseware in its permanent collection. An analysis of enrollment statistics and the total number of items in each library's collection indicated that Pembina provides 2 items per student, North Peace Provides .56 items per student, and the Yellowhead provides 1.2 items per student. Staffed by clerks or library technicians, these libraries provide a number of services to students and faculty, including interlibrary loans, the circulation of library materials, reference assistance, and provision of audio-visual equipment.

Recommendations

The data gained from the three surveys, from the community library assessments, from the course enrollment statistics, and from the interviews with faculty, librarians, and administrators revealed that students did not have access to necessary library collections and services. My recommendations were concerned with the improvement of off-campus library services provided by the participating colleges and universities in addition to the establishment of a small library within the Chinook Educational Consortium itself.

A Proposal for a Library Located in the Chinook Educational Consortium

The lack of off-campus library services from five of the participating institutions, combined with demonstrated student library needs, pointed to the need for a library located in the Crowsnest Pass. Three options were explored. Two involving shared facilities with school and public libraries were rejected
because of their limited collections, lack of qualified personnel, and limited services.

The third option, which called for a library located in the Consortium offices, was recommended as the most feasible and most advantageous solution for a number of reasons:

1. The location of the library in the teaching centre would provide convenient access for students and faculty.

2. The location would facilitate communication between library staff and faculty concerning student assignments and resource needs.

3. There should be few negative associations with the location, if any.

4. Audio-visual equipment available in the Consortium could also be used for library materials.

5. The proposal would not be dependent upon the cooperation and goodwill of the Municipal Library Board or the Board of Education.

Collections

To provide the foundation for a library collection, a list of 530 recommended materials (print and non-print) was compiled with reference to course enrollment statistics and core programs, course outlines and curriculum guides, and interviews with faculty. Library collections supporting the various academic programs offered were examined at the Lethbridge Community College Library, the Lethbridge Collegiate Institute Library, the Faculty of Education's Curriculum Laboratory at the University of Lethbridge, the University of Lethbridge Library, the Alberta Vocational Centre Library, and the Southern Alberta Institute of Technology Library. Numerous bibliographies, catalogues, and review journals were also used to select materials.

The Basic Reference Collection was designed to support the reference needs of students generally. Additional reference materials for core programs, and supplementary monographs (that would be allowed to circulate), were listed under broad subject headings. Priority numbers were added in some areas to allow for the purchase of the collection in successive stages if funding was not available to purchase the entire collection at once.

The criteria for selection included the following:
1. The suitability of the material to the academic level of the course and program

2. The basic content or fundamental nature of the work in relation to the scope of the subject and the academic level of the program

3. Relevance to the curriculum, with particular attention to core programs

4. Quality of the materials as indicated by published reviews, reading lists, and faculty recommendations, or assessed on the basis of personal knowledge and experience

5. Bibliographic content (Reference materials such as encyclopedias and handbooks which contained bibliographies of recommended supplementary readings at the end of each article were chosen over those that did not contain bibliographies.)

6. Priority was given to serials that were indexed by the periodical indexes recommended for purchase by the Consortium.

**Personnel**

The continued maintenance and development of library collections in support of a changing curriculum, and the provision of various library services, would require staff. A full-time professional librarian and a part-time clerical assistant were recommended for the Consortium Library.

**Services**

Among the services recommended for provision by the Chinook Educational Consortium Library were the following:

1. Reference assistance with using library materials and identifying relevant sources of information obtainable from other libraries. Liaison with reference librarians in the distant academic libraries

2. Circulation of library materials and required readings

3. Interlibrary loan services (using electronic mail facilities to obtain materials from distant academic libraries)

Four of the academic libraries involved with the Consortium were using electronic mail for interlibrary loan messaging (Athabasca University, Lethbridge Community College, University of
Lethbridge, University of Calgary). The Consortium Library was advised to join the network, making use of staff and procedures already in place in each of these libraries.

4. Instruction to students on the use of library materials

5. Audio-visual equipment services

6. Computerized information retrieval services.

While it would be important to have a number of basic indexes available in print form in the Consortium, it would be impractical for the Consortium Library to buy more than those recommended when so many expensive indexes can be searched by computer.

Facilities and Equipment

The Library would require adequate space for materials, equipment and services. Furnishings for the storage of library materials, for consultation and use of library materials, and for library service points and work areas were specified. Equipment necessary to support the collections and services included microcomputers and printers, a microfiche reader, a video player and monitor, and a variety of office equipment and supplies, including a typewriter. An attractively designed library facility with comfortable seating and convenient access to materials would make using the library a pleasant experience.

Finances

Costs, summarized in Appendix C, were estimated on the basis of real costs, identified for seventy-five percent of the titles selected, and suggested costs for equipment and furnishings listed in library supply catalogues. Costs for staff and processing were based on similar costs at the University of Lethbridge Library. The Consortium was advised to seek funding for the library from the Alberta Department of Advanced Education.

Recommendations for College and University Libraries

Although the broader issue of off-campus library services provided by the educational institutions participating with the Chinook Educational Consortium was well beyond the scope of my study, I recommended that the libraries of the Alberta Vocational Centre, Lethbridge Community College, Southern Alberta Institute of Technology, University of Calgary, and the University of Lethbridge work to improve services to all off-campus and distance education students in accordance with the "Guidelines for Extended
Campus Library Services" (Association of College and Research Libraries, 1982). Under each "Guideline" I identified the areas for improvement which would serve most effectively the needs of Consortium students. Most important among the recommendations were those concerning Finances, Personnel, Facilities, Resources, and Services.

The academic libraries were advised to seek funding from the Chinook Educational Consortium Program Fund and from their own administrations. Librarians were advised to become actively involved with the planning and budgeting of off-campus and distance education programs.

No library (except Athabasca, of course) had qualified personnel for off-campus services. The recommendations called for a librarian and support staff in each library to be given the necessary time and the responsibility for liaison with students, faculty, and library staff in the distant communities; to identify resource needs; to develop collections; and to provide a variety of needed library services.

I also recommended that the Alberta Vocational Centre Library and the Southern Alberta Institute of Technology Library acquire electronic mail facilities which would be compatible with the system recommended for the proposed Consortium Library. (The other four academic libraries were already using electronic mail for interlibrary loans.) The need for improved access to campus library collections was underlined. The University of Calgary Library was encouraged to make its on-line catalogue available in Blairmore, and the University of Lethbridge Library, undergoing RECON, was encouraged to give priority to the subject areas taught off-campus so that computer-printed catalogues could be placed in off-campus teaching centers as an interim measure.

Results of the Study

In February 1986, the major recommendations of the Study on Library Services for the Chinook Educational Consortium (Latham, 1985) were approved in principle by the Consortium's Board of Directors. Although the funds needed for full implementation would not be available in 1986, Alan Wilcke, the Coordinator of the Chinook Educational Consortium, took action by arranging a series of meetings with librarians from the cooperating educational institutions. Librarians agreed to work toward improving services to off-campus students in accordance with the "Guidelines for Extended Campus Library Services" (Association of College and Research Libraries, 1982).
The proposed Consortium Library will be included in a new teaching center planned for the Consortium, to be available in 1988. The Consortium has proceeded with a modified plan for the interim. In the fall of 1986, a basic collection of reference materials, indexes, bibliographies, library catalogues, and union lists will be acquired and placed in the Consortium for use by students and faculty. Librarians from the University of Lethbridge and the Lethbridge Community College will train a clerical staff member of the Consortium in interlibrary loan procedures and in the use of basic reference materials. A video-cassette on using the Lethbridge Community College Library will be available for viewing in the Consortium, and a free-lance librarian will be hired to provide library instruction at the beginning of each semester.

In short, the two-month long Study on Library Services for the Chinook Educational Consortium has provided the necessary impetus for concrete improvements in off-campus library services. In addition to laying the groundwork for a Consortium Library, the Study has led the participating post-secondary institutions towards an increased awareness of their own deficiencies. If their expressed intentions to work with the "Guidelines for extended campus library services" are carried out, we can look forward to improved library services and improved learning opportunities for off-campus and distance education students in southern Alberta.
References


Appendix A

Survey of Student Library Use
(with answers in bold type)

The objectives of this survey are to gather data about the student body and to determine your use of libraries and your attitude toward using libraries.

Instructions:

Please complete this questionnaire by checking the response that best describes your views or situation and by adding specific answers and comments as requested.

Please return the completed survey to the Consortium Office By October 11, 1985.

1. Age group

(a) under 21 (17) 24%  
(b) 21 - 25 (13) 18%  
(c) 26 - 30 (9) 13%  
(d) 31 - 40 (23) 33.3%  
(e) 41 - 50 (4) 5.7%  
(f) 51 - 60 (0)  
(g) over 60 (0)  
(no ans. (3) 4.3%)

2. Male (14) 20.2%  Female (54) 78.3%  no ans. (1) 1.4%

3. (a) Are you employed full-time? (11) 15.9%  
(b) Are you employed part-time? (15) 21.7%  
(c) Are you unemployed? (38) 55%  
No ans. (5) 7.2%

4. What is your primary reason for studying?

(a) Self-improvement (23) 33.3%  
(b) Career Change (16) 23.2%  
(c) To upgrade job skills for career advancement (31) 44.9%  
(d) To get a job (9) 13%  
(e) Other. Please specify. (5) 7.2%

Selected specific answers: "To go to University"; "Beauty School"; "To attend college"; "Contemplating a small business."
5. Educational background. Please indicate highest level of study completed.
   (a) Junior High School (11) 15.9%
   (b) High School (38) 55%
   (c) College or Technical School. Diploma, or number of courses completed. (13) 18%
   (d) University. Degree, or number of courses completed. (5) 7.2%
   No ans. (2) 2.8%

6. How many courses have you completed through the Chinook Educational Consortium?
   (a) 0 courses (45) 65.2% (h) 7 courses 0
   (b) 1 course (4) 5.7% (i) 8 courses 0
   (c) 2 courses (1) 1.4% (j) 9 courses (5) 7.2%
   (d) 3 courses (6) 8.7% (k) 10 courses 0
   (e) 4 courses (1) 1.4% (l) 11 courses 0
   (f) 5 courses (4) 5.7% (m) 12 courses (1) 1.4%
   (g) 6 courses (2) 2.8%

7. How many courses are you currently taking?
   (a) 1 course (20) 28.9% (d) 4 courses (8) 11.6%
   (b) 2 courses (11) 15.9% (e) 5 courses (6) 8.7%
   (c) 3 courses (16) 23.2% (f) 6 courses (8) 11.6%

   Mean No. of Courses = 2.9

8. Do you consider the use of a library necessary for academic success in your program of study?
   Yes (36) 52.1%
   No (29) 42%
   No Ans. (4) 5.7%

9. What percentage of your courses (if any) can you successfully complete without using a library?
   (a) 0% (6) 8.7% (e) 66 2/3% (6) 8.7%
   (b) 25% (1) 1.4% (f) 75% (9) 13%
   (c) 33 1/3% (3) 4.3% (g) 100% (18) 26%
   (d) 50% (9) 13% No Ans. (9) 13%

   Mean percentage of courses that can be completed without a library - 67.64%
10. Please respond with "yes" or "no" to the following, and feel free to add comments.

(a) Are you able to reach a library during open hours?
   Yes (46) 66.6%  No (18) 26%  No Ans. (5) 7.2%

(b) Are you able to find the books/articles/audiovisuals you need?
   Yes (30) 43.5%  No (18) 26%  No Ans. (9) 13%

(c) Do you find libraries easy or difficult to use?
   Easy (48) 69.5%  Difficult (6) 8.7%  No Ans. (2) 2.8%
   Please comment.

Selected Comments: "Library hours don't suit my schedule." "I don't know how to look anything up." "One must know how they're organized." "Been only once to library." "Need has never arisen."

(d) Do you perceive barriers, physical or otherwise to your use of libraries?--Please comment. Yes (9) 13%;
   No (47) 68%  No Ans. (17) 24%

Selected Comments: "Our library is fairly limited." "Not enough material, distance from school." "Hour away from school." "Too far from University." "Don't have time to spend there." "Library hours are inconvenient." "Library has inadequate facilities."

(e) Are you aware of differences among library materials collected by universities, technical or community colleges, special, business and public libraries?
   Yes (22) 31.9%  No (34) 49.3%  No Ans. (13) 18%

11. Do you consider your current use of library research tools adequate for academic success?
   (a) More than adequate  (9) 13%
   (b) Adequate  (32) 46.4%
   (c) Less than adequate  (15) 21.7%
   No Ans.  (13) 18%

12. What kinds of library use are required for your course(s)?
   Check one or more.
   (a) Required readings  (15) 21.7%
   (b) Suggested supplementary readings  (14) 20%
   (c) Assigned essays or presentations
       using books  (25) 36%
       using magazine articles  (8) 11.6%
       using audiovisual materials  (7) 10.1%
(d) Study facilities (tables and chairs) (7) 10.1%
(e) No library use required (23) 33.3%
(f) Other (2) 2.8%
   No Ans. (7) 10.1%

13. How often do you use libraries for your course work? Please respond in the columns at the right.

<table>
<thead>
<tr>
<th>Public Library</th>
<th>Univ.</th>
<th>Com. College</th>
<th>Library</th>
<th>Special</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily (1)</td>
<td></td>
<td></td>
<td></td>
<td>(1) 1.4%</td>
</tr>
<tr>
<td>Weekly (8)</td>
<td>(11.6%)</td>
<td>(1) 1.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monthly (16)</td>
<td>23.2%</td>
<td>(2) 2.8%</td>
<td>(2) 2.8%</td>
<td>(2) 2.8%</td>
</tr>
<tr>
<td>Never (20)</td>
<td>28.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (5)</td>
<td>7.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Ans. (5)</td>
<td>7.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which libraries have you used?
Specific libraries mentioned: Blaime Public (8) 11.6%; Pincher Creek Public (5) 7.2%; Crow's Nest Consolidated High School (3) 4.3%; Coleman Public (3) 4.3%; Matthew Halton (1) 1.4%; University of Lethbridge Library (1) 1.4%; Lethbridge Public (1) 1.4%; Lethbridge Community College (1) 1.4%

14. When you cannot find enough information at your local library, do you request materials from other libraries through inter-library loan?
   Yes (8) 11.6%   No (46) 66.6%   No Ans. (15) 21.7%

15. Are you satisfied with the quality and speed of the service?
   Yes (6) 8.7%   No (2) 2.8%

16. (a) Have you ever received instruction in library research techniques? Yes (20) 28.9% No (31) 44.9% No Ans. (18) 26%

   (b) If yes, what form did the instruction take?
   (10) 14.5% a library tour
   (15) 21.7% bibliographic instruction involving the use of periodical indexes, the card catalogue, and subject bibliographies?
   (16) 23% library research assignment requiring the use of specific research books and indexes
   (5) 7.2% a course in library skills
   (5) 7.2% other (please specify):

17. Please rate your own skills in the use of libraries
   (a) More than adequate  (9) 13%
   (b) Adequate            (38) 55%
   (c) Less than adequate  (14) 20%
   No Ans.                (12) 17.3%

18. Would you use a library facility and collection located at the Chinook Educational Consortium headquarters in Blairmore?
   Yes (42) 60.8%

19. Would you use a library facility and collection located at the Chinook Education Consortium office in Pincher Creek?
   Yes (21) 30.4%
   Total (63) 91.2%

5 students (7.2%) said they would use libraries located in both locations.

4 students (5.7%) said they would not use a consortium library in either location.

4 students (5.7%) did not answer.
Appendix B

Educational Consortium

Library Collections and Services Questionnaire

Abbreviations

BC - Big Country Consortium
NP - North Peace Consortium
P - Pembina Consortium
Y - Yellowhead Consortium

Course Enrolment 1984/85

BC - 1527
NP - 2350
P - 526
Y - 2224

Library Collections and Services Questionnaire
(with answers in bold type)

CONSORTIUM

ENROLLMENT FOR 1984/85 _______ (Total number of students)

1. Deposit Collections
   (a) Do the participating colleges and universities provide deposit collections of materials related to specific courses?
      Yes BC, NP, P, Y    No
   (b) If yes, where are the deposit collections located? Please check ():
      (i) In a separate room or "library" at the Consortium headquarters. NP, P, Y
      (ii) In classrooms. BC, Y
      (iii) In a local public library.
      (iv) In a local school library.
      (v) Other (please specify).
2. Permanent Collection
(a) Does the Consortium office have its own permanent collection of library materials, supplementary to the deposit collections? Yes NP, P, Y No BC
(b) If yes, how many of the following types of materials are included in this collection?

- Reference Books NP-200; P-25; Y-50
- Circulating Books NP-1000; P-1000; Y-2500
- Periodicals NP-50; P-10; Y-50
- Audiotapes NP-0; P-0; Y-30
- Phonodiscs NP-0; P-0; Y-0
- Films NP-3; P-0; Y-0
- Videotapes NP-75; P-50; Y-30
- Microcomputer Courseware NP-0; P-0; Y-8

(c) Is the permanent collection growing? Yes P, Y No NP
(d) If yes, what is the annual budget? NP-n/a; P-n/a; Y-($10,000-$15,000)
(e) Who chooses materials to be added to the collections? Please check ( ).
   (i) A professional librarian
   (ii) Teachers/Faculty NP
   (iii) Other (Please specify) P-(GMCC, NAIT, AU, AVC);
        Y-Admin, Offices & Institution/Program Designate.
(f) Where is this permanent collection housed? Please check ( ).
   (i) In a separate room of "Library" at the Consortium headquarters. NP,P,Y
   (ii) In a classroom.
   (iii) In a local public library.
   (iv) In a local school library.
   (v) Other (Please specify). ________________

3. How are interlibrary loans handled? Please check ( ).
   (a) Consortium staff assist with interloan requests. NP,P,Y
   (b) The local public or school library provides interlibrary loan services to students. P
   (c) Students and faculty arrange for interlibrary loans from their educational institutions independently by telephone or mail. Y

4. What other library services are offered by the Consortium Library or Office?
   (a) Circulation of library materials by Consortium staff. Yes NP,Y No P
   (b) Study facilities (tables, chairs, carrels). How many students can be seated in your library facility? NP-12; P-15; Y-6
   (c) Reference services. Please check ( ).
      (i) Assistance with finding information and using the Consortium's collection. NP,P,Y
      (ii) On-line bibliographic search services.
      (iii) Bibliographic instruction involving lectures or workshops on the use of specific library materials and research methods. NP
   (d) Equipment for student use. Please check ( ) available equipment.
      (i) Microfiche reader NP
      (ii) microfilm reader
      (iii) film projector and screen P,Y
      (iv) microcomputer NP,P,Y
      (v) VCR NP,P,Y
      (vi) photocopier P,Y
5. What staff are responsible for the daily operation of the Consortium library?
   Professional Librarian  NP,Y
   Library Technician  NP,Y
   Teacher/Faculty
   Clerk/Secretary  P,Y

6. If the Consortium does not have a library at the present time, is it considering one for the future, or have you found that services provided by the participating educational institutions and the local community library are adequate for student needs?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please complete and return this questionnaire to:

Sheila Latham
University of Lethbridge Library 4401
University Drive
Lethbridge, Alberta
TIK 3M4
Appendix C

Estimated Costs of Proposed Library Collections and Services

I. Collections

Costs by Program/Subject Area

<table>
<thead>
<tr>
<th>Collection</th>
<th># of Titles</th>
<th>Est. Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General and Academic Upgrading</td>
<td>289</td>
<td>$11,756</td>
</tr>
<tr>
<td>Management</td>
<td>71</td>
<td>7,674</td>
</tr>
<tr>
<td>Secretarial Science</td>
<td>35</td>
<td>2,283</td>
</tr>
<tr>
<td>Nursing</td>
<td>120</td>
<td>7,391</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>1,884</td>
</tr>
<tr>
<td>Professional/Library Techniques</td>
<td>9</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>530</td>
<td>$31,288 Cdn.</td>
</tr>
</tbody>
</table>

Costs by Format of Material

<table>
<thead>
<tr>
<th>Format</th>
<th># of Titles</th>
<th>Est. Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Books</td>
<td>136</td>
<td>$10,679</td>
</tr>
<tr>
<td>Circulating Monographs</td>
<td>282</td>
<td>5,295</td>
</tr>
<tr>
<td>Indexes</td>
<td>6</td>
<td>2,565</td>
</tr>
<tr>
<td>Serials</td>
<td>32</td>
<td>1,774</td>
</tr>
<tr>
<td>Calendars</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>Films</td>
<td>4</td>
<td>3,000</td>
</tr>
<tr>
<td>Kits</td>
<td>3</td>
<td>645</td>
</tr>
<tr>
<td>Videotapes</td>
<td>35</td>
<td>7,300</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>530</td>
<td>$31,288 Cdn.</td>
</tr>
</tbody>
</table>

Acquisitions and cataloguing costs $10,000 Cdn.

Total Collection Costs $41,288 Cdn.

II. Furnishings

Shelving (5 double-faced bays 64" high) $3,000
Periodical Shelving (2 single-faced bays) 1,000
Index table (single faced, 72" long) and 2 chairs 1,300
Dictionary stand 245
Vertical file cabinet (3 drawer legal) 350
VDT, VCR, Microfiche reader stations 1,000
Inquiry/Circulation desk and chair 1,200
Work area counter, cupboards, bookshelf, filing cabinet, bulletin board 1,500
Study tables (36" x 90" rectangular) & 12 chairs 2,800
Study carrels (5 carrels and chairs)  3,000
Card Catalogue (4 tray unit)  200
Periodical cardex  100
Book trucks (2)  500
Lounge chairs (3) and coffee table  1,500
Plants  300
Miscellaneous (i.e. wastebaskets, signage, etc.)  200

$18,195 Cdn.

III. Equipment

Microfiche reader  $ 300
Microcomputer terminal and keyboard  650
One 300 baud modem  275
One printer  500
Video cassette player and monitor  700
Photocopier  3,500
Typewriter  750
Audio cassette player  90
Filmstrip projector  400

$ 7,165 Cdn.

Initial Costs (Excluding Staff)  Total  $71,538 Cdn.

Annual Costs

Professional Librarian (full-time, with benefits)  $24,000
Part-time clerical with benefits  7,000
Continuing subscriptions to serials and indexes  4,500
Binding (serials)  400
Budget for 100 new titles  3,000
Envoy 100 rent and charges  800
Dialog database searches and telecommunications chg.  1,000
Supplies and sundries  2,000
Equipment maintenance  400
Library publicity and printing  300
Staff travel expenses  500

$43,900 Cdn.
Perceptions of an Off-campus Library Program:

Results of a Student Evaluation

Barton M. Lessin

Central Michigan University

I. Introduction

Central Michigan University's Institute for Personal and Career Development (IPCD) has provided distance learning opportunities for adults for some fourteen years. During this time, the IPCD has maintained exemplary relations with the university libraries and has participated as a partner with the libraries in fostering the use of library resources for the university's off-campus student body. Today, the IPCD Library Program, an integral part of the Institute, has the responsibility for providing research assistance and materials to some 2500 F.T.E. students, albeit 8000 - 10000 individuals, at approximately fifty geographically dispersed program centers.

The Library Program was developed out of a need acknowledged by the University administration and faculty to the effect that library services are a requisite for any degree program and particularly graduate work. Given the number of students involved and the distribution of class sites, the use of branch libraries was and is impractical. Rather the Library Program was designed to provide the Central Michigan University off-campus constituency with access to the on-campus library collections. This program was formally initiated in May, 1976, with the hiring of a librarian to coordinate off-campus library activities and has been ever since in what is perhaps best described as an expansion mode. As many organizations do, the Library Program has changed over the past ten years in order to better meet its objectives. Nonetheless, as an organization and program it remains largely as described in its original planning document (Proposal, 1975). This document, which was prepared by the then Assistant-to-the-Director of Libraries, described an approach with two integrated facets to serve off-campus students.

The first of these aspects is document delivery. Students and faculty alike can call the Central Michigan University Library and request materials via toll-free wide-area-telephone-service (WATS). Books are loaned and articles copied with a working objective of a twenty-four hour turn-around from the time the call is received until the time the material is out of the office. Given the Institute's use of varied scheduling patterns, this
prompt response is necessary for the off-campus students to have the opportunity to get their assigned work accomplished when required by the dictates of the particular course in which they are engaged. Table 1 shows the use of the document delivery aspect of the Library Program by illustrating the requests for material information received between July 1, 1978 and June 30, 1986.

Table 1.

IPCD Library Program - Requests Received for Material Information

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Book and article requests</td>
<td>6434</td>
<td>12242</td>
<td>14432</td>
<td>21544</td>
</tr>
<tr>
<td>Requests filled</td>
<td>4236</td>
<td>8593</td>
<td>10318</td>
<td>16517</td>
</tr>
<tr>
<td>Fill rate (%)</td>
<td>65.8</td>
<td>70.2</td>
<td>71.5</td>
<td>76.7</td>
</tr>
<tr>
<td>Absolute change between years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book and article requests</td>
<td>5808</td>
<td>2190</td>
<td>7112</td>
<td></td>
</tr>
<tr>
<td>Requests filled</td>
<td>4357</td>
<td>1725</td>
<td>6199</td>
<td></td>
</tr>
<tr>
<td>Fill rate (%)</td>
<td>4.4</td>
<td>1.3</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>Percentage change between years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book and article requests</td>
<td>90.3</td>
<td>17.9</td>
<td>49.3</td>
<td></td>
</tr>
<tr>
<td>Requests filled</td>
<td>102.8</td>
<td>20.1</td>
<td>60.1</td>
<td></td>
</tr>
<tr>
<td>Fill rate</td>
<td>6.7</td>
<td>1.9</td>
<td>7.1</td>
<td></td>
</tr>
</tbody>
</table>

Fiscal year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Book and article requests</td>
<td>26124</td>
<td>32970</td>
<td>34494</td>
</tr>
<tr>
<td>Requests filled</td>
<td>21176</td>
<td>26801</td>
<td>28381</td>
</tr>
<tr>
<td>Fill rate (%)</td>
<td>81.1</td>
<td>81.3</td>
<td>82.3</td>
</tr>
<tr>
<td>Absolute change between years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book and article requests</td>
<td>4580</td>
<td>6846</td>
<td>1524</td>
</tr>
<tr>
<td>Requests filled</td>
<td>4659</td>
<td>5625</td>
<td>1580</td>
</tr>
<tr>
<td>Fill rate (%)</td>
<td>4.4</td>
<td>.2</td>
<td>1.0</td>
</tr>
<tr>
<td>Percentage change between years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book and article requests</td>
<td>21.3</td>
<td>26.2</td>
<td>4.6</td>
</tr>
<tr>
<td>Requests filled</td>
<td>28.2</td>
<td>26.6</td>
<td>5.9</td>
</tr>
<tr>
<td>Fill rate</td>
<td>5.7</td>
<td>.2</td>
<td>1.2</td>
</tr>
</tbody>
</table>
Fiscal year 1978/79 was the first year that these particular statistics were kept to monitor the activity of the IPCD Library Program.

Not unlike the on-campus academic library experience, document delivery alone does not provide for all of the information needs of C.M.U. students off-campus. The other aspect of the Library Program then is that group of services which is extended to IPCD students by the Central Michigan University regional librarians. These individuals are reference librarians with the assignment of providing support only to the C.M.U. off-campus faculty and students of the IPCD. They are involved with the kind of activities that one normally associates with reference librarians including in-class bibliographic instruction, database searching, the creation of bibliographies and pathfinders, and general reference support for both students and faculty. They are also charged with contacting local librarians and the marketing of the Library Program. Table 2 illustrates some of the activity of these librarians by showing work completed in several categories during fiscal year 1985/1986.

Table 2.

Regional Librarian Activity for Fiscal Year 1985/1986

<table>
<thead>
<tr>
<th>Activity</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone requests received for information</td>
<td>3700</td>
</tr>
<tr>
<td>Students reached by in-class presentations</td>
<td>3119</td>
</tr>
<tr>
<td>Bibliographies prepared</td>
<td>141</td>
</tr>
<tr>
<td>Database searching:</td>
<td></td>
</tr>
<tr>
<td>Number of searches</td>
<td>1697</td>
</tr>
<tr>
<td>Time online in hours</td>
<td>102.75</td>
</tr>
<tr>
<td>Searching expenditures</td>
<td>$10860.46</td>
</tr>
</tbody>
</table>

Naturally, given the geographic distribution of the teaching sites, these librarians must sometimes travel considerable distances to visit a class and tend to do the vast portion of their reference work over the telephone.

II. Background

The assessment of our end-users' perceptions of this library support program was encouraged at several levels. The regional librarians as well as the author wished to better understand what the students thought of the existing library support, if in fact it could even be shown that they were aware of it. Additionally, the Central Michigan University Board of Visitors, an internal
senate-appointed faculty committee assigned the task of evaluating the IPCD overall, stated in reference to the Library Program that "more data should be collected from the IPCD students and the faculty at the IPCD centers to get their input regarding this important aspect of university level education" (Report, 1982, p. 83). The need for these opinions was again brought to the library's attention by several out-of-state advisory boards concerned with the licensure of the IPCD's degree program. As a response to these concerns, the identical survey has now been administered two times, in April, 1981, and again in November, 1985. A total of over 3300 IPCD students participated in taking the library survey.

III. Survey results

No attempt is made here to examine the responses to each question on the survey. However, the reader will find that Appendix A includes the quantitative data for all questions posed. The total survey was composed of two parts: a twenty-two item questionnaire and a three question comment sheet. While the issue of gender was not a part of the survey itself, each participant was requested to provide gender information on the opscan answer sheet used to record responses to the questionnaire.

A short explanation of the terms used in Appendix A is in order. With each of the twenty-three questions you will find the term "Missing" immediately preceding the entry "Totals". Missing cases were those in which the respondent either chose not to answer a given question, or errored by not putting an appropriate machine-readable pencil mark into a valid slot on the opscan answer sheet. The "Relative %" takes into account all possible responses including missing answers. The "Adjusted %" is a reworking of the percentage to exclude missing cases. For example, in question number two (1981) the adjusted percentage is based on a total of 1472 usable responses. In discussing specific questions, adjusted percentages have been employed.

On the basis of the answers provided in response to the questionnaire it is possible to begin to see some perceived strengths and weaknesses of the IPCD Library Program.

Library Program strengths:

Question #8 - 86.8% (1981) and 87.3% (1985) of those responding said that they were recipients of something between adequate and very hospitable treatment when using local library facilities. This degree of acceptance is certainly important with a program which consistently utilizes local facilities.
particularly for access to periodical indices. The favorable attitude toward C.M.U. students is partly the result of the efforts of the regional librarians to inform local librarians about C.M.U.'s off-campus library program and a willingness to place materials in the local libraries for the program whenever necessary.

Question #9 - 59.5% (1981) and 57.1% (1985) said that they do not face problems finding reference materials at their local library. While this indicates that a majority of the students are locating reference materials there exists some concern over the 2.4% drop during the last four years in response to this question. Clearly the decline here is a warning signal not to be ignored.

Question #10 - 78.1% (1981) and 78.8% (1985) of the students felt they had been adequately informed about the C.M.U. Library Program. This question will be considered again below.

Question #11 - This question indicates both strength and weakness. While a reasonable number of students 49.5% (1981) and 44.3% (1985) found the C.M.U. Library Guide (1986) either satisfactory or very helpful for the preparation of research papers, a large percentage of respondents (36.8% and 48.7%) indicated that they had never seen this teaching aid.

Question #12 - Significant numbers of students, 82.8% in 1981 and 78.6% in 1985, reported that they had first learned of the C.M.U. Library Program via a regional librarian, a faculty person, an advisor, or a letter which is sent upon the individual's acceptance to the academic program. Marketing of the Library Program in an attempt to encourage wide-spread use among eligible students is seen as a team undertaking, apparently the cooperation necessary to make this effort a success is not lacking. It is also worthy of mention that a growing number of students are learning about the library's services from their peers.

Question #14 - 81.5% (1981) and 83.6% (1985) of those responding said that the in-class bibliographic presentation by the regional librarian was useful and relevant to their studies.

Question #15 - 77.7% of the respondents in 1985 were satisfied with the accessibility of the regional librarians. This amount is not only healthy in an of itself but represents a considerable improvement of 7.4% during the period between the surveys.
Questions #16 - A increment of 16% (30.6% versus 46.6%) is shown for those persons who contacted the regional librarian for assistance and perceived her response to be either very useful or satisfactory. In addition, the decrease in the respondents indicating that no contact had been initiated represents the bulk of the improvement. Those of us connected with the Library Program at Central Michigan University have long been convinced that most students who actually use the services offered by the library find those efforts advantageous to their studies. The difficulty is in encouraging the student to use the Library Program the first time. This question indicates that we are gradually gaining some momentum in this regard.

Question #20 - 72.5% (1981) and 89.3% (1985) said that materials requested through the WATS lines usually or more often than not arrived in time for their use. This considerable improvement is interesting in that no major changes have been made in the delivery system which is employed since prior to 1979. In fact lacking the 1985 survey, one might easily and understandably postulate that the growth in volume experienced over the past several years would negatively impact the ability of the Library Program to assure receipt of materials when they are needed. Happily, this is simply not the case. Perhaps, the students are now better informed as to the Library Program's operations and as a result start out with clearer and more realistic expectations of what it can do for them.

Question #21 - A vast majority of those answering the survey (72.4% in 1981 and 88.7% in 1985) indicated that they were pleased with the assistance they received from the C.M.U. Library in Mt. Pleasant.

Question #22 - 50.1% (1981) and 65.4% (1985) judged the Library Program as excellent or good overall. As important as the increase in these very positive ratings is the 7.3% decrease of those individuals who indicated that they were unaware of the Library Program at the time of the survey.

Library Program weaknesses:

Question #9 - The percentage of individuals indicating that they experience a problem in obtaining reference materials locally needs to be further reduced.

Question #13 - The percentage of individuals who receive the benefits of an in-class bibliographic presentation from a regional librarian needs to be improved. 49% (1981) and 53.9% (1985) are
acceptable but not excellent levels of participation. These numbers should show signs of positive change by the time student opinions next are sought on the Library Program through the addition of a fifth regional librarian. Such a position has been funded and it is expected that the new librarian will begin work shortly after January 1, 1987.

Question #18 - While considerably improved in 1985 as compared with 1981, the percentage of individuals reporting that they had not borrowed or received materials from the C.M.U. Library Program was higher than one might expect (76.9% in 1981 and 57.6% in 1985). There is no real expectation that there will ever be a time when 100% of C.M.U. off-campus students will have tried the Library Program and received materials through its document delivery operations. Indeed, this is only a program weakness if the students are unable to get this same information locally, obtaining materials locally has a negative impact on nearby public or academic libraries, or the students never try the Library Program fearing the delivery will take too long.

Question #22 - While the responses to this question are somewhat in conflict with those to Question #10, it is clear that some percentage of C.M.U. students has not been adequately informed about the Library Program. Again, if we can encourage the student to try the Library Program the first time, we may have a reasonable opportunity to recruit that person as a continuing user. However, if the student is unaware of the program there is little chance of doing anything on his behalf. It is possible to change the impact of these answers by arguing that the 12.3% (1981) and the 12.8% (1985) (Refer to Question #1) of the students in their first class may not have seen a regional librarian in the classroom. Given the regional librarian's role in marketing the use of the Library Program, it is understandable that first course students might well disregard other Library Program marketing efforts until having heard a librarian's presentation. It can also be argued that the Library Program should be made known at the first meeting of every class; this objective is well beyond the grasp of the Library Program staff at this writing.

The cross tabulation of the answers to specific questions on the 1985 survey provides additional insight to the perceptions of the IPCD Library Program by those it is intended to serve.

Table 3 shows responses of the female students versus male students to those questions and answers which best illustrate diversity. In virtually all other cases, the adjusted percentage of both groups was remarkably similar.
Table 3.
Comparison of Answers to Questions Based on Gender

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Female Adjusted %</th>
<th>Male Adjusted %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Enrolled in health care concentration</td>
<td>36.3</td>
<td>15.6</td>
</tr>
<tr>
<td>3 Health care employment</td>
<td>31.2</td>
<td>10.9</td>
</tr>
<tr>
<td>Military employment</td>
<td>10.3</td>
<td>23.1</td>
</tr>
<tr>
<td>6 Local library used most frequently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>36.0</td>
<td>57.5</td>
</tr>
<tr>
<td>Special</td>
<td>24.7</td>
<td>8.8</td>
</tr>
<tr>
<td>9 Lack of reference materials locally is a problem</td>
<td>50.0</td>
<td>37.6</td>
</tr>
<tr>
<td>10 Have not seen the CMU Library Guide</td>
<td>52.4</td>
<td>46.3</td>
</tr>
<tr>
<td>14 Class presentation was useful</td>
<td>88.9</td>
<td>81.9</td>
</tr>
<tr>
<td>19 Use library in Mt. Pleasant more than a local library</td>
<td>43.8</td>
<td>32.6</td>
</tr>
</tbody>
</table>

This data helps to define the constituency of library users by gender. Some observations based on these differences seem in order. The women who answered the survey were more likely than their male counterparts to be enrolled in the IPCD's health care curriculum most likely owing to their employment in the health care industry. They tend to utilize local public libraries much less than men, but special libraries much more so. This may in part explain why the men seem to have less trouble locating reference materials locally as some of the specialized libraries may well be lacking the printed materials pertinent to IPCD courses in administration. It is somewhat surprising that some 6% more women than men reported not having seen the CMU Library Guide when almost identical percentages of each group had been present when a regional librarian addressed one of their classes, the time when most Guides are distributed. The women respondents tended to find this presentation more useful than the men and perhaps as a result tend to use the university library in Mt. Pleasant more frequently than their counterparts.

The open-ended comment sheets with their three questions provided no startling new information about the IPCD Library Program but did tend to support the data from the questionnaire. The tables below illustrate the responses to each of the three questions for the surveys in 1981 and 1985. In those cases where a student listed more than one answer, the first item cited was
the one used below. The percentages shown are again adjusted percentages. Admittedly, this type of survey form requires a much greater degree of subjectivity than an opscan form with set answers and choices had to be made to interpret data in such a way as to present it logically. With this caveat in mind, we proceeded with the comment sheet in order to provide the students with the opportunity to express their likes and dislikes of the Library Program without the direction imposed by supplied answers.

Table 4.

Comment Sheet Question 1

What, if anything, do you especially like about the CMU Library Program?

<table>
<thead>
<tr>
<th></th>
<th>1981</th>
<th></th>
<th>1985</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absolute</td>
<td>%</td>
<td>Absolute</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Convenient service</td>
<td>61</td>
<td>25.6</td>
<td>81</td>
<td>14.7</td>
</tr>
<tr>
<td>WATS access</td>
<td>61</td>
<td>25.6</td>
<td>87</td>
<td>15.8</td>
</tr>
<tr>
<td>Helpful, courteous personnel</td>
<td>34</td>
<td>14.3</td>
<td>94</td>
<td>17.0</td>
</tr>
<tr>
<td>Speed of response</td>
<td>18</td>
<td>7.6</td>
<td>174</td>
<td>31.5</td>
</tr>
<tr>
<td>No cost</td>
<td>5</td>
<td>2.1</td>
<td>12</td>
<td>2.2</td>
</tr>
<tr>
<td>Reference materials</td>
<td>4</td>
<td>1.7</td>
<td>25</td>
<td>4.5</td>
</tr>
<tr>
<td>Research assistance</td>
<td>7</td>
<td>2.9</td>
<td>16</td>
<td>2.9</td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>20.2</td>
<td>63</td>
<td>11.4</td>
</tr>
<tr>
<td></td>
<td>238</td>
<td>100.0</td>
<td>552</td>
<td>100.0</td>
</tr>
<tr>
<td>Useable responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response or response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not applicable</td>
<td>390</td>
<td></td>
<td>463</td>
<td></td>
</tr>
<tr>
<td>Total responses</td>
<td>628</td>
<td></td>
<td>1015</td>
<td></td>
</tr>
</tbody>
</table>
Table 5.

Comment Sheet Question 2

What, if anything, do you especially dislike about the CMU Library Program?

<table>
<thead>
<tr>
<th></th>
<th>1981 Absolute Number</th>
<th>%</th>
<th>1985 Absolute Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inaccessible program</td>
<td>34</td>
<td>22.1</td>
<td>29</td>
<td>15.3</td>
</tr>
<tr>
<td>Lacking information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on the program</td>
<td>31</td>
<td>20.1</td>
<td>14</td>
<td>7.4</td>
</tr>
<tr>
<td>Too long a response time</td>
<td>29</td>
<td>18.8</td>
<td>30</td>
<td>15.8</td>
</tr>
<tr>
<td>Insufficient resources</td>
<td>17</td>
<td>11.0</td>
<td>31</td>
<td>16.3</td>
</tr>
<tr>
<td>Limited local resources</td>
<td>12</td>
<td>7.8</td>
<td>10</td>
<td>5.3</td>
</tr>
<tr>
<td>Postage to return books</td>
<td>4</td>
<td>2.6</td>
<td>8</td>
<td>4.2</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>17.3</td>
<td>68</td>
<td>35.8</td>
</tr>
<tr>
<td>Useable responses</td>
<td>154</td>
<td>100.0</td>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>No response or response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>not applicable</td>
<td>568</td>
<td></td>
<td>819</td>
<td></td>
</tr>
<tr>
<td>Total responses</td>
<td>722</td>
<td></td>
<td>1009</td>
<td></td>
</tr>
</tbody>
</table>

Owing to the wide variety of response to question number three on the comment sheet, what follows here is a sampling of answers which were provided by students in November 1985. Again, we are dealing with a total possible group in excess of 1015, the largest number of comment sheets returned.

Table 6.

Comment Sheet Question 3 - Selected Responses

<table>
<thead>
<tr>
<th>Absolute number</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>Provide more information about the program</td>
</tr>
<tr>
<td>11</td>
<td>Establish a local branch library</td>
</tr>
<tr>
<td>7</td>
<td>Provide a book reference list</td>
</tr>
<tr>
<td>6</td>
<td>Provide identification cards - to local libraries</td>
</tr>
<tr>
<td>3</td>
<td>Increase the number of access hours</td>
</tr>
<tr>
<td>2</td>
<td>Provide a periodical listing</td>
</tr>
<tr>
<td>2</td>
<td>Stress in-class orientation</td>
</tr>
<tr>
<td>2</td>
<td>Reimburse postage expenses</td>
</tr>
</tbody>
</table>
The nature of the open-ended question gives rise to an assortment of problems in gathering usable data, nonetheless the answers here although few in number are poignant for being right on the mark and missing the target altogether. It is interesting to note that the chief suggestion was to provide more information about the Library Program.

IV. Conclusion

The IPCD Library Program surveys have permitted the Central Michigan University administration and faculty a closer look at library support off-campus. In addition they provide a window for the examination of aspects of an entire off-campus academic program. And there is much more to be gleaned, particularly from the 1985 survey results. This survey, which was analyzed with SPSS-X release 2.0, includes a vast amount of data yet to be considered in-depth. The opscan answer sheets were all subdivided by course descriptor and number. As a result it is possible to consider answers to each question of the survey in terms of the first three letters of the course identification such as ACC (accounting) to examine the responses of all students having taken an off-campus accounting course in November 1985. This data also permits the consideration of specific courses such as ACC 201. A further coding allows a division of the database on the basis of course location giving the option of comparing similar courses or groups of students in differing locations. While beyond the scope of this paper the manipulation of the survey in this manner is of interest to the Library Program staff given an emphasis on the support of IPCD Master of Science in Administration core courses at specific locations.

Clearly there is much more that can and will be accomplished in an effort to understand perceptions of faculty and students regarding Central Michigan University's off-campus Library Program and to act accordingly to provide the kind of service which is fitting for a graduate degree. Several steps will be taken in this regard. The results of the surveys will be shared with a representative group of Central Michigan University administrators and faculty, a schedule will be established for the more frequent and regular collection of data, a marketing plan will be developed to consider new ways of assuring that every student is made aware of the Library Program soon after admission, and we will continue to seek out and listen to both our constituency and colleagues in an attempt at meeting the information needs of Central Michigan University students and faculty.
References


Appendix A

Quantitative Results of the IPCD Library Program
Student Evaluations (1981 & 1985)

<table>
<thead>
<tr>
<th></th>
<th>1981</th>
<th></th>
<th>1985</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absolute Number</td>
<td>Rel. %</td>
<td>Adj. %</td>
<td>Absolute Number</td>
</tr>
<tr>
<td>I.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>320</td>
<td>21.4</td>
<td>25.7</td>
<td>526</td>
</tr>
<tr>
<td>Male</td>
<td>926</td>
<td>61.9</td>
<td>74.3</td>
<td>842</td>
</tr>
<tr>
<td>Missing cases</td>
<td>250</td>
<td>16.7</td>
<td>--</td>
<td>465</td>
</tr>
<tr>
<td>Totals</td>
<td>1496</td>
<td>100.0</td>
<td>100.0</td>
<td>1833</td>
</tr>
</tbody>
</table>

1. How many courses have you completed on your CMU program?

<table>
<thead>
<tr>
<th></th>
<th>1981</th>
<th></th>
<th>1985</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absolute Number</td>
<td>Rel. %</td>
<td>Adj. %</td>
<td>Absolute Number</td>
</tr>
<tr>
<td>1st course</td>
<td>181</td>
<td>12.1</td>
<td>12.3</td>
<td>229</td>
</tr>
<tr>
<td>2-4 courses</td>
<td>507</td>
<td>33.9</td>
<td>34.3</td>
<td>619</td>
</tr>
<tr>
<td>5-7 courses</td>
<td>394</td>
<td>26.3</td>
<td>26.7</td>
<td>456</td>
</tr>
<tr>
<td>8-10 courses</td>
<td>312</td>
<td>20.9</td>
<td>21.1</td>
<td>345</td>
</tr>
<tr>
<td>11 or more courses</td>
<td>83</td>
<td>5.5</td>
<td>5.6</td>
<td>144</td>
</tr>
<tr>
<td>Missing cases</td>
<td>19</td>
<td>1.3</td>
<td>--</td>
<td>40</td>
</tr>
<tr>
<td>Totals</td>
<td>1496</td>
<td>100.0</td>
<td>100.0</td>
<td>1833</td>
</tr>
</tbody>
</table>

2. Are you enrolled in the health care concentration?

<table>
<thead>
<tr>
<th></th>
<th>1981</th>
<th></th>
<th>1985</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Absolute Number</td>
<td>Rel. %</td>
<td>Adj. %</td>
<td>Absolute Number</td>
</tr>
<tr>
<td>Yes</td>
<td>153</td>
<td>10.2</td>
<td>10.4</td>
<td>402</td>
</tr>
<tr>
<td>No</td>
<td>1319</td>
<td>88.2</td>
<td>89.6</td>
<td>1394</td>
</tr>
<tr>
<td>Missing cases</td>
<td>24</td>
<td>1.6</td>
<td>--</td>
<td>37</td>
</tr>
<tr>
<td>Totals</td>
<td>1496</td>
<td>100.0</td>
<td>100.0</td>
<td>1833</td>
</tr>
</tbody>
</table>
### 3. What is your area of employment?

<table>
<thead>
<tr>
<th>Area</th>
<th>1981 Absolute Number</th>
<th>1981 Rel. %</th>
<th>1981 Adj. %</th>
<th>1985 Absolute Number</th>
<th>1985 Rel. %</th>
<th>1985 Adj. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>207</td>
<td>13.8</td>
<td>14.1</td>
<td>158</td>
<td>8.6</td>
<td>8.8</td>
</tr>
<tr>
<td>Health care</td>
<td>161</td>
<td>10.8</td>
<td>11.0</td>
<td>313</td>
<td>17.1</td>
<td>17.5</td>
</tr>
<tr>
<td>Military</td>
<td>388</td>
<td>25.9</td>
<td>26.5</td>
<td>319</td>
<td>17.4</td>
<td>17.8</td>
</tr>
<tr>
<td>Other (business)</td>
<td>676</td>
<td>45.2</td>
<td>46.1</td>
<td>987</td>
<td>53.8</td>
<td>55.1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>33</td>
<td>2.2</td>
<td>2.3</td>
<td>14</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>Missing cases</td>
<td>31</td>
<td>2.1</td>
<td>--</td>
<td>46</td>
<td>2.3</td>
<td>--</td>
</tr>
<tr>
<td>Totals</td>
<td>1496</td>
<td>100.0</td>
<td>100.0</td>
<td>1833</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### 4. How many of your CMU courses have required the preparation of papers and/or reports?

<table>
<thead>
<tr>
<th>Courses</th>
<th>1981 Absolute Number</th>
<th>1981 Rel. %</th>
<th>1981 Adj. %</th>
<th>1985 Absolute Number</th>
<th>1985 Rel. %</th>
<th>1985 Adj. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>108</td>
<td>7.2</td>
<td>7.4</td>
<td>145</td>
<td>7.9</td>
<td>8.2</td>
</tr>
<tr>
<td>1-3 courses</td>
<td>489</td>
<td>32.7</td>
<td>33.5</td>
<td>660</td>
<td>36.0</td>
<td>37.1</td>
</tr>
<tr>
<td>4-6 courses</td>
<td>435</td>
<td>29.1</td>
<td>29.8</td>
<td>536</td>
<td>29.2</td>
<td>30.1</td>
</tr>
<tr>
<td>7-10 courses</td>
<td>396</td>
<td>26.5</td>
<td>27.1</td>
<td>391</td>
<td>21.3</td>
<td>22.0</td>
</tr>
<tr>
<td>11 or more courses</td>
<td>19</td>
<td>1.3</td>
<td>1.3</td>
<td>47</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Missing cases</td>
<td>35</td>
<td>2.3</td>
<td>--</td>
<td>54</td>
<td>3.0</td>
<td>--</td>
</tr>
<tr>
<td>Totals</td>
<td>1496</td>
<td>100.0</td>
<td>100.0</td>
<td>1833</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### 5. How many of your courses necessitated your using an academic and/or research library?

<table>
<thead>
<tr>
<th>Courses</th>
<th>1981 Absolute Number</th>
<th>1981 Rel. %</th>
<th>1981 Adj. %</th>
<th>1985 Absolute Number</th>
<th>1985 Rel. %</th>
<th>1985 Adj. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>247</td>
<td>16.5</td>
<td>16.9</td>
<td>321</td>
<td>17.5</td>
<td>18.0</td>
</tr>
<tr>
<td>1-3 courses</td>
<td>682</td>
<td>45.6</td>
<td>46.6</td>
<td>823</td>
<td>44.9</td>
<td>46.1</td>
</tr>
<tr>
<td>4-6 courses</td>
<td>332</td>
<td>22.2</td>
<td>22.7</td>
<td>431</td>
<td>23.5</td>
<td>24.1</td>
</tr>
<tr>
<td>7-10 courses</td>
<td>184</td>
<td>12.3</td>
<td>12.6</td>
<td>178</td>
<td>9.7</td>
<td>10.0</td>
</tr>
<tr>
<td>11 or more courses</td>
<td>19</td>
<td>1.3</td>
<td>1.3</td>
<td>34</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Missing cases</td>
<td>32</td>
<td>2.1</td>
<td>--</td>
<td>46</td>
<td>2.5</td>
<td>--</td>
</tr>
<tr>
<td>Totals</td>
<td>1496</td>
<td>100.0</td>
<td>100.0</td>
<td>1833</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
## II. Local Library Resources

6. Which of the following local library resources do you use MOST in obtaining reference materials for papers and reports?

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lcl. public library</td>
<td>582</td>
<td>38.9</td>
<td>40.2</td>
<td>744</td>
<td>40.6</td>
<td>42.6</td>
</tr>
<tr>
<td>Lcl. acad. library</td>
<td>495</td>
<td>33.1</td>
<td>34.2</td>
<td>521</td>
<td>28.4</td>
<td>29.8</td>
</tr>
<tr>
<td>Base (post) library</td>
<td>166</td>
<td>11.1</td>
<td>11.5</td>
<td>168</td>
<td>9.2</td>
<td>9.6</td>
</tr>
<tr>
<td>Specialized library</td>
<td>128</td>
<td>8.6</td>
<td>8.8</td>
<td>242</td>
<td>13.2</td>
<td>13.9</td>
</tr>
<tr>
<td>Personal library</td>
<td>77</td>
<td>5.1</td>
<td>5.3</td>
<td>72</td>
<td>3.9</td>
<td>4.1</td>
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<tr>
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<td>48</td>
<td>3.2</td>
<td>--</td>
<td>86</td>
<td>4.7</td>
<td>--</td>
</tr>
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<td>100.0</td>
<td>100.0</td>
<td>1833</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

7. Which of the following local library resources do you use LEAST in obtaining reference materials for papers and reports?

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Lcl. public library*</td>
<td>331</td>
<td>18.1</td>
<td>19.1</td>
<td>97</td>
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<td>--</td>
</tr>
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<td>6.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base (post) library</td>
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<tr>
<td>Specialized library</td>
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<td>Personal library</td>
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* Statistics are unavailable for the 1981 survey.

8. What treatment do you receive as a CMU student at your local library?

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<th>1981 Adj. %</th>
<th>1985 Absolute Number</th>
<th>1985 Rel. %</th>
<th>1985 Adj. %</th>
</tr>
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<tbody>
<tr>
<td>Very hospitable</td>
<td>442</td>
<td>29.5</td>
<td>31.7</td>
<td>474</td>
<td>25.9</td>
<td>28.1</td>
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<tr>
<td>Hospitable</td>
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<td>520</td>
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<tr>
<td>Adequate</td>
<td>397</td>
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<td>28.4</td>
<td>478</td>
<td>26.1</td>
<td>28.4</td>
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<tr>
<td>Indifferent</td>
<td>177</td>
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<td>12.7</td>
<td>208</td>
<td>11.3</td>
<td>12.3</td>
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<tr>
<td>Unfriendly</td>
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<td>.5</td>
<td>.5</td>
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<td>.3</td>
<td>.4</td>
</tr>
<tr>
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<td>100</td>
<td>6.7</td>
<td>--</td>
<td>147</td>
<td>8.0</td>
<td>--</td>
</tr>
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<td>100.0</td>
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<td>100.0</td>
<td>100.0</td>
</tr>
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<td>1981 Rel. %</td>
<td>1981 Adj. %</td>
<td>1985 Absolute Number</td>
<td>1985 Rel. %</td>
<td>1985 Adj. %</td>
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<tr>
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<td>-------------</td>
<td>-------------</td>
<td>----------------------</td>
<td>-------------</td>
<td>-------------</td>
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<tr>
<td>Yes</td>
<td>579</td>
<td>38.7</td>
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<td>748</td>
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<tr>
<td>No</td>
<td>851</td>
<td>56.9</td>
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<td>997</td>
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<td>57.1</td>
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<tr>
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<td>4.4</td>
<td>--</td>
<td>88</td>
<td>4.8</td>
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<td>100.0</td>
<td>1833</td>
<td>100.0</td>
<td>100.0</td>
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</table>

9. Is the lack of reference materials in your local library a problem for you?

10. Were you adequately informed about the CMU Library Program?

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<th>1981 Adj. %</th>
<th>1985 Absolute Number</th>
<th>1985 Rel. %</th>
<th>1985 Adj. %</th>
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</thead>
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<td>78.1</td>
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<td>78.8</td>
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<td>--</td>
<td>63</td>
<td>3.4</td>
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</tr>
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<td>100.0</td>
<td>1833</td>
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<td>100.0</td>
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11. How helpful is the CMU Library Guide in preparing research papers?

<table>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very helpful</td>
<td>206</td>
<td>13.8</td>
<td>15.0</td>
<td>272</td>
<td>14.8</td>
<td>16.5</td>
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<tr>
<td>Satisfactory</td>
<td>475</td>
<td>31.8</td>
<td>34.5</td>
<td>457</td>
<td>24.9</td>
<td>27.8</td>
</tr>
<tr>
<td>Does nothing</td>
<td>165</td>
<td>11.0</td>
<td>12.0</td>
<td>98</td>
<td>5.3</td>
<td>6.0</td>
</tr>
<tr>
<td>Misleading</td>
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<td>1.7</td>
<td>18</td>
<td>1.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Have not seen it</td>
<td>506</td>
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<td>36.8</td>
<td>801</td>
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<td>48.7</td>
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<tr>
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<td>--</td>
<td>187</td>
<td>10.3</td>
<td>--</td>
</tr>
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<td>100.0</td>
<td>1833</td>
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### 12. How did you first learn about the CMU Library Program?

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<td>Absolute Number</td>
<td>Rel. %</td>
<td>Adj. %</td>
<td>Absolute Number</td>
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<tr>
<td>CMU librarian</td>
<td>525</td>
<td>35.1</td>
<td>37.6</td>
<td>470</td>
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<tr>
<td>Instructor/advisor</td>
<td>308</td>
<td>20.6</td>
<td>22.1</td>
<td>539</td>
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<tr>
<td>Classmate</td>
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<td>5.4</td>
<td>5.8</td>
<td>160</td>
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<tr>
<td>Letter from CMU</td>
<td>322</td>
<td>21.5</td>
<td>23.1</td>
<td>293</td>
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<tr>
<td>Other</td>
<td>160</td>
<td>10.7</td>
<td>11.5</td>
<td>194</td>
</tr>
<tr>
<td>Missing cases</td>
<td>100</td>
<td>6.7</td>
<td>--</td>
<td>177</td>
</tr>
<tr>
<td>Totals</td>
<td>1496</td>
<td>100.0</td>
<td>100.0</td>
<td>1833</td>
</tr>
</tbody>
</table>

### 13. Did you receive a class presentation by the CMU regional librarian?

<table>
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<tbody>
<tr>
<td></td>
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<td>47.3</td>
<td>51.0</td>
<td>767</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<td>49.0</td>
<td>896</td>
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<td>--</td>
<td>170</td>
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<td>Totals</td>
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<td>100.0</td>
<td>1833</td>
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</table>

### 14. Was the class presentation relevant and useful?

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</thead>
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<td>Yes</td>
<td>45.1</td>
<td>81.5</td>
<td>765</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8.2</td>
<td>16.4</td>
<td>150</td>
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<tr>
<td>Missing cases</td>
<td>669</td>
<td>44.7</td>
<td>--</td>
<td>918</td>
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<td>100.0</td>
<td>1833</td>
</tr>
</tbody>
</table>

### 15. Are you satisfied with the accessibility of the CMU regional librarian?

<table>
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</thead>
<tbody>
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<td></td>
<td>Yes</td>
<td>59.3</td>
<td>70.3</td>
<td>1160</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<td>29.7</td>
<td>332</td>
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<tr>
<td>Missing cases</td>
<td>234</td>
<td>15.6</td>
<td>--</td>
<td>341</td>
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<td>100.0</td>
<td>1833</td>
</tr>
</tbody>
</table>
16. If you have contacted the CMU regional librarian for reference assistance, how useful was her response?

<table>
<thead>
<tr>
<th></th>
<th>1981 Absolute Number</th>
<th>1981 Rel. %</th>
<th>1981 Adj. %</th>
<th>1985 Absolute Number</th>
<th>1985 Rel. %</th>
<th>1985 Adj. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>210</td>
<td>14.0</td>
<td>15.8</td>
<td>501</td>
<td>27.3</td>
<td>31.4</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>197</td>
<td>13.2</td>
<td>14.8</td>
<td>242</td>
<td>13.2</td>
<td>15.2</td>
</tr>
<tr>
<td>Did nothing</td>
<td>36</td>
<td>2.4</td>
<td>2.7</td>
<td>24</td>
<td>1.3</td>
<td>1.5</td>
</tr>
<tr>
<td>Was misleading</td>
<td>7</td>
<td>0.5</td>
<td>0.5</td>
<td>7</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
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<td>66.1</td>
<td>822</td>
<td>44.8</td>
<td>51.5</td>
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<tr>
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<td>--</td>
<td>237</td>
<td>13.0</td>
<td>--</td>
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<td>100.0</td>
<td>100.0</td>
<td>1833</td>
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<td>100.0</td>
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17. Which of the following is the most frequent type of contact you have had with the CMU Library Program?

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<th>1985 Rel. %</th>
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<td>Personal conference</td>
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<td>4.9</td>
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<td>27</td>
<td>1.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Telephone</td>
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<td>23.7</td>
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<td>739</td>
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<td>9.0</td>
<td>53</td>
<td>2.9</td>
<td>3.3</td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>3.2</td>
<td>3.5</td>
<td>27</td>
<td>1.5</td>
<td>1.7</td>
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<td>205</td>
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<td>1833</td>
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<td>100.0</td>
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III. CMU Library Program - Mt. Pleasant

18. Have you borrowed or received materials from the CMU Library Program in Mt. Pleasant, Michigan?

<table>
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<tr>
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<td>Number</td>
<td>%</td>
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20. Are the books and articles that you request on the WATS line reaching you in time to be useful?

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<tr>
<td></td>
<td>Usually</td>
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<td></td>
<td>More often than not</td>
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<td></td>
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<td>1093</td>
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21. The assistance from the CMU Library in Mt. Pleasant is useful and practical.

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IV. Summary - CMU Regional and Mt. Pleasant Library Program

22. What is your overall impression of the CMU Library Program?

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Libraries and Continuing Education in the United Kingdom: a Strategy for Co-operation

David T. Lewis
Sheffield City Polytechnic

The growth of continuing education provision in different forms has placed new pressures on library and related support services. The increased emphasis on open and independent learning systems has also meant that the library or resource centre has become an essential component of any such system and will have to seek a more active involvement. It is clear that the traditional service aspect of libraries together with their expertise in the organisation and control of learning materials make them potentially important agents in a situation where students can learn free from the conventional barriers of regular attendance at an institution. In an open learning system some, if not all of the barriers are removed so that a student is free to study where he likes, can set his/her own pace and select his/her own strategies for learning.

Literacy and Basic Education

Despite the existence of a long established compulsory and comprehensive system of secondary education illiteracy is still a very considerable problem in the United Kingdom and it was largely a concern with this issue which led to a major adult literacy programme. It had become clear in the early 1970's that approximately six percent of the adult population was either unable to read or write at all, or had a reading age below that expected of a nine year old child. As a result the following initiatives were taken:

1974 - A sum of 1 million pounds was allocated by the Secretary of State for Education and Science as a result of growing national pressure.

1976 - A sum of 2 million pounds was allocated to be administered by the Adult Literacy Unit (ALRA)

1975 - The BBC launched initiatives designed to stimulate general interest in the problems of adult literacy. This was part of a nation-wide campaign in which libraries were very heavily involved and which created a widespread public awareness of the
importance of literacy as a basic element of continuing education.

Education for Leisure

We are undoubtedly moving either by design or enforcement into a new age of leisure. This is due to factors like the reduction in work hours on the one hand and the effects of structural unemployment on the other. Given this scenario it is imperative that all agencies of continuing education including libraries should be harnessed to the task of enabling individuals to make the most creative use of their time.

Technical Change and Innovation

In a society where rapid change in the workplace has to occur if we are to survive economically and industrially, it has been predicted that we are entering a period in which the individual may have to retrain at least twice in his/her lifetime in order to cope with the changing demands of the workplace. Indeed in many professions and skilled occupations this process of retraining goes on continually simply to keep the workforce abreast of current developments. Given this situation the provision of adequate facilities in the form of educational and training facilities are crucial as is the supporting infrastructure of library and information services in general.

Initiatives in Continuing Education and Library Provision

Having touched upon these factors by way of background it is important to outline some of the initiatives which have been embarked upon in respect of activity in this area and more particularly in terms of library support for continuing education across a very wide spectrum. The issues outlined above prompted a considerable national concern and subsequently The Advisory Council for Adult and Continuing Education (ACACE) was established by the government in 1977 to advise generally on matters relevant to the provision of adult education in England and Wales and in particular:

1. to promote co-operation between the various bodies in adult education and review current practice, organisation and priorities, with a view to the most effective deployment of existing resources; and

2. to promote the development of future policies and priorities with full regard to the concept of education as a process continuing throughout life.
The Council was broken down into various committees and working groups. There were two main committees, A and B.

Committee A was concerned with issues affecting the present provision of adult general education and in 1981 published a report entitled, "Protecting the Future of Adult Education."

In April 1980 the Council had previously published a discussion paper, "Present Imperfect," which sought responses regarding various issues involved in the current provision of adult education--these responses were then taken into account in formulating the report.

Committee B was broadly concerned with the development of adult education over the longer term. It was chaired by Professor Naomi McKintosh and covered all kinds of areas, such as barriers to access, financial support, staffing and training needs, legislation, and information; advisory; and counseling services,

I shall say a little about this last area because it has particular relevance to librarians. A separate committee was set up early in 1978 under the chairmanship of Peter Clyne (Assistant Education Officer, ILEA), to examine the need for accessible information advice and counselling services in respect of adult and continuing education. The basic problem was seen as the inability of large numbers of people to ask the right questions and get the right answers in respect of their educational needs.

The result of this enquiry was a report entitled, "Links to Learning," issued in September 1979. It stressed a number of points:

1. Local guidance should be co-operative and collaborative ventures rather than the exclusive preserve of any one professional group or institution. (This is very important when one considers the range and diversity of the various providers.)

2. The DES and the Welsh Office should make clear the importance which they attach to the development of these local guidance services for adults.

3. Such services should be located in places which are easily accessible and inviting to enter.

4. More effective ways should be found to exchange information and experience amongst existing local guidance services so as to facilitate co-operation and development.
5. Consideration should be given to ways of increasing the effectiveness of broadcasting in providing educational information, in stimulating public awareness, and in encouraging collaboration with and amongst local services.

These are only some of the main recommendations and the work has since been taken further through a project entitled the Educational Advisory Services Project which was funded by the British Library. Linda Butler, the Project Research Officer, compiled a Directory of Educational Guidance Services. A report was also published which recommended that a network of educational information services be developed and that LEAs in conjunction with other bodies should seek ways of supporting the establishment of educational guidance services for adults throughout the country at the earliest opportunity.

I stress these points because I believe that the public library has an invaluable role to play in this regard. It is somewhat akin to that of "educational brokering" in the United States, i.e. one of the links which has been developed between the worlds of education and work. When one considers it the library is a very natural and logical place for this kind of function.

1. It is usually centrally located and people are used to going there. It is also open long hours.

2. It is in the business of information and has all the back up of directories, on-line services, Prestel, etc.

3. It has the trained manpower available to deal with enquiry work and to develop a referral function to other appropriate agencies. The line between information, advice and counselling is very blurred and tends to slip one into another.

4. The library already performs this role to a large extent. Richard Freeman, the Director of the National Extension College, recently stated that by far the largest information provided is by/through the public library.

5. The library is a neutral agency--it has no vested interest in any one type of educational institution.

Despite these factors many librarians at present don't want to get involved for all kinds of reasons:

1. Some have a very traditional view of their role and are very reluctant to expand or develop it.
2. Some are very worried about the financial situation and don't want to extend services in any way.

3. Some are concerned about the possible extension into the counselling role although this is largely covered by other agencies.

I would only stress that with the present emphasis on open learning in so many different areas librarians cannot afford not to get involved in this area. After all, they constitute in themselves a primary agency of open learning and I would regard the public library as one of the most important informal agencies of adult education in the widest sense of the term.

The term "open learning" is often referred to these days and there is some confusion as to its precise meaning. As the term implies, an "open learning" system is one which enables individuals to take part in programs of study of their choice no matter where they live or whatever their circumstances.

Although the categories are not all embracing, the Council for Educational Technology outlines three main types of open learning systems.

1. College based systems, where all the teaching is done in the college or institution, but where the timetable is flexible and students are able to study on their own at their own pace.

2. Local systems, where most of the students are resident in the normal catchment area of the college but study for part of the time at home, with the college providing elements of study, counselling, tutorials, access to the library and the normal range of facilities available to other students as well as correspondence teaching.

3. Distance systems, in which most of the students are remote from the providing institution and where the courses provided are much like conventional correspondence courses.

At present an amalgam of all these methods are to be found in Britain covering a vast range of courses at different levels and aimed at meeting different needs.

As already indicated the public library is an essential component of any such system and will have to seek a more active involvement. Other types of libraries are also having to respond to educational changes whereby more project based work and other
forms of individualised learning play a far larger part than has been the case hitherto.

1. Libraries must ensure that potential students are aware of their local library services and their potential.

2. It must also be ensured that library staff are sympathetic and supportive to the needs of students who may find it difficult to articulate their needs.

3. Librarians must be aware that conventional methods of assistance may not be adequate and to utilise other agencies such as counselling and adult education guidance services.

4. They must be aware of the need for co-operation over the organization and provision of resource material, and especially to co-operate with any national developments concerned with the central listing of resources.

5. It must be ensured that at the operational level as many unnecessary constraints as possible are removed. This includes consideration of opening hours, stock provision, inter-lending, and loan procedures.

6. Librarians must be trained and/or retrained so that they are fully familiar with course design and the production of materials and can contribute to both by ensuring that all such resources are utilised.

7. Librarians must co-operate with the media and other agencies including counselling, who are involved in open learning systems.

This co-operative framework is important because libraries have to be an integral part of any such system—they after all constitute very largely the channel for resource and information provision on which open learning ultimately depends.

Vocational Aspects

Of late the present government has emphasised strongly its support for the vocational aspects of adult education and in particular the importance of mid-career courses for those at work. The Manpower Services Commission has been very concerned with this whole area and this is not surprising when one looks at the facts. Almost half the sixteen year olds in Britain leave school for work or unemployment compared with a mere seven per cent in Germany,
where fifty percent enroll in modernised apprenticeship schemes and another eighteen percent in full time vocational education.

It is partly in response to this kind of problem that the Manpower Services Commission issued a consultative document entitled "An Open Tech Programme" to help meet adult training and retraining needs at technician and related levels.

I do not intend to go into great detail at this point except to indicate that Chapter 3 gives a summary of what is called "An open learning approach" which outlines what is intended.

Chapter 5 entitled "Proposed mechanisms" refers among other things to Open Tech Information Centres which would have the following characteristics:

1. They should be geographically dispersed sites to be easily accessible.

2. They would be able to take individual queries

3. They would provide information about what is available (including existing provision outside the "Open Tech" program if this will meet the need).

4. They would give limited advice and put individuals or organizations in touch with particular schemes for more detailed service.

It is envisaged that Centres would be based on existing facilities such as Further Education Colleges and that the use of Viewdata systems should be considered. A good deal of piloting and testing will be required. Information systems can be excessively costly, and duplication would need to be avoided. Ways of linking in with existing or planned information storage systems would have to be thoroughly examined before any new system was set up. The implications for libraries could be very considerable and here again it would be best if libraries could take the initiative and seek involvement before other agencies are established.

The Role of the Library Association

It might be asked at this stage what has the Library Association done? It has in fact done a fair amount. In 1978 the Library Association established a sub-committee on continuing education to maintain a watching brief in respect of developments in this area and to develop active liaison with other agencies at
both national and local levels. The first chairman was Alan Longworth and it was he who presided over the first national conference entitled "Living and Learning," the proceedings of which were later published by the Library Association. The Committee is representative of a wide range of libraries and also includes in its membership the Director of the Yorkshire Division of the Open University, Education Officers from Broadcasting agencies as well as the Library Association.

Activities

1. It arranges regional meetings and recently issued a statement on its activities together with a suggestion that branches should organise meetings on the theme of continuing education. This is currently happening.

2. It has developed close links with the media, both BBC and IBA. The need for appropriate and adequate back up to educational programs has long been recognised by librarians and broadcasters, but little had been done in the past to facilitate such activity. Consequently discussions with both the BBC and IBA have been initiated with a view to establishing closer working relationships particularly in respect of educational programs.

3. It produced a statement on Libraries and Open Learning which was issued at a recent Library Association conference.

4. It also responds to public statements put out by other agencies such as the Council for Educational Technology.

Perhaps the most important function the committee can perform is to build bridges between professionals working in different areas. For example, the National Institute of Adult and Continuing Education often includes options on Adult Education and Libraries in its conferences and meetings.

What is needed essentially is top management contact between the various agencies so as to create the impetus for ideas and action. The Library Association sub-committee is pursuing this end both regionally and nationally.

It is also important to develop a close partnership at the local level so that different ideas can be implemented effectively. There is evidence of this happening in different areas, e.g. LACE (London Advisory Council on Continuing Education) and PLAEC (Public Libraries and Adult Education in the North West).
Finally, it must be emphasised that in the present economic climate with the cuts that have been made both in library provision and adult education, it is essential that both parties work together because both are very vulnerable.

The main task for the immediate future therefore is to orchestrate a collective lobby both locally and nationally. Bodies like the National Institute of Adult Continuing Education and the Library Association can only do so much. Demands from the grass roots are much more effective.

Perhaps what we have to do is follow the advice offered by Benjamin Franklin, "We must all hang together or most assuredly we will all hang separately."
Why Automation?:

Getting Information Technology Off-campus

Dennis Lindberg

Vermont State Colleges

Rapid development of computers and telecommunications capabilities, coupled with falling prices for both, increasingly enable business and professional people to work where they want to live rather than live within some metropolitan area where they must work. As a result, a very successful employment agency serving clients in New York City operates from a farm house in rural Vermont, largely through (212) foreign exchange telephone numbers and data links.

Access to information necessary for decisions--numbers, abstracts, or full text--is available instantaneously to analysts of most major financial institutions worldwide, not just at the head office in New York, London or Tokyo.

Businesses have found that information technology can free them from constraints of location (the employment agency example) and be a powerful competitive weapon (the financial institutions) in extending the quality of their services beyond geographic boundaries. The same technologies are becoming available in higher education and have the potential for radically changing the way education and information resources are delivered to non-campus students.

This paper will explore currently available and emerging technologies which can be used to provide non-campus students access to information resources. Such technology has much greater potential for providing appropriate information support for non-campus students than other methods. Institutions which can use the new technology to provide superior information resources to non-campus students may gain an important strategic advantage over their academic and corporate competitors.

Fundamental changes are underway in higher education driven by two imperatives:

1. The knowledge explosion has enormously increased the volume of relevant information in most academic and professional fields, and
2. The twenty percent annual decline in the cost of computing hardware (on a price/performance basis) which has been compounding now for over twenty years has brought machines with the power of yesterday's mainframes to the desktop for under $1,000.

Both trends will continue to accelerate and converge. While early computing use was largely number crunching, the predominant use today is in processing information: word-processing (once called writing and editing) and manipulating (searching, sorting and retrieving) information from databases (once called files, indexes, abstracts and texts). As the knowledge base of information becomes larger and larger, the only efficient means of accessing it all and selecting what is specifically relevant to a particular problem is through computers.

This is to say that we are beginning to see a fundamental change in intellectual productivity comparable in impact to the introduction of printing. Increasingly, the most productive role for faculty (as teachers) will be two-fold:

1. to present and discuss concepts with students, and

2. to pose problems for students

The student's most fundamental activity will be to generate possible solutions to the problems posed by faculty using concepts and a kit-bag of generic tools, including computers, software and the knowledge/information base. This is in fact what all professionals do. They use concepts and knowledge to solve problems for which there are no easy solutions.

Our business in higher education is to educate professionals. We are effective as educators when there is maximum transfer from the educational to the professional activity and when we provide people with the tools and skills to improve their intellectual productivity. This is true across the broad range of professionals we educate from historians to scientists, philosophers, engineers, teachers, managers and literary critics.

While the information technology readily available today is partial and somewhat fragmented, a more fully integrated set is on the horizon. A single, simple interface to the full knowledge base, in electronic form, is conceivable, if not yet practical. As information technology continues to develop and improve, it will become ever easier and less complex to use as time passes, much as 1930 automobiles were much harder for drivers to operate.
than are 1986 automobiles, even though the 1930 machines were much simpler.

A college with an educational strategy which is theoretically and conceptually sound, based in student interaction with both faculty and the knowledge/information base, and focused upon applying knowledge to complex problems, will have a significant advantage over those competing institutions which continue to focus on information transfer via lectures and textbooks. The advantage will be even stronger away from campus where the traditional support systems for students learning independently--the library and other students--are much weaker.

What information services for non-campus students are provided by an institution depends upon its overall educational strategy. The information technology employed and the uses to which it is put are different if the strategy is to replicate traditional on-campus education in off-campus environments, than if the strategy is to play to the strength of the emerging technology and begin to build a general on- and off-campus information infrastructure for the future.

The fabric of information technology now available includes a number of strands available at costs that are not prohibitive. Most are either in place or scheduled for implementation in the Vermont State Colleges, a small public system consisting of three campus-based four-year colleges, a two-year campus-based technical college, and a two-year non-campus community college with thirteen local offices around Vermont. Over one-third of the students in the system are non-campus or off-campus students. These strands of technology, which are slowly being woven together, are briefly described below.

Currently in place:

**800 Number Reference Service** for non-campus students.

**Online Commercial Index** searching through Tymnet/Telenet to substitute for print indexes for non-campus students and supplement those available at the campus libraries.

**Joint Serials List** (database and print) showing system serials holdings and locations.

**Digital Facsimile Transceivers** are copiers that capture the image at one location and print in at another at a rate of seven to twenty seconds per page. They are currently used between libraries and to and from non-campus locations to transmit
intrasystem loan requests for all materials and copies of articles that formerly would have been xeroxed and mailed. Time between finding the citation and receiving an article has been cut from days (sometimes weeks) to hours (sometimes minutes).

On-line Full-Text Databases are beginning to appear commercially and are available through Tymnet/Telenet. When combined with the ability to search on any word or phrase, they are far more useful and efficient in finding specific references than a manually prepared index in a book.

Scheduled and in process:

On-line Catalog containing the holdings of the system's four libraries accessed through a communications network, including dial-up telephone and dedicated circuits, available toll-free at all campuses, local offices, and to any student or faculty member with access to a personal computer with a modem.

Boolean Searching software enabling users of the on-line catalog to search on any word in the full MARC record and to construct searches using logical operators such as "and", "not", and "or."

Networked On-line Catalogs tied together with dedicated communications links giving access to catalogs of other institutions with one or two keystrokes and without having to re-enter search commands, thus adding to the resources accessible to students and faculty. Initial links in the Vermont system will be to the Department of Libraries and Middlebury College.

When in place in 1987, access to information by non-campus students will be greatly improved and the kinds of educational experiences possible significantly increased. Technologies developed but not yet economical or operational will further add to the ability of students and faculty, on a campus or not, to access the knowledge base. Some of these technologies are:

Electronic Publishing of all current and recent print materials. Virtually all material now printed is in electronic form before it is printed on paper (word processing and electronic typesetting). This information would be much more accessible on-line with hard copies on demand.

CDROM Copies of On-line Catalogs usable with personal computers. The large cost of making master disks is the principal limit to widespread CDROM use.
CDROM Text, especially reference works, texts, and entire customized reading lists for particular degree programs.

Intelligent, Efficient, Software (expert systems) to simply and easily do complex searching and retrieving of specific information in large text files.

Faster Communications speeds for data transmission, especially for economical down-loading of very large text files. Fibre optic trunk lines, when in place, should provide the necessary capacity at reasonable costs.

Read/Write CDROM for down-loading very large text files.

Economical Laser Printing for high quality, rapid hard copies of electronically stored texts.

The principal obstacle to most of these developments is not technological, but political and economic: fair and equitable compensation of authors of intellectual property, i.e., copyright --a legal structure developed before xerox machines and completely incapable of dealing with electronic information distribution systems.

When information technology is fully developed, students, whether on-campus or not, will have far better access to information than with present manual systems. Non-campus students will have better access to the knowledge base than on-campus students had in the past. With electronic access to text, the information gap between non-campus and on-campus students will close.
Footnote

1 Richard Van Horn, Chancellor of the University of Houston at University Park, has significantly influenced my thinking on the long term impact of computing and information technology on higher education. See his talk, "Communications Design for a Complex Multi-Campus Network," in Integrating Communication Technologies on College and University Campuses: Proceedings of the First National Conference on Critical Issues in Strategic Planning, Policy Development, and Technology Management, October 9-10, 1984, Georgia State University, Atlanta, American Council on Education, 1985.
Instructional Resources Support as a Function of Off-campus Library Services

Richard H. Potter
Central Michigan University

Since 1974, CMU has conducted an extensive program for delivery of library materials to off-campus students. A major feature of that program is the reference librarians who visit courses and instruct students on the use of the program borrowing system, libraries in general, tools that are of particular use in the students' curriculum, and tools of particular use in the subject matter of the course. These same librarians are available by phone for consultation or individual student questions, including questions related to researching topics for courses or for the independent project, which represents the culmination of the extended master's degree program. The program is currently pursued by approximately seven thousand students in seventeen states and the Province of Ontario. An increasingly valuable service provided by these librarians is the provision of bibliographic searches, which are conducted at no cost for registered students.

Another notable feature of the program is the provision of a borrowing service that allows students to call the CMU library via a WATS line and order texts and serials. These requests are normally sent out within twenty-four hours, and students have several weeks to send back texts and may keep the photocopies of journal articles. The service is provided at no additional charge to admitted students, and the only direct cost to the student is the cost of mailing back monographs. In a recent month, over five thousand such requests were filled.

The librarians have also inventoried the library resources near each of the fifty centers where instruction is currently offered and provide information to students on materials and services that are available locally. If indexes are not readily available locally, CMU will provide them and will provide each center with one or more copies of the CMU catalog in microfiche form and with microfiche readers. In the spring of 1987, it is anticipated that students will be able to search the CMU catalog and order using their home or office computers and a modem.

Since its inception, the library program has provided services to faculty as well. The librarians, working with on-campus faculty, have developed extensive bibliographies for
each of the graduate level courses which are provided to students at registration. At the request of faculty, the librarian will develop bibliographies on special topics. Faculty may also request reserve collections to be placed at a site where they are teaching, and the librarians will arrange for the collection.

Early in 1986, the library program undertook to provide an expanded set of services to faculty as a part of a general program to improve the quality of off-campus programs. Though not all aspects of that project are complete, this is a report of those plans and an indication of how a traditional campus library may serve as a significant factor in the quality of academic programs away from the campus in yet another way.

A substantial proportion of the faculty who teach in CMU's external programs are professionals who work for a government agency or private corporation. Although the vast majority possess terminal degrees in the area in which they are teaching, they do not currently hold an academic appointment at another institution. As a result, they are not in the "academic network" and thus often do not have access to new texts and materials that are coming out. There is no question about the qualifications of the individuals who are teaching, since their academic and vocational backgrounds are scrutinized most carefully by the academic departments on campus. However, since they may have been away from the academic world for some period of time, they may not be totally familiar with all of the texts, cases and other instructional materials that have been developed in recent years. In order to provide them access to such materials, the CMU Library Program has undertaken to acquire and circulate materials for review.

Textbooks

CMU has arranged to receive from selected publishers copies of texts which are appropriate for the course being taught in the extended degree program. The publishers were selected by a committee of faculty as those who are most likely to publish texts for courses offered in the external program. Publishers' representatives have been provided with course descriptions of courses being taught and asked to provide copies of texts which they believe to be appropriate. There is a significant incentive for the publishers' representatives to respond to this request, since the extended program is currently offering almost a thousand graduate courses per year. Consequently, the response from the publishers has been excellent. Periodically, a list of new additions is generated for each course and is sent to those faculty members who are approved to teach a particular course. Any promotional literature produced by the publisher describing
the text is also sent with the list. A comprehensive list of all texts which have been received for each course is also available for faculty and is culled periodically to remove texts that are not being used or have become dated. Faculty are then free to order texts to preview by calling the toll free number that was established to serve the student.

Case Studies

Case studies often play a major part of a graduate level management program, and CMU's extended program represents no exception to this rule. Once again, however, the adjunct faculty are not in the "network" and therefore often are unaware of new case studies that are being made available. Consequently, they may only use a limited number of case studies in their teaching.

A committee of faculty is in the process of reviewing a large number of cases which appear applicable to the courses offered through the extended degree program. Once identified, lists of these cases will be made available to each of the faculty members approved to teach the course, and copies will be obtained from the publishers in order that they may be circulated for preview. Case catalogs are also available for faculty review, as is information on how to use cases to their best advantage. The library staff also instructs faculty on the process of making cases available to the classes, and can offer suggestions on how cases may be used.

Computer Software

The library will notify software companies which produce products operating on MS-DOS of CMU's interest in assisting our faculty by allowing for the preview of instructional materials. The library program will request demonstration diskettes in all areas where the software might be applicable to extended degree courses. Descriptions and promotional literature of available software will then be sent to faculty who have been approved to teach courses for which the software appears appropriate. Faculty will then be able to preview the demonstration diskettes at their leisure by calling the toll free number that is used for ordering library materials. Should a faculty member decide to use a piece of software in his or her course, information as to how it may be ordered, discounts for multiple copies and other information will be available from the library program. The library program is also collecting published software reviews of the software that is available for preview and will send these out with the diskettes as they are available.
Faculty Development

A final area in which the library will provide assistance to faculty in the Extended Degree Program is through the provision of faculty development materials. As was mentioned above, since a number of faculty in the Extended Degree Program are adjunct faculty who are drawn from the ranks of highly qualified professionals, they may not have ready access to or be acquainted with publications that will be of assistance to them in improving their style of teaching or methods of delivery of materials. Given the intensive scheduling patterns used in the extended degree program, creative use of instructor contact time is necessary in order to insure that students receive full benefit of the available classroom time. Thus, this aspect of the faculty support system is viewed as a major contributor to increasing the quality of the Extended Degree Program.

In order to accomplish this objective, the library program has undertaken to collect faculty development materials. The first priority has been materials which stress "how-to" aspects of classroom teaching and are primarily directed at those faculty who are practitioners, although the collection is available to all faculty and to the on-campus faculty. The process by which this task will be completed consists of four steps:

1. Identification of and examination of materials already possessed by the CMU library
2. Identification and collection of materials from new sources (e.g., the Center for Faculty Development at Kansas State University)
3. Promotion of the collection
4. Circulation of the material

The identification of the materials which already exist in the CMU library has already begun as has the identification of new sources of material. It is expected that this phase of the program will be well underway when a new regional librarian is employed in January, 1987, whose additional "bibliographic" assignment will be the development of a collection of materials. As with the circulation of library materials to off-campus students, the key to the success of the program is seen as the promotion of the service to faculty. This will be accomplished through direct mailing, the newsletter that is sent to adjunct faculty, "The Faculty Update," and through the contract which is sent to each accomplished through the same mechanism as the circulation of the library's main collection to the extended student body--the WATS line ordering system.
Summary

The Extended Degree Program views the library component as a vital ingredient in the total program and one which materially affects the quality of the degree program. As such, it is appropriate that the library program take part in a general effort to increase the overall quality of the academic offerings. Since quality of instruction is one of the variables which most directly impacts the quality of the program, the instructional support system will be a mechanism through which the library can have the largest impact on the program. With a mechanism already in place to circulate materials at a distance and to provide the service, the library is in the most logical position to take on this role. Further, the addition of this new service has further enhanced the position of the library program in the Extended Degree Program.
Dial Up Access to On-line Catalogs and the Extended Campus Library Services Program

Colleen Power
California State University, Chico

Providing academic level library services to students at off-campus learning sites presents a number of exciting challenges to library staff. This paper concentrates on a significant solution to the problem of access to library collections by the students, faculty and staff at remote learning sites.

Remote Learning Sites

Instructional Televised Fixed Services at California State University, Chico, includes two-way audio and one-way video hookup to sixteen learning sites across northeastern California. The service area covered is 33,338 square miles, or about the size of the state of Indiana. Through satellite hookup, Chico State's classes are also accessible to sites in other areas of the world.

Offering a Bachelors of Social Science degree plus graduate education courses, the ITFS program enables students as far away as Boise, Idaho, to receive classes, and to utilize the Meriam Library's services. The implications and impact of this program on the Meriam Library have been significant.

With more than four hundred students enrolled in graduate courses and in the Bachelor's degree program offered over the ITFS network, the Meriam Library staff at Chico found the need for access to the university library by students as far as two hundred miles. There was not sufficient staff to provide the research level needed to identify all the materials needed by these students, most of whom had a research paper requirement in their ITFS classes.

At present each learning site possesses an automatic dial-up system that enables the student to contact any one of twelve different campus locations. Two of these dial connections are library sources; the remainder are Records, Counseling, Administration, et al.

The library's two numbers have been designated as the interlibrary loan office and the reference desk. The staff in
these units have been provided with sufficient instruction to know when to transfer the student to the appropriate library agency.

In addition to this telecommunications equipment students living in remote areas that have cable television may attach special black boxes to their sets to receive the class. These students make use of their home phones to communicate with the classroom and the library.

In an effort to ameliorate some of the access problems, the Meriam Library undertook in 1983 to install our on-line catalog terminals at four remote learning sites. In 1984, dial-up access was introduced after solving the problem of multiple dial-in port selection. Both of these moves have provided valuable information on how off-campus students obtain information and how to successfully promote special off-campus services such as an on-line catalog.

Staffing Structure

For the past four years the Meriam Library at Chico has provided additional library services in the form of library staffing dedicated specifically to off-campus service and in the form of our on-line catalog, accessible from learning sites and from any personal computer. The library staff includes approximately ten percent of a professional position and roughly the equivalent of a library assistant position. This of course does not include the time that may be devoted to answering these patrons' requests at the reference desk phones, or the student gathering materials for mailing.

Through mountain passes filled with snow, flooded rice fields in the valley and the bureaucratic maze, the librarian travels to different sites, trying to visit all sixteen sites each year. Touching base with the various public and community college libraries that help the ITFS student, the librarian attempts to discern which classes are proving the most difficult to address, which assignments are relatively easy to respond to, refreshing the staff on the most recent enhancements to the on-line catalog and generally attempting to improve relations and communications between the various diverse units.

The academic librarian finds it quite informative to study these small public collections and place herself in the situation of the students who must deal with such limited resources and limited hours of opening. Surprisingly, many of these collections are quite adequate to meet the basic reference needs of most classes. By providing Wilson indexes to these sites, California
State University, Chico, has made it quite reasonable for the student to use Social Science Index to locate articles, the on-line catalog to identify journals and books needed and combine this with the basic statistical references at their local public library, such as the World Almanac or Historical Statistics of the U.S., to produce a college level research paper with a well-documented bibliography.

The library assistant is located in the Interlibrary Loan offices and has access to the same on-line catalog that students may be using out at the site or in their home. The assistant can inform the students of the status of their particular information request, help them locate other material that may be related through browsing the shelves or the on-line catalog, and in distributing materials through the North State van or the mail service.

The Dial-in On-line Catalog

In 1982, a total conversion of all 700,000 items in the general monograph and serial collection, utilizing the CLSI PAC I, enabled the library staff to place sixty public terminals through the Meriam Library building. The staff became very experienced at training the 15,000 students and 1,500 faculty to utilize this system, which enables the user to identify materials by either author, title or LC subject heading.

The CLSI system allows patrons to not only identify which titles are on the shelf, or rather, which titles are checked out, but also which items have been placed on reserve, and how many copies are available in various locations. An additional feature allows patrons both on and off campus to dial into the catalog through a special port selector.

This dial-in feature required the solution to two sets of problems. First was the technical matter of access and secondly the training needed to use the CLSI system once the patron had acquired access.

Since a variety of home terminals and modems are available, the library's port selector was adjusted to allow up to four separate connections. Each person who wishes to dial in, calls the technician and finds out which adjustments are needed for his brand of terminal. Assigning this duty to a member of the technical services staff appeared to be more practical than attempting to teach all nine reference librarians which brands of terminals required which setting. The technician presently
receives an average of three calls per week requesting the terminal adjustment instructions.

After the patron has obtained access to the system, she must then know how to utilize the CLSI PAC I language. Unfortunately, this first generation system is not "user-friendly."

"User-hostile" would most closely describe the CLSI PAC I keyboard approach. Designed for technical services rather than public access, the system does not include any "help" messages or screens, requires elaborate manipulation for display and uses very obscure jargon. Despite these extra-ordinary drawbacks, the surveys of the public indicate an overwhelmingly (80+%) positive response to the keyboard system. This positive vote could be laid at the feet of the training staff that developed all the user's aids and organized the instruction program.

These skills proved invaluable when the library decided to expand the dial-in access from local access to off-campus remote sites. At these sites the users would not have ready access to the reference staff, or be able to walk over to the library to check out the necessary subject headings. So the major considerations in initially locating off-campus terminals was their proximity to trained professional librarians familiar with the CLSI PAC I system.

Remote Learning Sites and Dial-in Catalogs

In 1983, the library experimentally installed CLSI compatible dial-in terminals at four of the sixteen remote learning sites. These four sites were all community colleges selected because of the obvious training need. The eagerness of these libraries to gain instant access to the Meriam Library's on-line holdings, and their willingness to absorb the training demands that might be made by our students were major determining factors in the placement decisions. These four sites are distributed evenly across the region so that students will not need to travel far to reach a supervised training situation.

In 1994, the Meriam Library began to prepare to make the dial-in access available for all students at their homes, since the remaining twelve sites were essentially unsupervised and the terminals could not be securely placed at these sites. This decision was made based upon the composition of our student population and their probable access to telecommunications equipment at their homes or places of employment. Because a large number of our students are state or local government employees, including school teachers and police officers, the Meriam Library
staff recognized that the students' offices would most usually have the necessary equipment and access to the state trunk phone lines. The expanding market for telecommunications equipment to homes at remote rural locations indicated that many of our students would have their own terminals and modems in their homes as well.

Our major concerns were to make the students aware of the service, to teach them how to use the system, and to deliver the identified materials to them. A meeting of various library staff members involved in these processes resulted in a plan to deliver this service to the ITFS students.

Initially, the staff decided to develop an audio-visual tape that could be shown between the classes that both described the Library's ITFS services and also showed how to use the on-line catalog. Unfortunately, the tape on the on-line catalog instruction, which appeared in spring of 1986, is eighteen minutes long and designed for the general library user. We are in the process of writing a script for the ITFS user of the catalog. The amount of the time and money that were required to produce the general tape have raised considerable questions regarding the cost effectiveness of the ITFS tape. This discussion has great relevance in light of the selection of the Meriam Library by the State of California and the CLSI system as the development site for the very user-friendly CLSI PAC II.

As a result of this quandary, the staff has opted for providing copious paper instructions at each site, spending time during the classroom televised break to describe briefly that the on-line service exists and where to call for further information, and to cover the on-line catalog in the orientations of ITFS students. The librarians also recognized that advertising these services should extend beyond the students to the librarians in the region and to the faculty.

Orientation and Training

The faculty teaching on ITFS are given an orientation prior to the beginning of each semester. At this demonstration, the Continuing Education people explain how to best direct a class taught by television. The librarian assigned explains the use of library services by students in the region (even slipping in some information that might help educate the faculty). Having received the course syllabus in advance, the librarian can use specific examples of how the students can utilize local resources, phone the campus library, receive priority information retrieval and with a flourish, explain the dial-in catalog. At the end, the
librarian offers to come to each class and explain this same information to the students. About twenty-five percent of the professors avail themselves of this opportunity.

When the student attends class, the ten-minute break between the end of one class and the beginning of the next has included a tape on the ITFS services explaining the general concept of the on-line catalog. At the site are notices indicating the location of the nearest on-line terminals and the phone number of the librarian. The instructions for use of the catalog are made available through the annual letter sent to each student describing the libraries' services, including the on-line catalog, and the phone numbers to obtain assistance. These letters are run off at the library and then automatically addressed by the Continuing Education's mailing label system.

As an example of interaction of the on-line catalog, class, faculty and librarian, the following scenario is fairly typical.

A professor has asked the Regional Services Librarian to explain the procedure for ordering library materials to his ITFS students in a graduate-level education class. Further discussion and reading of the course syllabus results in an orientation tailored to the specific assignment, while providing sufficient information to the students in the campus classroom to keep them interested. The assignment is to "locate two master's theses" at CSU Chico that are applicable to their research topic.

After several years of this and similar assignments, our Catalog Department has finally assigned subject headings that include the originating department. So all the education theses from 1984 forward have an identifying subject heading of "Education Dept." The students then look up the "Education Dept." subject heading in the on-line catalog at their sites or from their homes, asking questions over the air on any problems they are having with accessing the titles. After this forty-minute lecture, the class breaks and the librarian goes to the phone to await the influx of requests. Each caller requests their titles; those who were unsuccessful in their on-line catalog search simply define their area of interest and the librarian checks the thesis shelves for appropriate titles. Within one week of the assignment all fifty-two students have made their requests and the theses have either been mailed or delivered by van to the nearest library designated by the student.

Similar assignments have increased the students' enthusiasm for the on-line catalog. However, at the same time there is a noticeable rise in expectations that their materials will arrive
more quickly. The next level of service improvement must be surmounting the delivery problem, perhaps through full text searching of certain databases on-line. Certainly the equipment and training have made our students prime candidates for such an experiment.

Conclusions

In any decision to expand an on-line catalog to off-campus locations the prime considerations must be the nature of the public catalog, the composition of the student population and the benefits accrued, if any. Secondary factors which are amorphous and immeasurable are the co-operation of regional libraries, the commitment of the ITS staff and the effective enthusiasm of the library staff.

At California State University, Chico, these factors have combined to produce a library program that meets many of the needs of the off-campus user. But there is always room for improvement.

Our ability to provide the students with instantaneous information on catalog holdings may increase their frustration with the considerably less than instantaneous delivery of these materials. However, the past year has seen a doubling in the number of requests from off-campus students for library material, without a significant decrease in "fill" rates.

The past three years have seen the development of the dial-up on-line catalog and its delivery to remote sites. Simultaneous transmission of on-line database searching has also reached a stage of technical practicality. Reasonably, the next level will be some fusion of these two advances to produce the first economical instantaneous full text, library originated services that can be delivered to the student at a remote location.

More importantly, perhaps the technological generation gap suffered by the older student is being bridged by offering such technological innovations. Many of Chico's students are older continuing students. The Meriam Library on-line catalog is providing them with their first opportunity to receive formal training in the practical applications of computer terminals. The confidence and practical experience gained from this exposure may provide them with the knowledge necessary to cross the technological bridge.

By providing online services to a rural population in an isolated region, libraries are helping to bridge a gap of
considerable dimensions and are creating a new generation of computer literate adults. The value of this educational experience challenges our imagination and our vision.
Using Interactive Communications Technology

to Extend Bibliographic Instruction to Off-Campus Students

Jan Opocensky Rice
University of Missouri-Columbia

As off-campus library service programs mature and become more sophisticated, there is growing recognition of the need to provide bibliographic instruction to off-campus students. It is no longer sufficient for the library simply to facilitate the delivery of requested materials; librarians recognize their responsibility to assist students in becoming independent information seekers by providing course-related bibliographic instruction and, when possible, by fostering in the students a life-long practice of competent library use. To date, much bibliographic instruction for off-campus students has consisted of providing students with extensive handouts, of furnishing toll-free telephone lines for individual student-librarian conferences and of depending on the goodwill of local librarians to give students more intensive on-site instruction.

Innovations in communications technology, however, will expedite the delivery of classroom and bibliographic instruction to remote sites. Communications technologies which allow for immediate interaction between the local teacher and the remote-site students are especially promising. Not only do they approximate traditional classroom interaction by promoting discussion and question-asking, but they increase student involvement in the course and minimize the potentially impersonal nature of off-campus education delivery systems. When used to provide bibliographic instruction to students at remote sites, interactive communications technologies allow librarians to go beyond providing instruction passively, through handouts, or reactively, as a response to telephone inquiries from individual students. Through interactive technology, librarians may deliver instructional sessions comparable to course-related lectures presented to on-campus students. This paper will make the assumption that any technology available for the transmission of course instruction could be used to provide bibliographic instruction to off-campus students.

The literature of off-campus education indicates that there is a wide variety of communications technologies being utilized to provide services to students at remote sites. The technologies span the spectrum from the relatively simple to systems displaying
state-of-the-art sophistication: from videotex systems to satellite networks which provide for two-way audio/two-way video communication. A similar progression can be seen in the level of student-teacher interactions available through the different technologies. In a discussion of the dynamics of student-teacher interactions in distance education, Martin (1980) suggests that "it appears possible to construct a typology of teacher-learning situations according to the degree of separateness existing in each case" (p. 289). Martin proposes a continuum which ranges from face-to-face communication at the upper end, where physical separateness is minimal and feedback is constant and instantaneous; to distance education via electronic, mechanical and print devices, where physical separateness exists and feedback is reduced quantitatively and qualitatively; to the lower end of the continuum where there is the greatest degree of physical separateness and feedback is considerably slower (Martin, 1980). It is this model of a continuum of interaction which will provide the framework for the brief literature review on interactive communications technologies, which follows.

At the low end of the continuum the interaction allowed by the communications technology is of a static nature: the student interacts with a database of stored information. Physical separateness is accentuated and feedback is slow. Videotex is a telecommunications technology which allows for simple interaction on the part of the user. Utilizing a telephone network the user requests information from a remote computer databank, to be displayed on a television screen. Indices to the database are arranged in a tree structure so that the user is led, page by page, to the desired information (Brown, 1981; Potter, 1981; Raitt, 1982).

Because of its ability to provide immediate feedback, computer-assisted instruction (CAI) falls into the middle of the continuum of interaction, although physical separateness is still accentuated. CAI provides students with individualized instruction well suited to task- or skill-specific learning situations (Dommer & Vander Meer, 1982). When CAI is combined with telephone access to the local instructor the interaction available to the student takes on an added dimension (Rothenberg, 1975).

More truly at the mid-point of the continuum are those technologies which allow for interactive communication between the student and teacher. The degree of physical separateness is minimized somewhat through the use of electronic or mechanical devices and feedback is possible, though not continuous or complete. The Canadian videotex system, Telidon, has been
integrated with two-way audio teleconferencing and with audio teleconferencing and stand-alone microcomputers to provide distance education courses in teaching grammar and in computer science (Winn, Ellis & Sinkey, 1983). The Appalachian Education Satellite Program provided in-service professional and paraprofessional training to the thirteen-state Appalachian region. Satellite broadcasts provided for one-way video and two-way audio communication supplemented at each site with facsimile and teletype machines and with the capability to provide feedback for testing and preference polling (Lauffer, Brace, O'Grady, & Wyles, 1979; Rothenberg, 1975). California State University at Chico established an Instructional Television Fixed Service (ITFS) system capable of broadcasting full-motion video one-way from the teacher to the students. To achieve interactive communication with remote sites the Chico campus incorporated feedback loops using slow-scan video which transmits visual information over telephone lines. Instruction can be supplemented further through use of on-line computers and facsimile (McIntosh, 1984). The Interactive Instructional Television (IIT/V) system operated by the Illinois Institute of Technology demonstrates an enhanced ITFS network in which local studio classrooms are equipped with cameras and microphones for both the teacher and local students, with remote sites having access to a television monitor, telephone lines to provide two-way audio capabilities and a courier service to pick-up and deliver materials to students (DeGrand, 1980). Knowledge Network of the West (KNOW) was established in 1980 to provide educational programs to all citizens of British Columbia. The two-way audio/one-way video capabilities are achieved through use of satellite transmission and audio teleconferencing which allows a number of students at homes throughout the province to converse with one another and with the instructor at the same time (Haughey & Murphy, 1983).

At the high end of the continuum of interaction are systems utilizing highly sophisticated communications technology which allow for two-way audio communication between the student and teacher. Although a degree of separateness still exists, student-teacher interaction resembles that possible in face-to-face communication and feedback can be nearly complete and spontaneous, once all participants are familiar and comfortable with system operations. Few examples of this communications technology are available in the literature. Lauffer et al. (1979) briefly mentions two experimental programs which used fully interactive technology for off-campus education. The WAMI Regionalized Medical Education experiment (1970-79) provided decentralized medical education among universities and to rural health clinics in Washington and Alaska. Satellite and telephone transmission provided two-way audio/two-way visual communication
between participants. From 1976-77, Stanford University and Carleton University in Ottawa, Ontario exchanged courses using digital television and two-way audio communication. Perhaps the best example of fully interactive communications technology being used for off-campus education is the Washington Higher Education Telecommunication System (WHETS) currently in use in Washington State. The WHETS network will be described in detail, put forward as a model system utilizing state-of-the-art technology in an aggressive effort to extend higher education opportunities to state residents. Description of WHETS will extend to its potential use in providing bibliographic instruction to off-campus students.

The Washington Higher Education Telecommunication System was developed as a response to the recognition that graduate degree programs and continuing education opportunities were necessary to support existing high technology industries in the state of Washington and to attract new and diverse industries to the state. In 1983 the state legislature authorized funding to develop an interactive microwave system capable of delivering graduate courses in high technology fields conveniently, economically and effectively to locations throughout the state. Washington State University (WSU) in Pullman was selected to establish and manage the system and current programming originates primarily from WSU, with selected courses available from the University of Washington (UW) in Seattle. WHETS links students at WSU and the UW and serves off-campus sites in Spokane, the Tri-Cities (Richland, Pasco and Kennewick) and Vancouver. The remote-site studio classrooms are fully equipped and can also be used as sites for program delivery.

Courses were first offered on WHETS in the fall semester, 1985. Available statistics suggest that, for the school year 1985-86, fifteen courses were broadcast on WHETS, with a minimum total enrollment of 323 students (enrollment figures are not complete). All five studio classrooms were used as delivery and/or reception locations during the year, with various configurations of sites involved for each course. It is projected that twenty-six courses will be available on WHETS in 1986-87. Statistics are not immediately available to show the percentage of total WSU off-campus courses being offered on WHETS.

WHETS is administered jointly on the WSU campus. The Radio-Television Services division is responsible for maintenance, technical operations and studio scheduling of the system. The Continuing Education and Public Service (CEPS) division of the Graduate and Professional Programs Office at WSU administers all off-campus courses offered by WSU. As WHETS serves as an
alternative method of delivering off-campus courses, course programming via WHETS and course administration are the responsibility of the CEPS office. Consistent with the CEPS philosophy regarding all off-campus programs, the academic content of courses offered on WHETS is entirely under the jurisdiction of each participating academic department.

It is a high priority of WSU, the CEPS office and individual academic departments to keep faculty members on campus whenever possible, rather than having them travel throughout the state to deliver off-campus courses in person. The WHETS network provides the opportunity for academic departments to participate in off-campus courses while ensuring that faculty time won't be spent travelling to and from remote locations. Therefore, WHETS is selected as a mode of delivery of off-campus courses whenever system time can be arranged. Faculty time is further maximized by system capabilities which allow several remote sites, with potentially low enrollment per site, to participate in a class simultaneously.

Determination of which courses will be offered on WHETS is largely a factor of system availability, coupled with system priorities. WHETS was funded to provide high technology courses throughout the state; therefore, Engineering and Computer Science programs receive first priority for system delivery (this was recently expanded to include a program in Business Management). If there is time remaining on the schedule, other courses are offered. Other priorities are for non-credit courses in high technology fields; high technology-related conferences and meetings; and meeting similar needs for other academic areas. One of the challenges of scheduling WHETS air-time is that off-campus students need to have courses available in the early morning, late afternoon or evenings, in order to accommodate work schedules. Demand for high technology courses on WHETS now exceeds available system time due to scheduling constraints, while the system is not fully scheduled in the middle of the day and on weekends. Rather than letting the system remain idle, WHETS is being used to expand an existing microwave link between WSU and the University of Idaho by exchanging a variety of courses between the two campuses, other academic departments are using the system to provide off-campus courses, and CEU courses in non-high technology disciplines will be offered in the near future.

Each studio classroom is arranged to resemble a traditional classroom, while minimizing the electronic nature of the studio. Cameras at the 'home' site are generally in operation as students arrive in the classrooms, in order that students at all sites might take part in the pre-class ambiance. Before class begins,
the instructor is encouraged to speak casually with students at each site, not only to confirm that the system is operational, but to establish rapport with the students to lessen the "degree of separateness" and to encourage the students to participate verbally during the class. Each studio classroom is equipped with a teaching console on a raised platform at the front of the room. The console seats three across, to accommodate panel discussions, and houses seven small television monitors. One monitor displays what is currently on the air; three monitors show the slides or films being presented to the students, or display transparencies, and handouts being projected by the overhead camera at the console; the remaining three consoles allow the instructor to view the remote site classrooms. Two large monitors are situated in the front corners of the classroom, for viewing by the students, and a third is at the back of the room, to allow the instructor to view the remote studio classrooms. The students are seated at tables equipped with voice-activated microphones, one for every two students. Each classroom has four remotely-operated cameras, three trained on the instructor and the local students and one overhead camera at the teaching console.

A class session offered on WHETS is similar to a traditional "live" class session. For the most part, instructors have reported that they have not had to change their teaching styles or course content substantially; those changes that have been necessary have had a positive influence on their teaching. Instructors report that they generally spend more time preparing for WHETS courses than for other courses and that they are better organized and less prone to an ad lib approach to delivery; audio-visual aids are more carefully planned and produced; one instructor even commented that the studio classroom had stopped his inclination to pace the room while lecturing. As might be anticipated, encouraging student participation in discussions is particularly challenging, even within an environment designed to facilitate interaction. Some instructors are able to lessen the barriers to interaction and exchange by soliciting comments and questions periodically throughout the lecture, rather than waiting for the students to take the initiative to interrupt the lecture. In order to develop better rapport with the students the instructor is encouraged to travel to each remote site at least once per semester, preferably early in the term, in order to establish a more personal relationship with the students. Each instructor is also encouraged to establish office hours during which time students may telephone, via a toll-free number, to request individual assistance or to clarify assignments.

Video recordings are made of each session transmitted on WHETS. The videos have had a number of uses: students can view
them at their convenience if they have had to miss a class session; the tapes have been used for review purposes prior to testing; faculty have used the video capability to pre-record lectures if they cannot be present at a scheduled class meeting.

Delivery of materials (handouts, assignments and tests) between the instructor and each remote site is handled in a variety of ways and is coordinated through the CEPS office. CEPS often has, or knows of, faculty or staff travelling to the remote site, so materials may often be hand-delivered. If there is enough lead-time before materials are needed at the remote site, they will be mailed. Student assignments are generally mailed from the remote site to the instructor. Each studio classroom is equipped with a telefacsimile machine which can be used for rapid transmission of materials, either prior to or during a class session. Examinations are usually telefacsimiled to the remote site and completed exams are telefacsimiled from the remote site to the CEPS office, for delivery to the instructor.

Evaluations of WHETS by students and faculty have been generally favorable. The system has experienced minimal down time, and technical problems with video and audio clarity have not been a major problem. Most importantly, WHETS has been shown to be an effective way to provide educational opportunities to small populations in off-campus locations while using limited faculty resources. As a result of system evaluations, an attempt will be made in the future to schedule 'office hours' for faculty at the studio. Both faculty and students found it difficult to confer about assignments over the telephone. By providing two-way audio/video 'office hours' both parties will be able to see the problem being discussed and will be able to deal with it more effectively. Achieving truly spontaneous and complete interaction is perhaps the most difficult aspect of using WHETS. The degree of separateness between instructor and students, coupled with having students in several locations, makes it rather intimidating for students to ask questions and interrupt lectures as freely as they would in a traditional class setting. This problem is alleviated somewhat by faculty efforts to control the interaction by asking for questions and discussion from each location. Evaluations also suggest that, as faculty and students become accustomed to the technology of the microwave system and are less shy about using the system, interaction becomes easier and more frequent. Both faculty and students commented that WHETS is very effective for lecturing, question and answer sessions and group presentations; achieving satisfactory seminar sessions and class discussions, however, will require additional effort on the part of both instructors and students.
Use of a fully interactive telecommunications system, such as WHETS, to provide bibliographic instruction to off-campus students would enable a library to become an active participant in the education of each off-campus student, rather than simply serving as a facilitator in the delivery of requested library materials. By combining the visual aid capabilities of the system with a lecture, hand-outs and the more traditional range of delivery services, a library's off-campus library services program would be well-rounded and in a position to meet the diverse needs of non-traditional students.

To date, a bibliographic instruction session has not been delivered on WHETS, although interaction between a WSU librarian and off-campus students via the network has taken place and more sessions are planned for the near future. A review of system capabilities and their potential application to bibliographic instruction will be presented in order to demonstrate the strengths of a fully interactive microwave system and to suggest ways to integrate the system into a library's off-campus services program.

The librarian should arrange with the instructor to be given a small amount of air-time at the beginning of the semester in order to discuss the availability of library services with the remote-site students. This might include an explanation of reserve book use, of document delivery capabilities, of the availability of computer literature searching. While this information could be explained in a handout (and probably should be, as well, for later student reference), one of the benefits of the microwave network is being able to make personal contact with the students, to reinforce in each student's mind that the librarian has a name and a face and is willing and able to assist them with their library needs. An introduction of this nature is comparable to general library orientation sessions given to new students on campus each fall: getting the students into the lobby of the library is perhaps the hardest first step but, once taken, they are sure to return for more.

Being aware of the course syllabus and time table, and in consultation with the faculty member, the librarian should plan to present an instructional session on the microwave network in advance of the students' first assignment requiring use of library materials. As with all instructional sessions, the presentation should be planned to meet the needs of the majority of the students, be it a refresher course in basic research methodology, in-depth instruction in the use of subject-specific indices, or instruction in conducting computer literature searches. Whatever the content of the instructional session, full use should be made
of available visual aids in order to keep the presentation interesting and well-paced. Special visual aid capabilities of WHETS include an overhead camera at the teaching console, which serves as a substitute for a traditional blackboard, and a character generator which can be used for outlining charts or graphs. Transparencies can be displayed using a light-box located beneath the overhead camera on the teaching console; the transparencies can be professionally made by the Radio-Television Services division staff. Videotapes and slides can also be broadcast on the network. A short video or slide-tape presentation orienting new users to the library might be shown to help off-campus students visualize the library system with which they will be working. In a subject-specific instructional lecture a combination of available visual aids could be used: a brief orientational videotape stressing services available to off-campus students; handouts delivered to the remote site, to be referred to in later use by the students; a demonstration of the use of a specific index might be facilitated by using the overhead camera to focus on pages of the index, followed by transparencies for a more in-depth explanation of index structure and use. Computer terminals can also be used on the WHETS network, if arrangements are made to do so prior to the course broadcast. This capability opens the potential for having live demonstrations (or actual search sessions) of computer literature searching, as this is one element of an off-campus library services program which will probably be used heavily and should be thoroughly understood by the off-campus students. Throughout an instructional session the librarian needs to remain alert to subtle cues from the remote classrooms indicating that the lecture is not clear or that there are questions, and the librarian must remember to solicit questions and discussion, in order to maximize the interactive capabilities of the system.

The librarian should also arrange with the instructor to be given a small amount of class time at the end of the semester to meet with the students to discuss the off-campus library services program strengths and weaknesses and to try to evaluate the overall effectiveness of the program. Since the students already will have met with the librarian during the semester, fairly good rapport should exist and the evaluations and discussions should be able to take place in an honest and open environment, thereby lessening the effects of the degree of separateness between the librarian and students.

This paper has attempted to suggest the strengths of using interactive communications technologies to deliver bibliographic instruction to off-campus students. It is hoped that, by describing the Washington Higher Education Telecommunication
System in detail and by outlining a hypothetical bibliographic instruction session on WHETS, system potentialities will be apparent and that it will encourage creative ideas for other innovative uses of the system. As was stated at the outset of the paper, the author has made the assumption that any technology available for the transmission of course instruction could be adapted to provide bibliographic instruction to off-campus students. The brief literature review indicates that there is a wide variety of interactive communications technologies available, any of which could be adapted to become an element in an off-campus library services program. Although WHETS was put forward as a model system for providing fully interactive communication with students at remote sites, it is understood that systems displaying similar state-of-the-art technology are not within the immediate grasp of many universities and off-campus education programs. The most important element of WHETS is its potential for interaction between the home campus and the remote locations. Striving to achieve a similar quality of interaction should be the goal when using any interactive communications technology. By minimizing the degree of separateness that exists between the home campus and the off-campus students, we will be strengthening the bond between student and teacher, between student and librarian, which should serve to strengthen the impact of the off-campus education experience in the student's life.
References


Serving Learners at a Distance:

Evaluation of Library Instruction by Off-Campus Learners

Sr. Margaret Ruddy

Cardinal Stritch College

Survival and self renewal in a period of declining enrollment and resources are major problems facing institutions of higher education today. The era of the "Baby Boom" is at an end. Colleges and universities have had to appeal to a different market. Enrollment of traditional-aged students is in decline while there is a steady increase in the enrollment of nontraditional students. Traditional students are usually understood to mean full-time, degree/credit students, mostly young and attending daytime classes on campus. Nontraditional students are defined as young and older part-time degree/credit and non-degree/credit students attending classes often in the evening frequently at off-campus sites as well as on-campus locations. Some recent statistics give an interesting picture of the current population on most college campuses. Three of five American high school graduates now enroll in college; more than half of all undergraduates are women; one out of every six is a member of a minority group; two out of every five are over the age of twenty-five; fewer than three in five are attending college full-time (Hruby, 1985).

The older student brings to the academic scene a different set of attitudes and expectations. They are higher achievers, in many instances, than younger students. They are more mature and well motivated by the prospects of the rewards of a job promotion or the advancement to a new career. These are among the most frequently cited reasons for returning to obtain a degree. Some students are also looking to improve their job skills by upgrading their education. For a certain group, returning to school means the satisfaction of completing a degree and the personal rewards attendant on this accomplishment.

The proliferation of off-campus programs has been especially apparent since the 1970's. A 1978 study conducted by the Carnegie Council on Policy Studies in Higher Education reported that sixty-three percent of all institutions of higher education were placing more emphasis on recruiting students for off-campus programs than they did in 1970 and that sixty-five percent expected to be doing even more by 1986 (Stadtman, 1980). In 1982, Cardinal Stritch College became one of these institutions of
higher education actively seeking students for non-traditional programs.

Cardinal Stritch is a Catholic, coeducational, liberal arts college located in metropolitan Milwaukee. Chartered as a four-year institution in 1937 and sponsored by the Sisters of St. Francis of Assisi, it is operated by both religious and lay personnel. Cardinal Stritch is the third largest of Wisconsin's eighteen independent colleges—with an enrollment numbering between 2,000 and 2,200 each semester.

In 1982, Cardinal Stritch and the Institute for Professional Development entered into an agreement to work together for the education of adult students. The Institute for Professional Development, located in Phoenix, Arizona, is an education management and development corporation which sells its academic and administrative systems to private colleges and universities. The Institute assists Cardinal Stritch by recruiting students for the program. The College holds complete responsibility for all programs and services. These programs must satisfy the criteria for institutional appropriateness and academic standards established by the College for all its programs. They must also satisfy the criteria of the North Central Association of Schools and Colleges by which Cardinal Stritch is accredited.

The Institute for Professional Development program was implemented at Cardinal Stritch in the spring of 1982, with original offerings of Bachelor's and Master's of Science in Management (BSM, MSM). As the program developed and Cardinal Stritch assumed more responsibility the program was named Programs in Management for Adults (PMA). The program designed for working adults combines theory with practice through the field-experience model. Current offerings in the PMA include a Certificate in Sales and Marketing Management and a Master of Science in Health Services Administration, in addition to the BSM and MSM degrees. Planned for the fall of 1986 are a Bachelor of Science in Business Administration and an Associate degree in Business. An MBA is being developed and plans call for its introduction at the beginning of 1987.

Prior to admission to the program all students are required to pass a writing skills test. The core program is structured in a nontraditional format. Students meet in weekly, four-hour sessions which are held at locations close to the student's home or workplace. Classes are scattered throughout the state of Wisconsin and the metropolitan Milwaukee area, with groups meeting in churches, motels, schools, or other accessible locations which are conveniently located for the majority of the students.
To be admitted to the Bachelor of Science in Management Program, a student needs a minimum of fifty semester hours of transferable credits with a cumulative GPA of at least 2.0 on a 4 point scale and two years of supervisory experience. The Bachelor's program has as its major requirement a thirty-six semester hour core curriculum which is completed in fifty-five class sessions. Students enter the BSM program with varying amounts of transferable credits and different types of experiential background. The maximum possible number of units which can be earned in the program are seventy-two semester hours. Thirty-six semester hours will be awarded upon successful completion of the program. Up to thirty-six semester hours of credit can possibly be achieved from the faculty assessment of the portfolio.

All students are required to write a portfolio which summarizes their academic and technical training. Each student must include in the portfolio an analysis of those experiences, either personal or professional, which have provided learning equivalent to college-level work. The writing of the portfolio has two main purposes: first, it provides means by which students may petition for experiential learning credit toward their degree, and second, it provides students the opportunity to summarize and solidify the experiences they bring with them to the program. The total number of units received through the portfolio depends on the background experience of the student and the ability to write the learning experiences in acceptable form.

The total number of semester hours required for graduation is 128. Included in this number are thirty-six credits for the management curriculum and eighteen credits for a liberal arts requirement. The latter includes three credits in Social/Behavioral Sciences; nine credits in Humanities; and six credits in Mathematics and/or Science. If the total number of units from the portfolio, the course work, and the transfer credit does not total 128 semester hours, additional work will need to be done to arrive at this total.

At the Master's level each student must have a bachelor's degree and three years of supervisory experience as a pre-requisite for the program. The student must pass ten courses of three credits each and complete a six credit Master's thesis. A major requirement of the MSM program is the completion of the job-related thesis project. Students design and implement their projects with the help of their instructor and one resource person at their place of employment. The thesis is an action-oriented project which demonstrates the application of management theory to
current practice. The degree is awarded upon completion of all course work and acceptance of the Master's thesis.

Dr. Margo Walter Frey, Director of Cardinal Stritch's Career and Placement Services, has recently profiled the PMA student attending Cardinal Stritch as "a married male, age 35, who is currently employed full-time in a supervisory or middle-management position in business. He has been away from school five years or less. His reason for returning to college at this time are career-related and for personal development" (Stritch, 86).

An integral part of both bachelor's and master's programs is a student project which requires approximately 250 hours for completion. Each student designs, implements, and evaluates a professionally relevant project. Acquiring the tools for problem solving through course work and applying those problem solving methods to real-life work situations permits the student to recognize the validity of their use in a professional environment.

It would be an understatement to say this program has had an impact on the library. Prior to this program the College was truly a liberal arts college. Master's degrees were offered in Reading and Special Education with emphasis in Learning Disabilities and Mental Retardation; Educational Computing and Special Religious Education. The library collection reflected the support for these areas. Business and management were not common areas for requests nor were there a necessity for our curriculum. With the introduction of the PMA program this has all changed. New acquisitions were required to support these emerging programs, keep pace with the new demands and fulfill the needs of the PMA students. At the same time it was necessary to maintain and provide for growth of the materials supportive of the traditional liberal arts curriculum.

The library staff has not been untouched by the PMA program either. Database searching was introduced to the library with this program, requiring the training and education of the librarians in this service. There are now three librarians trained in DIALOG searching and two in Wilsonline. Interlibrary loan requests soared from an annual average of about 200 to well over 1,200 per year and necessitated the hiring of a half-time person to handle interlibrary loan clerical work.

39.5% of the students attending PMA classes do so on the Cardinal Stritch campus. The remaining 60.5% attend classes at off-campus sites around the state. Some of these locations are nearby, in the metropolitan Milwaukee area or within less than 100 miles radius; others, however are a five hour drive which makes
on-site use of the Cardinal Stritch library impractical, if not impossible.

In order to assure uniform quality of library instruction and assistance to students at these far flung off-campus locations, it has been judged important for a professional librarian to travel to these sites for a "library night." The professional staff rotates in these instructional duties.

The main library on the Cardinal Stritch campus is the hub for services to the PMA program. One librarian serves as liaison between the PMA program and the library, and works in a half-time position as PMA librarian. This librarian is familiar with the student's modules and research needs, and is their library contact providing continuity when they request assistance, thereby reducing possible barriers to effective use of materials for them.

For some time the librarians at Cardinal Stritch felt PMA students were not using library services as extensively as they might. It seemed the students were not taking full advantage of the available services, and indeed, seldom made use of the facility at all. With the large number of students in this program at all levels, presently 655 students, the staff reasoned library use should be more frequent and requests for staff assistance more consistent. However, the staff was aware that some students never use library services. Studies have indicated for both public and academic libraries that a small number of patrons make up the majority of the user population. User studies in public libraries have found that a minority of the people make up the majority of the user population (Eberhart, 1976). Studies in academic libraries have revealed a similar situation. A study done at De Pauw University in 1980 found that forty percent of the students never borrowed a single item during an entire semester and only ten percent of the students made up the borrowing population. This small group accounted for almost half of all library materials circulated (Hardesty, 1980).

In an attempt to ascertain PMA students' library use patterns and their perceived view of the library in their education process, a twenty-six item questionnaire was developed. (See appendix.)

This questionnaire was mailed to a randomly selected group of 207 PMA students almost evenly divided between males and females (104 males and 103 females). The students selected included 77 (37.1%) in the Bachelor of Science in Management program; 93 (44.9%) in the Master of Science in Management and 37 (17.9%) in the Master in Health Services Administration. Of the
207 questionnaires sent, 101 or 48.8%, usable questionnaires were returned. Of this number 31 or 30.9% came from Bachelor students; 55 or 54.5% from students in the Master in Management program and 15 or 14.9% from students in the Master in Health Services Administration.

The majority of respondents to the questionnaire recognize the need for some type of library, either academic, public, or special to complete their PMA reports and papers. 87.1% of those responding believe the use of the library is necessary for academic success in the PMA program. When asked if one library or one type of library could provide all the materials needed for their studies, 47.5% responded affirmatively, but 44.6% thought that one type was not enough. Some students qualified their response by saying one type would be sufficient only because they could get other needed items through interlibrary loan. The combination of a public library and a college library was seen as supplying the needs for some students. Others felt they needed special libraries with collections in their specific technological disciplines, holdings not usually found in most public or academic libraries. A number of students believe the bigger the library, the less need there is to go anywhere else. For these individuals little attention is paid to the variety or quality of the collection.

Seventy-six or 75.2% of the students responding rated their library skills as average. Although most students (64.6%) responded "no" to any interest in a course in library use, a number indicated uneasiness in using the library. Several respondents admitted their library skills would probably improve with some formal library instruction and directed practice. A whopping 87.1% of the respondents felt libraries are easy to use. Some of this ease appears to come from a reliance upon the library staff to find what is needed or wanted. Several comments such as: "I do it by telephone request" and "I rely on the people staffing the library--they save me a lot of time" lead to this conclusion. Others find libraries easy to use because they "learned how to use the card catalog in grade school"; "the card catalog is simple to use" or "they all have similar designs and coding systems." Many students stated that while they found public libraries easy to use, academic libraries did pose some problems for them.

Libraries are used monthly by 47.1% of those responding, while 27.8% use some type of library weekly. But 18.2% admit they seldom use libraries. For those using libraries, 66.3% indicated the weekends as their first choice with the hours between 12-5 p.m. the most popular (29.8%). Tuesday and Thursday nights between 6-10 p.m. were the most popular week day choices, being
preferred by 19% and 22% of the respondents, respectively. Monday and Friday were both less appealing. The time slot of 6-10 p.m. was the preferred hours to use the library on any day of the week (34.6%). Only five percent indicated any desire for library hours beyond 10 p.m. Half (50.5%) of respondents live within a few miles of a library and 66.3% use this library frequently.

Students in the PMA program indicated a strong use of public libraries (60.3%) to complete PMA assignments. The library of the corporation or business where they worked supplied the needs of 12.9% of the students. 41.6% had used a college library other than Cardinal Stritch, while a mere 17.8% had used Cardinal Stritch Library. Those responding negatively to the need to use a library indicated "they had their own library" or they used "the private library of individuals I work with" to provide their information needs.

The types of library materials used by PMA students consisted mainly of books and journals. 77.9% indicated the use of books as necessary for their reports and papers. Periodicals were necessary to complete papers assigned for 91.3%. The subject areas most frequently used correspond closely to the character of the program: management, business, and health care with a smattering on law, forensic science, immigration, and cross-cultural training. Some types of materials expected for research and noticeable by the absence of mention were such items as government documents, newsletters, newspapers or media of any type.

The questionnaire responses indicate that students use the library services of reference (87.1%) and circulation of books (53.5%) predominantly. An amazingly large number, 56.4%, indicated the use of the library copy machine as one of their most frequently used services. Another 44.6% visit the library to examine theses or research projects which have been completed by program graduates. 41.6% indicated they use the library for study purposes, either individually or with a group of other students.

The analysis of the data from the questionnaire reveals some rather alarming facts. Students rely on public libraries as their major source of information for research. For a number of students convenience of location and time are the primary considerations in choosing a library rather than the materials and services available from a library. This attitude evidences an appalling misunderstanding of what a library can mean. Most of the students questioned have library backgrounds that did not include the many recent innovations and developments in information retrieval. In general, they have only basic,
traditional library skills. The main source of information for them is to be found in books and the major tool to arrive at this information is the card catalog. The fact that many of these individuals come from business and industry, where technological change is rapid and continuous, makes their attitudes toward libraries even more difficult to understand. This lack of sophistication and naivete in library use provides abundant opportunity for librarians' instruction and intervention.

As part of the library orientation for PMA students the librarians acquaint the students with available library services and try to help them develop their usage skills. There is a certain level of frustration with this arrangement because of the short period of time allotted to the library for instruction and a certain level of indifference encountered by some teachers.

Students need to be convinced to begin assignments sooner to allow time for interlibrary loan. Encouragement must be given the students to use the library likely to have the most suitable periodicals and journals, rather than the one that is most conveniently located. Students must be educated to go beyond the card catalog for research. A major challenge may be simply to convey to the students a recognition of the importance of the library and its resources. A measure of the discomfort that is felt by some students is, no doubt, due to their unfamiliarity with a given library and their frustration at their inability to make it a functional part of their education.

It cannot be denied that faculty attitudes toward libraries can have an effect upon the way students view them. If faculty are not library users and require little library research in their various disciplines, it cannot be expected that their students will be library users. Studies have shown that students in professional programs, such as business, computers, health professions, and management, tend to use libraries less frequently than students in more traditional liberal arts programs, especially the social sciences and the humanities (Whitlatch, 1983). That this is a widespread shortcoming and not unique to our particular case, offers very little comfort. It certainly cannot give us an excuse to stop trying to change the situation.

In an attempt to improve the transmission of information about library services and resources of the library several changes have been implemented at Cardinal Stritch. The library module has been rewritten to reflect its intended use as a research and reference tool. A toll-free number for the college has been installed enabling any student access to a college librarian for research and consultation any hour of the day or
evening. Library handouts and guides have been expanded to cover more subject areas and indexes, with the intent to encourage students to use research materials of a greater depth and variety.

As part of the fee charged for the PMA program each student is entitled to a database search on the topic of research for their major project. The resulting print-out is intended as the beginning of their literature review for their project or thesis. Unfortunately, too many students look upon the computer search as the end of the literature review and are reluctant to do very much of their own digging. There is always a certain amount of information gathering the student must do individually. Students must be convinced that library research, to be profitable and rewarding, is still a time-consuming effort.

Library instruction and library use can help these students become aware of appropriate tools in their field. The use of these tools and the ability to match the tools to the task will lead to positive results and the acquisition of skills that will carry over into their professional work.

The librarians at Cardinal Stritch found the information generated as a result of the questionnaire very helpful and revealing. We have been able to implement some of the suggestions resulting from students' comments. The criticisms are being given attention and attempts are being made at corrections and changes, where possible. We intend to send out some form of questionnaire regularly to PMA students. Results from these questionnaires will be compared to ascertain any changes in attitudes or use patterns. Faculty members in the PMA program will also receive questionnaires. The library staff feels there is great value to be had from their insight and understandings.

The very structure of an off-campus program such as our PMA program requires an investment of time and energy frequently not asked of traditional students. The nontraditional nature of this program places more responsibility on the individual for learning. Some of the formal structures present in traditional course work are lacking for these students. The attitude toward learning among PMA students is very important. They must be dedicated to this educative concept and have a conviction that the expected rewards make the extra effort worthwhile. It is the role of the librarian to help them realize these hopes.
References


Appendix

Student Library Use Questionnaire

Please answer the following questions by circling the response which best describes your situation. Add any comments or suggestions you wish.

1. How many of your PMA modules to date have required the preparation of papers and/or reports?
   a) none  b) 1-3  c) 4-6  d) 7-9  e) all

2. How many of your PMA papers and/or reports have required the use of an academic and/or special library (i.e., library which has materials appropriate to a specialized discipline)?
   a) none  b) 1-3  c) 4-6  d) 7-9  e) all

3. How many of your PMA papers and/or reports can you successfully complete without using library resources?
   a) none  b) 1-3  c) 4-6  d) 7-9  e) all

4. What types of library materials are necessary for your PMA papers and/or reports? Circle as many as necessary.
   a) Books. Subject area

   b) Bibliographies.

   c) Periodicals. Subject area
      1. general
      2. special

   d) Indexes. Subject area

   e) Reference sources. Subject area

   f) Other

   g) No library materials necessary. Why?

COMMENTS
5. How often do you use a library for PMA course work?
   a) daily   b) weekly   c) monthly   d) seldom   e) never

6. What time of day and week are you most likely to use any library?
   a) weekends   
   b) Monday  c) Tuesday  d) Wednesday  e) Thursday  f) Friday  
   g) 8-12 a.m.  h) 12-5 p.m.  i) 6-10 p.m.  j) after 10 p.m.

7. What type of library do you use most frequently to complete your PMA assignments?
   a) Cardinal Stritch College Library   
   b) Public Library  
   c) Other college library. Name__________________________  
   d) Business library  
   e) Medical library  
   f) Other. Please name__________________________  
   g) None of the above. Why?__________________________

8. How far are you from the nearest library?
   a) one mile  b) 2-25 miles  c) 6-10 miles  d) 11-20 miles  
   e) over 21 miles

9. Do you use this library?
   a) yes  b) no  If no, why?__________________________

10. Do you find libraries easy or difficult to use?
   a) easy  b) difficult  Please explain your answer_____

   ________________________________
11. What kinds of services do you use in libraries?

a) Reference assistance  
b) Interlibrary loan  
c) Circulation of books  
d) Examine thesis/research projects  
e) Study--individual or group  
f) Copy machine  
g) Computer/Database searching  
h) Other. Please explain ________________________________

12. Do you receive the necessary assistance to complete your research at the libraries you use?

a) always  b) most of the time  c) sometimes  d) hardly ever  
e) never  

13. Are there any other services not now provided that you believe should be?

COMMENTS ____________________________________________

_________________________________________________________________________

14. Have you ever obtained materials through Interlibrary Loan?

a) yes  b) no  

15. Are/were you satisfied with the Interlibrary Loan process?

a) always  b) sometimes  c) never  Please comment____

_________________________________________________________________________

16. What type of library did you use for Interlibrary Loan?

a) Cardinal Stritch College Library  
b) Other. Please name______________________________

17. Can one library or type of library provide all the materials needed for your studies?

a) yes  b) no  If no, what types are needed and how much use is necessary?______________________________

_________________________________________________________________________
19. Do you know that you can request research assistance from a Cardinal Stritch librarian?
   a) yes  b) no

19. Were you adequately informed about Cardinal Stritch library services?
   a) yes  b) no

20. Did you receive a class presentation on library services from a Cardinal Stritch librarian?
   a) yes  b) no

21. Was the class presentation relevant and useful? If not, why?
   a) yes  b) no  Comment__________________________

22. Have you ever had a course or instruction (credit or non-credit) on how to use libraries?
   a) high school  b) college  c) other  d) never  Please explain__________________________

23. Would you be interested in a course in library use?
   a) yes  b) no  c) maybe  Please explain__________________________

24. Please rate your library skills:
   a) have some problems  b) average  c) superior

25. Do you think use of the library is necessary for academic success in the PMA program?
   a) yes  b) no  c) maybe  Please explain__________________________

26. What suggestions or comments would you have about the library service of Cardinal Stritch College Library to the PMA students?
A New Partnership: Address to the Off-campus
Library Services Conference

Ernest J. Savoie
Ford Motor Company

More that fifty million Americans are involved in adult education. That's big business and Ford is a significant part of the effort with thousands of our salaried and hourly employees participating in various education programs that have been especially established for them.

Our programs, I believe, are of interest to any educational institution that wants to market its wares to adult customers and to expand relationships between "town and gown."

I've been told that the fastest way to administrators' hearts these days is through their budgets. That's certainly true of college administrators, and I assume it's also true of those who administer college library services. So let me start by citing a few facts with dollar figures attached.

I'll begin by talking about our commitment to Ford hourly employees, one aspect of which is the UAW-Ford Employee Development and Training Program (EDT?)-the first of its kind ever attempted in private industry. It was initially negotiated in 1982--only four years ago. Today this program is generating development and training funds that total between thirty and forty million dollars a year.

One example of how our investment in training and education has benefited our hourly work force is our tuition program. Prior to 1982, active Ford employees represented by the UAW used a tuition refund program to the tune of about $450,000 a year. Beginning with our 1982 collective bargaining agreement, and again in 1984, we reshaped this program. In fact, in many ways we created an entirely new one. For one thing, we went to prepayment, instead of reimbursement. For another, the annual allowable amount was increased; it is now $1,500 a year for active

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Editor's note: Mr. Savoie, Director of Labor Relations Planning and Employment for the Ford Motor Company, was a featured speaker at the Off-campus Library Services Conference, 1986.
employees. In addition, we created a special tuition assistance plan for laid-off workers, the first such plan in a major agreement. Then, we broadened the types of courses that qualify under the tuition plans, from primarily job-related to virtually any degree program. And, we added an entirely new provision for certain non-credit, non-degree subjects. One result--not only of these changes, but also of our company-union support structure which I will discuss later--has been a phenomenal increase in tuition plan usage.

Our 1985 tuition plan payments were $3.6 million, or more than seven times the pre-1982 level of $450,000 a year. And this seven-fold increase in tuition plan usage is just the tip of the iceberg. Workers also used more than $600,000 of non-credit offerings, the personal development feature of our plan that is just in its infancy. And on-site courses that are delivered under the targeted education feature of the joint program would increase the grand total even more. You'll be interested in knowing that approximately sixty percent of our regular tuition enrollments are in community colleges, and forty percent are in four-year colleges. Remarkably, this utilization is coming from a worker population where average company service has increased from ten to seventeen years, where the average age is forty-four, and where sixteen percent of the workforce is fifty-five or older.

In addition to joining the program with the UAW, Ford also has training and development commitments to its salaried employees. This was underscored in 1983, when the Human Resources Development Plan was established. This plan provided for a Ford North American Human Resources Development Center in Dearborn, and more than $10 million during 1983 and 1984 to help salaried employees prepare for new technology and new manufacturing and management systems, and to provide for their personal career development and continuing education.

Our new attention to training and education is a reflection of a major renewal underway at Ford. We've launched ourselves on a course of total transformation. Every phase of our business is being reexamined, and changed if necessary. This transformation involves our products, our technology, and--very importantly--our people.

We spent more than fourteen billion dollars in the United States during the 1980-84 period for new products, processes, machinery, equipment, and research and development. We launched twenty-five new products during that period. And now we have introduced our Aerostar mini-van and our new, front-wheel drive
Taurus and Sable family cars. Our spending for these three new vehicle lines alone came to nearly $3.6 billion. Fortunately, the marketplace is validating our new style and product quality thrust.

With respect to technology, items such as lasers, computers, and robots are now commonplace features in the work scene in reconverted Ford facilities. Robots are no longer being given special names; they are simply expected to work, like everyone else. We're spending $185 million a year for advance product and technology concepts alone. This is seed money to develop ideas we will need to be competitive five to ten years from now.

Our attention to the people factor has been no less sweeping and progressive. To elevate our labor relations from the seventies to the eighties, we set out to create a whole new relationship with the UAW. We began at the same time to find ways to involve our employees in the business, to use their help and their ideas, and to discard inhibiting attitudes and systems. Our approaches apply equally to the represented and to the non-represented workforces.

The Ford effort in employee involvement and participative management is known nationally and internationally--an effort that our Chairman Don Petersen calls "our second bottom line," and one that Business Week called an "industrial miracle."

Our participatory efforts range far and wide, beyond direct employee involvement structures, and include employee assistance plans, wellness programs, health and safety training, labor-management studies, supervisory style, communications, and widespread information sharing.

A significant part of Ford's dedication to our "second bottom line" and to employee participation, is our commitment to education and to skills upgrading for both our hourly and salaried employees, which is directly relevant to this conference today.

The joint UAW-Ford Employee Development Training Program has gotten considerable public attention--partly, I suppose, because it was a pioneering effort, and partly because of its many innovative approaches. I think it will be of special interest to you, as well.

Because of the massive employee dislocation that existed at the time, our initial emphasis with the Employee Development and Training Program was on the laid-off workers. We created a
far-ranging series of new actions aimed at helping laid-off people in their efforts to recover their balance and start down new career paths.

The major specific approaches that were developed included career day conferences, vocational plans and interest surveys, career counseling and guidance, prepaid tuition assistance (the first such plan for laid-off employees), intensive targeted vocational retraining, job search training, relocation assistance loans, and nine local one-stop Reemployment Assistance Centers. To date, more than 13,000 laid-off employees have taken advantage of one or more of these program features.

Two of our regional centers have been operated by community colleges as lead agencies. Two- and four-year institutions have been educational providers in all instances. Our experience, by the way, is that colleges are proficient in counseling and assessment for displaced workers, but have some difficulties in modifying curricula to meet program needs.

Here is the picture with respect to our tuition plan for laid-off workers nationwide since 1982: 9,100 enrollments, in nearly 500 institutions, for a tuition outlay in excess of $3 million. Community college enrollments in 90 institutions were 5,300, for $1.4 million. Four-year colleges, 98 of them, had 1,200 enrollments, for $600,000.

In 1984, as economic conditions improved, we began developing programs for the active workforce. In addition to the broad-featured tuition payment program that I covered earlier, where courses are taken for the most part at educational institutions, we have developed major programs delivered at our facilities.

1. A Life/Education Planning Program--emphasizing counseling, assessment, and goal setting.

2. A College and University Options Program--with credit courses tailored to the people in our plants.

3. Targeted Technical and Personal Education, Training or Counseling Projects--including computer literacy and non-credit courses.

4. A Competency-based Basic Skills Enhancement Program--including English and math for people who wish to prepare for college-level study; who wish to complete high school or pass GED;
or who just wish to brush-up. (Some 3,000 people have participated.)

5. A Successful Retirement Planning Program--for workers and their spouses. (More than 3,000 have attended these workshops.)

One of the more unusual and noteworthy features of the EDTP is the UAW-Ford National Development and Training Center. This is the principal instrument of the program, the small group of professionals who translate program goals into action. The center, with a dedicated building of its own, is located on the campus of the Henry Ford Community College in Dearborn. The whole program is funded under the collective bargaining agreement by Ford contributions to a jointly-administered reserve account.

Before I go any further, the joint character of the UAW-Ford EDTP deserves special emphasis. Ford and the UAW are in every sense full partners in this endeavor. The programs are developed jointly and administered jointly, a national governing body has equal company and union membership, and every company representative assigned to work at the National Center has a union counterpart. Each location has its own joining EDTP committee that promotes and oversees the program; breathes life into it; keeps it fresh; makes sure local needs are met; and monitors the quality of delivered services.

Earlier, I mentioned the support system provided to UAW-represented employees under the EDTP. This system, which is available whether courses are taken on-site or at provider locations, includes:

1. A full-time, independent counselor/advisor at fifty Ford locations. These on-site Life Education Advisors, a new profession in industrial settings, are employees of the University of Michigan. In fact, they have four bosses: the University of Michigan's Industrial Development Division, the Institute of Science and Technology, the local facility's joint UAW-Ford EDTP Committee, and the UAW-Ford National Center. Additionally, the thousands of people using their services--services that include individual advising, conducting workshops, and bringing relevant courses to the location also serve as program advisors.

2. Tailored Life/Education Planning Workshops--developed from scratch especially for blue collar workers, where individuals have an opportunity to explore their skills and aptitudes, but
more importantly to learn how to set personal goals and pursue developmental opportunities.

3. A series of in-plant College and University Options Workshops where adult learners focus on the nature of learning, life-long learning, choosing a college, and college survival skills. The College and University Options Program also embodies a recognized process for documenting and awarding credit for college level knowledge and skills gained outside the college classroom, the transfer of credits, credit for prior experience, on-site registration and advising, and bringing college classes to the worksite. I'll have more to say about prior learning assessment in a moment.

Let me mention our experience in one specific area—that of computer literacy. These courses are funded under the Targeted Education feature of EDTP. These programs are typically delivered on-site, after working hours, on a quasi-tutorial open entry-exit system, often in trailers specially fitted for the purpose. So far, more than 16,000 enrollments at twenty-six locations have been approved for computer literacy courses with private providers. In another thirteen locations, about 4,200 enrollments have been approved for computer literacy programs delivered by local colleges for about $1,160,000.

This type of on-site targeted education, fashioned and delivered locally—with assistance from the UAW-Ford National Center to help assure quality, evaluation, and cost control—looms as an opportunity growth area. There is a considerable emphasis on generic skills training. (Direct job-required training is handled separately, part under a system of negotiated, purely local training funds and the rest as the Company's traditional obligation.)

The direct benefit to individuals of increasing their skills and personal satisfaction spills over, we believe, into greater potential competitiveness for the firm and for the economy. The pundits tell us that education, training, and retraining will be the order of the future. Only in this way will we as a society be able to meet the multi-skill, multi-career requirements for workers to operate successfully in the seven jobs they can expect to have in their lifetime.

In undertaking our education and training effort, we decided early on to work with existing educational providers and not duplicate what already existed—to act as brokers, and not do training ourselves. We sought a broader partnership and launched
an important effort with educational institutions that went in many cases beyond our immediate needs.

The U.S. Department of Education recognized this and awarded the Center $500,00 to work with CAEL (The Council for Adult and Experiential Learning) to promote transfer of credits, prior learning assessment, and on-site college class delivery. This five-state project, which helped launch our College and University Options Program, brought us into contact with 111 institutions, 6 institutional leadership workshops, 39 faculty assessors' workshops, 23 college fairs, and 84 administrative planning and training events.

Much of the credit for the success of the College and University Options Program must go to the institutional partnerships and liaisons whose time and effort have been so valuable in moving the activities ahead.

Now let me spend a little time on prior learning assessment. College credit for learning acquired outside of traditional college classrooms but equivalent to college learning is a feature of our overall program design—with individual institutions determining specific techniques, whether standardized testing, evaluation of training programs, portfolio assessment, or projects of excellence under faculty supervision. A major CAEL effort was Faculty Assessors' Training. Some 341 faculty members from sixty-five institutions took part in twelve training sessions conducted in 1985.

The desired outcome of Faculty Assessors' Training is that faculty assessors understand the philosophy of prior learning assessment, become familiar with a variety of assessment techniques, grasp the principles of good practice and the methods for quality assurance, and understand applications of prior learning assessment to the industrial workplace.

A special effort was made to train faculty from a wide variety of disciplines: business, psychology, education, social sciences, communications, humanities, math and science, engineering and technology, and computers. There is a special need, however, for qualified faculty to assess the technical skills of industrial workers.

But we feel we have only opened a window on the subject of credit for outside learning. In many institutions, the door remains to be opened, for reasons we understand. All of them good
reasons. Yet, progress and a focus on the adult customer require important action, especially among four-year institutions.

One promising development is the current discussion of a regional assessment center concept that could serve a number of cooperating institutions, and/or could specialize in certain types of assessments. This might avoid duplication of services, professionalize the process, and ensure better quality. It is the providers, however, who must do the innovating, furnishing leadership and momentum. The results could be applied not to just the UAW-Ford population, but to the adult population at large. There will be more lifelong education and training, not less. Much already is known about adult learning. Now is the time for practice to match possibility.

What you are doing here today can be yet another avenue or opportunity for networking new partnerships in education. When we got into "Universities Without Walls," we didn't realize there also was a need for "Libraries Without Walls." Now, as we proceed with formulating plans for both the on-site and off-site college courses, we will need to work with the college administrators and librarians to address

(a) how reading materials can be made more available to our people,

(b) how librarians and their technologies can be made more accessible, and

(c) how our people can find and get into high quality libraries near their work or home.

Exactly how and when we will do this I don't know, but it's clear that we will have to do something as our on-site college course program expands. Fortunately, you have been pioneers in this area of off-campus library service delivery and we can tap into your experience and expertise.

Our own experience teaches us that progress requires vision, commitment, and leadership--there's nothing new there--but, it also requires patience and determination in making order out of the unruly ad hoc and of the sometimes accidental flow of events. Progress also calls for a limit to "management by talking around." There is too much at stake for all of us in our country to remain with old positions and old structures. This raises a key facet of our common opportunity to open up new educational avenues: the characteristics of networks and effective partnerships.
Our expertise suggests that five essential ingredients are involved.

1. There must be a sense of co-responsibility. This means co-responsibility for program formulation, for delivery, for evaluation, and for merging self-interests in compatible ways.

2. Effective partnerships require new skills to develop such things as innovative packaging of programs, different consortiums, and to expand communication and feedback.

3. There must be an understanding and an acceptance of the fact that the other party has a legitimate interest and an honest position, stereotypes must be banashed, and new insights must be gained.

4. Effective partnerships require improved decision-making. This means the decisions often must be faster, must include more groups, and must cover different time spans.

5. For a partnership to work, there must be trust, maturity, and risk-taking. This will support an acceptance of the fact that there is no single best approach, and that there is a positive gain when an honest and genuine attempt has been made. In creative endeavors, there is no failure. Every attempt is simply a learning step.

Effective partnerships are sources of power. They facilitate, they reinforce, they work. Networking has a ripple effect. It is a multiplier. It increases capability to the "power of ten."

Education, training, retraining, and employee development have long been a part of the American hope and the American dream. They underlie both social and organizational progress. While I used some quantitative data in reviewing our Employee Development and Training Program, the qualitative impact on individuals is much more important to us.

We do not believe that success in the human development business can be measured by adding up columns of plants, schools, enrollments, projects, dollars, or other purely quantifiable factors. We refuse to be measured only by the measurable. We prefer the true success of those individuals who tell us they have new aspirations, new lives and new hopes.
I am going to close by paraphrasing Thomas Jefferson, the dedicated gardener of Monticello, who stated that "the greatest service which can be rendered to any country is to add a useful plant to its culture." As partners in education and human development, I submit that the greatest service we can render to our country is to add productive and dedicated individuals to our society.

Opening up new avenues to do this is our common challenge.
Integrating Higher Education Into the Mainstream of American Society

Joyce A. Scott
Wichita State University

In 1973, the Carnegie Commission on Non-traditional Study completed a thorough analysis of the changing American scene and submitted a report entitled Diversity by Design. That report concluded that substantive and rapid institutional change would be required if higher education were to maintain its centrality in American life. The Commission urged a swift broadening of educational opportunities to serve the growing constituency of non-traditional learners and to assure high quality outcomes. Eschewing a revolutionary approach to reform, the Commission recommended that institutions pursue diversification via a developmental model designed "...not to break completely with the past but rather to rectify its weaknesses by building on its earlier and present successes" (p. xvi). Integration, the Commission judged, was the key if meaningful reform was to occur and non-traditional programs were to achieve excellence and stability. "The success of non-traditional study depends upon integrating traditional and non-traditional elements in this diverse design" (p.9).

In 1973, the Commission on Non-traditional Study urged a evolutionary rather than a revolutionary approach in higher education. In 1987, it appears that evolutionary approaches are no longer possible. An overview of the situation facing higher education suggests, however, that the work of these past ten or fifteen years in non-traditional education is critically important to adapting American higher education to meet the challenges of the twenty-first century.

Over the past ten or fifteen years, American higher education has been buffeted by innumerable currents, conflicting demands, and unresolved problems dating from its earlier period of rapid expansion. To some, it has responded well, to most it has

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Editor's note: Dr. Scott, Executive Vice President and Dean of Faculty at Wichita State University, was a featured speaker at the Off-campus Library Services Conference, 1986.
not. Among the most positive responses made has been the agenda formulated to address the growing demand from adult and part-time learners for improved access to educational services.

To enhance educational opportunities for an increasingly diverse population, institutions pursued various strategies. Some introduced new, more flexible curricula in the form of programs in individualized or general studies. Others employed innovative delivery systems including teleconferencing and video instruction. Others developed and utilized learning assessment techniques to credit extra-institutional learning. Still others had recourse to more ambitious non-traditional approaches such as external, extended, or off-campus degree programs.

By 1983, the American Council on Education's Guide to Educational Degree Programs in the United States, (Sullivan) reported only 99 of a possible 2800 accredited institutions offering such programs. Most of these emerged in the mid-to-late 1970's and by 1983, the rate of program initiation had dropped off considerably, possibly indicating diminished institutional commitment to the concept of off-campus service and/or a reduction of this program status in higher education's priorities. A new nationwide assessment is needed, though, to judge their status accurately.

While each of the non-traditional strategies noted had the desired effect of enhancing educational access in the short term, not all appear to have been equally well integrated into the academic mainstream. Off-campus programs, in particular, seem not to have achieved the degree of stability necessary to establish them firmly in the higher education infrastructure. Harold Hodgkinson notes, "During the 1970's, it was easy for higher education institutions to ignore the growing needs of adults--as a result, new programs were developed that flowed around colleges and universities" (1983, p. 15, emphasis mine).

Many off-campus degree programs have remained dangerously peripheral to their sponsoring institutions' missions, operations, and organizational structures. They are subject to differential staffing, funding, services, and standards (Scott, 1985). As a result, it is questionable whether they will withstand the many, divergent pressures expected to affect higher education for the remainder of this century. And, on the other side, it is questionable whether higher education truly appreciates the resource that these programs represent in dealing with those pressures.
Off-campus programs have constituted the preferred response of many traditional colleges and universities to the demands of adult, part-time and off-campus students. These programs have bridged the gap between traditional and innovative approaches to education, allowing institutions to experiment in the adaptation of the former without some of the usual impediments that the academy imposes. In one sense, however, non-traditional programs may have disserved their institutions, permitting them to avoid coming to grips with the inexorable changes that are occurring all around them.

Today, the pace of change has accelerated to such an extent that institutions can no longer ignore it nor avoid the massive adaptation that it requires. The environmental factors that prompted the development of off-campus programs--limited resources, heterogeneous student populations, and conflicting external demands--are affecting the whole of higher education along with other conditions previously unexperienced. How higher education will formulate its agenda for change remains unclear, as does the role that off-campus programs might play in that necessary process of reform. What is clear is that a response is required.

From the knowledge explosion through the technological revolution to the demographic shift, many factors are reshaping American society. As a result, education must respond to conditions that were, in some instances, virtually unforeseen even a decade ago and plan to accommodate still others as yet unidentified. These must be identified and, where possible, reckoned with in strategic plans designed to achieve our goals. For the purpose of this discussion, four factors seem particularly germane. These are factors most commonly regarded as "threats" to the system of higher education as it now exists: demographics; characteristics of the student population; trends in higher education governance and finance; and the condition of the academy. They raise issues which must be addressed in a long overdue process of educational reform and institutional renewal. They reflect issues that faculty and administrators in off-campus programs have dealt with effectively for more than a decade.

Demographic data confirm that higher education's constituency will continue to change for the foreseeable future. The number of traditional college-aged students reached a peak in 1979 and entered a decline that will result in an estimated 26 percent reduction in this population by 1994 (Breneman, 1982). The decline will continue until 1998 and will be followed be a slow partial recovery.
According to the National Center for Education Statistics (Plisko & Stern, 1985, p. 79), the decrease in traditional-aged students will be counterbalanced somewhat by an increase in enrollment of students over twenty-five, about 13 percent between 1983 and 1993. Further segmentation of the projected adult student population shows that the greatest increases are likely to occur among men (+39 percent) and women (+34 percent) over thirty-five. John Bean and Barbara Metzner (1985) estimate that there are also 6.6 million citizens over fifty-five who have the interest, mobility and past educational experience to permit them to enroll in higher education but who have not yet done so.

Non-traditional students bring with them special needs which many institutions are not now prepared to meet. Non-traditional students, for example, are more susceptible to external pressures, more concerned about the institutions' academic offerings and degrees, less involved with peers and faculty, and less frequent users of campus services than are younger students. These characteristics make them more likely to drop out. Program administrators will need to design new approaches to assure adequate bonding: "The more a student interacts with the institution, the more likely the student will be committed to staying at the institution" (Bean & Metzner, 1985, p. 492). Herein lie challenges for providers of academic support such as library services who can play a critical role in adult student retention.

As the number of non-traditional students increases, so will the relative proportion of part-time enrollment, resulting in a net loss of student credit hours and FTE between 1983 and 1993. This shift may be expected to have negative effects on institutions which are formula-funded unless steps are taken to alter formulae to account for increased part-time participation. That loss in FTE is projected at 4 percent or in excess of 400,000. Such a decline in FTE combined with the effects of changing federal fiscal policy and tax reform portends substantial losses of resources for many institutions. How will higher education tighten its belt in times of austerity?

The foregoing statistics suggest that the student body of the 1990's will be smaller and older than it is even today, and increasingly part-time. Still other characteristics of the population must be considered for strategic planning purposes. First, there are factors relating to gender and ethnicity. In 1979, women became the majority participants in higher education. Today, they constitute 52 percent of our student body, and their number is projected to increase. Further, there is the prospect of increasing minority enrollments. Hodgkinson indicates that
"the rapidly increasing cohort of minority students contained in America's public elementary and secondary schools" (1983, p. 5) seems to have been overlooked in educational planning. Minority children compose a substantial segment of the projected college-aged student pool, as much as 32 percent in New York, 43 percent in California, and 46 percent in Texas. As a percent of total public school enrollment, minorities accounted for 26.7 percent of the population in 1980. Because these students experience greater attrition from secondary school than do non-minorities, their loss to higher education could reduce even further the potential pool of college-eligible students in the 1990's. Colleges and universities may find it to their advantage, therefore, to begin working collaboratively with public schools to stem the tide of minority attrition now.

Attention must also be given to problems relating to the differential rates of participation of various ethnic groups in education at all levels. While 28 percent of Black youth and 46 percent of female youth enter college, only 5 to 15 percent of Hispanic youth do. "Regardless of attrition, any surge of new enrollments during the next two decades in higher education will be led by minorities, particularly Blacks and Hispanics" (Hodgkinson, 1983, p. 10). What steps has higher education taken to prepare for this change, to attract minority students to its services, or to adapt its services to their needs?

Another factor of importance arises from the substantial changes that have occurred in the American family. While 65 percent of households in 1950 conformed to the pattern of a family unit composed of a working father, a housewife mother and two or more children, only 17 percent do today. Children raised in single-parent families increased sharply in the 1970's to approximately 48 percent of the school population. These children, research has shown, experience greater difficulty learning in schools than do children from traditional family environments. It is expected that many of them will be either unwilling or unable to consider enrolling in college when and if they complete high school. For those who do, many will enter as educationally disadvantaged and will require extraordinary academic support and services from higher education if they are to succeed (Breivik, 1977, p. 28). Has any thought been given to the services and talents that should be developed to meet these needs?

Fundamental changes have occurred in our student body, both in its character and its composition. That many institutions have chosen to ignore these changes on campus rather than to address them means that the rate of institutional adaptation over the next few years must increase substantially. Programs and services must
be adjusted to respond to new constituents if institutions are to survive. Rapid curricular reform will be required, not only to facilitate access but to embrace students' diverse cultures, values and experiences. Institutions will be called upon to set priorities while pursuing diversification, all in a time of shrinking resources and diminishing public trust.

As if higher education did not have enough to deal with in responding to the phenomena outlined above, it must look to other challenges as well. The first of these relates to competition from other providers. While some 12 million individuals enroll in colleges and universities each year, over 46 million adults pursue organized instruction outside the traditional academic setting (Hodgkinson, 1983, p. 11) in corporations, union educational facilities and even the Graduate School of the U. S. Department of Agriculture. The annual investment in this "second system" of education is estimated at some $50 billion, about what is invested in traditional higher education each year (Ibid., p. 11).

Just as business, industry and agriculture have recognized the critical role education plays in economic development and individual productivity, so too have many state governments and/or governing boards. Most question their institutions' effectiveness in responding to state needs in the economic, social and cultural domains. Many perceive that institutions are unfocused in their missions, trying too hard to be all things to all people, and that there exists a wasteful duplication from one to another of high-cost graduate and professional programs (ECS Working Papers PS-686-1). States confronting severe economic conditions are taking steps to down-size systems of higher education. In some, duplication is being reduced by assigning to each institution its distinctive mission and programmatic emphases. Elsewhere, closing or merging smaller isolated institutions is being considered. While such actions necessarily arouse concern among educators, the reduction of duplication might in the long run offer institutions an exceptional opportunity for development. Granted special mandates to provide unique programs to statewide audiences, institutions might increase their effectiveness while enhancing their programmatic distinctiveness and attractiveness.

Finally, there is the matter of the internal condition of the academy. Most colleges and universities continue to pursue their goals of creating and disseminating knowledge under less than optimum conditions. The unprecedented growth of the sixties and seventies, followed by the drastic enrollment shifts of the eighties, have had their effect. Equipment, facilities and personnel deficiencies abound. Each separately diminishes an institution's capacity to respond to external pressures and to
meet the challenges that lie ahead. Collectively, their effect is immeasurable, as the examples below will demonstrate.

On the matter of equipment, a 1982 report from the National Society of Professional Engineers is illustrative. Focusing exclusively on the laboratory component of engineering education, the society surveyed 250 schools of engineering in 1971 and again in 1981. In 1971, the average equipment inventory per school was $5,809,000. By 1981, that inventory had dropped to $865,000 per school. In the same decade, the student credit hours produced by these schools had increased 50 percent, the number of degrees awarded had increased 60 percent, and the enrollments had grown 78 percent. In the judgment of the National Society of Professional Engineers, the cost of modernizing laboratory equipment to the 1971 level was $2,195,417,000 or $8.8 million per school in 1983.

Reflecting on the circumstances that many colleges and universities have confronted or will confront in tight economic times, Father Hasburgh relates,

... positions are vacated without replacement and salaries currently paid are frozen or reduced; maintenance is deferred, which means you pay ten times more later to replace the whole roof for not having fixed the leak; laboratory equipment becomes, not one, but two or three generations obsolete; library resources are cut, books are not bought, and periodical subscriptions are canceled; computing facilities shrink, or become outdated or both; programs without sufficient students or strength are canceled... (1983, p. 16).

While such conditions may not affect all of higher education, they are prevalent in many public and small private institutions. These conditions combine to produce yet another problem for the academy, a brain drain.

Increasingly, colleges and universities find that they cannot compete with the private sector. Lacking the resources and modern research equipment needed to attract and retain young outstanding scientists and engineers, universities lose their best graduates to industry. An essential educational resource is lost. New teachers and researchers needed to advance the frontiers of knowledge and to train still others in their specialties go elsewhere. They turn to business and industry where they engage in applied rather than basic research. The outcomes of the research are neither as readily shared nor as regularly
contributed to the overall advancement of knowledge as they are in the academy.

Compounding problems created by this brain drain are those created by shortages of qualified individuals trained in high technology and other specialties. The 1980 Snowbird Report of the Chairmen of Departments of Computer Science (Denning) serves as example:

There is a severe manpower shortage in the computing field. It is most acute at the Ph.D. level: The supply of new Ph.D.s is about 20 percent of the demand. The crisis has been precipitated by explosive growth of the computing field with no matching growth of the university budgets in Computer Science (p. 370).

Among the significant findings which illustrate the nature of the problem for universities and for business and industry:

1. 200 new Ph.D.s graduated in 1979 against 1300 positions requiring Ph.D.s in Computing Sciences;

2. fewer than 100 new Ph.D.s sought academic positions as compared with 600 academic positions available;

3. undergraduate enrollments doubled since 1975, while faculty size, equipment and laboratory space have remained nearly fixed.

Similar shortages exist in engineering, mathematics, the sciences and other fields and are projected to continue indefinitely.

Under the circumstances, it would hardly appear that higher education can be dealing from a position of strength as it confronts the challenges that lie ahead. Yet, that is not entirely true for a number of reasons. First, there is renewed recognition among leaders of government, business and industry of the critical role that higher education has played and should continue to play in our economic, cultural and social advancement. There is common belief, however, that recovery and advancement on any of these fronts will require reform in the system of higher education. Second, there already exist within institutions many models of successful adaptation of the kind required, many derived from a decade's experience in off-campus education. Over the years, as non-traditional programs have emerged, a variety of efficient operational models and effective procedures for responding to widely differing constituencies, demands, and
circumstances have been developed. These constitute a valuable inventory of tested institutional responses to change which can be translated from the situational to the conceptual level, adapted, and applied in other domains to affect institutional renewal. Third, higher education is today possessed of the most highly trained faculty ever in American higher education. Among them, there has developed a corps of experienced professionals who can be tapped to lead institutional adaptation. Those faculty, staff and administrators who have led the way in the development of non-traditional education, for example, are a valuable resource. Through them institutions have begun to think differently about education. Through them, that process must continue and be extended more broadly across institutions.

Educational reform will require transformational leadership and well-defined goals. Salient features of an appropriate agenda for change may be derived from recent experiences in non-traditional education, from that rethinking process alluded to above. The primary lessons learned there are three: service, innovation, and cooperation. With a reassertion of these fundamental values institutional renewal may be facilitated while many of the problems and many of the threats outlined above are corrected.

In the realm of service, non-traditional education has demonstrated the academy's ability to look beyond internally generated values and priorities designed to serve its own convenience and to be responsive to the needs and interests of clients within the limits of resources and expertise. Institutions have designed and delivered programs selectively and cost effectively, working with faculty and administrators to abolish meaningless rules and regulations that only served as barriers to access, to revise those that thwarted learning in a non-traditional setting, and to set relevant criteria for assessment of quality and performance in a new context.

As to innovation, new approaches to adult and continuing education have emerged, using telephones, television, radio, newspapers, computers, jet planes and automobiles as well as correspondence courses, learning contracts, and prior learning assessment and many other techniques to bridge the gap between teacher and learner. Faculty have experimented extensively, failed frequently, and succeeded admirably. Through this innovation, they have breathed new life into post-secondary education and suggested a realistic course for its reformation.

With respect to cooperation, important new linkages between and among institutions of higher education and with such diverse
partners as the public schools, state and local governments, social service agencies, the military, business, and industry have been created. Such alliances as these, formed out of pragmatic necessity at the outset, have shown the benefit of sharing resources and of working toward common goals. Through such linkages, institutions may yet address problems while avoiding unnecessary and wasteful duplication.

The issues confronting American higher education today are many and difficult. There is much at stake, including the restoration of public confidence in and support for our colleges and universities. If higher education is to maintain its centrality in American life, it must change and do so rapidly. Successful models of institutional adaptation have been developed and tested over the past few years through non-traditional programs. These approaches, if turned to the service of the academy and elevated to the level of conceptual models, may form a critical component in a much-needed strategy of educational reform. Through them, higher education may yet effect the necessary reintegration into the mainstream of the society it serves.
References


The 1982 ACRL Guidelines for Extended Campus Library Services:

OK is Not Enough

Jean Sheridan and Paul Martin

University of Rhode Island

College of Continuing Education Library

The "Guidelines for Extended Campus Library Services" were published by the Association of College and Research Libraries in 1982. Was there an effect? Have the offerings and attitudes of libraries involved in serving the continuing education/extension population in our academic institutions changed? In an attempt to answer these questions and several others concerning reference service, bibliographic instruction, and student and faculty attitudes, a survey was developed and distributed in the fall of 1985 to librarians whose institutions belonged to the Association of Continuing Higher Education. The results of that survey and a follow-up telephone survey will be discussed in this paper as will the history of the "Guidelines", including the 1980 draft. Examples from the professional literature which demonstrate how and where they have been implemented are included. There is clear evidence that the "Guidelines" are being recognized and used throughout the country. Certain weaknesses, however, indicate that more aggressive outreach toward this burgeoning population must be developed.

The "Guidelines" were published by ACRL in 1982 following considerable study. (A detailed draft appeared in October of 1980.) These replaced earlier standards, "Guidelines for Library Service to Extension Students," which were drawn up by the Association's Standards and Accreditation Committee in 1967. At that time (1967) the Association estimated from U.S. Office of Education statistics that 272,000 students were enrolled in extension courses in academic institutions. In 1980 nearly five million students were taking classes on a part-time basis, an astronomical leap.

With foresight, ACRL realized that requirements for library service to this growing student population were just as essential as they were in community college, four-year, and graduate educational institutions. The 1967 "Guidelines" recommended that finances for extension library services be appropriated regularly; that these services be a professional responsibility, and that a professional librarian should have charge of the planning and
delivery of these services; that course-related library materials be made available to extension students; that use of the main college or university library be encouraged; and that essential journals and indexes also be made available.

Today, with one out of every three students enrolled part-time and over the age of twenty-five (Higher Education, 1985), enrollments in continuing education classes have swelled enormously and are on the rise. By whatever name it is called—continuing, extension, adult, or off-campus education—this educational phenomenon has proved to be much more than a post-war trend. A recent New York Times Educational Supplement (Rubin, 1985) provided the following statistics. Between 1973 and 1983 the percentage of students in the "over 25" brackets grew from 29% to 35%. This marks "the beginning of a trend that will continue...a decline in the enrollment figures for eighteen to twenty-four year-old students." Dean of the Evening College at John Hopkins University, Stanley Gabor, quoted in the Chronicle of Higher Education, said, "The number of people between 35 and 44 will increase by 30% between 1980 and 1990. By the year 2010, about 55 million Americans will be between the ages of 55 and 74", and the traditional college student will represent only 53% of the entire student body (Watkins, 1984).

According to figures from the National University Continuing Education Association, the greatest gain will be among the thirty-five and older groups (Higher education, 1985). Many of these will be enrolled part-time and will account for 47% of all students. By 1990 one out of every three students will be part-time and over the age of twenty-five.

ACRL acknowledged this phenomenal growth in the 1980 draft of the "Guidelines." It said, "The growing importance of off-campus programs offered by colleges and universities is quite evident by the rapid expansion within the past fifteen years of part-time degree programs. By and large library service to extension/noncampus students have not kept pace with this rapid growth and, as a result, are inadequate in many respects."

While including all but one recommendation of the 1967 document (surprisingly, the 1982 "Guidelines" makes no specific recommendation that a professional librarian should be responsible for extension services), the Association made a statement of assumptions and defined six major areas of concern in order to provide a "framework for developing extended campus library services without being prescriptive or normative" (Guidelines, 1982). The six factors, or sections, are: planning, finances, personnel, facilities, resources, and services.
Before it is possible to address the needs of extension/off-campus students, the document states, certain assumptions must be made, i.e., that the university library is indeed responsible for the provision of services and resources to these students and that these services may differ significantly from established procedures.

Next, planning for the provision of these services is necessary and a written statement of goals and objectives should be prepared. Appropriate members of the academic community should be involved in the process of planning and setting these goals and objectives.

Financing should be "allocated on a schedule matching the parent institution's budgeting cycle" and must also take into consideration the financial imperatives of other agencies, such as cooperating public libraries which may be involved in offering services to the off-campus student who is unable to travel to the library of the educational institution in which he or she is enrolled.

The fourth component of the "Guidelines," personnel, recommends that "qualified library personnel" (note the omission of the term "professional") should be employed to meet the needs of the extension student. These people should be sufficiently skilled, sufficient in numbers, and equivalent in classification, status and salary scales to other library employees.

Types of facilities recommended in the "Guidelines" include: affiliation with other libraries; an off-site library office which would include interlibrary loan services, a core reference collection, and on-line searching; telephone communication; or a self-sufficient satellite library.

Finally, resources should accommodate the teaching needs of the faculty as well as the needs of students, and services should include reference assistance, electronic and computer-assisted transmission of information, library instruction, and interlibrary loan services.

These six components are treated more fully in the 1980 draft, the reading of which provides a more complete basis for applying the final document. A checklist designed to evaluate existing library services is also included in the draft as is an instrument which allows an individual library to chart its strengths and weaknesses, section by section.
Several attempts have been made to ascertain how the "Guidelines" are being met using both the 1967 and 1982 standards. In 1970 and again in 1976 Frank MacDougall of Michigan State University circulated surveys to 181 institutions serving students at off-campus sites and collected data about their services. At the first Off-Campus Library Services Conference, George Hodowanec, who was a member of the ACRL Standards and Accreditation Committee which revised the "Guidelines," distributed a checklist which was also published in the proceedings of the conference (Hodowanec, 1982). It was not used to collect data. The survey distributed by the authors in 1985 may have been the first attempt since the 1982 "Guidelines" were issued, to take a national sampling. The results will be discussed later in this paper.

Have the "Guidelines" had an effect on libraries involved in service to off-campus students? The appearance of a number of articles which reference them suggest that they have. In the same issue of College and Research Library News in which the 1982 "Guidelines" were published, Travis and Watson (1982) reported on a cooperative agreement between the Levittown Public Library and St. Joseph's College in New York. The authors had made extensive use of the 1980 draft in developing this program in which the college purchased books and journal subscriptions valued at $2500 for its Community Health and Health Administration programs and housed this core collection in the Levittown Public Library. The public library ordered and processed the materials, intershelfed them with its other collections, and provided access to them through its card catalog and journal lists. The public library also provided reference service.

This is similar to a plan, reported by Arline Soules, a librarian at the University of Windsor, Ontario, Canada, in New Horizons for Academic Libraries (1978). In that same publication, Raymond Fisher, an exchange librarian from England, reported unfavorably on his observations of library service to off-campus students in the United States. He saw that considerable problems arose due to a lack of clearly defined responsibilities on the part of college or university administrations, that the isolation of the off-campus site was a disadvantage to the student, and that a strong liaison was needed between that site and the main campus library, preferably through the efforts of a strong liaison librarian. "Ball passing" between the college or university administration, the extension division, and the library seemed to be the rule rather than the exception. Extension students, in effect, were the "poor cousins" in most academic institutions, either ignored completely or given short shrift by a library staff already overtaxed by responsibilities to the on-campus,
traditional undergraduate. Institutions such as my own at the University of Rhode Island, which boasts a separate continuing education facility with its own fully operational, professionally staffed library, are uncommon.

The "Guidelines," however, offer this option as only one alternative in the section on facilities. Contracts with non-affiliated libraries, such as those described by Travis and Watson (1982) and Soules (1982) are also encouraged as are off-site library offices such as one creatively developed by DePaul University for its O'Hare Campus (Brown, 1985).

Brown found the "ACRL Guidelines" useful in assessing the needs of the students enrolled in DePaul's schools of Commerce, Liberal Arts and Sciences, and New Learning. A truly "electronic library" in which there is only one book, a dictionary, has been designed. All library services are electronically or mechanically delivered by means of a microfiche reader/printer, an OCLC terminal, an auto-dial telephone, a telefacsimile machine, a COM index to business periodicals, and an on-line catalog to the holdings of twenty-six academic libraries in the Chicago area. This setup is an exemplary model of one alternative suggested in the facilities section of the "Guidelines": "An off-site library office for consultation, access to a ready-reference collection, online database searching, and interlibrary loan service."

Excellent, all-around cooperative support from college administration, faculty, and library has helped Webster University in St. Louis to provide materials and services to over twenty-eight off-site locations offering its Master of Arts degree (Luebbert, 1984). Citing the "Guidelines," Luebbert reports that a university librarian has been assigned full responsibility for developing and maintaining the core collections at these locations, collections which supplement rather than duplicate locally available resources.

Extensive use of the "Guidelines" was also made by Sue Forrest (1984) who surveyed the libraries of West Virginia colleges and universities. Of the twenty-seven queried, twenty-two answered. Only two had a special allocation in the budgets of their institutions for library extension services. Most attempted to deliver materials to off-campus sites; six had contracts with public libraries; five offered free photocopying. Others offered bibliographic instruction, special handouts, and COM catalogs.

In Wyoming the "Guidelines" were used by Jean Johnson (1984) to describe a special project which was undertaken to study
library services to extension students in the university and community college systems. Using the "Guidelines" as a framework, she conducted an on-the-road survey which culminated in an articulation conference. According to Johnson, the key to successful extension services is personnel. "There are too many contacts to be made and too many situations to address in developing such a program to allow it to be a secondary part of one or more librarians' responsibilities," she concludes.

In the fall of 1985 the authors developed and distributed a survey designed to test the effects of the "Guidelines." Like Johnson and Forrest we were interested in determining the prevailing situation regarding services for extension/continuing education students. We were also interested in determining how the library with which we are associated compared on a national scale.

An unsuccessful attempt had been made to contact other continuing education librarians. A request for names and addresses appeared in College and Research Library News, but a request for the list went unanswered as was a request for the results of a meeting which was to have taken place at ALA in 1985. Discovery of the proceedings of the first Off-Campus Library Services Conference was encouraging, but a number of questions were still left unanswered.

The questionnaire was distributed to the membership of the Association of Continuing Higher Education, a group made up primarily of administrators. They were asked to forward it to the librarian in charge of extension services. We had a 25% response rate, approximately fifty out of a possible two hundred responding. A follow-up letter called in perhaps fifteen more as well as the invitation to present this paper.

The questionnaire was in five parts. Part I concerned the "Guidelines," section by section. Parts II-V were designed to help us gather data on other aspects of service to continuing education/extension students. These included bibliographic instruction, reference service, the attitudes of the faculty, and the availability of special degree programs for returning adult students such as the Bachelor of General Studies degree which is offered at the University of Rhode Island College of Continuing Education. Our concern here is for the "Guidelines." Our conclusions, based on the responses to the survey, follow.
Planning

Most of the libraries in the study (35) have assessed the need for resources, services, and facilities although, significantly, over half (27) of these institutions have not prepared a written profile of needs or developed a statement of goals and objectives (28). However, almost half (25) of the libraries surveyed have involved academic and community representatives in their planning.

Finances

Survey findings in this section indicate that financial support is usually (30) related to the needs and demands of the instructional programs. One-third (18) of the libraries state that funding is allocated on the same scale as the parent institution. Of special note is the finding that almost two-thirds (30) of the libraries surveyed state that funding for their continuing education programs is not identified in their library's budget.

Personnel

Overwhelmingly, the staffing for these programs is adequate in capacity and skills (31) and it is equivalent in classification, status, and salary scale to other libraries (26). However, nearly one-third (17) of the respondents stated that staffing for continuing education services is not sufficient in number.

Facilities

Half of the responding libraries (26) state that they provide contact with a non-affiliated library in order to offer additional services. One-third (23) make use of an off-site library to provide interlibrary loan. Over one-third (19) provide telephone consultation service. Over half (38) do not pair up students with faculty or library staff. Most (34) do not have a branch library.

Resources

On the average, most of the libraries surveyed responded that access to their materials was sufficient to accommodate student needs (42), adequate for teaching needs (34), and in conformity with the ACRL "Standards for College Libraries" and "Standards for University Libraries" (29).
Services

Again, almost universally, the responding libraries stated that their services included the following: reference assistance (41), computer-assisted bibliographic and information services (32), bibliographic instruction (43), assistance with non-print media and equipment (36), networking and interlibrary loan (43). Less than half however, (24) provided electronic transmission of information.

General Conclusions

Most of the institutions surveyed have not prepared a written profile of their needs or developed a statement of goals and objectives. This could indicate a lack of support and focus from parent institutions. In addition, funding is not identified in the budget for over two-thirds, and, of these, one-third reported a lack of adequate financing and serious understaffing. However, library facilities appear to be adequate for half of the libraries which responded. In almost all cases resources are sufficient, and all libraries surveyed reported that services were more than adequate.

We would prefer to have evidence of better planning, funding, and personnel policies, but facilities, resources, and services are strong. It would appear then, from an analysis of the survey responses, that the "Guidelines" are being met. However, a close look at the other parts of the survey (II-V) calls this assumption into question, for how can we claim that the "Guidelines" are being met if seventy-five percent of the respondents report that they are unable to differentiate between the extension/continuing education student and the traditional on-campus student?

Part III, No. 1 asks: "Are you able to distinguish between Ext/CE students and others who request reference service?" Thirty-three out of fifty-eight respondents answered in the negative. In addition, a significant number felt impelled to reinforce their response by commenting that not only did continuing education students receive the same service as on-campus students but also had the same high quality materials available to them. These respondents seemed to feel that differentiation and segregation were synonymous and implied a negative prejudicial attitude. I would suggest that, far from being well-served, these students are victims of a benign neglect. True, services are available, but too often the busy, over-anxious part-time students are ignored and would benefit from being selected out for preferential treatment. These students need to
be acknowledged and guided toward the opportunities offered by the libraries they use.

I think it is important to make a clarification here. There are actually two populations of extension students with which we are concerned. One is served at off-campus sites and the other, usually an evening student, attends classes on campus. Oddly enough, it may well be that the needs of the off-campus student are often better met because he or she is identified and is specially attended to whether it be by a peripatetic librarian, the electronic transmission of information and services, or a concerned public library. The on-campus part-time student, on the other hand, is just another face in the crowd.

This belief is further reinforced in Part II of the survey, Bibliographic Instruction. When asked if bibliographic instruction classes were offered or handouts prepared, an overwhelming majority responded affirmatively. However, the same respondents answered "no" when asked if these classes or handouts were redesigned in any way for the continuing education/extension student. Their answers led us to conclude again that these students are, for all intents and purposes, an invisible population and largely ignored.

A follow-up telephone survey of ACHE libraries in the northeast gave further support to this belief. All are in urban locations in a geographic area which has more educational institutions per capita (and, incidentally, more people per square foot) than any place else in the country. Here are some typical responses.

We know them by the programs they are in. The evening staff would know better, but we don't always have a professional on at night.

It's hard to say. Usually they come by in the summer. We don't do anything special for them.

We don't believe in segregation. They are treated just as well as the others.

Sometimes they turn up for a tour. We can tell them because they are older, more motivated, and usually nervous.

We can't change our techniques. Yes, they are more fearful and seem to need more reassurance.

They have a different card.
We have twelve satellites with no library services. They use the public libraries, I guess.

We wish we could convince the adjunct faculty and the administration that library services are necessary.

We once had an active group of older students who demanded longer hours, but they left. The Evening Division doesn't give the library much credence.

Basically, we try to cooperate as best we can with our continuing education program but continuing education/extension is not a priority with our institution.

The provision of library services to students in the continuing education program is indistinguishable from the services provided to full-time students.

If these responses reflect the attitudes of the library profession toward continuing education/extension students, then it must be time to reorder our priorities.

According to population projections, to repeat, one out of every three students will be twenty-five years and older by 1990 (Higher Education, 1985). By the year 2010 about 55 million Americans will be between the ages of fifty-five and seventy-four (Watkins, 1984). The administrators of our institutions are aware of these figures. They are already gearing up and making plans to attract these students to their classrooms. The continuing education/extension division will be administering to their needs, and many will be served at off-campus locations. This is the opportune time for library administrators to use the "Guidelines" to plan for funding, personnel, facilities, resources, and services, and to persuade the administrators of their institutions to support them in their requests.

It is not the purpose of this paper to discuss the unique characteristics of the older part-time student. That is being done elsewhere (Sheridan, in prep.). However, we should be increasingly aware that materials and services are only part of the picture. These students are fighting against odds unimaginable by their sons and daughters who make up the traditional undergraduate population. They have different psychological and educational needs and these must be met with considerate attention. To give this attention properly it will be necessary to initiate active outreach programs, to redesign bibliographic instruction classes, and to consider new methods in the provision of reference services.
We applaud those who have used the "Guidelines" to develop strong off-campus programs, but we also encourage them to recognize that materials and services are not enough. Those who have a complacent attitude, who assume that what is good for one is good for all, need to be nudged into a more assertive and proactive stance. The "Guidelines" are more than a line item on a budget or a shipment of books to the hinterlands. They are, to a greater degree than other ACRL standards, an expression of real concern for a disadvantaged population. In that spirit they should be met with increased enthusiasm and vigor, incorporating recognition of the differences which make the extension student special and unique.
References


Higher education enrollment figures show 35 percent of the students will be over 25 and part-time by 1990 (1985, May). Continuing Higher Education Leadership, p.3.


Library Services for Distance Education Courses

Alexander L. Slade

University of Victoria

Introduction

How do the characteristics of distance education influence the standard approaches to providing off-campus library services? Taking these characteristics into account, how can library services be effectively implemented for distance education courses?

Before discussing these issues, a few operational definitions are necessary. Generally, "off-campus" is used as a blanket term to describe post-secondary education offered at a distance from a main institutional campus. Within this broad framework, there are two distinct categories based on the methods of instruction. The first category is traditional face-to-face instruction where faculty meet with students in a classroom setting. This setting may be in a college or school some miles away from the campus, or at a regional center or extension campus. The second category is distance education where the instructors rarely, if ever, meet their students in a face-to-face setting. Borje Holmberg (1981) defines distance education as "those teaching methods in which, because of the physical separateness of learners and teachers, the interactive as well as the preparatory phase of teaching is conducted through print, mechanical or electronic devices" (p.11). Courses taught by distance education generally employ one or more of the following delivery methods: educational, television, media-print packages (commonly known as "correspondence" packages), non-broadcast video-cassettes, audio tapes, computer-assisted instruction, group teleconferencing, and individual tutorials by telephone.

Other terms commonly used synonymously with distance education are "independent learning," "open learning," "distance learning" and "self-directed learning." The distinctive feature of this type of education is that the learners are unable or unwilling to participate in a mainstream program at a post-secondary institution and choose to study and take courses at home. These learners are usually adults who are either active in the work-force or are house-bound for a variety of reasons and prefer to pace their study around their normal activities and
restrictions. Distance education courses have a strong appeal to learners in rural and non-metropolitan areas where post-secondary institutions are fewer and community distances are greater.

Due to advances in communication technology and the demand for adult education, distance education courses are likely to become more common in the years ahead. In the keynote address to the First World Conference on Continuing Education in Chicago in August, 1985, Malcolm S. Knowles provided some interesting statistics: "In 1820, the U.S. median age was 16; in 1950 it was 21, and in 1980, 30.8. We look forward to a high 30's median in the year 2000, early 40's during the first half of the 21st century. Somewhere in the middle of the 21st, the median will be 50 years old. And this will be worldwide eventually. Results? There will be more adults to learn, and fewer youngsters coming to school" (Warner, 1985, p. 39). For economic and domestic reasons, many potential adult learners prefer not to commute to institutions to take formal classes. With the increase in the availability of sophisticated computer technology, there is a trend for more professional people to work at home. As post-secondary institutions realize there is a growing market for distance education courses, more attention will be devoted to this area of off-campus education, especially in view of the economic advantages of this type of program. In contrast to the traditional off-campus face-to-face courses, there are greater start-up costs for distance education courses, but greater savings in the long-run. Distance education courses save the cost of classroom rentals and the expense of a faculty member traveling to an off-campus site on a regular basis. Once a distance education course is produced, the same learning materials and delivery mechanisms can be used for several terms or even years before major updating becomes necessary. Materials and software can also be rented, leased, or sold to other institutions.

Considerations in Providing Library Services

At this point, it is appropriate to return to the opening question in this paper: "How do the characteristics of distance education influence the standard approaches to providing off-campus library services?"

The most distinctive characteristic of distance education which affects library services is the geographic dispersion of the students. Unlike the traditional classroom method of instruction, the students rarely, if ever, come together as a group in the same location. Often hundreds of miles separate people taking the same
course. Consequently, one of the standard approaches to providing off-campus library services cannot be easily employed. That approach is the provision of core collections to off-campus sites or the establishment of regional library centers. Another standard approach which is impractical in distance education is contractual arrangements with local libraries, simply because of the number of arrangements which would be involved. In addition, since many distance education students live in rural areas, it is unlikely that the local public or college libraries would contain many resources pertinent to the student's course content.

Since the use of on-site resources in distance education is infeasible, only two basic approaches to the issue of library services remain. The first is for the delivering agency to eliminate the need for library service by supplying the student with all the material and readings he or she is likely to need for successful completion of the course. The second is for the library of the delivering institution to provide service through individualized outreach in order to supplement the material supplied by the delivering agency. Both approaches are in common practice today (Howard, 1985).

There are a number of considerations which influence some institutions to choose the first approach or the "comprehensive package approach" to avoid the necessity of providing any library services for distance education courses. The most obvious consideration is cost. Many libraries do not have the flexibility in their budgets to totally support an outreach service for distance education students. Depending on its budget and priorities, the delivering agency may be unable or unwilling to contribute to or underwrite this service.

One difficulty in providing library materials to distance education students is the number of students involved. Some distance education courses contain over a hundred students and with several courses running at the same time it would be extremely costly and time-consuming to supply information and materials to every student. This is especially true because the most efficient means to supply information to distance education students is in photocopy. Most libraries do not have sufficient copies of the relevant monographs to be able to circulate them to a large number of off-campus students. An added complication is time. Many distance education courses pace student progress by such means as scheduled materials distribution, assignments and broadcasts. Information resources are often required for a particular section of the course which lasts for a relatively short length of time (Howard, 1985). It can be very demanding on a library service to supply information to a large number of
students in a short period of time. Since most library outreach services depend on the postal system, delays are inevitable.

There are purely practical considerations in the design of a distance education course which can discourage the use of library services. For ease of grading, delivering agencies often set standardized assignments with little or no choice of topics or approaches. To give students choices in essays and assignments and to allow them to utilize additional library information would add to the time and burden of grading. For some institutions, this is not considered cost efficient.

Sheila Howard (1985) neatly summarizes the issues discussed in this context. "Overall then it seems that organizational processes, instructional design features, and cost considerations restrict the use of libraries as an element in distance education support systems" (p. 53).

University of Victoria's Approach

In view of these considerations, how can library services be effectively implemented for distance education courses? A corollary to this question is: how can campus librarians contribute to the quality of a distance education program? A case study of the University of Victoria in British Columbia will assist in answering these questions.

The University of Victoria (UVic) is one Canadian post-secondary institution which has chosen to support library services for its distance education courses. The philosophy of UVic's Division of University Extension is that access to library materials is important to the quality of its off-campus programs. Since 1980, the Division has funded Extension Library Services, a two-person unit which operates out of the main campus library. This unit provides library services to all UVic's off-campus and distance education credit courses. A comprehensive discussion of these services in a national perspective was presented at the second Off-Campus Library Services Conference in Knoxville, Tennessee, in April 1985 (Slade, 1986).

The University of Victoria offers off-campus diploma and degree-completion programs in the areas of Education, Nursing, Social Work, Child Care, Public Sector Management, Cultural Resource Management, and Computer Based Information Systems. With encouragement from the provincial government, the emphasis in off-campus education at UVic has been shifting over the last five
years from the face-to-face model of instruction to the distance education model.

At present, with the exception of the Master's in Education program, all UVic's off-campus programs contain some courses offered by distance education delivery methods. The Bachelor of Science in Nursing program is conducted entirely in a distance education format.

The provision of specialized library services for the distance education courses at the University of Victoria has evolved with the growth and development of the academic programs. Basically, all the services available to students in the traditional face-to-face off-campus courses are available to distance education students. By means of a toll-free telephone service called INFOLINE, distance education students may request:

- library material (monographs or photocopied articles) to complete an assignment or term paper;
- subject searches and answers to reference questions on course topics;
- titles on supplementary reading lists;
- remedial reading on study skills or academic background;
- extra reading in course topics of special interest;
- interlibrary loan services from another library.

All of the above services are funded by the Division of University Extension at no charge to the students.

In addition to these services, the nature of distance education courses has required some specialized strategies and policies for UVic's Extension Library Services. At the University of Victoria, the development of distance education courses is based on a team approach. Each course has a project director whose major responsibilities are overall administration and budget, and a course specialist who is usually the subsequent instructor of the course and who is responsible for the development of the course content. A third member of the team is a distance education consultant who works with the instructor on the instructional design aspects of the course and has the major responsibility for the production of the various components, regardless of media. This group forms the core team and others join depending on the task at hand (Haughey, 1985).

Early in the planning stage of each distance education course, the UVic Extension Librarian is invited to meet with the project team to discuss the potential use of library services. These discussions enable him to advise on budgetary implications
and to make recommendations to the project team on alternative methods for receiving requests and providing library material. Variables to be considered include the complexity of the subject areas, projected course enrollment, grading procedures and deadlines, and flexibility in assignments. The Extension Librarian discusses with the team material to be included in the course package, optional reading lists, and choice of essay topics.

A major factor in deciding how to approach the issue of library services is the enrollment in each course. The more students there are in a distance education course, the less emphasis is placed on library material. For the smaller courses, the Extension Librarian encourages the assignment of a limited number of essay topics. Information on the topics is gathered in advance and copied so that when a student phones in for material on one of the topics, the library staff can immediately ship out the relevant collection of photocopies. The photocopied information is sent out on one-week loan in order to reduce the copying costs and to recycle the material. Monographs are rarely supplied in this type of assignment since there are usually insufficient copies to circulate to all the students working on the same topic. This advance-preparation approach has proved quite successful to date and considerably reduces the turn-around time for providing library material.

For the larger distance education classes where the work generated by multiple essay topics would be cumbersome for both the graders and the library staff, supplementary or optional reading lists are often provided for the students. The UVic Extension Library Service staff prepare a limited number of copies of each article on the list and loan these items to students, on request, for one week on a first-come, first-served basis. Any monographs included on a supplementary reading list are loaned for one week on the same basis. Students are instructed to send their requests for titles from these lists to the library by mail on the form provided in the course package. This procedure was initiated to save the costs of telephone calls and staff-time spent in transcribing the calls. None of the items on these supplementary reading lists are required for successful completion of an assignment. By policy decision, all required readings are supplied by the delivering agency as part of the course package.

The one aspect which is of primary importance in the University of Victoria's approach to library services for distance education courses is that the library staff have input into the course design and are prepared for the business generated by the course. The Extension Librarian confirms that the strategy for
library use in each distance education course is realistic and feasible with the budget and staff available. Surprise requests or assignments are not supposed to occur under this arrangement.

Another way in which the UVic Extension Librarian contributes to distance education course preparation is through bibliographic assistance to the instructor or content specialist. The Extension Librarian is often called upon to conduct literature searches in the subject areas of the course content. Since the techniques for designing a distance education course are quite different from those used by the instructor of a face-to-face course (Haughey, 1985), there is more emphasis on developing a well-rounded, current selection of readings to be included in the course package. On request, the Extension Librarian will provide the instructor with current bibliographies in the prescribed subject areas. From those bibliographies, the instructor will select the articles which appear to be most relevant to the course units. The library staff then attempt to obtain the articles for the instructor. From the articles received, the instructor will then select those to be included in the course package as required reading and those which could be listed in a supplementary reading list.

Library Services at Other Institutions

The University of Victoria is not the only Canadian institution which has chosen to provide library services for its distance education courses. The other two large public universities in British Columbia also have services very similar to those offered by UVic (Slade, 1986). In addition, British Columbia has the Open Learning Institute (O.L.I.) which offers courses exclusively by distance education delivery methods.

The provision of library services to students of the Open Learning Institute received attention early in the planning stages of the institute, resulting in the decision that O.L.I. would not establish a central library for its students (Cunningham, n.d.). This decision was largely based on the assumption that prospective students from all parts of the province would be interested in O.L.I.'s distance education delivery mode, and, therefore, a central library at the administrative headquarters would not be accessible to large numbers of students. Since it was realized that most local libraries would not be able to support the students' needs for material relevant to the O.L.I. curricula, the Institute's initial intent was to provide everything in the course package that the students would be likely to need to complete the course. The assumption that this procedure would eliminate the need for provision of additional library support was realistic.
for studies in the areas of Adult Basic Education and Career, Technical and Vocational Education, but not for studies in the division of University Programs. As a means of responding to this need, the O.L.I. Director of University Programs and the University Librarian of Simon Fraser University devised an experimental model of library service which included a reference librarian, employed by the Institute, to supply library material to Open Learning Institute students from Simon Fraser University Library. This librarian was to be located at S.F.U. and given full access to the collection and other necessary facilities. Students would contact the library by means of a toll-free telephone line and request material and information for their courses. Books and articles would be mailed directly to the students with all operating costs borne by the Institute.

This proposal was put into operation for a trial period in 1979 to coincide with the first course offerings. At the end of the experimental period, the project was evaluated and found to be satisfactory to all concerned. The service was then institutionalized and has operated unchanged on a full-time basis ever since, except that service now is extended to adult Basic Education and Career, Technical and Vocational students. In most aspects, the Open Learning Institute's library services are identical to those offered by the three universities in the province, including the University of Victoria (Slade, 1986).

Canada has one other distance education institute in addition to the Open Learning Institute. That is Athabasca University located in Athabasca, Alberta. In contrast to the Open Learning Institute, Athabasca University has developed its own library to support its distance education courses. More information on this institution's library services will be found in the paper entitled "Athabasca University Library comes of age - a case study of planning for and coping with change" which is being presented at this conference by Patricia Appavoo, University Librarian of Athabasca University.

Implementation of Library Support

In discussing the role of the library in distance education, Sheila Howard (1985) makes the following observations: "Program designers must first know why the library is important for the achievement of specific instructional objectives and then, what resources and services are most relevant. Without this analysis, library support in distance education will continue to be ineffective" (p. 56).
At institutions where distance education courses are offered, librarians need to be involved at some stage in the development of the program. Librarians should be willing to enter into dialogue with the people who administer the distance education courses to determine the priority placed on library support. If the delivering agency feels that the courses can successfully operate without library materials, the librarians should be prepared to present arguments as to how library services can enhance the quality of the distance education program and can aid in the achievement of the specific instructional objectives. Another potential benefit of a library service which could be presented to the delivering agency is a cost-saving one. The student's ability to request additional library material or to select items of interest from a supplementary reading list can save the delivering agency time and money by reducing the number of readings which need to be included in the course package.

If these arguments are accepted, the next step is to lobby for financial support to establish a library outreach service. Without adequate funding or a realistic means for cost-recovery, the service will be unable to fulfill its potential of providing uniform access to information for all the distance education students. A common approach to the issue of funding is for the library to convince the delivering agency to finance a pilot project involving specialized library services for one or two courses. The success of the project and the efficiency of the service can be evaluated at the end of the course(s) and a decision made at that point regarding further support. The key objective here is for the delivering agency to recognize that access to library materials is important to the quality of a distance education program.

Once a library outreach service is in place, the next area in which librarians need to be involved with the program designers is in individual course preparation. Due to the characteristics of distance education discussed earlier, a library outreach service cannot operate effectively without information regarding anticipated demand. It would cripple a service which is staffed by two or three people to suddenly receive requests from 150 students in a distance education course for subject information required within the next two weeks. It should be the librarian's responsibility to ensure that he or she has input into the demand for the service and to recommend alternative approaches to satisfying the demand. With some creative thought, the librarian should be able to assist the instructor and the project team in designing assignments which can utilize library material without overtaxing the resources of the service. Having optional readings or sets of information on a course topic prepared in advance is
one of the most efficient ways to operate a library outreach service for distance education students.

Conclusion

The theme of this paper has been concerned with the why and the how of providing specialized library services for distance education courses. The why involves recognizing the unique features of distance education: the geographical dispersion of students, the potential of large course enrollments, and the highly structured schedule for readings and assignments. The how includes the need for individualized library outreach services and the involvement of library staff in the planning of courses which may require library material.

Distance education is becoming a growing enterprise in off-campus education and may eventually displace traditional face-to-face instruction. If librarians and distance education personnel accept the basic premise that the library's role is to facilitate independent learning and to support the academic curricula, regardless of the manner in which it is taught, then a growing working relationship between the two campus bodies is the next logical step. With this working relationship lies the potential for developing higher standards of quality in distance education through library support. These standards can upgrade the image of education in general by giving off-campus students access to the variety of information and resources available to their on-campus counterparts.
References


Thirteen Key Ingredients in Off-Campus Library Services: A Canadian Perspective

Alexander L. Slade
University of Victoria

What are some of the key ingredients in an off-campus library service? Can these ingredients be used as standards of comparison? This paper will discuss how these questions were addressed by a group of distance education librarians in British Columbia.

Background

The literature on off-campus library services in Canada is relatively sparse. Three papers have been published in the last ten years: Wiseman (1976), Orton and Wiseman (1977), and Mount and Turple (1980). The papers by Wiseman and Orton and Wiseman discuss a survey shared by Queen's University and Trent University in 1975. While both papers focus on the issues of local library support and on-site collections, recommendations are made regarding professional support from the university library, bibliographic instruction, and a "hot line" telephone service. The article by Mount and Turple describes a model off-campus library service established at Laurentian University. In addition to supplying on-site collections, the library offers service to individual students, including telephone access, bibliographic assistance and provision of material by mail.

In British Columbia (B.C.), the four major post-secondary institutions, the University of British Columbia, the University of Victoria, Simon Fraser University and the Open Learning Institute, offer comprehensive library services to their off-campus students. The model of service present in British Columbia is, in many ways, similar to the model at Laurentian University (Mount and Turple, 1980). The librarians responsible for off-campus library services in B.C. meet periodically to discuss matters of mutual concern. At one of those meetings in 1983, I suggested that, since the Canadian literature on this area of library service is so limited, an effort should be made to discover what other university libraries across the country are doing for their students at a distance. To this end, my colleagues and I composed a letter (Appendix A) to inquire about
off-campus library services and sent it to the chief librarians at Canadian universities which have extension programs. In total forty-two letters were sent and thirty-one replies were received (a 74% response rate).

The question facing us at that point was what to do with the information received. No definite plan had been formulated ahead of time because we were unsure of the type of replies we would receive. As it turned out, some respondents gave detailed descriptions of their off-campus library services. Other libraries admitted they were not currently active in this area. A few institutions indicated there was a need for their libraries to become more involved in offering these services. Several respondents expressed interest in receiving information about the off-campus library services in British Columbia.

The replies to the letter of inquiry motivated my B.C. colleagues and me to undertake three other projects to promote awareness of off-campus library services in Canada. The first was to propose to the Canadian Library Association that a workshop on this topic be held at the annual conference in Calgary, Alberta, in June of 1985. That proposal was accepted. The second was to write a paper describing off-campus library services in British Columbia (Slade). The third project was to classify and compare the information received from the other Canadian libraries.

Classification of Services

At present, Canada does not have any licensing boards or accrediting bodies, nor any statutes, regulations, or standards for off-campus programs as described by Lessin (1982). Canada also lacks any guidelines for off-campus library service endorsed by a provincial or national library association. The ACRL "Guidelines for Extended Campus Library Service" (Assoc. for, 1982) are not formally recognized in Canada and only one of the respondents to the B.C. librarians' letter acknowledged the existence of these guidelines.

It became apparent that each institution in the country had independently developed its own response to the issue of library support for its off-campus and distance education students. In the replies from those universities which do offer some form of library support, we noticed a number of common elements of service. We decided to classify these "ingredients" of service as they emerged from the letters. Using our services as models and analyzing the information contained in the letters, my colleagues
and I established a list of thirteen categories to reflect the types of services offered (Appendix B).

We realized that the list of thirteen categories or the survey form as we called it, was not a sophisticated or scientific instrument to measure the quality of the different library services. It did not probe into areas such as university-approved policy statements, finances and facilities as contained in the unapproved Review Guide prepared by the ACRL Standards and Accreditation Committee (Hodowanec, 1983). In addition, it did not attempt to deal with four major variables which influence the nature of an off-campus library service: the number of courses or programs offered and their enrollments; the mode of course delivery (face-to-face instruction in specified locations versus instruction by distance education methods such as correspondence and educational television); the proximity of the students to the main library and to other major research collections; and the technology available to the main library for use at off-campus locations (e.g. on-line catalogs). However, these topics were not emphasized by the respondents in any consistent way.

The B.C. letter asked about services offered to off-campus students and the list of categories reflected what the different libraries chose to tell us about their operations. We felt that to devise and send out a more elaborate and probing questionnaire would alienate more respondents than it would produce useful results. This suspicion was confirmed when a completed survey form was sent to each respondent involved in off-campus services. Twenty libraries out of the thirty-one (65%) which replied to the initial letter reported that they are involved in one or more areas of service to their students at a distance. Completed survey forms were sent to these nineteen of the respondents asking them to confirm the affirmative and negative responses to each category and to provide more information if appropriate. Seventeen libraries (89%) returned their annotated survey forms.

Following is a discussion of each of the thirteen categories used to classify the information on Canadian off-campus library services. In addition to reporting on the affirmative response rate from Canadian libraries, the commentary attempts to indicate the significance of each category or "ingredient" as a component in an off-campus library service. In cases where an area has been well discussed or documented in the literature, the remarks on significance have been minimized.
1. Core Collections

A core collection refers to a collection of library material placed on-site for an off-campus course or program. The first category was used to identify those libraries which respond to requests from faculty or administration to send books, articles and other material to course sites.

The issues of core collections and arrangements with local libraries appear frequently in the literature on off-campus library services (e.g. Orton and Wiseman, 1977; Mount and Turple, 1980). The provision of core collections is possibly the most traditional way in which library support is offered to off-campus face-to-face courses. This, of course, ceases to be relevant when courses are delivered by distance education methods such as correspondence and educational television and students are scattered over a wide geographical area. Essentially, the core collection service is an extension of the on-campus reserve function. If a library is prepared to provide this service, it is demonstrating a basic level of responsibility for making reserve material accessible to off-campus as well as to on-campus classes.

We found that, among the responding libraries, most were willing to supply core collections on request for off-campus face-to-face courses, provided that the course was held far enough away from the campus to make commuting to the main library impractical. In some cases, special funding had to be found to purchase materials for a core collection, but in most cases the willingness of the library to cooperate in this area was confirmed. Sixteen (52%) of the respondents indicated they are presently active in providing this service. Some respondents provided more information in this area than others, but, on examination, we found that there were not enough consistent details to warrant subdividing the category into more specific topics such as contractual arrangements with other libraries and the existence of separate extension libraries within the main library.

2. Specific Requests

This category represents one of the cornerstones in an off-campus library service. Is the library willing to send specifically identified material to an individual off-campus student in response to a request received by mail, telephone or some form of electronic data transmission? An affirmative response implies that the library has assumed a degree of responsibility for supporting off-campus education and for meeting
the information needs of individual students. With the resources of the main library available by mail (or by some other means of delivery), instructors no longer have to limit readings and assignments to material which is available locally. In addition, off-campus students can have more flexibility in choosing resources for assignments with the option of pursuing a topic in greater depth than would normally be possible were they entirely dependent on core collections and local library holdings.

Seventeen (55%) of the libraries which responded to the letter of inquiry indicated that they do attempt to supply specific material to individual off-campus students.

3. Reference Queries

This category represents another cornerstone in an off-campus library service. Is the library willing to answer reference questions and conduct subject searches for off-campus students? Many off-campus students do not have access to appropriate bibliographies and indexes in their local libraries and core collections are limited in the amount of information they can provide for individual essay topics and assignments. By providing a means for off-campus faculty to set appropriate assignments and for off-campus students to obtain information to complete those assignments, the library is confirming its responsibility in supporting the concept of quality in off-campus academic programs as discussed by authors such as McCabe (1983).

Fifteen (48%) of the Canadian respondents acknowledged that they do provide some form of reference service on request for their students at a distance. Curiously, one library replied that it would answer reference questions from off-campus students, but would not conduct subject searches for them.

4. Special Telephone Line

The category for a special telephone line was based on the model of service present in British Columbia rather than on information extracted from the respondents' letters. The focal point of all four library services in B.C. is a special telephone line to the library for off-campus students to use to request material and information for their courses. The four telephone services in B.C. have the following features in common: students are advised through publicity to call collect; the lines operate twenty-four hours a day; telephone answering machines are used to accept collect calls and record information and requests.
As emphasized by authors such as McCabe (1983), Rumery (1983) and Johnson (1984), the telephone is the off-campus student's link to the library and serves as a substitute for the student being able to walk into the building in person and select his/her own material. It is traditional for on-campus students to have free, convenient access to the resources of the academic library. A toll-free telephone line is a means to provide the off-campus student with an equitable form of library access. The availability of such a line implies that the institution has recognized the value of library access to off-campus education.

In our survey, my colleagues and I looked for other libraries which utilized a similar concept of phone service. Five libraries (16% of the respondents) indicated that they had toll-free telephone lines available for their off-campus students.

5. Advertisement of Services

This category is very significant for off-campus library services because it is a reflection of whether a service has become institutionalized. For a library to advertise its off-campus service implies that the service has gained acceptance from the administration. The implications extend further to the areas of funding, staff, and resources. By publicizing the availability of a service, the library is indicating that it is prepared to respond to a demand for that service within established parameters.

In the replies to the B.C. letter, several libraries reported that they did provide some services to their off-campus students on an ad hoc basis but, for various reasons, did not formally advertise or publicize these services. Twelve libraries (39% of the respondents) indicated that they did advertise their services.

6. Librarian

Another significant indicator of the institutionalization of an off-campus library service is whether at least one librarian has either full-time or part-time responsibility for the service as part of his/her job description. For a library to devote the time of a member of the professional staff to this service implies a high level of commitment to off-campus programs. Most university libraries in Canada do not have a person designated as an extension librarian (or, with some similar title). In general, off-campus activities are fitted into the schedules of librarians
whose primary responsibilities lie in other areas. Only six libraries (19%) responded that they had a librarian on staff with off-campus services as a primary component of his/her job description.

7. Support Staff

Many of the functions associated with an off-campus library service can be performed at a clerical or library assistant level. These functions include retrieving material from the library collections, charging out books, photocopying, typing labels and reply forms, and record keeping. Established off-campus services should have at least one person to perform these tasks as part of their job description. The person may be full-time, part-time, or seasonal. Eleven Canadian libraries (35%) replied that they had such a position on staff. It was of interest to note that two of those ten libraries had a member of the support staff coordinating the off-campus service in place of a librarian.

8. Bibliographic Instruction

The relevance of bibliographic instruction in an off-campus library service has been adequately discussed by other authors (e.g. Brown, 1983; Peyton, 1983). In this context, instruction can take place in several forms, including personal visits by librarians to course sites, audio-visual presentations, teleconferencing, computer-assisted instruction, and written instruction. Materials include on-site reference collections, microfiche and on-line catalogs, facilities for on-line literature searches, the resources of local libraries, and pre-prepared instructional packages.

Eight libraries in Canada (26%) replied that they are currently involved in some form of bibliographic instruction for off-campus courses. The most common form mentioned by the respondents was personal visits to course sites.

9. On-line Bibliographic Services

The use of computerized literature searching in off-campus library services has been well-documented in the literature (Weinstein and Strasser, 1983; Cookingham, 1983; Rumery, 1983; Ream and Weston, 1983). There are several advantages to using on-line searching in this context. One major benefit is that it saves time for the library staff, reducing the need to conduct
manual literature searches for off-campus students. Another major advantage is that it usually gives the student more involvement in defining and limiting a topic and in selecting his/her own references. Depending on the organization of the service, on-line searching can also save time for the student and give faculty more flexibility in setting assignments.

In Canada, at present, most computerized searching for off-campus students is done by librarians at the campus library. The student writes or phones the library to make a request, the search is conducted at the librarian's convenience, and the results are mailed to the student. Usually there is a charge for this service. In some cases, a librarian will initiate an on-line search on behalf of a student as an alternative to conducting a manual literature search for this user. In these instances, the student is usually not charged for the search. Twelve respondents in Canada (39%) indicated that their library would conduct, on request, a computerized literature search for an off-campus student.

10. **Interlibrary Loans**

This category was used to establish which libraries would initiate interlibrary loan requests on behalf of their off-campus students. As in category 4 (special telephone line), this section was modeled on the British Columbia services. In B.C., the campus library assumes primary responsibility for providing material to its off-campus users. Students are not expected to request interlibrary loans through a local library. Instead, the students are encouraged to make their requests through the telephone service to the campus library which in turn will initiate, if appropriate, an interlibrary loan request on behalf of the student. The librarians initially screen these requests to determine if another item could be substituted and, if not, if there is sufficient time to obtain the material from another library.

Since interlibrary loans are a traditional on-campus service, we feel that some means should be available to off-campus students to obtain specific items not held by the home library. This is based on the assumption that a comprehensive off-campus service assumes full responsibility for meeting the library needs of its users and attempts to provide services comparable to those available on-campus. Nine Canadian libraries (29%) replied that they do initiate interlibrary loan requests for their off-campus users.
11. Charges for Service

The objective of this category was to learn how many libraries provide off-campus library services free-of-charge to the user and, inversely, how many hold the user responsible for some of the costs of service. There are two significant rationales for an institution to offer off-campus library services at no charge. First, the services are essentially a form of compensation to the student for being unable to use the resources of the main library in person. If the objective of an off-campus library service is to enhance the quality of academic programs (McCabe, 1983), a system of charges would be to the detriment of this concept of quality since it would likely discourage library use amongst students who are already at a disadvantage in this regard. A second rationale for free services is to minimize the complications and staff time in record-keeping and fee-collecting.

Among the respondents, thirteen libraries (42%) indicated that, with the exception of computerized literature search fees, they provide their off-campus service at no cost to the student. Seven libraries (23%) reported that their students are responsible for the cost of photocopying or postage or both. None of the libraries reported charging any basic service fees nor any fees for loans or manual literature searches.

12. Needs Assessments

The category for needs assessments attempts to discover which libraries take an active role in planning services geared to the needs of the institution's off-campus courses and programs. This implies that library staff meet with the relevant campus educators and administrators to determine how the library can assist in developing and providing resources for a course and how the students can effectively obtain information for their assignments and projects. In some cases, the library may need to promote its off-campus services in order to achieve the desired result and to enhance the quality of the course or program in question. A library's active involvement in this area tends to reflect a high level of institutional commitment to off-campus service.

Eleven libraries (35%) which responded to the B.C. letter and returned the completed survey form acknowledged that they undertake formal or informal needs assessments for off-campus courses and programs and use this information to plan library services.
13. Evaluation

The premise of this category is that the library staff periodically reviews the services and resources available to off-campus students and faculty and evaluate their effectiveness. As in the previous category (needs assessment), a library's involvement in this area tends to indicate a high level of institutional commitment to off-campus service. Several examples and discussions of evaluation in off-campus programs can be found in the literature (e.g. Kim and Rogers, 1983; Hodowanec, 1983; Johnson, 1984).

After this category was established, I realized that it was inappropriate to assume that the library staff had to conduct the evaluations. At the University of Victoria and at two other institutions which responded to the letter of inquiry, off-campus library services are evaluated as part of larger evaluation projects conducted by the campus agencies responsible for the courses or programs. In these cases, the library has input into the content of the library section of the questionnaire or project. This approach to evaluation is significant because it indicates cooperation between the library and other campus departments. By including adequate library representation in an off-campus evaluation project, the evaluator is acknowledging the importance of the library's role in the academic programs which are under review.

Including the two libraries mentioned above, thirteen Canadian libraries (42% of the respondents) reported that they are involved to some extent in the evaluation of their off-campus services.

Comparison of Services

In order to display and compare the information in the thirteen categories, a software package called Multiplan™ was used on a personal computer. Originally, all respondents to the B.C. letter were listed on the spread-sheet, including those libraries which are not involved in providing any off-campus services. For the purpose of this paper, two revised versions of the spread-sheet were produced. The first version (Appendix C) lists only those libraries which have an affirmative answer for at least one of the thirteen categories. For the purposes of comparison, the four B.C. institutions were added to the spread-sheet. With the inclusion of the B.C. services, the totals on the spread-sheet will be slightly higher than those cited under the different categories in the previous section of this paper.
In Appendix C, a "1" is assigned for each "yes" answer and a "0" for each "no." This provides a maximum total of 13 for each library. These totals are displayed in the far right column of the spreadsheet. At a glance, it is possible to see by these totals which libraries are most involved in off-campus services. Since a few institutions offer courses entirely by distance education delivery methods (e.g. the Open Learning Institute, Athabasca University), a "0" under the core collection category does not imply that these institutions are any less active than universities which have a "1" in this category. Therefore the totals in the right-hand column should be viewed within a range (e.g. 12-13) rather than assuming that an institution with a 13 is more active than an institution with a 12. At the bottom of the spreadsheet are the totals by category, which enables the reader to see how many institutions are involved in any of the thirteen categories.

Since Appendix C is a very basic comparison of categories, another spreadsheet (Appendix D) was produced with values attached to affirmative responses in the various categories. The rationale behind this approach was that the categories reflect different levels of library involvement in off-campus services and higher values can serve as a way to give credit to libraries which go beyond offering the basic services (categories 1-3).

In Appendix D, the following values were assigned to the affirmative responses:

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<td>4 - 11</td>
<td>2</td>
</tr>
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<td>12 - 13</td>
<td>3</td>
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The maximum total for any institution on this spreadsheet would be 25 (right-hand column). Once again, due to variations in the number and types of courses offered, technology available, geographic area involved, and other local conditions, it would not be fair to regard each rating as hierarchically better than another. As with the spreadsheet in Appendix C, the right-hand totals should be regarded within ranges as indications of a library's involvement in off-campus services (e.g. 25-22: high level of involvement; 21-15: very active; 14-6: active; 5-0: low level of involvement.

Categories 1-3 were considered to represent basic services and had a high affirmative response rate from Canadian libraries. Categories 4-11 could have been subdivided depending on one's view of the importance of a particular category, but for the sake of
References


Appendix A

B.C. Letter of Inquiry

Dear

We represent an informal group of distance education librarians in British Columbia who are interested in learning what our counterparts are doing in other Canadian universities. At our respective institutions we offer comprehensive library services for our students who take credit courses or do independent studies off-campus. These services include the availability of toll-free telephone lines to the university libraries, the provision of monographs and photocopied periodical articles by mail to individual students, and bibliographic assistance for reference questions. Two members of our group also supply core collections to the sites where extension courses are taught.

We are interested in knowing which other university libraries offer services similar to ours. If there is an individual in your library who acts as an extension librarian, we would appreciate this person contacting us and sending a description of the services offered to your off-campus students. In return, we will be pleased to provide information about the off-campus library services offered by the following four institutions in British Columbia: Simon Fraser University, the University of British Columbia, the Open Learning Institute and the University of Victoria.

Our purpose for initiating this contact is to collect and share information about off-campus library services on a national basis. Any assistance you can offer in putting us in touch with people operating in this area would be appreciated.

For mailing purposes, please address all correspondence to Sandy Slade at the University of Victoria Library. Thank you.

Yours sincerely,

Alexander (Sandy) Slade
Extension Librarian
University of Victoria

Barbara Webb
Student Services Librarian
Open Learning Institute
Appendix B

CANADIAN OFF-CAMPUS LIBRARY SERVICES SURVEY

INSTITUTION: ____________________________________________

1. CORE COLLECTIONS:

A collection of books and articles is sent on request to the site of an off-campus course. __________

2. SPECIFIC REQUESTS:

The library staff sends specific material to off-campus students in response to requests received by mail or telephone. __________

3. REFERENCE QUERIES:

The library staff answers reference questions and conducts subject searches for off-campus students in response to requests received by mail or telephone. __________

4. SPECIAL TELEPHONE LINE:

The library has a special "toll-free" telephone line for off-campus students to request library material. (Note: "toll-free" can be interpreted to mean that the library accepts collect calls.) __________
5. ADVERTISEMENT OF SERVICES:

Library services for off-campus students are publicized in brochures, handbooks, and other literature which is available to all off-campus faculty and students.

6. LIBRARIAN:

At least one librarian has either full-time or part-time responsibilities for off-campus library services as part of the job description.

7. SUPPORT STAFF:

At least one member of the support staff has either full-time or part-time responsibilities for off-campus library services as part of the job description.

8. BIBLIOGRAPHIC INSTRUCTION:

A librarian provides direct bibliographic instruction to off-campus students by visits to course sites, through teleconferencing, or by use of audio-visual media such as video-tape.
9. ON-LINE BIBLIOGRAPHIC SERVICES:

On-line literature searches are conducted for ____________
off-campus students on request.

10. INTERLIBRARY LOANS:

I.L.L. requests for material not available ________
from the "home" library are initiated by
library staff on behalf of off-campus students.

11. CHARGES FOR SERVICE:

All library services for off-campus students ____________
are provided free-of-charge.

12. NEEDS ASSESSMENTS:

The library staff undertakes formal or informal ________
needs assessments for off-campus courses and
programs and uses this information to plan
library services.

13. EVALUATION:

The library staff periodically reviews the ________
services and resources available to off-campus
students and evaluates their effectiveness.

ADDITIONAL COMMENTS:
## Appendix C

Report Of Survey Results By Library: Single Value Description of Categories

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### Appendix D

**Report Of Survey Results By Library: Multiple Value Description of Categories**

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Report of Survey Results By Library
Hierarchica Comparison of Appendices C & D

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Editor's note: This paper originally appeared in The Off-campus Library Services Conference Proceedings (1983) and is reprinted here in its entirety owing to several errors in the data shown on Appendices C and D in the original version.
Working With Part-time Faculty:
Challenges and Rewards
Susan Swords Steffen
Northwestern University

Faculty and the assignments they make shape the library and information needs of students, especially for adult students enrolled in nontraditional programs. Studies documenting low use of libraries by part-time students record their not needing to use library materials as equally as important a reason for not using libraries as lack of time. Students who do not make use of libraries during their undergraduate education miss the opportunity to acquire the library and information skills that will prepare them to be lifelong learners. Since one of the most effective methods of increasing library use by students is to convince faculty to make assignments which require library use, it is essential for librarians to work closely with faculty teaching in non-traditional programs to assist them in designing assignments that will encourage greater library use by their students.

Accomplishing this type of change is difficult in any institution. Non-traditional programs in general and off-campus programs in particular present some special challenges because the majority of faculty are usually in part-time or adjunct positions. In addition to being isolated from the parent institution by the location and often the time of day of their classes, these faculty must cope with the problems and frustrations common to all part-time faculty. A better understanding of the needs of part-time faculty will assist librarians in devising strategies for working with these faculty to increase student library use and to develop improved library services for students. At the same time, by meeting some of their needs, librarians may also be able to help ease the plight of part-time faculty within their institution.

Both part-time faculty and the institutions which employ them experience many problems well-documented in higher education literature. Part-time faculty now provide a growing proportion of college level instruction, and in some fields at some institutions, students may in fact receive the majority of their instruction from part-time faculty. For students in off-campus programs this is even more likely to be true. Fifteen percent of the total teaching load in community colleges, colleges, and universities in the United States is carried by part-time faculty;
thirty-two percent of all faculty or more than a quarter of a million people are employed in part-time positions (Gappa, 1984, p.5).

Employing part-time faculty offers advantages to institutions but also creates some major concerns. Advantages include flexibility of course offerings and scheduling, cost savings, and the ability to reach nontraditional students. Administrative concerns include developing fair and equitable selection, evaluation, and retention policies, orientation of faculty to the institution and its goals, and balancing the cost savings in faculty salaries against greater administrative costs (Leslie, Kellams, & Gunne, 1982, pp. 138-144). Full-time faculty worry that large numbers of part-time faculty will decrease the power and influence of full-time faculty and often actively work to exclude part-timers from governance and decision-making roles (Gappa, 1984). Monitoring the instructional practices of part-time faculty, insuring the quality of instruction, and providing feedback and faculty development are major areas of concern.

Although part-time faculty are an extremely diverse group who hold part-time positions for reasons which vary from personal satisfaction to aspiration for full-time employment, the majority seem to share a common set of problems. Despite the important role they play in many institutions, part-time faculty often feel outside the mainstream of the institutions in which they teach and experience feelings of "not counting" and "invisibility" (Wallace, 1984). They work outside normal departmental structures lacking contact with colleagues and with both formal and informal channels of communication. They do not have adequate information about available support services either to make appropriate student referrals or to support their own teaching. The settings in which they teach and the contractual situation under which they are employed do not encourage informal contacts with students (Leslie, Kellams, & Gunne, 1982, p. 140). Many part-time faculty who are relatively new to teaching need to develop and improve their teaching skills, but often receive little feedback on their teaching performance and are not included or encouraged to participate in faculty development programs (Norman, 1984).

Although there has been little documentation of the library and information needs of part-time faculty and even less about effective strategies for working with part-time faculty, reports of several user surveys have included information about part-time faculty. In a user survey conducted by Jo Bell Whitlach at San Jose State University, a substantial portion of part-time faculty seldom or never used the university library, and faculty
respondents who reported seldom or never using the university library were more likely to have evening, part-time, or temporary status (1983). Thomas' survey of faculty at California State University at Long Beach found that part-time faculty were unlikely to require attendance at library-initiated lectures and were more likely to expect students to acquire library skills independently rather than through bibliographic instruction or informal contacts with librarians. Part-time faculty tended to create their own library exercises rather than inviting librarians to their classrooms, and did not share a perception that the required library skills course taught students how to do research (1984).

Librarians tend to concentrate their faculty outreach efforts on full-time, tenure track faculty who have a more vested interest in the library and a longer commitment to the institution. Convincing a powerful respected faculty member to participate in a bibliographic instruction program is considered more important than enlisting the participation of part-time faculty. Most of the successful methods for contacting faculty, such as attendance at faculty meetings, membership on committees, working with academic departments, and holding receptions for faculty, tend to exclude part-time faculty. Librarians seem to reflect the attitudes of many institutions toward part-time faculty. It is assumed that part-time faculty do not use libraries at all because they either rely on other methods for obtaining needed information or they do not do research at all. Those who do use libraries use "some other library" rather than the library of the institution where they teach part-time. Because they make less use of libraries themselves it is believed that they also place less value on their students' learning to do research.

If librarians want to influence large numbers of students, especially students in nontraditional programs, through their instructors, they must shift some of their faculty outreach efforts to part-time faculty. Part-time faculty experience many problems and frustrations at least some of which librarians can ease. By understanding and meeting these needs, librarians will be able to enlist the support and cooperation of part-time faculty and have means of effectively influencing their students to make greater use of library resources.

Northwestern University's University College, the evening adult extension division of the University, provides a fruitful environment for examining the library use, needs, and attitudes of a group of part-time faculty, for testing the assumptions librarians make about part-time faculty, and for developing
strategies for working with part-time faculty. Currently, the University Library, in cooperation with University College, is involved in a major effort to integrate the learning of research skills and the use of libraries into the University College program. All faculty teaching in University College are employed on a part-time basis. They include ABD graduate students, full-time faculty from Northwestern or other institutions, and persons employed in nonacademic positions or self-employed. The Schaffner Library and the Extended Campus Services Librarian provide library services on the extension campus located in downtown Chicago with delivery of needed materials from the Evanston campus. Until recently, there have been very few library services provided to University College other than a reserve reading facility, so faculty have few expectations for the availability of library resources or services.

In order to design effective new library services for this program, we wanted to better understand faculty perceptions, attitudes, and expectations about libraries. So, during the spring semester 1986, a questionnaire survey was distributed with their class lists to all 135 University College faculty, and a second follow-up mailing was distributed to 100 faculty on the extension campus. Of the 135 faculty contacted, 57 or 42% responded. To learn more about requirements faculty had for student use of libraries, telephone interviews were also conducted with 37 faculty teaching a range of liberal arts and professional courses. The results reported here provide a snapshot view of the attitudes of this group of part-time faculty at this institution about libraries and their use by students. While firm conclusions about the perspectives of all part-time faculty teaching in nontraditional programs cannot be drawn from this data, it does contribute to our understanding of the needs of part-time faculty.

Although other data on the use of libraries by part-time faculty indicate a relatively low level of use, this group reported regular use of libraries. Forty-three percent reported frequent library use with a visit at least weekly or more often, while 33% showed library use more than once a month but not weekly. Only three people or 5% of the respondents said they had not used libraries at all in the past year. This group of part-time faculty cannot be viewed as non-users of libraries.

Faculty also reported using a wide range of libraries which is not atypical for part-timers or for library users in an urban area. However, libraries in the Northwestern University system were most frequently mentioned as the libraries used with 52% of the responses indicating use of a Northwestern library. Public libraries accounted for 23%, libraries at work for 13%, and other
academic libraries for 11%. Use of the libraries of Northwestern University is plainly important for University College faculty. In addition, however, they seem to be fairly flexible about locating library resources outside the Northwestern system. This flexibility may lead them to unrealistically assume that students will also be able to easily negotiate a wide range of libraries.

The most frequent reason for using libraries, consulting materials in preparing to teach a course, was cited by 68%. Other purposes for using libraries indicated by at least 50% of respondents included professional reading, working on a doctoral dissertation, working on other research projects, locating information needed for work-related projects, and a place to work. In addition, 42% said that they used libraries for leisure reading. When queried about what professional or scholarly activities they pursue on a regular basis, 77% said they read professional books, 75% read professional journals, and 72% conduct research. Clearly, this group of part-time faculty is substantially involved in finding information for their teaching, outside research projects, and their own professional development and makes frequent use of libraries to do so.

Because a major element in the development of library services for University College is experimentation with and use of library and information technology, faculty use of various library computer technologies was also assessed. With libraries in the Northwestern University system as the most frequently used libraries, it is not surprising that 68% of faculty had used an on-line catalog. On the other hand, only 33% had had an on-line search done, a service which would be quite helpful to them. Nineteen percent had done their own on-line searching, probably because training in on-line searching had been provided to about that number of faculty during the academic year. This group of faculty is aware of library technology, but is not yet making optimal use of a service that would facilitate their research interests.

Since the assertion is frequently made that many professionals meet their information needs without using libraries, faculty were asked whether they agreed with the statement that "professionals in my field frequently find the information they need without using libraries." Thirty-four percent strongly agreed or agreed with the statement, while 60% disagreed with the statement. This perception is consistent with the earlier findings for this group of frequent library users.

This group also demonstrated positive attitudes about the importance of library and information skills in undergraduate
education. There was overwhelming agreement with the statement that "it is very important for undergraduate students to learn to do library research well" with 75% strongly agreeing and 25% agreeing. General agreement was asserted with the statement that "it is very important for undergraduate students studying my field to learn about the resources actually used by professionals" with 81% strongly agreeing or agreeing.

While positive attitudes are commendable, they do not insure student use of libraries unless they are translated into assignments that require library use. When these instructors were asked if they would like to require their students to use libraries more frequently, 43% strongly agreed or agreed they would, 35% were uncertain, and 22% felt they did not want to. Thirty-three or 58% of the faculty reported that they had felt reluctant to make library assignments. The reasons most frequently cited were that students do not have time to go the library (58%), adequate library resources were not available (46%), too much content to cover (39%), and subject matter in the course not appropriate to library assignments (36%). In the telephone interviews, most faculty who were not including library assignments cited lack of time, either the students' or their own, an instructional method such as case study, or level of the course as reasons.

During the telephone interviews, all faculty who were assigning papers or projects which might require use of library resources were offered bibliographic instruction sessions. Most of them had little if any concept of what such a session would include or how it would benefit their students. Several expressed the opinion that class time should not be used for this activity and that students who did not already know this material should learn it on their own. Many already felt pressured about covering all their course content and were reluctant to give up class time for such a peripheral activity. Most did not have a clear idea of what problems their students would encounter using libraries. Several said that they did not make research assignments because they did not have time to "pre-research" topics so that they could advise students and evaluate their work. Many assignments seemed quite limited in what students were required to do, in how many sources should be used, and in not requiring students to go beyond required or prescribed readings. In spite of all this, fourteen faculty with library use assignments did schedule bibliographic instruction sessions. Although on the whole these sessions were quite successful, there was a tendency to allow an insufficient amount of class time and to schedule them earlier in the course when students were not ready to start working on papers.
An analysis of these data and a better understanding about the needs of part-time faculty in general has led to the development of three major strategies for working with University College faculty to increase student use of library resources. These strategies will focus on communicating with faculty to provide them with a stronger link with the University and with the services available, improving the quality of instruction, and meeting the information needs of faculty themselves.

First, an extensive and persistent public information campaign will be conducted to make faculty aware of available library services, particularly bibliographic instruction and on-line searching, and their role in undergraduate education. Faculty need to understand how these services will benefit their students both so that they can incorporate the use of libraries into their courses, and so that they can encourage students in their use. In addition, faculty will also receive copies of all library publicity sent to students so that they can respond knowledgeably to student questions and highlight the information students will be receiving. All faculty will also receive special mailings from the library during the summer and during each semester. The Extended Campus Services Librarian will appear at the opening University College faculty meeting and at orientation sessions for new faculty as well as at all general University College functions. Telephone contact will once again be made with as many faculty as possible to determine which classes are in need of bibliographic instruction and information about on-line searching. The library and the librarian will become a constant and persistent presence in the life of University College.

Then, the Library is working both formally and informally with the University College administration to help faculty improve the quality of their instruction by incorporating better designed and more appropriate library assignments into their courses. This group of faculty knows how to use libraries themselves and is receptive to the idea of requiring more use of libraries by students. On the other hand, many seem uncertain about how to do this and how to balance this new demand against the problems of covering a semester course in fifteen class meetings. Integrating library use into course content will be part of a faculty development program for beginning instructors. Additionally, all faculty will receive suggestions for library assignments that are alternatives to the term paper, as adapted from materials produced by Earlham College, and guidelines for making library assignments as adapted from the University of Colorado (Fink, 1986). The Dean of University College is sending a letter to all faculty reminding them of the importance of providing opportunities for students to increase their library skills and encouraging them to shift some
of the responsibility for learning in the course to the students by emphasizing the acquisition of skills rather than the covering of content. A portion of the opening faculty meeting will also be devoted to this topic.

Finally, because this group is actively involved in research and professional development, the Schaffner Library and the Extended Campus Services Librarian will try to meet faculty's information needs as well. At California State University-Long Beach, Thomas found that faculty who have positive library experiences themselves tend to be more supportive of bibliographic instruction and are more likely to refer students to library services (1984). To introduce faculty to the advantages of information technology, the library provides free on-line searching to all University College faculty and holds workshops for faculty to learn to do their own on-line searching. The library provides free photocopying and delivery of materials from the main Evanston campus and access to interlibrary loan services without traveling to Evanston. The librarian will also provide research consultations for faculty.

It is hoped that these strategies and the programs and services of the Schaffner Library will result in major benefits for the part-time faculty, for the University College program, for the students, and for the library. By working closely with part-time faculty, the library can increase faculty members' feelings of connectedness with the program and give them a better understanding of its goals. The library will make faculty better able to advise students on their research and help faculty to improve their instruction. Providing them support in their teaching and meeting their personal information needs will alleviate feelings of "not counting." The University College program will benefit from a more satisfied faculty who are more motivated to do a good job, who are more dedicated to the purposes of Northwestern University, and who are easier to recruit and retain. University College administration will gain an awareness of the instructional practices of its instructors. The library will aid University College staff in the orientation and development of University College faculty and will have helped them to insure the academic excellence of the program. Students will have more opportunities to develop the skills they will need for lifelong learning and will generally have a better educational experience. The library will experience an increased demand for its services and the delivery of those services will be greatly enhanced. With this opportunity to play a central role in the educational process, the library will have made a valuable contribution to the academic program of its institution.
References


Non-traditional Education, an Industrial Phenomenon, and Libraries

Robert Trullinger
Central Michigan University

For a little over a year I was the Michigan coordinator for the College and University Options Program, working with the United Auto Workers (UAW)/Ford National Development and Training Center (NDTC). I got a very close first-hand view of what Ernie Savoie (see paper in these Proceedings) was talking about, and it is essentially from that base that I have prepared these remarks. Having worked with Ernie and having worked with those people who have worked closely with him both from the company side and the union side, I can report that Ernie is really the father of this idea having a very humane view of tuition assistance and educational programs for the workers within Ford Motor Company and is one of the fathers of the concept of the joint educational activity between union and management in terms of providing opportunities for hourly employees of Ford Motor Company. In that capacity, he spent a lot of time writing the language that was used in the contracts, and as this movement has gained speed, he has become indirectly the godfather of many other activities, such as collaborative efforts between the UAW and General Motors and the UAW and Chrysler. The influence of the UAW/Ford program on other industries and unions, like the Communication Workers of America, is going on to the point that in April (1986) we had a group come in to UAW/Ford NDTC from England representing the British government to look at Ford's educational programs.

What Ernie discusses in his paper, and what I'm going to cover here in somewhat more specific terms is how we might respond to a phenomenon that we are going to experience or should be able to experience within a relatively short period of time. We're not talking about a Michigan phenomenon. We're not talking about a Midwestern phenomenon. We're not talking about an automobile industry phenomenon. We're talking about something that is an industrial phenomenon. Those institutions that are ready to

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Editor's note: Dr. Trullinger, Director of Central Michigan University's Institute for Personal and Career Development, was a featured speaker at the Off-campus Library Services Conference, 1986.
maximize their opportunities are going to benefit, and those institutions that are inflexible are not going to see this as an opportunity and are going to miss out. There will be a major impact on higher education over the next twenty years owing to the industrial worker's interest in education. It has already had a major impact on higher education inside the state of Michigan and has affected Ohio and some other places as well. It's going to make us all much more aware of the needs of adult working students. These students are going to appear at times on our front doorsteps and other times we will go to their environments to provide educational programs. The need for on-site services, providing services within the plant situation, is very important. Some universities should be walled, but there are a number of institutions that have thrown walls about around themselves. We need to find ways to get over those walls.

Basically, one of the things that can characterize this group of students, what I am calling here the worker-student, is a very high esteem for education. These are people who believe in education. In many ways they believe much more than we do because we're so close to it. These people often have had unpleasant experiences with education, and for some reason they bounced out of high school when they were sixteen because things were not going well, because high school would not relate to them, or they went off to the local community college or they went to a four year institution and did badly as many of us did when we were starting out. They left and went to work for Ford Motor Company, for Chrysler, or for GM at age 18 or 19 and have now been in the plant for a long time and have built up some seniority. Still they often view education as something with which they did not do well. Nonetheless, they have a great esteem for education. Higher education is important to them and this is one of the things we always need to remember. They sometimes will react in strange ways with that high esteem. I remember a time when we at Central Michigan University were dealing with the Staff Council of the UAW. We met with a large group of people in order to determine what kind of experiences they had that might be evaluated for prior learning credit. They kept saying we had to talk to so-and-so, they bet we can't serve so-and-so because he never graduated from high school and he was an educational director. They kept saying that, and I thought, "Gosh, they're going to bring him in and we won't be able to do anything for him. This is going to be dreadful because they're setting me up." He came on in, sat down, and went on about being an educational director without even a high school degree. Could we do anything for him? Well, sure we could. We could take him in on a special admissions status. We kept talking on-and-on, and he finally admitted that that he had two years of college at Wayne State
University. He never told his colleagues this; he never told the
other guys. The only thing he ever told them was that he didn't
have his high school degree. Education was very important to him,
but he knew that within this environment he could get along better
if his union colleagues thought he was so smart without having a
high school degree. It's not that education lacks esteem, but it
is something of which they are somewhat afraid. We need to make
sure that we don't re-inforce this fear of higher education and
that we make things easier for them.

The workers are also looking for a wide variety of courses. The
tremendous flexibility to pursue the education that the
workers want comes out of Ernie Savoie's involvement in this whole
process which allows people to pursue their own interests.
Workers are coming to higher education for a wide variety of
courses. They do want technical training and computer training.
When colleges and universities won't provide technical training
for them, they will find it through private firms. There is a lot
that higher education could do that it is not doing in this
regard. The workers are also looking for the traditional liberal
arts subjects. One of the first problems that we had to deal with
in the Colleges and University Options Program in Michigan was a
man who came and wanted to take religion courses. He was not
looking for something that was going to enhance his position as a
worker for Ford Motor Company, he was looking for religion
courses. We tried to make them accessible to him and, to be quite
honest, we succeeded. I have heard workers ask for all kinds of
courses from the most technical to the most theoretical. This is
a very broad market.

Another thing we have to be careful of with this group is
not to make assumptions about them, such as "line workers who work
in the factories are not very bright," or, "they don't have very
many applicable experiences." "They're not going to relate well
within our system," or, "they're not really the kind of people we
really want to have in our institutions." With all the work that
we at Central Michigan University have done with this kind of
worker, I was in a situation with some of our staff members where
they were saying that the UAW people "just don't know how we work
here within our situation." They were responding to these people
with a set of assumptions that was not fair. You will sometimes
get people who are not literate, and the motor companies are
working very hard with these people to provide basic literacy
training for them. They are doing an excellent job and can boast
of some wonderful success stories. At the same time you will get
people who have two, three, or even four years of college, and,
CMU is in one plant with a graduate program. There are a
number of people working on the line who have undergraduate
degrees and are looking for graduate degrees. Why do they stay on
the line? Because they are being paid very, very well. Their
union has negotiated high salaries for them. They don't want to
go to work in a college or a university where they're going to
earn an annual wage in the twenty to thirty thousand dollar per
year range. When they get paid overtime there are line workers
who are making forty to sixty thousand dollars a year. Why would
they leave that? Why would they leave that for some job that is
going to pay them $7.50 an hour? But they are looking for
education. So we need to be careful about our assumptions,
because you'll find that they're not all true.

The workers will want to negotiate everything and they are
not very receptive to the arcane rules of colleges and
universities. This is sometimes fun and sometimes irritating.
Consider the following remarks as typical of worker attitude
toward traditional academe. "Well, you just can't do that."
"Well, why not." "Because nobody has ever done it before and the
catalog says that you can't." "Well, but common sense says that
you can do it." They will argue everything with you down the
line. Once you've come to a resolution of a situation, or at
least you've come to a bottom line, they will accept where you are
and go on. But the worker/student is a tougher individual to deal
with then your traditional eighteen through twenty-two year-old,
or the people from the white-collar, middle-class and upper
middle-class who will tend to understand better and appreciate
arcane rules. The workers will see that the emperor is naked.
They really can make us look bad sometimes, but they can also show
up those places where we need to make some changes.

In dealing with the workers, there are a number of
limitations that we have to take into consideration both from the
institutional point of view and also from a library point of view.

The workers will work in shifts, and those shifts don't
necessarily relate to college and university class hours and when
offices are open. Somebody who's going to work at 7:00 a.m. and
gets off at 3:00 p.m. finds it hard to contact the admissions
office, the registrar's office, the continuing education office,
the library during working hours. Somebody who is going to work
at 3:00 p.m. and working until 11:00 p.m. can use the college's
normal hours, but the person who is working on the shift from
11:00 p.m. to 7:00 a.m. has a very difficult time. These people
frequently work overtime, and they might work ten hour shifts,
five to six days a week. Ford had some plants back while I was
working with CUOP that were working 10 and 12 hour shifts six and
seven days a week. Now, those people can't go to school; you
don't have to worry about them. All they can do is get to work
and go home at night. They can't even spend the money that they're making. We need, however, to take shift considerations into account, particularly when we're working with large groups of workers.

There are also shift changes. One of the incomprehensible things within any kind of industrial situation is why they move a person from one shift to another. It's obviously comprehensible to management. It's often not comprehensible to the worker, and for those of us in higher education it makes absolutely no sense at all. "Why can't they just keep the person on the same shift if the person is taking a course." The company is concerned about making a profit and the union is concerned about having the company make a profit so it can pay higher salaries. Consequently, the poor worker moves around as he is told. We must be aware that workers often find themselves unable to continue on with a course, and this can impact on the library also.

Often the worker is approaching education at the encouragement of the union, at the encouragement of management, at the encouragement of the life-education advisor, but with a lot of fear and trepidation. They've had unpleasant experiences before, and they've had things happen to them that were unpleasant. They don't want to go back and go through failure. No one wants to keep going back and failing and failing and failing, and they need to be encouraged to go and get involved. If the experience of a number of institutions is correct, these people often do very well in college/university courses. The worker will be a very good learner. The person who had failures during the adolescent period or through other kinds of troubles, often is beyond those problems. The student who was not highly motivated then is now and has everything going for him or her with the exception of fear. We need to be sensitive to that fear.

The workers also fear books and by extension, buildings with books most notably including the library. Probably the most fearful building on campus is the library. Once I worked in a bookstore, and it was interesting to see the people who would come in the front door, see all the books, and just back out. It was too much for them. We have to realize that these people are afraid, and we to be very concerned about how we deal with them.

What kind of services then do we need to provide for these workers, and specifically what kind of library services do we need to provide for them? As our institutions get involved in programs that attract large numbers of workers, we need to think about things such as on-site orientations. On-site not being in the library, but in the plant situation. I want to emphasize the
importance of on-site visitations, and I want to repeat it, because this is something that for over a year I've pushed colleges and universities to do. So many institutions believe that they are local institutions if the plant is within several miles of their campus, and they don't understand that as far as the workers are concerned the institution may as well be on the other side of the state. It is important to do things on site, to go into the plants, or to the union halls. If the plant doesn't have meeting places or conference rooms, the union hall will have places where orientations and classes can be delivered. Work with the workers on-site. To colleges and universities willing to work in this kind of environment, I have stressed the idea of getting in and doing an orientation at the plant. Have an orientation for them, discuss your program, talk about the things that are available. Give the names and telephone numbers of the people that they might need to talk to. But definitely orient the workers to your library on-site and make field trips to the library back on the campus if it's close enough to do that. Take them into the alien environment of the library with a friendly face, somebody they can relate to. Admittedly this may be difficult in terms of work schedules, but success here is well worth your effort. If your institution is far from the plant, such orientation may prove impossible. Then use other approaches, but work with these people right up front. As librarians, you ought to demand to be a part of any kind of orientation that is done by your institution for these people. If any orientation is not planned, you ought to urge that there be one. You may need to be aggressive and perhaps even somewhat obnoxious in order to be heard, but do what you must.

Institute flexible hours so that the workers can contact the library. Not, "Well, we're an eight to five library and then we're gone. If you can't get us then, you can't get us." You can count on never winning friends or influencing these people in that way. If the workers are expected to come to the campus to use the library, make every effort to be sure the library will be open when they are likely to want to use it. It's even very hard for workers in the plant to use a telephone during work hours to access your telephone request service if you have one. Make your services available at times when the worker can use them, when they can get to it.

This kind of flexibility is extremely important. I've already mentioned telephone requests, which I think are very important to serve these adult students—be they factory workers, or other adult students. They should be able to request materials over the telephone and get them mailed to them in order to ease
the process and so they don't have to worry about coming to campus when they might use their time more satisfactorily.

If you do not have telephone request services then you must be particularly aware of how you will deal with the workers and how they will get to the campus. How they will know where the library is located? How they will know where to park without getting tickets? How they will find their way to the library's entrance? Most importantly, be sure that the library staff know about the programs that the workers are in. It is important for you as librarians to have your staff know that when the worker walks up to somebody in the most fearful building on campus and says, "Well, I'm talking the class down at the Ford plant," and the person responds by saying, "Where's your student activity card?" your institution's credibility with the workers in the program could be damaged. The library staff must be knowledgeable about the program and prepared to assist that student in ways that even transcend the library program.

Now, I know what's going to be said, I've heard librarians talk a lot. I get a telephone call from Barton Lessin periodically when he is upset with our administration of off-campus programs and I can often tell what he is going to say and it generally goes something like this: "Bob, as librarians, we always seem to be the last to know what is going on with your off-campus programs. The first time we know that you're working at a plant is when three guys come in to say there's a reserve list supposed to be somewhere in the library that a faculty member has told them he sent to us long ago, but we know nothing about it. We're the last to know." Let me come back to my principal message to you. Be aggressive. If necessary, be obnoxious! Pay attention to what's going on, and make the people in the know tell you what's going on. Barton Lessin gets the information he needs to make reasonable decisions and provide the services we require to support our programs. And as a result, we rarely forget the Central Michigan University Off-campus Library Program or its staff.

Ernie Savoie was asked about how faculty are oriented to the industrial sector. That is a hard, hard task. In the UAW-Ford College and University Options Program we had deal with this. When I was working with the CUOP program in Michigan, I urged that when they put out to institutions requests for courses, orientations for faculty should be required before they came on site to deliver a course. The instructor should be oriented to the program, take a plant tour to understand the environment, and learn about the workers. As librarians who will serve these people, you ought to understand the plant environment also.
You've got to understand what goes on in the plant. Now, there
some plants that are very nice, very clean, very humane and civil,
but many are very dirty, very loud, fast moving, and a very
difficult environment to work in. This is the kind of environment
that the workers are coming out of, and you need to be aware of
this. It is particularly important for those of us who don't get
dirty. When we go home at night and take a shower, it's a ritual
for us. When these people go home they need to do it. But you,
the instructors, need to understand that environment, it's
different from what we know, unless you've worked in a large
production facility. We had an instructor who came in to a plant
to teach a course in a flannel shirt and blue jeans and sat on the
table. The workers were furious. For them, this class was very
important, and they felt that the instructor was being
condescending. In his own way, the instructor wanted to relate to
the students in the class, but that's not what they wanted. They
didn't want somebody in a pin-stripe blue suit either, but they
wanted somebody who looked and acted like their conception of a
college instructor. They didn't want to call him "Bob"; they
wanted to call him "Dr." They wanted to have a feeling that the
academic experience was something of value that was happening for
them. Now that was a surprise to me. There's no way, except by
experience, that you could know that one ahead of time. The
workers think and say, "What's the message here to us? We feel
that the message is that this isn't as good as what happens on a
college campus." To avoid us many problems as possible you've got
to know the plant environment and the workers attitudes. You've
got to know your students. Even if the plant doesn't ask for it,
it's important to have an orientation for the instructors and
staff who will be involved with the academic program.

Also, if you're going send in a woman instructor or
librarian to work with the workers she's got to be prepared. She
has to be prepared for sexist comments and looks, and she should
have some idea how to dress, how to deal with the situation. It's
just a fact of life that the factory is in a macho stronghold. If
we're going to relate well with these people, it's the kind of
thing we need to consider.

If you have a difficult time going through local plant
management to get that kind of introduction to the plant, go
through the union. They will work it out. In fact, if you go
through with the union people, you will see things you wouldn't
see if you go through with management.

Here's an important consideration for you as librarians that
applies whether you're dealing with traditional or non-traditional
students. Try to step back and view your library the way in which
a student would. View it as somebody coming in from the outside, who knows absolutely nothing. Often you will find that there are not enough signs to show the student where to go and how to use the library. We get to know the library so well that we lose awareness of how hard it is for the stranger to negotiate the library without considerable difficulty and, as I said before, this is the scariest building on campus. Make sure that the library is well marked and that the staff which deals directly with these students will know all about how the library functions.

Look at your staff with the eyes of a stranger to your library and then work with all the staff to make them be responsive to someone who doesn't know what's going on. As a service organization, the library should be prepared to deliver the best service with the fewest hindrances. I realize that many of you are already thinking in these terms, but I emphasize this need now as I expect even closer scrutiny by librarians will be required with this industrial phenomenon about which I have been referring.

Colleges and universities are going to seek worker-students. Ford Motor Company employees have $1500 a year in pre-paid tuition benefits. The liability to Ford Motor Company in regard to that contract is a billion and a half dollars a year. The liability for General Motors is four and a half billion dollars a year on that one segment alone. There's a lot of money out there.

These are students who don't need financial aid, who don't need financial assistance; your colleges and universities are going to be looking at these people to become their students. Ernie Savoie and his counterparts in other businesses and unions are assisting us by putting life education advisors in the plants to help those students figure out how to use their benefits. Clearly, they are going to spend their education benefits with us if we can be responsive to their needs for educational opportunities.

The impact of the workers coming to our schools and, the impact of this private sector tuition assistance plan is going to make a major changes in the way we do business. It is going to make the way we do business, as librarians, as university administrators, as university faculty, much more responsive to the needs of our constituency. We must aggressively recruit these students and do those things necessary to serve their academic needs and to enable them to maximize the benefits of their educational experience.
An Experimental Document Retrieval and Delivery Service to Extension Agents and Agricultural Experiment Stations in Virginia.

Carolyn Warmann
Virginia Polytechnic Institute and State University

In 1985 a phone line which could be used to call the Virginia Tech Library System (VTLS) from a remote location became available. A great deal of discussion ensued concerning its use. Should it be offered to the local public library? They did not have the equipment i.e. a terminal, needed to initiate the service. Perhaps we should offer it to area businesses. We knew an interest existed in area businesses because we frequently receive calls from businesses asking about our collection and VTLS. However, that raised the thorny issue of giving free access to a for-profit agency. We could of course charge for the access to VTLS, we charge extra for computer searching and other services, but a mechanism for measuring and charging for computer time on VTLS does not exist and we would have needed to invest a considerable sum of money to develop the software.

A third "group" was discussed as recipients of remote access. This group is actually multiple groups. Because Tech is Virginia's land grant university, there exists a network of county extension offices, and agricultural experiment stations staffed by faculty of Virginia Tech. Historically these people have received no formal access and haphazard library service at best. No document delivery existed and if they were unable to make the trip to Tech, interlibrary loan through their local public library was the only way they could get materials. The usual process employed by these remote users was to load down the next person making a trip to campus with book and journal titles.

In addition to these two groups, the College of Veterinary Medicine has a branch facility for equine research. The veterinarians working there, like the researchers at the experiment stations, are tenure track faculty and must publish. They also need access to published materials in the area of equine medicine as references to use in the treatment of animals housed at the hospital. This facility is relatively new and does not have a library or librarian nor do they have the financial resources to build a library collection at this time.
In a 1982 review of the literature for library services to off-campus users, D. Elaine Haworth states, "An important service which an academic library can offer users living at a distance is easy access to the library's catalogue..." (Haworth, pg. 14). We reasoned therefore that if these remote university facilities had access to our on-line catalog, they could at least check the availability of the needed materials at Newman Library. We also felt that if these faculty had remote access to our catalog but not access to the collection we would be doing only half of our job; therefore a document delivery service was also needed.

Once we had identified our audience of users, we had to develop a method of training. There are over one hundred counties in Virginia and each one has an extension office with several agricultural or home economics specialists. It was impossible for one or two people from the library to visit each of these offices and train the agents how to access and search VTLS. Somehow the agents would have to either come to the library or representatives from the offices would have to come for training which they could then teach to the other agents and clerical staff in the office. Normally when these people come to campus they have more demands on their time than they have time and we could not ask them to make a separate trip just for VTLS training. But there was another possible method. Throughout the year, the university hires new agents to fill vacant positions. These new agents receive in-service training on campus. The library is usually included in these training sessions as tours. We decided to use this opportunity to train these people how to access and search VTLS instead of leading them on a tour of the building to which they would have infrequent access.

There are only twelve agricultural experiment stations in Virginia. These faculty members do make regular trips to campus, but they do not have any kind of formalized training in which the library participates. Trips to these locations were scheduled separately. From these locations we actually went through the dial process and did a search demonstration on site. This proved to be very beneficial because many of the technical problems they will encounter occurred in the demonstration on site. This proved to be very beneficial because many of the technical problems they will encounter occurred in the demonstrations. In most cases, these were able to be corrected before the demonstrations were finished so that these faculty were able to see a completed search. The Equine Center was included in one of these on-site visits.

In-house training of new extension agents consisted of a demonstration of how to search the VTLS system. This included an
author, title, subject, holdings and call number search. VTLS requires the use of Library of Congress Subject Headings (LCSH). Subject searches executed with a keyword that is not LCSH result in an error message. Users in remote locations normally do not have a copy of LCSH on their desks so they needed some method for bypassing the strict subject access. In the VTLS system this is done by a combination of card screens with the subject headings on the bottom and call number browsing so this was included in the training in some detail. The procedure for dialing the computer was not demonstrated because we did not have access to a computer with a modem needed to simulate this procedure. We did provide clearly written instructions of the required procedures. The agents were also given a packet of handouts with the procedures and commands for searching VTLS. These included a flipchart which could be placed alongside a terminal for quick reference.

The on-site training consisted of adapting the communications package which is used in such a manner that one need only type in VTLS at the A> prompt in order to activate a menu driven batch file which in turn asks for the correct responses to logon. Once a connection had been achieved, the basic author, title, subject, call number and holdings searches were demonstrated with an explanation of how to use card screens and call number browsing to supplement subject terms. These people were also provided with instructional handouts and flipcharts. They also received a copy of the library's periodicals notebook. Entries provide them with call numbers of journals we own which can then be used on VTLS to determine the status of the title.

The experiment station and equine center faculty were also interested in the procedure for initiating a computer search and for those individuals who were interested, a demonstration of BRS Afterdark was provided. In most cases the faculty felt that it was more cost effective for them to request searches through the library than to learn the search protocols involved in Afterdark.

As stated earlier, providing access to the catalog without access to the collection did not seem to be enough. Document delivery is a service not presently offered to faculty on campus and there was some discussion as to the appropriateness of this service for the remote users. However, in light of their location we felt that could justify the service.

At this point, it is not possible to logon to VTLS, locate a record and then type in a command to transmit a request directly from VTLS. It is possible to download records from VTLS. It is also possible to send files to users of the campus mainframe
regardless of their location. So it is possible to search VTLS, download records, create an independent file and then send this file to the library electronically. The library then has the ability to print these files and retrieve the materials requested. Unfortunately, when we retrieve the materials, the records would be cut apart, placed in call number order and then searched. Once the requests were cut apart, the name of the requester would be separated from the materials needed. At this time, we do not have adequate staff to hand process requests if names have to be written on each title requested. Therefore we chose to fold these requests into the procedure found in interlibrary loan which means the requests must be mailed to us.

Mailing requests reduces response time and there was some concern of how this would affect the use of the service. However studies have shown that delays of two weeks or more do not greatly reduce user satisfaction (Stuart, pg. 42). Plus we felt that by using trained personnel to retrieve the materials we would be eliminating the frustration experienced by users unfamiliar with a collection and the accompanying problems of retrieving needed materials promptly (Kantor). We do feel that electronic mail is a more appropriate mechanism for transmitting requests and messages and we are working on a program which takes advantage of this capability.

As with any major project, we ran into problems. It wasn't until the first group of new extension agents had been trained in how to search VTLS that we discovered that VTLS cannot communicate at even parity which is the default parity for most communication packages. Once we discovered this, we had to send this information to all of the agents who had already been trained. This uncovered another problem. For the most part, the people who staff these extension offices, experiment stations and the equine center are not trained computer operators. They have software packages which have batch files on them. All the people have to do is type in the name of the batch file and the logon is either accomplished without further ado or a menu is provided which guides the user through the steps. In many cases the users did not know the logon procedure well enough to make the necessary adaptations.

A larger problem and one which was prevalent in all areas of use was the woeful lack of training given to people expected to use the computer equipment. In several places, elaborate systems had been purchased. However, in most cases, equipment was delivered in boxes without any technical support. Individuals were left to set up the equipment, learn the protocols, software packages and carry on with their jobs. In these locations, I was
often looked on as the "expert" and when I could not get the equipment to work, my credibility was tarnished.

Training in the use of computer equipment and software is desperately needed in these locations. The Equine Center and the extension agents do have a contact person on campus, but the experiment stations are on their own.

Another problem encountered was over the cost of this program in general. In a few cases the individuals responsible for the financial management of the facility were concerned over the potential costs involved. Phone calls were made over a SCATS (Virginia's wats system) line. These calls cost money. The people at these locations also use these lines to communicate with the mainframe in the computer center and have frequently encountered line noise which either interferes with the data being transmitted or breaks the connection. They anticipate the same kinds of problems in communicating with VTLS. In one location the SCATS line used was not a dedicated line and several times during the demonstration, someone picked up the line breaking our connection. In most cases, however, everyone including the library and campus administrators of the units felt this service would potentially save the researchers both time and money.

The intended purpose of this project is to make materials from the Newman Library's collection available to off-campus faculty without requiring them to come to campus to pick up the materials. However, after talking with the experiment station and Equine Center faculty, I feel that the system will get its heaviest use just before a planned trip to Blacksburg. Faculty will be able to search the system to determine the availability of the desired materials. This includes whether or not a book is checked out, if a journal is at the bindery, on the current shelves, bound, or at CHEDS (our off-campus storage facility). A faculty member can now search VTLS, determine if the volume needed is at CHEDS, call us with the needed information and we will fill out a CHEDS request form so that the material will be at Newman waiting for them to pick it up. If the issue needed has been sent to the bindery, the faculty member will know when to expect its return and possibly postpone the trip or request the materials by mail at a later time.

All of them are anticipated uses of VTLS. Although a great deal of interest was expressed in the literature search service, many of the faculty at these locations have already developed a "good ol' boy" network from which they garner information, however garbled, about recent publications and articles in their fields. Also nearly all of these stations have extensive journal
subscriptions in their fields and occasionally index subscriptions as well. These faculty are likely to continue using their established methods for gaining information, and will probably use the library's search service when a comprehensive search is required. Searching VTLS should now provide them with faster access to the relevant citations retrieved in their computer searches.

It is very important for academic libraries to take on a more aggressive role in meeting the needs of off-campus users. The ACRL guidelines are very specific in defining the responsibilities of the parent institution to remote facilities. For too long we have ignored the information needs of these units. Administrators on Tech's campus who are responsible for the operating budgets of these units are keenly aware of the value of an information source in planning and developing research projects and have given us both economic and verbal support in our efforts to bring this access to the field. What we have done is one small step which must be promoted and expanded in order to keep up with the growing information needs of these off-campus users.
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References


The Department of External Studies
and Its Library: Oxford University

Anne B. Wilgus
North Carolina Wesleyan College

This brief introduction to the early days of university extension is based on a three-week seminar at Oxford University in the spring of 1985. Rewley House is the name of the Department of External Studies. The work of the extension library was described to the seminarists by the librarian and the chief sources of this paper were in the archives of Rewley House library.

The earliest attempt to begin any kind of extension at Oxford University came in 1847 when an address was presented to the governing board asking that measures be adopted for the admission of a poorer class to the university. The petitioners did not stop with signing their name, but offered to give money to help the "youth of promise who ...ought not to be shut out from the advantages open to other persons" for whom more openings ought to be made "because they show talent, and industry, and willingness, and desire to improve themselves" (MacKinder & Sadler). It was 1850 before the Oxford University Commission gave serious consideration to the proposal that the old universities should be the source of higher instruction for the whole country. The commissioners summarized the many plans for University Extension into seven schemes. The first presented different ways to provide more room at the university by establishing new halls. The second was to allow more undergraduates to live in private houses; and the third was to permit students to become members of the university without being connected with a college or hall. The fourth, for admission of non-matriculated University members to Professional Lecturers, was found to be common practice.

The first three plans were domestic, affecting internal life of the University and the convenience of many numbers and classes of students. All of the first four reduced the considerable expense of university life. The fifth scheme dealt with the religious requirements for entering Oxford. Only men who professed belief in the Thirty-Nine Articles of the Anglican Church could enter Oxford, and only those who subscribed to the Three Articles of the Thirty-Sixth Canon could present themselves for degrees. Oxford was nearly six centuries old before non-Anglicans were allowed to take their degrees, and this required an Act of Parliament in 1854.
The sixth proposal was that Theological Schools be founded in cathedral cities and affiliated with the University; this one was adopted.

The seventh proposal and the one that had most support was that the University provide funds for professorial chairs in Birmingham and Manchester. William Sewell, Fellow and Senior Tutor of Exeter, wrote, "though it may be impossible to bring the masses requiring education to the University, may it not be possible to carry the University to them?" (MacKinder & Sadler, p. 5). At first, the Commissioners decided that the means of the University were not unbounded, and they could not entertain such a scheme until it could be shown that there was no demand for men and for money in the University itself. Gradually all the proposals put before the Commissioners in 1850 were adopted, but the suggestion that the University provide funds for the maintenance of Professors in Manchester and Birmingham is the real beginning of University extension.

Between 1850 and 1855, many apparently unrelated steps sped the development of university extension. The Mechanics institutes were voluntary organizations for educating factory workers in mechanics. Begun in 1823, by 1857 three hundred of them had formed a national union that organized different lecturers to speak on different subjects to groups of members. To encourage them, a literary society arranged to hold examinations offering certificates of competency to those who did well. The Bishop of London acted as one of the examiners, helping to draw attention to what some felt was an even greater need for examinations for boys at school. In 1857 (but sounding like this morning's newspaper) a Dr. Temple wrote to the Master of Pembroke College, Oxford, "The education of the middle classes suffers from the want of any definite aim to guide the work of schoolmasters, and from the want of any trustworthy tests to distinguish between good and bad schools" (MacKinder, 1891, p. 13).

In all the ideas for broadening education, not one even remotely suggested any way of providing for the higher education of women. But in 1857 a newly formed North of England Council for promoting the Higher Education of Women asked a young Cambridge don, James Stuart, to deliver a series of public lectures in Leeds, Liverpool, Manchester, and Sheffield (Dent, 1977, p. 9). His courses were attended by women only; and two arrangements came from them that as MacKinder stresses, are still part of the course. These were the syllabus, devised as a lesson in notetaking, and the weekly exercises, a compromise to avoid embarrassing oral questioning of the audience. Stuart's first and greatest victory was in substituting a course of lectures by the
same teacher on the same subject for a disconnected series of isolated addresses by separate lecturers, as offered by the Mechanics Institute.

In the same year, Mr. Stuart was asked to deliver a lecture to the men at the Crewe Railway Works on "Meteors." Free advertisement came from a shower of meteors that fell the night before the lecture, which was so popular that it led to a course of lectures similar to the one that had been given to women. MacKinder commented in 1891:

It is an especial characteristic of the University Extension system that, with only slight variation, it is applicable to nearly all classes of the community. In the case of afternoon lectures, probably 70 percent of the audiences are ladies of leisure and older school girls. University Extension has indeed played a great part in the movement for higher education of women, the vast majority of whom are tied to their homes, and, though they may possess what are called the "accomplishments," have had very few opportunities of acquiring some of the broader culture on which generous and tolerant views of life are based (p. 69).

The great majority of lectures were delivered in the evening to audiences generally composed of professional classes, of tradesmen and their families, and of artisans. Some centers in the north of England had four to five hundred working men in an audience.

Other supporters of University Extension called attention to "indications of the growing desire of the industrious classes for intellectual improvement" as evidenced by the Mechanics Institute efforts to arrange more classes for their members. Lord Arthur Hervey remarked that there were voluntary literary associations seeking lecturers, and the Universities, "the great depths of learning and science," were able to provide lecturers (MacKinder & Sadler, 1891, p. 1). Hervey adds, "By a most happy coincidence, the wonderful invention of the railroads has brought into easy communication with the Universities districts which before were remote and inaccessible" (MacKinder & Sadler). These railroads allowed traveling teachers to go as far north as York and as far east as Penzance by 1891.

The pattern for the Oxford extension courses in 1891 was that the tutor lectured to an audience of perhaps two hundred. During the interval that followed, some of the audience withdrew, leaving "students" in "class," when the lecturer explained
difficulties and went into further details. Each extension lecture had a syllabus, a pamphlet containing an analysis of each lecture, a list of texts and of other authorities, and whatever quotations and statistics the lecturer thought necessary. At each meeting questions were given out to be subjects for students' short essays. These weekly or fortnightly papers were regarded as one of the essential features of the system. They were sent by post to the lecturer, and he returning them at the following class with his corrections or comments.

Each course was accompanied by a traveling library of twenty or thirty books recommended by the lecturer, lent in rotation to the students or deposited in some accessible room for reference. The books were packed in strong wooden boxes measuring two feet by one and a half feet by seven and a quarter inches, with hinged lids fastened with studs and screw-nuts. Each box was lined with leather and fitted with a sliding shelf. The Traveling Libraries were issued at no extra charge beyond that of carriage by goods train to and from the University Extension Office (University of Oxford. Annual report, 1887, p. 8). (Rhodes House librarians sent books to Rhodesia in 1911 in tea chests that were thirty-inch cubes.) Sending books in boxes to classrooms was an adaptation of the English tradition of traveling libraries, a resource to readers in remote villages and hamlets. Boxes of books were sent out to public places, and books were exchanged at regular intervals to provide a varied collection to rural areas. The system was first modernized in 1859 when books were transported by a horse-drawn van (Gunter, 1985).

At the close of the course, the lecturer prepared a list of students who had attended a certain proportion of the lectures, usually two thirds to three quarters, and had written the same proportion of weekly papers. These students were qualified to sit for an examiner who was appointed by the University and was someone other than the lecturer. Students either "gained distinction" or "satisfied the examiner." In 1890, of 986 people in attendance at lectures on agricultural chemistry, 73 passed and 48 gained distinction (Mackinder & Sadler, p. 55). In another course the same year, certificates of distinction were awarded to a school-mistress, a young lawyer, a plumber, and a highway signalman. In a course in Political Economy, a miner took highest place, and the daughter of the member of Parliament for the borough took second place (Mackinder & Sadler, p. 70).

In 1909 organized associations of workers demanded full tutorials—not just lectures but an exchange between equal minds, with ten to fifteen people in the class. The lectures to two hundred or more continued and the certificate course became a
separate institution. It consists of twenty to twenty-four meetings a year between late September and early May, with syllabus, book-box, papers, lectures, discussions and examination, and can lead to a certificate from Oxford University. This certificate may be earned by the satisfactory completion of three years of tutorial classes, but Oxford has never given an extra-mural degree.

Current practices reflect the beginning of extension work. The free, non-tutorial lectures to large audiences are a separate, very popular part of Oxford's program. A distinguished academic may present six lectures in as many weeks to hundreds of people. "It is the popularization on a very prestigious level of a particular subject such as genetic engineering, the meaning of time, the meaning of space, or the ethics of modern society" (Trump, 1986).

The library facilities of Oxford University center on the main reference library, the Bodleian, to which all members of the thirty-four colleges have access. Around this center there are faculty libraries for English, History, Philosophy, and Modern Languages. There is a cluster of departmental libraries which are even more specialized than the faculty libraries. Anyone from the colleges may have access to any of these libraries. The library of each college builds up its own collection, looking after its own students, and the collection will reflect what the students need. These libraries are closed to the members of the other colleges. Each college has its own traditions, its own way of conducting its corporate life, of providing its own services. Each is autonomous and preserves its autonomy zealously.

The extra-mural library of Rewley House is like the other libraries in that books are bought specifically for its extra-mural courses, not for a general collection. The library is not open to the general public, or to undergraduates, or even to its own adult students except by the recommendation of their tutors. The Library's responsibility is to its classes rather than to individual students and a substantial part of the book fund is spend in buying books as they are needed. There is no particular bias in any area but choices reflect the interests and concerns of the students. Current purchases lean toward medical ethics, ethics in modern society, new technology and multinational responsibilities.

Full time tutors organize the courses in external studies, so for some classes no new books are needed and there is carry-over from year to year. When a tutor in an established course compiles a booklist for his students, ideally he and the
librarian meet and discuss the choices. It is important that the librarian know the tutor, and whether he wants exactly the books asked for or would welcome alternatives; or so that he need not buy books unnecessarily, or so that he may avoid sending books the tutor has omitted as unsuitable. Since the list is compiled before tutor and students have met, it may require amendment. Some books may be beyond the interest of some of the class but useful for individual students. The tutor cannot tell until the class has begun if the book supply will meet the needs of all the students. The student cannot tell until he sees the syllabus and the booklist how much reading will be expected of him, and what direction the course will take. Students are allowed to attend three classes before paying their fees.

Since reading and discussion are an integral part of an extra-mural class, the basic need for each group of learners is a small collection of books in the classroom, available for borrowing at each meeting. At least half of each session will be taken up by the discussion that follows the tutor's introduction of a topic, and of the essays written by the students. If a student who has raised a point wants to follow it up, what better way than for the tutor to be able to pick up a relevant book from the book box, comment and hand it over to the student?

Some tutors are far more successful than others in inducing students to read. They use teaching methods that make reading an integral part of the course--by devising a syllabus in which reading and writing form an essential part, by discussing books in class, and by using part of the class period for changing books instead of waiting until people are hurrying to leave (Pritchard, 1961).

Ordinarily Rewley House Library can supply ninety to ninety-five percent of the books for their regular two hundred classes. The tutor in a new class may spend one hundred pounds ($140) for a twenty-meeting class, choosing books in collaboration with the Extra-Mural librarian.

Three librarians venture opinions on book choices. Mr. Pritchard, Extra-Mural librarian of the University of Birmingham, believed that "if the preparation of books is to go beyond a slavish adherence to the tutor's list, imagination is needed, awareness that every class is different from every other class, and ability to understand what kind of help books can give to a particular class" (Pritchard, 1961, p. 30). Mr. Fisher, Mr. Pritchard's successor, thinks that the librarian can be an indispensable resource to the tutor and he would not hesitate to offer substitute volumes (Fisher, 1974). Mr. Trump of Rewley
House said that occasionally a new tutor would produce a booklist that was "too long, wildly ambitious, or totally divorced from reality," but that he would try to supply an alternative thesis or an out-of-the-way journal. However, he would consider it an impertinence to remove a book from a tutor's list without consultation (Trump, 1986).

It is the statutory obligation of the thirty-five universities to provide adult education in their geographic locations. Oxford has sixteen full-time extra-mural tutors who have been taught to teach adults, and an additional one hundred seventeen part-time tutors from Oxford and neighboring universities. The part-time tutors may be full time tutors in universities who give their time to the work because they believe it is the university's duty, or they enjoy the work, or they feel it is their specific duty to the adult population. They are often senior members of the University, or newly graduated, or finishing their doctorates, or finishing their careers. Two of the very distinguished have been T. S. Eliot and J. R. R. Tolkien, and there are equally distinguished but less well-known ministers of the Labour government who taught during the fifties and sixties. These one hundred thirty-three tutors teach two hundred classes in topics chosen in response to popular demand, suggestions from organized groups, or the particular interests of the tutors. The choices are "fraught with pull between what the students want and what the University considers appropriate" (Trump, 1986).

Certificate courses are non-vocational and non-technical in the sense of non-technological; they are not vocational or for career development. It is liberal education for the development of the student, preparing and inculcating for the practical. The aim is to provide part-time education for those members of the public who are interested in the subjects for their own sake, and are able to benefit from teaching appropriate to a university, covering a wide range of studies and a high academic standard. They are people who want to come together and study for the sake of study, to challenge and test themselves. In order to enroll, participants must be at least eighteen and able to demonstrate by their reading and writing that they are serious students. A certificate may be earned by the satisfactory completion of twenty to twenty-four sessions of three years of tutorial classes, and by passing exams given under full tutorial conditions.

Classes are held wherever it is most convenient. Some secondary schools have a small block of rooms used jointly during the day for morning classes for adults and also for school children. Larger schools may have a wing that doubles for adult classes during the day and for academic classes at night, in such
classes during the day and for academic classes at night, in such subjects as music, history, life science, politics, literature, and physical science.

At the end of May, up to 245 booklists come into Rewley House. Lists are checked against holdings, out-of-print books are ordered from a small local bookshop; technical books, music, foreign publications and periodicals are ordered from another local bookshop, Basil Blackwell. All acquisitions are processed and catalogued during the summer. The book budget is twenty thousand pounds, (about $28,000), for books, with another five thousand for periodicals and transport. At the other thirteen British universities with extra-mural studies, staff takes books off the shelves immediately, but Rewley House has a summer school program which makes July and early August its busiest time. From September until June, tutors, students recommended by tutors, staff, friends of the department and students in residential courses, about two hundred people borrow about two thousand books. In July and early August 1985 there were 625 readers who made six thousand loans, so no books were taken off the shelves until the middle of August, when individual collections are assembled and contents lists made for each box of books, all boxes labeled and all documentation finished. A volunteer librarian in each class checks the contents of the box, and signs and returns one copy of the list as a receipt, keeping a second as checklist. There is a card for each class member with name, address, author, title, and borrowing and return dates. The class librarian stops lending two weeks before the course is over, asking that books be returned the following week. Books go back to Oxford in their wooden boxes, roped but not padlocked, in the care of the class tutor or a class member. Between March and the end of June, staff unpacks book boxes, culls and re-arranges stock, and sends overdue notices. The loss rate is less than one book per class, or two hundred a year with greater losses in areas where students are economically deprived. Books about theology and the social sciences disappear most often; the losses are taken as overhead.

E. P. Pritchard set some conditions for extra-mural library needs:

Library services, and the resources devoted to them, should be given the same emphasis in extra-mural work as they receive in university internal teaching. It would be unthinkable to establish a university without a library, and it should be unthinkable to provide extra-mural courses without making quite sure that teaching is supported by adequate libraries (p. 31).
Library support is an obligation that a school takes on when it begins extension courses. In this case the simplest, most obvious method may be the best: putting books in the classroom is the surest way for students to have the resources they need.
References


Perspective From a Continuing Education Administrator's

Viewpoint: The Library As a Piece of the Puzzle

Phyllis Kay Wilke
Washington State University

The development and delivery of successful off-campus programs do not and cannot occur in the vacuum of a continuing education office. Programs which meet the needs of off-campus audiences and reflect the mission and standards of the educational institution are products of close cooperation of academic, administrative, and support units. For programs which are effective and efficient, personnel from the offices of the registrar, student services, admissions, graduate school, and representatives from the library, book store, academic units and off-campus sites where programs are to be delivered must contribute to the creation of the policies which develop off-campus programs and the procedures which implement and administer them. Making such collaboration work requires knowledge of organizations, application of change theory, and utilization of interpersonal and negotiation skills.

The purpose of this paper is to discuss the theories behind inter-unit* cooperation and to relate the function of a continuing education administrator in the development and administration of off-campus programs and to illustrate how the library fits into the process. Hopefully, the information will be useful in understanding the necessity for cooperation between units on campus as well as in negotiations with off-campus units.

In many educational institutions, all off-campus credit activities are administered through the continuing education office based upon the following rationale:

1. The responsibility for compliance of off-campus programs to all university and state regulations and accreditation standards is under the supervision of one accountable department.

*For the purposes of this paper, "unit" will be used to signify a college or university administrative office, academic department, library, or support agency as well as off-campus departments, agencies, libraries, etc. which participate in the delivery of off-campus programs.
2. Many statewide regulations have been established to be deliberately flexible to be able to adapt to changes in needs and resources. When an educational institution begins programming beyond its readily identifiable campus, there is the possibility of wasteful duplication of resources. For the benefit of individuals from outside the educational institution and for consistency, it is most effective to have the responsibility for contact, interpretation and negotiation in one office.

3. From the practice of many years, campus personnel are inclined to focus upon students who can interact on a face-to-face basis and a traditional working day time schedule. Many college and university policies and procedures have been established without considering the impracticality and sometimes impossibility of off-campus students being able to comply. Continuing education personnel are advocates for off-campus students and are alert to policies or procedures which are proposed which could become barriers to off-campus students.

4. The continuing education administrator is cognizant of the concern for quality programming and of the difficulties and expense which may occur because of exceptions in such things as bookkeeping procedures when processing off-campus student records or requesting offices be open extra hours to accommodate full-time working students. The continuing education administrator strives to accomplish a balance between needs of off-campus students and consideration of on-campus restrictions and traditions.

5. The continuing education administrator is a resource to each unit involved in consideration of requested programs to assist in the analysis of situations, detect unique features, and devise strategies which will be complementary to all the other agencies.

6. Current practice has revealed that the ability to deliver an off-campus program requires the cooperative effort of many individuals and units. The continuing education office provides a mechanism for interaction, communication, and cooperative planning. The library, as well as all campus units are, therefore, involved as critical components of a total team effort required to deliver a quality program.

When a request for an off-campus program is received, two overriding concerns are whether there is a justifiable need to offer the program and whether the educational institution has the capacity to deliver a quality program. The continuing education administrator proceeds with a macro and a micro view. While
initiating individual unit responses and activities, the umbrella concerns of governing agencies for quality and conservation of resources remain a constant guiding principle. All of the intra- and inter-institutional contacts made by the continuing education administrator are shaped by knowledge of the necessity for moving all units together to accomplish the delivery of a quality total. The following table illustrates the intricacy of the actors in the delivery of off-campus programs as well as the tasks. This interdependency and concern with the same components is not often apparent to the individual units.
Table 1
Areas of Concern by Units Involved in Off-campus Programs

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ACADEMIC QUALITY</th>
<th>FISCAL</th>
<th>INSTITUTIONAL POLICIES &amp; PROCEDURES</th>
<th>ACADEMIC REGULATIONS</th>
<th>ADMINISTRATIVE DETAILS &amp; LOGISTICS</th>
<th>ADEQUATE RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Governing or Regulatory Agency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Accrediting Agencies</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution's Governing Body (e.g. Board of Regents)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution's Faculty Approving Agency</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Administrative Units</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions, Registrar</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Support Units</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Publications, Travel, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University-wide Faculty</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Faculty</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extra-Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Educational Institutions</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students &amp; Employers</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hosting &amp; Supplying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Libraries</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As can be seen, many of the university departments are concerned with the same tasks, a portion of the task, or need to accomplish the same task in a way unique to their unit. For example, the library is concerned with adequate library resources for quality programs while the academic department is concerned with quality faculty. Both are necessary to comply with accrediting agency regulations. In deciding to which program requests to respond, priorities need to be established by cooperative effort. If faculty are available for a particular program, but library resources cannot be provided, delivery of that program should be postponed until all facets can be assured.

Facilitators and Inhibitors of Cooperation

Up to this point some general information about continuing education offices and concerns has been provided. The discussion now will focus upon why cooperation is needed and will identify the facilitators and inhibitors of cooperation.

Organizations and units within an organization are motivated to cooperate when resources are scarce, when they are mandated to cooperate, or when there is a predisposition for cooperation to achieve a goal. Perhaps all three relate to educational institutions offering off-campus programs. First, the mission of educational institutions is to provide educational opportunities. Individuals who work within those institutions should constantly strive to implement procedures to make that happen. Conflict occurs when there are too few resources to provide all the requested opportunities. Under these circumstances it is not unusual to have mandates imposed upon departments as to which services to provide. As will be seen later, such mandates can be less than successful. But in the meantime, if the decision is to provide off-campus programs, cooperative decision making and programming lead to more successful outcomes, more satisfied students, more effective use of resources, and less duplication of efforts than do independent actions by the same agencies.

In his review of interorganizational cooperation, Halpert (1982) identified two clearly delineated categories which can be defined when formulating structures for cooperation. One type relies upon the interpretations of individuals, their attitudes, values, and perceptions. The other type is contextual and includes the realities of the unit and the environment. The degree of cooperation achievable is dependent upon the interaction of these factors. Both facilitators and inhibitors need to be reconciled.
Tables 2 and 3 show the interpretive and contextual facilitators and inhibitors of coordination. A few conditions which seem most pertinent to continuing education cooperation will be discussed.

Table 2

Summary Table of Interpretive and Contextual Facilitators of Coordination

<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived need</td>
<td>Actual needs/benefits</td>
</tr>
<tr>
<td>Rewards outweigh costs</td>
<td>Scarce resources</td>
</tr>
<tr>
<td>Perceived benefits</td>
<td>Organizational/environmental norms of innovation and coordination</td>
</tr>
<tr>
<td>Positive attitudes</td>
<td>Standardization</td>
</tr>
<tr>
<td>Consensus between administrators and staff</td>
<td>Decentralization</td>
</tr>
<tr>
<td>Maintenance of organizational and paradigm identity</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Maintenance of organizational-leader-staff prestige/power/domains</td>
<td>Occupational diversity</td>
</tr>
<tr>
<td>Group-centered approach to problems</td>
<td>Broad range of services</td>
</tr>
<tr>
<td>Rewards for group-centered approach/environmental outreach</td>
<td>Differentiated outputs</td>
</tr>
<tr>
<td>Accessibility to other organizations</td>
<td>Leadership qualities</td>
</tr>
<tr>
<td>Positive evaluations of other organization/staff</td>
<td>Standardized referrals</td>
</tr>
<tr>
<td>Similar resources/goals/needs</td>
<td>Informal contacts/exchange of information and resources</td>
</tr>
<tr>
<td>Common commitment</td>
<td>Geographic proximity</td>
</tr>
<tr>
<td>Common definitions/ideologies/interests/approaches</td>
<td>Boundary permeability/roles</td>
</tr>
<tr>
<td>Agreement in domains/value of coordination</td>
<td>Complementary organizational/personnel roles</td>
</tr>
<tr>
<td>Perceived partial interdependence</td>
<td>Similarity of structures/supply capabilities/needs/services</td>
</tr>
<tr>
<td>Good historical relations</td>
<td>Voluntary association membership</td>
</tr>
<tr>
<td></td>
<td>Volatility in the political-economic system</td>
</tr>
</tbody>
</table>

Table 3

Summary Table of Interpretive and Contextual

Inhibitors of Coordination

<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Contextual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vested interests</td>
<td>Costs outweigh benefits</td>
</tr>
<tr>
<td>Perceived threat/competition</td>
<td>Bureaucratization</td>
</tr>
<tr>
<td>Perceived loss of organizational and leader-staff prestige/authority domains</td>
<td>Professionalization</td>
</tr>
<tr>
<td>Lower service effectiveness</td>
<td>Specialization</td>
</tr>
<tr>
<td>Client alienation</td>
<td>Inadequate internal communication/tolerance</td>
</tr>
<tr>
<td>Inability to serve new clientele</td>
<td>Little or no boundary permeability/roles</td>
</tr>
<tr>
<td>Differing organizational-leader-professional socialization</td>
<td>Infrequent/inadequate external communication</td>
</tr>
<tr>
<td>Different leadership approaches/authority</td>
<td>Structural differences</td>
</tr>
<tr>
<td>Disparities in staff training</td>
<td>Differences in priorities/resources/functions/goals</td>
</tr>
<tr>
<td>Inter- and intra-professional differences</td>
<td>operations/tasks</td>
</tr>
<tr>
<td>Different priorities/ideologies/outlooks/goals</td>
<td>Unilateral exchange rates</td>
</tr>
<tr>
<td>Lack of common language</td>
<td>Fragmentations of the environment: federal/state/local</td>
</tr>
<tr>
<td>Internal norms against environmental outreach</td>
<td>levels of government</td>
</tr>
<tr>
<td>Negative evaluations of other organizations</td>
<td>Turnover of policy personnel</td>
</tr>
<tr>
<td>Imperfect knowledge of environment</td>
<td>Inadequately trained personnel</td>
</tr>
<tr>
<td>Poor historical relations/image formation</td>
<td>Governmental intrusion and disruption</td>
</tr>
<tr>
<td>Perceived sanctions by network members</td>
<td></td>
</tr>
</tbody>
</table>

One aspect to keep in mind is the importance of communication and involvement of all those who will be affected by the change. This dictum comes from several sources. First, be aware that in the process of acquiring cooperation, internal adjustments will be required in each unit. These adjustments can be threatening. Individuals have assimilated certain working patterns, power domains, and communication channels. They have their own theories and ideologies which may be questioned when about to interact beyond accustomed boundaries. To make a transition acceptable and to generate enthusiasm for change, communication and involvement is a necessity from the very beginning.

One of the most stress producing situations is a feeling of lack of control over situations affecting oneself. Backed by knowledge of self actualization and need theories the practice of administrators and supervisors making independent organizational decisions and then informing staff is detrimental to morale, cooperation and commitment. Therefore, it is advisable for all levels of personnel to be informed as soon as possible that changes are impending. With this announcement needs to come the assurance that all those affected will have meaningful input before final decisions are made.

To begin the process of cooperation, the key actors are identified, both policy makers and implementers from each unit. Without the consensus of the top administrators, procedures which are proposed by implementers are not provided with the decision making and resource support needed to be sustained. At the same time, the implementers need to examine new policies and procedures to determine their feasibility given current work loads, resources, channels of communication, flow of paperwork, etc. The daily procedures of a unit are constantly evolving. In this process a set of nonformal expectations, positions of power communication networks, and loyalties develop of which the administrators may not be attuned. The superimposition of new or additional procedures can run counter to those established and be disruptive to current procedures and impractical for the new ones.

When a consensus has been reached on the policies and procedures to be implemented, the new process should be examined internally by each unit and given a trial run. Once a procedure has been determined to be compatible, a confirming memo to all units involved to itemize who does what, when and where clarifies for all what the responsibilities are, the lines of communication, and channels of authority should further resolution be required.
While all of the new policies are being implemented, a system to monitor and adjust all established and newly devised procedures needs to be constructed. This may take the form of monthly meetings, or an individual assigned to visit each unit on a periodic basis, or written report. An informal or formal evaluation on a systematic schedule requesting input from students, clientele, providers, employers of students, staff and professional workers can be another source of assuring that the off-campus programs are being conducted in an efficient and effective manner.

Another key component in achieving cooperation is the attitude of administrators. Are they open to, in fact oriented toward, cooperation and service? A predisposition toward service fosters a search for methods to better serve clientele. Their open attitude genders an atmosphere toward cooperation and group solutions to problems. Inculcating these values in their staff facilitates the active compliance necessary for successful cooperation.

A consideration to make of both administrators and staff is their cosmopolitan or local orientation. Those with a cosmopolitan outlook see others outside their immediate unit as colleagues and valued sources of information, and interaction is desired. They look upon outreach as positive and growth oriented. Locals, those with a local perspective, tend to interact only with those in their immediate vicinity and zealously direct their energies toward serving local needs and often toward maintaining a status quo. Locals in key positions can thwart cooperative efforts toward off-campus programs.

While working to solve a problem, the continuing education administrator strives to establish the atmosphere that each unit's conception is as valid as all the others regardless of size, location, or level of contribution. It is important for the continuing education administrator to generate a perception that all participating units are equals in importance to the successful delivery of programs. No one unit should convey the idea that it is dominant. Even though its contribution may not be major, the smallest unit can disrupt the process. Being cognizant to the self image needs of all involved parties and fostering that consideration in all the other actors is one crucial attribute of the continuing education administrator.

Another ground rule to be observed is that the territorial boundaries of each unit are to be respected. Whatever avenues each unit has established for accomplishing change must be honored. Even when the process may seem inefficient or is not
arriving at an ideal solution, the unit's activity and resolution must be accepted.

Another concept to be kept in mind when seeking cooperation between units is that people from different disciplines or organizations have their own set of ideologies which is important to them. Their priorities are different, and they will have their own orientation to determination of valued services and clientele as well as the needs of the clientele. Units have their own communication modes, language, and terminology. The continuing education administrator needs to learn and utilize this information in working with each unit and serve as an interpreter and arbitrator between units.

Perhaps one of the most important components to strive for is the adoption of the concept that off-campus programs are legitimate and students in those programs have equal status to on-campus students. With the knowledge of the foregoing discussion on cooperation, it can be assumed that there will be those individuals who will not fully buy-in to that concept.

Negotiation and Conflict Resolution Skills

In the preceding discussion the conditions which predispose an organization to cooperate with other organizations in the accomplishment of off-campus programs has been discussed. Whether or not these conditions are present, it is the responsibility of the continuing education administrator to solicit cooperation from all units who are involved with their to facilitate the educational experience of off-campus students. This calls for negotiation and conflict resolution skills.

The ideal situation is to gain the willing support and contributions of the various units. This means changing the focus from one of requesting a unit to provide a service which it may not deem a priority to soliciting its assistance in solving a problem or determining how best to deliver a service to an off-campus site or students. People tend to exert a great deal of effort to see that a solution which they helped construct proves to be successful.

While fostering cooperation through negotiation, the continuing education administrator strives to work with each and all units in such a manner that after the process is completed, each unit is left in a position with which it is comfortable. The unit must feel it has not been coerced into performing functions inconsistent with its practice, lowering standards, or being vulnerable in the future. It is important that all participants
feel their positions were respected. The concept of fairness is critical so that those units will want to work together and with the administrator in the future.

In the process of negotiation, the continuing education administrator must be aware that the status quo of a unit is being tampered with. The initial task for the administrator is to eliminate resistance to change. By letting the process take time, and by not pushing or rushing, individuals can become comfortable with new ideas. It is helpful to begin with making only absolutely necessary changes. Once personnel become accustomed to including provisions for off-campus students and programs, they are more open to other suggestions.

The overall pattern is to establish an atmosphere where people feel comfortable. Treating individuals in a friendly positive manner sets the expectation that issues can be cooperatively managed. Next attempt is to get all units in initial agreement on some issue. This might be accomplished by positively reviewing what is already being done and suggesting all units take credit for that accomplishment. Then begins the process of cooperative problem solving with resolution of a small issue. If units find they can come to agreement on one thing and feel good about it, they are willing to address more complex issues. The final step is to then discuss major issues, inviting ideas for problem solutions. Ideally one should strive to get ideas from all involved so as to expand the options available.

To arrive at cooperation during the process of negotiation, it is important to keep the focus upon solving problems rather than defending present practices. At the same time, individuals must be able to adhere to their values and standards. The continuing education administrator must be listening for challenges to anyone's value system. This can be accomplished through changing the perception of the problem by clearly defining the problem. By setting the stage with a discussion clarifying issues involved and identifying what needs to be accomplished, people are more likely to begin to design systems to make things happen rather than trying to protect and maintain their current system intact. A typical example is for each department to insist that it is essential for students to fill out its particular form. Often the information is duplicative, and one form can be designed to request all necessary information. In other words, the process of negotiating is to entice people to be less protective of their systems and ego and to be more oriented toward solving problems.

In this process the continuing education administrator fosters an atmosphere open to all suggested solutions. There is a
natural temptation to approach a meeting with the idea that others must accept your solution. Preconceived solutions are permissible, but the vast range of experience and diversity brought from multiple units should not be overlooked.

In summary, the continuing education administrator strives to coordinate myriad and diverse units involved in delivering off-campus programs. The successful administrator consistently sets forth the idea that there are problems to solve and students to serve and elicits the contributions of units to assist in the solutions. The administrator is aware that some will look at change only from their individual perception and involvement and will not see the "big picture." It becomes very easy to focus on everyday trivia and ritual and to be unaware of changing environments. The full cooperation and involvement of everyone will not always be possible. However, with patience, discretion, knowledge of organizational change and negotiation skills, the continuing education administrator can accomplish much toward successful quality off-campus programs.
Reference