

EVALUATION OF LEARNING RESOURCE PROGRAMS
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A Thesis

by

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ABSTRACT

EVALUATION OF LEARNING RESOURCE PROGRAMS

IN COMMUNITY COLLEGES. (July 1983)

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The purpose of this study was to determine how public services of learning resource programs in community colleges are evaluated. Data were collected from LRC directors of the community colleges in North Carolina and other selected public community colleges in the Southeast. A questionnaire was used to obtain information on the development of goals and objectives, information on evaluation processes, and opinions on the effectiveness of evaluation methods. The report describes current practices and methodologies used in the evaluation of learning resource programs in public community colleges. Findings of the study identify surveys, studies, and reports considered to be effective assessments which reflect stated goals and objectives. A basic list of goals and objectives and samples of survey forms are presented. A bibliography of related research is included.

Dedicated to
Hazel
for all her help and support

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Chapter 1

INTRODUCTION

Historically, standards for academic libraries have been implemented by librarians as the means or conditions for the achievement of library goals. Accordingly, a valid evaluation of an academic library is based upon clearly defined purposes for the library in relationship to the educational aims and objectives of the college.

Guidelines for Two-year College Learning Resources Programs has been prepared to give direction to two-year colleges developing comprehensive learning programs. The guidelines are intended to be diagnostic and descriptive in nature--designed to provide criteria for information gathering, self-study, and planning, not to establish minimal standards. As stated in the introduction to the Guidelines, application of the criteria should be governed by the purposes and objectives of each college.¹

Learning resource programs are established in community colleges according to state accreditation and regional standards. Better ways of defining and measuring the performance of these programs is the target of much management thinking and research. This concern is very closely related to defining the objectives of the programs because defining what we want to accomplish leads to knowing when we are successful.

¹"Guidelines for Two-year College Learning Resources Programs," College and Research Libraries News, 33: 305-315, December, 1972.

THE PROBLEM

The purpose of the study was to determine how public services of learning resource programs in community colleges are evaluated.

Findings of the study identify evaluation methods and reports considered to be effective assessments which also reflect goals and objectives.

DELIMITATIONS

The study was limited to the learning resource programs of the fifty-eight (58) community colleges and technical institutes of North Carolina. Only those program functions considered to be public services were considered.

DEFINITION OF TERMS

The terms listed below are used throughout the study as defined. A community college is a public institution of higher education which offers less than a baccalaureate degree and which requires its students to be high school graduates or beyond high school age. These are comprehensive institutions offering both liberal arts and occupational programs of post-high-school level.

A learning resources program is an administrative configuration within an institution which is responsible for the management of learning resource units, regardless of the location of these components.

Public services are reader services including organization and control, reference, reading guidance, and index use.

Materials are divided into three categories: print, non-print, and other materials.

Print materials are all written materials, books, documents, magazines, newspapers.

Non-print materials are audiovisuals, including audiotapes, videotapes, films, filmstrips, slides, and recordings.

Other materials are all types of pictures, photographs, maps, charts, models, realia, and displays.

Goals are broad statements of long-range intent.

Objectives are more specific statements of shorter-range intent.

A standard is a criterion used for measurement or assessment.

Effectiveness is a measure of goal achievement.

A special-aspect survey is a study of a particular service, e. g. instructional design, reference service.

A user-frustration study is a measurement process which concentrates on the proportion of user demands satisfied.

A self-study is a survey of an institution's library or media program--administered by faculty, staff, and students.

Measurement is the process of ascertaining the extent or dimensions or quantity of something.

Evaluation is the process of determining whether something is what you want it to be.

HYPOTHESES

1. Evaluation processes of learning resource programs in the North Carolina community colleges and technical institutes are based on national and regional standards and state guidelines.

2. Results of surveys and studies, and reviews of reports, reflect the stated goals and objectives of the institution's learning resource program.

Assumptions considered

1. Directors do have access to national, regional, and state standards and guidelines.
2. Goals and objectives have been established for the learning resources programs.
3. Federal, state, and local reports are filed annually.
4. Evaluations of some type are conducted.

RESEARCH DESIGN AND PROCEDURES

- A. The following data were collected from the LRC directors of the fifty-eight (58) community colleges in North Carolina.
 1. Copies of goals and objectives (Appendix A)
 2. Copies of survey forms (Appendix B)
 3. Copies of forms for special studies
 4. Information on development of goals and objectives
 5. Information on evaluation processes
 6. Opinions on effectiveness of evaluation methods
- B. The following procedures were used in obtaining and analyzing the data.
 1. Requests for the above materials were mailed to the LRC directors of the respective institutions. (Appendix C)
 2. Questionnaires, mailed with these requests, included questions about goals and objectives, evaluation methods, and opinions about surveys, studies, and reports. (Appendix D)
 3. Data received were analyzed to examine how annual reports, surveys, and studies reflect stated goals and objectives.

4. A self-addressed stamped envelope was mailed with the request letter and questionnaire.
 5. Data were recorded and tabulated by hand
- C. The questionnaire was field tested in eighteen (18) public community colleges in the Southeast (excluding North Carolina). Colleges selected are regionally accredited, with enrollments of 1,000-8,000 full-time students, and offer liberal arts and vocational programs. This selection provided a comparable profile of institutions in the North Carolina Community College System. (Appendix E)
- D. Secondary source material used: Guidelines for Two-year College Learning Resources Programs, ALA Standards for College Libraries, Standards and Evaluative Criteria, N. C. Community Colleges; Section VI. Learning Resources Center, and a review of related research and literature.

SUMMARY

The study describes current practices and methodologies in evaluation of learning resources programs in community colleges.

Chapter 2

REVIEW OF RELATED RESEARCH AND LITERATURE

A search into the literature reveals that much has been written on standards, guidelines, and goals and objectives. Studies indicate a general acceptance of the need for evaluation methods which reflect stated goals and objectives. While writers, librarians, and program directors agree on the importance of evaluation based on standards and goals and objectives, they also concur that a realistic measurement of library or program effectiveness is difficult, if not impossible.

History of Standards

The history of library standards has been the subject of addresses and journal articles by such noted authorities as James O. Wallace, B. Lamar Johnson, Guy Lyle, and Felix E. Hirsch. More recent literature is concerned with the relevance of standards to evaluation, accountability and assessment of performance.

In summarizing his history of two-year college library standards, Wallace concludes that "unusual progress has been made in the development of standards for two-year college libraries and learning resource programs...The guidelines provide a pattern for the institution with maximum flexibility in terms of internal structure, variance in institutional objectives, and application to institutional planning."²

²James O. Wallace, "Two-year College Library Standards," Library Trends, 21: 231, October, 1972.

Reviewing standards for academic libraries, Wallace notes that the major change in the 1972 guidelines is the emphasis on a program rather than on a geographic concept of learning resources.³ Learning resources are recognized as being involved in all aspects of the instructional process, from instructional development, production, and acquisition of materials, to provision of services to the individual and the classroom.

Value of Standards

The need for developing and attaining standards has occupied the thinking of the library profession for more than a generation. Efforts have not always resulted in precise standards, acknowledges Hirsch, who suggests that an appropriate definition is helpful in clarifying the use of standards. Hirsch offers "a most helpful and specific statement on standards...in Standards for South African Public Libraries: Library standards may be defined as the criteria by which...library services may be measured and assessed."⁴

In a discussion of standards as early as 1933, Randall mentioned one essential: "If a standard is to be useful, it must have certain qualities. One of these might be called measurability."⁵ Wallace elaborates on this and other essential qualities of criteria in his paper "The Practical Meaning of Library Standards." He further discusses the need for criteria which are measurable, clearly defined and definable,

³Wallace, p. 239.

⁴Feliz E. Hirsch, "Introduction: Why Do We Need Standards?" Library Trends, 21: 159, October, 1972.

⁵William M. Randall, "Junior College Library Standards," American Library Association Bulletin, 27: 717, November, 1933.

appropriate, and authoritative. On the practicality of standards, Wallace concludes:

If standards are adequately developed, regularly revised, and correctly understood, they are of great value to the individual library for self-evaluation and to the profession for comparison between institutions. So conceived, they are both practicable and desirable.⁶

A search into the literature turns up more on the history and value of standards than on the actual utility of standards. Maintaining that standards do have a potential value, Lancaster offers his ideas along with others' opinions on why standards may be inadequate. Hamburg⁷ is referred to as being critical of library standards on the grounds that they are concerned almost exclusively with measuring inputs to the library rather than measuring outputs or benefits to the users. This report suggests that library objectives have not been defined with sufficient preciseness so that suitable performance measures can be derived for them. In his overview of the history of standards, Lancaster observes that Guidelines for Two-year College Learning Resources Programs uses the term "guideline", which suggests a level of performance for self-evaluation, and replaces quantitative measures with vague qualifications.⁸

⁶James O. Wallace, "The Practical Meaning of Library Standards," Quantitative Methods in Librarianship: Standards Research, Management, ed. Irene Braden Hoadley (Westport, Connecticut: Greenwood Press, 1972), p. 62.

⁷Morris Hamburg and others, Library Planning and Decision-Making Systems (Cambridge: MIT Press, 1974), pp. 9-13.

⁸Frederick W. Lancaster, The Measurement and Evaluation of Library Services (Washington, D. C.: Information Resources Press, 1977), p. 293.

To summarize his discussion on the value of standards, Lancaster states "...library standards as they now exist, while having some value as procedural guidelines or in establishing absolute minimal requirements..., are too general and imprecise to be used in the detailed evaluation of library services. Perhaps what is needed is standards by which individual institutions can evaluate their own performance in relation to the needs of their user populations."⁹

Importance of Evaluation

A recent concern in education at all levels has been accountability. In a 1977 study of evaluation techniques, Woolls, Loertscher, and Shirey report the findings of an Institute in Evaluation Techniques for School Library/Media Programs. While this study deals with public school programs, it also has meaningful implications for the college level. The importance of evaluation is discussed at some length. These authors believe "evaluation is the only rational approach to educational assessment and decision-making. Evaluation will provide a means to make choices. If what is planned to be an improvement is attempted, results of this improvement must be designed to clarify program needs."¹⁰

This study looks at various evaluation and measurement instruments, discusses the difference between formative and summative evaluation, and suggests a charting to show how specific objectives may be measured. Although the emphasis throughout this study is on the need for more

⁹Lancaster, p. 297.

¹⁰Blanche Woolls, David Loertscher, and Donald Shirey, Evaluation Techniques for School Library/Media Programs (Pittsburgh: University of Pittsburgh, 1977), pp. 3-4.

qualitative measures that would have an impact on decision-making, the authors agree that quantitative measures still are important. While they do not reveal quality, quality will be non-existent if quantitative measures are not present and meaningful.¹¹

In a very detailed introduction on evaluation of library services, Lancaster describes three possible levels for evaluating any type of service - effectiveness, cost-effectiveness, and cost-benefit.¹² He discusses library functions and objectives and summarizes this portion by saying, "...a library exists as an interface between a particular user population and the universe of bibliographic resources. The objective of the library is to maximize the accessibility of these resources to the user or to maximize the exposure of the users to the resources... The effectiveness of any library can be evaluated in terms of how well it satisfies these objectives."¹³

Lancaster elaborates on the interface function of library organization, measurement of exposure, and microevaluation of service. In concluding his introduction, he says:

Evaluation of library service should be regarded as a management tool, applied to determine how effectively and how efficiently the library is serving the needs of its users, to identify limitations and failures of service, and to suggest ways in which the service might be improved. Moreover, it is reasonable to assume that improvements in immediate service will also lead to improvements in the ability of the library to reach its longer term, largely unmeasurable goals.¹⁴

Unlike most writers, who simply talk about the need for appropriate evaluation techniques, Lancaster offers usable measurement instruments.

¹¹Woolls, Loertscher, and Shirey, p. 12. ¹²Lancaster, p. 1.

¹³Lancaster, p. 8. ¹⁴Lancaster, p. 17.

Several chapters in his book discuss the evaluation of specific facets of library service and their effects on accessibility, exposure, factors affecting use of the library, and degree of success in satisfying requirements of users.

No matter what approach is used, authorities agree that evaluation is intrinsic to the library field; that it is necessary in assessing the library operation, and that it is necessary for purposes of improving library practices, and to aid in the formulation of objectives. Although differing as to what methods of evaluation are most effective, program directors and librarians do maintain that some sorts of criteria are needed for evaluation, comparison, and establishment of principles.

It is also agreed that a learning resource program should be evaluated in terms of function related to use, (i. e. its efficiency and effectiveness). And here is where the difficulty arises - with the essential task of measurement being the development of clear cut and measurable goals.

Wasserman explains the difficulty of measurement of performance, "It's said to be 'like a blind man, in a dark room, groping around for a black cat that isn't there.' It's true - this measurement issue is difficult, it is elusive, it is frustrating and nobody has all the answers." In answer to the question "why then even try to measure?" he replies, "Primarily, perhaps, because there is no other equally rational criterion for evaluating performance."¹⁵

¹⁵Paul Wasserman, "Measuring Performance in a Special Library; Problems and Prospects," Special Libraries, 49: 377, October, 1958.

Effectiveness

Many library researchers address the issue of library effectiveness; most agree that achieving effectiveness is a basic responsibility of library management. However, there is a notable lack of agreement on what the concept of effectiveness means.

One major group sees library effectiveness as the achievement of goals. A second major group measures effectiveness by the efficient use of resources in optimizing performance. A third major group defines effectiveness in terms of the personnel within the library and the satisfaction that they obtain from their jobs. A fourth major group equates effectiveness with user satisfaction.

While there is general consent that all libraries should attempt to be effective, the criteria for appraisal remain unclear. Considering the variety of ways in which analysts and researchers perceive library effectiveness, librarians and directors of media programs are aware that there is equal disagreement over the best strategy for becoming effective.

Du Mont offers two reasons for this lack of agreement. The first significant reason stems from the narrow focus that many people apply to the effectiveness construct, defining effectiveness in terms of a single criterion. Du Mont considers that the second reason for this lack of concurrence on the nature of effectiveness arises from the vagueness of the concept.¹⁶

¹⁶Rosemary Ruhig Du Mont, "A Conceptual Basis for Library Effectiveness," College and Research Libraries, 41: 103, March 1980.

Various writers attempting to define effectiveness include Carnovsky, White, and Rogers. Carnovsky writes of a "level of library service...that is sufficient and suited to community needs."¹⁷ The assumption here is that sufficient level of service relates to a concern with effectiveness. In surveying quantitative measures for evaluation, White refers vaguely to "the quality of service or the value of the information to the user".¹⁸ Rogers concludes that a library can only be judged on the basis of "competent and courteous service."¹⁹ Without more meaningful definitions of such terms as "sufficient level," "quality of service," "value of information," and "competent service," librarians and media directors continue to do battle with the problems of assessing library effectiveness.

The inability to concur on definitions and the significance of various techniques makes it difficult, if not impossible, to evaluate a library's success or failure adequately. There also exists little homogeneity among the various approaches to viewing library effectiveness.

Du Mont believes this lack of consensus results from ignoring a number of problems that must be solved before being able to arrive at more meaningful approaches to assessing effectiveness.²⁰

¹⁷Leon Carnovsky, "Public Library Surveys and Evaluations," Library Quarterly, 25: 25, January, 1955.

¹⁸G. Travis White, "Quantitative Measures of Library Effectiveness," The Journal of Academic Librarianship, 3: 136, July, 1977.

¹⁹Rutherford D. Rogers, "Measurement and Evaluation." Library Trends, 3: 185, October, 1954.

²⁰Du Mont, pp. 104-105.

These problems are delineated in the following questions.

1. Is there any such thing as library effectiveness?
2. How consistently valid are assessment criteria?
3. Which time perspective is most appropriate in assessment?
4. Are assessment criteria related positively to each other?
5. How useful are the assessment criteria?
6. How do effectiveness criteria relate to library dynamics?
7. At which level should effectiveness be assessed?

In answer to the question, "What is library effectiveness?"

Du Mont explains her view.

If the notion is accepted that libraries are unique and pursue divergent goals reflective of their environment, then one must move away from a general conceptual definition of library effectiveness toward a more operational one. Thus it appears to be useful to develop a contingency approach and define library effectiveness in terms of each library's level of ability in responding to its own unique situational and environmental constraints. Viewed from this perspective, effectiveness is perceived through the examination of process rather than the end results.²¹

Elaborating on this view, Du Mont points out that contingent factors such as type of clientele or size of book stock have direct influences on levels of success. This approach makes it possible to identify organizational factors that are related to effectiveness.²²

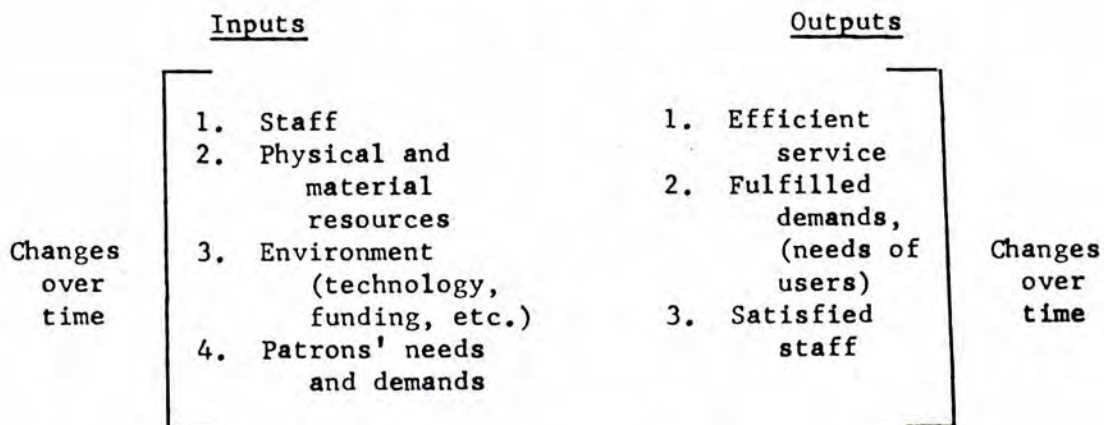
Inherent in the contingency approach is the idea that effectiveness is understood best by viewing the library as a system. To better explain this view and to help overcome the seven problems introduced earlier, Du Mont proposes a systems model of library effectiveness.²³

²¹Du Mont, p. 105.

²²Du Mont, p. 106.

²³Du Mont, p. 106.

Processes and Activities



The systems model emphasizes three major aspects; (1) achieving effectiveness is a dynamic ongoing process, (2) inputs and outputs are likely to change over time, and (3) individual human behavior affects perception of success or failure.

Unlike systems models which specify criteria for effectiveness, this model focuses on the process of being effective and allows for a recognition of ways in which various organizational factors facilitate or inhibit activities concerned with effectiveness. This perspective forces library administrators to use a more comprehensive approach in an examination of performance and to view the concept of effectiveness as a continuous process rather than an end result.

A major study, by Rosemary and Paul Du Mont, in 1979, reviews the work done on ways of measuring the effectiveness of library services. The study broadens the perspectives on definitions of effectiveness, criteria for judging effectiveness, and problems of measurement.

In an effort to categorize relevant facets of effectiveness as identified by researchers, Du Mont and Du Mont synthesized four major

approaches to assessing library effectiveness.²⁴

1. Primary emphasis on physical input (number of staff, amount of money, etc.)
 - a. As perceived by the library, including characterizations regarding needed levels of staffing and funding
 - b. As perceived by agents in the environment (accrediting agencies, funding agencies, etc.) who determine how much financial support the library does need to be viable
 - c. As perceived by agents in the environment (professional library associations) who are interested in both what the library does need as stated in established standards, and what it could use as stated in established goals
2. Primary emphasis on the organizational dynamics of the library (the relationship between the library staff and the formal library organization)
 - a. As perceived by individual staff, including subjective characterizations of needed library input for staff development
 - b. As perceived by the library, including subjective characterizations of needed staff input for library development
3. Primary emphasis on library inputs (materials and services)
 - a. As they are perceived by patrons
 - b. Including characterizations made by patrons of how well the library is equipped to serve them
 - c. Including characterizations made by the library describing how well the user is being supplied with materials and services
4. Primary emphasis on library inputs (materials and services)
 - a. As they affect elements within society as a whole
 - b. As perceived by the library as an organization which wishes to serve that society

²⁴Rosemary Ruhig Du Mont and Paul F. Du Mont, "Measuring Library Effectiveness: A Review and an Assessment," Advances in Librarianship, ed. Michael Harris (New York: Academic Press, 1979), p. 129.

As is shown here, most major criteria considered by analysts are related to library input, e. g., staff, money, materials, or services. There is only limited consideration of output, i. e., the effect of service on the patrons.

Much debate concerning library effectiveness has centered on which of the proposed criteria is the most appropriate. The Du Mont study argues that what is required is integration of viewpoints, that library effectiveness is a measure of a number of related factors: (1) goal achievement as measured by service to patrons; (2) the optimization of performance; (3) the degree of user satisfaction; (4) the use of human resources; (5) the ability to survive.²⁵

Goals and Objectives

Much of the literature on evaluation of academic libraries and total learning resource programs deals with establishment of goals and objectives. Writers generally agree that increasing complexities of organizational arrangements and expansions in activities and services make it even more important for objectives to be clearly defined.

A statement adopted by the ACRL Board of Directors represents a basis for a workable objective. It reads: "The primary purpose of any library is to serve the reading, reference, and research needs of its users. All authorized users...have a right to expect services up-to-date and commensurate with their needs, provided by competent librarians and founded on adequate collections which are easily available..."²⁶

²⁵Du Mont and Du Mont, p. 111.

²⁶"Statement of Service to Library Users." ACRL News, 27: 21-22, April, 1966.

Hamburg, Ramist, and Bommer argue that such an analogous statement is not sufficiently explicit to be of direct assistance to management in the planning and decision-making process. These writers propose that "further analysis is required to develop an objective which is both explicit and measurable in order that library performance may be evaluated in terms of the degree of objective attainment."²⁷

Although Wasserman is talking specifically about special libraries, his paper--on defining purposes and goals, on measurement problems, and on evaluating library service--is exceptional. Declaring that "until the objectives of any library are clearly and unequivocally set out, ultimate assessment or evaluation of its performance is impossible," Wasserman offers his suggestions for writing objectives.²⁸

1. The process of formulating objectives is one in which all of the interested parties play a distinct role--administrators, staff, and library users.
2. Define objectives in explicit terms.
3. Order the library's purposes into a hierarchy of objectives based upon the degree of their importance.

In a more recent writing which adheres to this basic idea, Fields theorizes that management by objectives for libraries is of paramount importance. Fields proposes a general framework for library

²⁷Morris Hamburg, Leonard E. Ramist, and Michael R. W. Bommer, "Library Objectives and Performance Measures and Their Use in Decision Making," Library Quarterly, 42: 109, 1972.

²⁸Paul Wasserman, "Measuring Performance in a Special Library; Problems and Prospects," Special Libraries, 49: 378, October, 1958.

management by objectives and explains how this approach is both systematic and humane. Management by objectives as discussed here means the identification of objectives within the broad general areas of planning, organizing, controlling, and motivating. In concluding he emphasizes

Objectives within each phase or aspect of the organization, combined with the alternatives and the flexibility to incorporate them, are also essential. Total involvement by staff at all levels must be incorporated into any management scheme that intends to be humane and responsive. At a time when major budget cuts loom over almost every facet of public service, accountability is a virtual necessity; the time for a humane system of management by objectives is long overdue.²⁹

Changing technologies for instruction and expanding needs of students are among the pressures that confront media personnel with opportunities as well as problems, for they provide incentives for constructive change. In examining the process of organizational improvement in academic libraries, a paper presented by Webster and Gardner reviews some experiences with techniques for introducing change. Presenting a particular philosophy for securing constructive change and improvement, these researchers stress the need for libraries to examine their objectives, how they are set, and how the library's efforts are mobilized to achieve them.³⁰

Wasserman relates measurement of achievement to measuring other types of organizational endeavors, saying that the ultimate problem is

²⁹D. C. Fields, "Library Management by Objectives: The Humane Way," College and Research Libraries, 35: 348, September, 1974.

³⁰Duane Webster and Jeffrey Gardner, "Strategies for Improving the Performance of Academic Libraries," The Journal of Academic Librarianship, 1: 13, May, 1975.

determining what change or advantage accrues from the service--what is the actual effect of the service on its users. Acknowledging that the simplest measure is the straight tabulation of use, he warns that statistics have only limited application because we have not yet learned to equate raw numbers with qualitative accomplishment.³¹

Methods of Evaluation

Accepting the fact that it is virtually impossible to treat measurement without alluding to standards, Wasserman states that measurement implies relationships. He explains, "...to measure is to relate something to a standard and to determine...what the degree of effectiveness or completeness is. In measuring the 'effectiveness' of a library exactly what and how much is being reviewed must be specified".³²

Starting in the 1960s and accelerating in the '70s, an increasing number of studies sought to define and measure effectiveness with user satisfaction.

In a paper dealing with use as a performance measure, Burns writes "It is essential that libraries differentiate carefully in their statements of institutional goals between archival responsibilities with one set of values and library responsibilities with a different set of values...It is also necessary that user studies distinguish between an evaluation or measurement of the success of a service and any analysis of the user of that service."³³

³¹Wasserman, p. 379. ³²Wasserman, p. 380.

³³Robert W. Burns, Jr. "Library Use as a Performance Measure: Its Background and Rationale," Journal of Academic Librarianship, 4: 5, March, 1978.

Offering concrete suggestions in the area of use studies, Burns discusses use as a management tool, basic assumptions for user studies, design of a user study model, data required, proposed measures of user satisfaction, and obstacles in use studies. This paper describes practical and conceptual obstacles in performing use studies. Burns emphasizes that "there are also serious obstacles to implementing their findings once they are completed."³⁴

One of the major obstacles to the acceptance of use studies has been the continuing debate over the importance of quantitative as opposed to qualitative performance measures as well as a misunderstanding of the basic relationship between the two. Again Burns stresses, "What we are really debating in our discussions on quantification is our ability to measure in any meaningful way a library's performance."³⁵

Acknowledging recent progress in measuring user satisfaction, White is critical of "effectiveness" studies which still deal with delivery of the physical document as though it were an end in itself. He believes that "user studies that simply ask patrons what they want or how well they like what has been provided evoke only a self-fulfilling prophecy."³⁶

Within the strategic planning processes for learning resource programs, appropriate performance measures are needed to determine

³⁴Burns, p. 5. ³⁵Burns, p. 5.

³⁶Herb White, "Library Effectiveness - The Elusive Target," American Libraries, 11: 682, December, 1980.

that the current directions of management thinking in libraries focus on, among other elements, conceiving better measures of library performance that can provide useful information for strategic decision-making.

Other enterprises have clear-cut and widely accepted measures of performance that serve as focal points for decision-making. Libraries, on the other hand, have relied on gross measures of collection size, growth, and use, which have minimum value for defining success. As libraries are forced to rethink basic purposes, functions, and resource distribution, there is increasing need for useful quantitative information on out-put measures. The first step is to identify and describe key measures of effectiveness such as: How well does the library meet users needs; what percentage of user information needs are not satisfied by the library; how do users view the library; what are the critical performance requirements/expectations of the institution.³⁷

Tackling the criterion problem, Knightly reports on a study of sixty-two academic, special, and public libraries. Performance criteria are analyzed to measure the extent to which criteria proposed in the literature are actually used. Knightly offers a framework for viewing performance criteria, introduces data on criteria in wide usage, and provides guidelines for selecting appropriate criteria for the evaluation of libraries and media programs. The study's criterion model includes measurement on a basis of user's opinion, formula/standards, comparison to other organizations, quantifiable operations, quantifiable outputs, costs.³⁸

³⁷Duane E. Webster, Improving Library Performance: Quantitative Approaches to Library Planning (Washington, D. C.: Association of Research Libraries, 1977), p. 17.

³⁸John J. Knightly, "Overcoming the Criterion Problem in the Evaluation of Library Performance," Special Libraries, 70: 173, April, 1979.

The literature on evaluation processes includes a wide variety of suggested techniques--self-evaluation, subjective evaluation, objective evaluation (using a mathematical formula), systems analysis, user surveys, and user-satisfaction studies. By whatever method, most writers agree that evaluation is most effective when it becomes an on-going procedure of policy analysis and program modification.

In a paper presented at a Medical Library Association meeting, White discusses the elements of policy and program evaluation. The need to view evaluation as a continuous process is emphasized.³⁹

Myers asks two major questions, "Are our standards and statistical measurements realistic? Have they resulted in better service for our users?" In answer to her questions she suggests that the work of Orr et al. as reported in the Bulletin of the Medical Library Association, 1968, seems a more productive approach to evaluation.⁴⁰ The essentials of their system of evaluation are: it is user-oriented; it measures the quality and depth of services offered; an inventory checklist is used; and it is applied through an interview with a member of the staff.

The basic objective of their work was to develop methods that could be used to "obtain the kinds of data needed to realize the opportunities that technological advances offer for improving library service."⁴¹

³⁹Robert L. White, Effectiveness of Library Services (Richmond, Virginia: Medical Library Association, 1977), p. 1-10.

⁴⁰Rose E. Myers, "Library Self-Evaluation", Quantitative Methods in Librarianship: Standards, Research, Management, ed. Irene B. Hoadley (Westport, Connecticut: Greenwood Press, 1972), p. 62.

⁴¹Richard H. Orr and others, "Development of Methodologic Tools for Planning and Managing Library Services: I. Project Goals and Approach," Bulletin of the Medical Library Association, 56: 235, July, 1968.

A study, authorized in 1971 and sponsored by the Public Library Association under the auspices of the American Library Association, is reported in a document prepared by DeProspero.⁴² Viewed as a pioneer work, the Measurement of Effectiveness of Public Library Service Study provides techniques for measuring user satisfaction, for describing library services in statistical terms, and for creating a better profile of library operation. The methodology developed in this study may be appropriate to academic media programs.

Presenting yet another case against conventional methods of measuring and evaluating public services, Rogers develops a bill of particulars against circulation statistics: 1. Circulation statistics are a crude, quantitative measure, lacking in qualitative factors. 2. Book-use statistics, at best, are fragmentary. 3. Statistics are greatly affected by a series of miscellaneous factors--funding available, curricular differences, circulation rules, and general operating procedures.⁴³

Rogers continues his case, considering the methods that are generally used to "measure" reference service, and details the basic criticisms of statistics of reference; (1) Proliferation of statistics, (2) Statistics not inclusive, and (3) Qualitative measurement unattainable.⁴⁴

⁴²Ernest R. DeProspero, Ellen Altman, and Kenneth E. Beasley, Performance Measures for Public Libraries (Chicago: American Library Association, 1973), 71 p.

⁴³Rutherford D. Rogers, "Measurement and Evaluation," Library Trends, 3: 177-78, October, 1954.

⁴⁴Rogers, p. 182.

In agreement with most other researchers, Rogers suggests the answer may be "to look outside the statistical realm for a general solution to this problem."..."We need day-to-day awareness on the part of our 'community' ...of the services we have to offer. This means consistent and high-level public relations based upon the only sound foundation of any such program--competent and courteous service."⁴⁵

The most exhaustive study on evaluation methods found in the literature was reported, in 1968, by Orr. This work, supported by U. S. Public Health Service Contract PH 43-66-540 from the National Library of Medicine, is reported in full in a series of three articles. The statistical material, development data, and all other detailed documentation have been deposited at the National Library of Medicine. A battery of tests and methods are available to librarians as tools for assessing the performance of their library objectively.

The first article in this series constitutes an introduction to the project aimed at developing methods for collecting suitable objective data.⁴⁶ The second part of the work develops a very detailed method of measuring a library's capability for providing the documents its users need.⁴⁷ Part three reports a standardized procedure developed for obtaining details of a library's service policies that are important to

⁴⁵Rogers, p. 185.

⁴⁶Richard H. Orr and others, "Development of Methodologic Tools for Planning and Managing Library Services: I. Project Goals and Approach," Bulletin of the Medical Library Association, 56: 235-40, July, 1968.

⁴⁷Richard H. Orr and others, "Development of Methodologic Tools for Planning and Managing Library Services: II. Measuring a Library's Capability for Providing Documents," Bulletin of the Medical Library Association, 56: 241-67, July, 1968.

its users.⁴⁸ The tests and methods made available by this work and described in these articles serve as tools to clarify the picture of library services, enable the administrator to compare services with those of another library in directly comparable terms, and provide a means of establishing baselines against which progress toward improved services can be measured.

Several library effectiveness studies dealing with specific aspects have been reported in library literature. One such effort has attempted to address integrated factors which affect the overall satisfaction rate of library users. This "user satisfaction" study was conducted at Hugh Stephens College Library. Four levels of dissatisfaction were examined: (1) due to library not having acquired the material, (2) due to the material already being in use, (3) due to various library errors, and (4) due to various user errors. Kochtanek has written a report of this study, with a detailed description of procedures, method of analysis, a model for the searching process, and results.⁴⁹ This study indicates that the limiting factors in determining a user satisfaction rate are those involving acquisitions and the library user.

Among studies dealing with user frustration is an impressive report of a survey on the causes of user frustration at Sears Library, Case Western Reserve University. A method of analysis was developed that allows for the calculation of four independent probabilities indicating

⁴⁸Richard H. Orr and others, "Development of Methodologic Tools for Planning and Managing Library Services: III. Standardized Inventories of Library Services," Bulletin of the Medical Library Association, 56: 380-403, October, 1968.

⁴⁹Thomas R. Kochtanek, User Satisfaction in the Hugh Stephens College Library (Missouri Library Association, 1979), pp. 3-16.

measures of performance of acquisitions policy, circulation policy, library operations, and users. It is argued that the branching analysis for the combination of effects and the particular measures derived are universally applicable for studying these aspects of library performance. This report includes procedures, observations, methods of analysis, formulas, diagrams, and conclusions.⁵⁰

Most studies reported are special surveys of university libraries. However, more recently surveys at the two-year college level have been reported. The Learning Resource Center at Lansing Community College undertook a broad survey of student assessment including the quantity and quality of services. In introducing the purpose of this study, Platte explains what he believes to be the need for assessment.

The management of a learning environment requires the coordination of people, processes, and properties; i. e. students, faculty and staff engaged in learning and support processes in a supportive physical environment with the latter, the learning resources toward learning objectives, requires planning, coordinating and assessment. While much has been written on the evaluation of college services in particular, library managers have not yet been given tools and techniques that they can apply routinely to assess the performance of their services.⁵¹

Platte reports here how the LRC staff at Lansing Community College evaluates its services to determine if "the Properties" are supporting the learning resources. His report describes methodology, results, and implications.

⁵⁰T. Saracevic, W. M. Shaw, Jr., and P. B. Kantor, "Causes and Dynamics of User Frustration in an Academic Library," College and Research Libraries, 38: 7-18, January, 1977.

⁵¹James P. Platte, An Assessment of Learning Resources Services (Lansing, Michigan: Lansing Community College, 1978), p. 3.

A study performed by the Ohio State University libraries in 1967 provides ideas for developing questionnaires usable at the community college level. In introducing the details of the technique employed in this study, Behling states that a library fulfills its basic function best by pursuing a policy of constant self-evaluation in order to keep alert to the changing needs of its users.⁵²

The study was designed to evaluate library performance from the point of view of its users. The results of this study were reported to show that the opinion survey-questionnaire can be an effective tool for the continuing measurement of library effectiveness. Behling concludes, "It is possible to design a questionnaire in such a way that the information it provides is specific and consistent enough to permit the identification of particular trouble spots and evaluation of the effectiveness of programs designed to minimize difficulties."⁵³

The final method of evaluation of library services to be considered here is the library survey. The concept of the library survey is by no means new. Among the authorities who have published books and articles about the survey method are Tauber, McDiarmid, Lancaster, Lyle and Erickson.

The library survey may be defined as the careful, critical and factual analysis of library conditions. It is a specialized type of investigation intended for improving library services.

⁵²Orlando Behling and Kermit Cudd, "A Library Looks at Itself," College and Research Libraries, 28: 416, November, 1967.

⁵³Behling and Cudd, p. 421.

McDiarmid outlines the basic purposes of a survey.⁵⁴

1. The purpose of a survey is to collect all facts pertinent to the problem being attacked. Observations and opinions are useful, but they must be based upon factual evidence in order to be valid.
2. The survey must be a critical analysis. All facts should be explored with an attitude of healthful curiosity, an attitude which is essential to progress.
3. The survey should be a means of interpreting the library to its users.
4. The fourth purpose of the survey is the analysis and interpretation of facts. It is at this point that the survey ceases to be a mere collection of data and becomes the foundation for future improvements.

Lyle identifies the components of a good survey, writing "These qualities would appear to be essential: (1) The purpose is clearly defined; (2) the data are well organized; (3) the assertions and conclusions are tested by a variety of methods; and (4) the interpretation is sensitive, imaginative, and human."⁵⁵

The broad values of the academic library survey are considered in a chapter of Tauber's book Library Surveys. The paper, written by Erickson, discusses the value and effectiveness of the library survey, and its use as an instrument of administration. Erickson reports his findings from research done with academic libraries, 1938 to 1952.

⁵⁴Evrett W. McDiarmid, The Library Survey (Chicago: American Library Association, 1940), p. 2.

⁵⁵Guy R. Lyle, "An Exploration into the Origins and Evolution of the Library Survey," Library Surveys, ed. Maurice F. Tauber (New York: Columbia University Press, 1967), p. 19.

Considerable evidence was found that the survey was effective and well used as an instrument of administration.⁵⁶

Lancaster devotes an entire chapter of his book to library surveys. He expands the definition of a survey, saying "Since the ultimate justification for the library is the service it offers, all library surveys must obviously include the user in their scrutiny and evaluation. A survey, then, should consider how well the library meets user needs and should be directly related to stated goals and objectives."⁵⁷

Models for Evaluation

It is evident from the literature that most libraries and media programs have designed and carried out some type of survey or study to determine the success of their programs and identify major problem areas. Articles dealing with evaluation generally do not include survey instruments. However, some studies have made available examples of user surveys and models for evaluation.

In a report of an Institute in Evaluation Techniques in School Library/Media Programs, Woolls includes sections on what information to collect, existing evaluation and measurement instruments with analysis of six specific instruments, and other measures of quantitative program aspects. Included are sample evaluation forms and programs.⁵⁸

⁵⁶E. W. Erickson, "The Library Survey: Its Value, Effectiveness, and Use as an Instrument of Administration," Library Surveys, ed. Maurice Tauber (New York: Columbia University Press, 1967), pp. 231-244.

⁵⁷Frederick Wilfrid Lancaster, The Measurement and Evaluation of Library Services (Washington, D. C.: Information Resources Press, 1977), pp. 299-309.

⁵⁸Woolls, Loertscher, and Shirey, pp. 1-96.

Extensive evaluations of learning resource services at Lake-Sumter Community College were conducted to determine: (1) the extent to which the LRC contributes to the stated purpose of the college; (2) the extent to which it provides benefits beyond stated objectives; (3) the effectiveness of various LRC activities; and (4) the adequacy of resources allocated to the LRC. This model for evaluating learning resource programs may be adapted for other institutions. The study report includes objectives of the LRC, explains methodology, summarizes findings, and presents recommendations for future use studies. Survey instruments are appended.⁵⁹

A library effectiveness study conducted at Hugh Stephens College Library to examine library-patron interface is described by Kochtanek in a special report (cited on page 26 of this review). Included in this report are the survey questionnaire, methodology, and data analysis.⁶⁰

An evaluation survey of the academic community was conducted to determine whether services, facilities, and resources of the Iowa State University Library meet the needs of its users. The survey instruments and summaries of the data are included.⁶¹

⁵⁹Lester R. Ruth, Jr., A Model for Evaluating Learning Resources (Fort Lauderdale, Florida: Florida Statewide Conference on Institutional Research, 1981), 30 p.

⁶⁰Thomas R. Kochtanek, User Satisfaction in the Hugh Stephens College Library (Missouri Library Association, 1979), 16 p.

⁶¹Eleanor Mathews, Survey of User Services (Ames, Iowa: Iowa State University of Science and Technology, 1981), 124 p.

A document published by the Carnegie-Mellon University Libraries reports the results of a library self-evaluation program. The study was conducted using the Academic Library Development Plan (ALDP), a self-improvement strategy for libraries to evaluate and develop their performance. Documented in appropriate task force reports are scope of study, user surveys and methods of data collection, procedures for evaluation, findings, and specific recommendations. Supporting materials contained in appendices include statistical data, surveys, interviews, organizational charts, and pertinent correspondence.⁶²

The Systems and Procedures Exchange Center offers a SPEC Kit #71 on User Surveys and Evaluation of Library Services. This kit contains seven examples of general user surveys and eight examples of user surveys on specific issues.⁶³

The Public Library Association has made major contributions in support of the current trend away from the use of national standards and toward local determination of library needs. Based on the belief that libraries and media centers should develop goals and objectives according to individual needs, and should measure progress toward achieving these objectives, two important documents published by the Public Library Association will serve as guides to library administrators in academic media programs.

⁶²Academic Library Development Program: A Self Study (Pittsburgh: Carnegie-Mellon University, 1978), 269 p.

⁶³User Surveys and Evaluation of Library Services, Kit #71 (Washington, D. C.: SPEC, ARL Office of Management Studies), 107 p.

A Planning Process for Public Libraries⁶⁴ describes a process which can be used to set up standards appropriate to local conditions and needs. Methods for designing strategies to reach these standards are outlined. Included in the section "Collecting and Using Data" are: (1) data collection methods, (2) questionnaire design, (3) sample surveys and questionnaires, (4) examples of goals and objectives, and (5) sample tables for data analysis.

In response to concerns raised by the move toward totally local frames of reference, the Public Library Association has published another document, Output Measures for Public Libraries: A Manual of Standardized Procedures.⁶⁵ This manual has been designed to support and expand upon Chapter 13 of the Planning Process. Procedures are outlined for collecting and reporting results on twelve output measures.

Summary

"Evaluation must have a purpose--it is not an end in itself. The term evaluation implies quantification. The need derives from the decision-making process which is a prelude to action. Without the possibility of alternative courses of action, one cannot conceive of a need to evaluate. A system performs functions, and these functions are

⁶⁴Vernon E. Palmour, Marcia C. Bellassai, and Nancy V. DeWath, A Planning Process for Public Libraries (Chicago: American Library Association, 1980), 304 p.

⁶⁵Douglas Zweizig, and Eleanor Jo Rodgers, Output Measures for Public Libraries (Chicago: American Library Association, 1982), 100 p.

designed to accomplish objectives. Measurement of the extent to which these objectives are met is a major part of system evaluation."⁶⁶

Only by applying appropriate measurement and evaluation techniques can a library determine the circumstances under which it performs well or less well and identify the causes of its failures with sufficient precision to allow corrective actions to improve the overall level of performance.

⁶⁶Donald W. King, The Evaluation of Information Services and Products (Washington, D. C.: Information Resources Press, 1971), p. 4.

Chapter 3

ANALYSIS OF THE DATA

The purpose of the study was to determine how services of learning resource programs in community colleges are evaluated and identify evaluation methods considered to be effective assessments which also reflect goals and objectives. Data were collected from LRC directors of the fifty-eight (58) community colleges in North Carolina and eighteen (18) other public community colleges in the Southeast.

A response of 100 percent from the fifty-eight programs provides a complete report on services offered, establishment of goals and objectives, and methods of evaluation used in LRCs in the community colleges of North Carolina. Responses on the questionnaire in field testing indicate that media programs in public community colleges in the Southeast offer services similar to those in North Carolina. Reports also reveal comparable findings on the establishment of goals and objectives and methods of evaluation. (Appendix F)

Table 1

	<u>sent</u>	<u>responses</u>	<u>percent</u>
Field testing	20	18	90
N. C. Community Colleges	58	58	100

SCOPE OF SERVICE

Responses from the fifty-eight directors reveal that the only absolute consistency in scope of service is within the traditional library setting, with 100 percent of all respondents indicating service of books, journals, and reference assistance to students and faculty of the institution. Interlibrary loan requests are provided within a range of 98.3 percent to 67.2 percent, with the only significant variance being interlibrary loan service to community patrons.

Most of the LRCs provide audiovisual services to faculty, with 98.3 percent of the programs including materials and equipment available to instructors. Instructional design for faculty is offered in fewer programs, 75.9 percent, than other services in this area. Acquisitions of films for faculty are handled in 93.1 percent of the audiovisual centers. Production of materials is available to instructors in 87.9 percent of the LRCs.

Audiovisual service to students ranks second to audiovisual services to faculty, with a relatively high percentage, 84.5 percent, of programs providing materials and equipment for students. A significant finding in this area is the fact that over 75 percent of the community colleges make materials and equipment available to community patrons.

Graphics and printing are identified as functions of over 56 percent of the LRCs. Both design and duplication are more often a service offered to instructors than to students. Less than 14 percent provide a graphics service to community patrons.

Among special facilities and programs, exhibits and displays are found most often. Students have access to meeting rooms in over

58 percent of the LRCs. Although not a substantial percentage overall, new technologies are part of special services in twenty-six programs.

The learning laboratory is a part of the learning resources program in forty-three, or 74.1 percent, of the fifty-eight institutions. However, a significant finding in this area of service is the provision of a developmental studies program by fifty percent of the LRCs.

Table 2

Scope of Service

Library	students		faculty		community		others		
	no.	%	no.	%	no.	%	no.	%	
books	58	100	58	100	56	96.6			
journals	58	100	58	100	55	94.8			
reference	58	100	58	100	57	98.3			
microforms	57	98.3	56	96.6	53	91.4			
interlibrary loan	57	98.3	58	100	39	67.2			
copy facilities	55	94.8	56	96.6	53	91.4			
<u>Audiovisuals</u>									
materials	49	84.5	57	98.3	46	79.3	4	6.9	
equipment	49	84.5	57	98.3	44	75.9	4	6.9	
film loans	36	62.1	54	93.1	36	62.1	4	6.9	
instructional									
design	16	27.6	44	75.9	9	15.5	1	1.7	
production	23	39.7	51	87.9	11	19	3	5.2	
<u>Graphics & Printing</u>									
design	10	17.2	33	56.9	5	8.6	2	3.4	
duplication	15	25.9	33	56.9	8	13.8	3	5.2	
<u>Special Facilities and Programs</u>									
meeting rooms	34	58.6	6	10.3	30	51.7	3	5.2	
exhibits, displays	45	77.6	46	79.3	34	58.6	2	3.4	
seminars	21	36.2	25	43.1	17	29.3	2	3.4	
telecommunications	9	15.5	10	17.2	8	13.8	1	1.7	
telecourses	20	34.5	18	31	13	22.4	1	1.7	
<u>Learning Laboratory</u>									
adult education	43	74.1	developmental studies			29	50		
GED testing	39	67.2	other - testing			5	8.6		

DEVELOPMENT OF GOALS AND OBJECTIVES

Responses to the questionnaire indicate that all fifty-eight of the learning resource programs have written goals and objectives.

Although only twenty-two of the directors provided copies of objectives for this study, all of them do publish stated goals and objectives. (Appendix G) Publications provided within the LRCs are found to include objectives more often than campus publications. Procedures manuals and LRC handbooks of over 63 percent of the programs contain goals and objectives. Faculty handbooks are found to have LRC objectives in more than 53 percent of the institutions, while student handbooks are used only by 31 percent of the LRCs as vehicles for written goals.

The formulation of goals and objectives involve the LRC director in 100 percent of the media programs. Other staff members help in writing objectives in 81 percent of the LRCs. The advisory committee in forty-nine of the institutions has a definite role in the development of goals, while only thirty-five programs involve administrators.

Questionnaire responses reveal a wide range of involvement in determining LRC objectives, with only two programs indicating involvement solely within the staff. (Appendix G)

Exactly half of the programs revise objectives annually. An interesting finding in answer to the question on a revision schedule is that, of the 50 percent not revising annually, 31 percent revise objectives less often than every three years.

A study of the factors influencing revision of objectives reveals that 86.3 percent of the programs consider staff observation of needs

to be a valid reason for revision, with regional standards listed as the second most influential factor in revision. Responses indicate that results of evaluation and organizational change are considerations for goals revision in over 70 percent of the LRCs.

Varying combinations of requirements and staff recognition of need are listed as factors in revision. (Appendix G)

Table 3
Development of Goals and Objectives

Publication		
	no.	percent
1. faculty handbook	31	53.5
2. student handbook	18	31
3. manual of procedures	41	70.7
4. LRC handbook	37	63.8
5. college catalog	4	6.9
6. administrative goals	1	1.7
Formulation		
	no.	percent
1. administrators	35	60.3
2. faculty	29	50
3. advisory committee	49	84.5
4. LRC director	58	100
5. staff	47	81
6. students	5	8.6
Revision		
	no.	percent
1. annually	29	50
2. every 2 years	7	12.1
3. every 3 years	4	6.9
4. less often	18	31
Factors influencing revision		
	no.	percent
1. national standards	23	39.7
2. Southern Association standards	47	81
3. state guidelines	26	44.8
4. organizational change	41	70.7
5. results of evaluation	43	74.1
6. staff observation of needs	50	86.3
7. goals and objectives of institution	4	6.9
8. administrative requirement	1	1.7
9. grant proposals	1	1.7

REPORTS

Responses reveal that, while 81 percent of the LRCs use reports to satisfy state and federal requirements, close to 76 percent list assessment of goals as a purpose for preparing reports. Reports are used for reviewing the collection by 69 percent of the programs. Surveying user trends is indicated as a use of reports in thirty-three programs.

A factor of significance in this area is the indication that, with fifty-seven of the LRCs using reports as a reason for evaluating service, only two directors use reports for no reason other than to satisfy a requirement. A substantial percentage of the directors reveals that while reports are required they are also indicators of user trends, goals assessment, needs analysis, and institutional comparisons.

(Appendix H)

Table 4
Reports

Use of reports		
	no.	percent
1. satisfy state and federal requirements	47	81
2. comparison with other institutions	30	51.7
3. review of collection development		
a. generally	40	69
b. in specific areas	27	46.6
c. of various media	26	44.8
4. study of user trends	33	56.9
5. publicize needs	26	44.8
6. assessment of goals	44	75.9
7. other		
a. institutional requirement	1	1.7
b. President's report	1	1.7
Who reviews		
	no.	percent
1. administrators	49	84.5
2. faculty	15	25.9
3. advisory committee	32	55.2
4. LRC staff	47	81
5. LRC director	54	93.1

EVALUATION PROCEDURES

Reports from the directors show that 63.8 percent of the learning resource programs are evaluated annually. As indicated in Table 6, over half of those programs not administering an evaluation annually, or more often, evaluate services less often than every three years.

Responses indicate that in the development of an evaluative instrument, only seven of the LRC directors are not involved; and over 75 percent of the programs include other staff members in determining appropriate survey instruments. Advisory committees are involved in evaluation procedures in thirty-two of the institutions. College administrators become involved in 43.1 percent of the program studies.

Figures shown on involvement in reviewing the results of surveys and special studies are similar to those shown for development of the evaluative instrument. A factor of some significance here is that in fifty-three of the institutions either the director or the LRC staff reviews the findings of evaluations.

Responses to the questionnaire reveal that the results of surveys and special studies are used in a variety of combinations of ways. Program planning for services and resources is shown to be the primary use. Directors of 56 programs indicate that results of evaluations are used for direction in planning for services and of fifty-four programs in the planning of appropriate resources. Survey results are used by 87.9 percent of the programs to support staff requests for changes in services and by 67.2 percent for additional funding.

The revision of goals and objectives is influenced by results of evaluations in forty-six of the LRCs, and administrative policy changes

are affected in 63.8 percent of the LRCs. A substantial percentage of the programs indicates that study results are used to satisfy external requirements. None of the LRC directors respond that requirements are the only uses made of evaluations. (Appendix I)

Table 5
Evaluation Procedures

How often evaluated				
	no.		percent	
1. annually	37		63.8	
2. every 2 years	6		10.3	
3. every 3 years	2		3.4	
4. less often	12		20.7	
5. continuously	1		1.7	

	Developed by		Results reviewed by	
	no.	percent	no.	percent
1. administrators	25	43.1	40	69
2. faculty	17	29.3	14	24.1
3. advisory committee	32	55.2	39	67.2
4. LRC director	51	87.9	52	89.7
5. LRC staff	44	75.9	47	81
6. students	2	3.4		
7. Office/Res. & Dev.	2	3.4		

How results are used				
	no.		percent	
1. to satisfy requirements				
a. administration	32		55.2	
b. state accreditation	25		43.1	
c. Southern Association	46		79.3	
2. program planning				
a. facilities	40		69	
b. resources	54		93.1	
c. services	56		96.6	
3. to support requests				
a. changes in services	51		87.9	
b. additional funding	39		67.2	
4. support revision of				
a. administrative policies	37		63.8	
b. goals & objectives	46		79.3	

SUMMARY RESPONSES

The summary section of the questionnaire was designed to obtain opinions from the respondents. The self-study is judged by LRC directors as being the most effective method of evaluation. The annual report is used by more programs than any other method but is rated as number four on the effectiveness scale. The user-frustration study is used by fewer LRCs and is also ranked lowest in effectiveness.

Table 6
Effectiveness Ranking of Evaluation Procedures

Rank	Method	Effectiveness					No. Using	
		(most)	5	4	3	2		1
1	Self-study		22	20	7	1	50	
2	Faculty opinion survey		17	20	14	1	1	53
3	Student opinion survey		15	21	13	3	1	53
4	Annual report		13	19	18	4		54
5	General user questionnaire		6	9	9	1		25
6	Local narrative report		4	6	7	1	2	20
7	Special aspect survey		4	2	4		2	12
8	Record of reference questions		1	6	10	2	3	22
9	User-frustration study		1		4	1	4	10

Chapter 4

FINDINGS AND INTERPRETATIONS: A SUMMARY

The Learning Resource Center in the community college and technical institute provides services, resources, and related facilities and equipment supportive of the institution's total educational program. LRC services may include library services, audiovisual services, and individualized instructional services. Some learning resource programs also include graphics and printing.

Special programs such as exhibits and seminars are functions of many of the community college LRCs. Telecommunications and telecourses are identified as part of special services in some programs.

The learning laboratory is operated as a part of the LRC in many of the institutions. Adult education classes, GED testing, and developmental studies, or individualized instruction, are major functions of the learning laboratory.

The expanded role of the community college--that of fulfilling the educational needs of the community--has created new demands on learning resource programs. Many of the institutions offer unlimited services to community patrons.

Accepting the thesis that the proper functioning of the LRC is vital to the institution's educational effectiveness, directors and media personnel establish goals and objectives which may be used as criteria in the evaluation process. Objectives usually are published in LRC publications such as procedures manuals and handbooks. Campus

publications--faculty and student handbooks, and catalogs--include goals statements in many of the community colleges.

Goals and objectives are formulated by the LRC director, with input from other staff members and the advisory committee in many programs. Administrators and faculty are involved in determining LRC objectives in some of the institutions.

A number of factors influence the revision of objectives. Basic needs, deriving from staff observation, are considered most often as reasons for revision. National, regional, and state guidelines are important criteria used in determining the revision of goals and objectives. Other factors which influence the updating of objectives are: (1) organizational change, (2) results of evaluation, (3) goals of the institution, (4) administrative requirements, and (5) grant proposals.

Statistical reports are prepared and filed annually by LRC personnel, usually to fulfill requirements of State and Federal agencies, or the local institution. However, many program directors review information on annual reports for the assessment of goals attainment. Other uses being made of reports are: (1) for comparison with other institutions, (2) for review of collection development, (3) to study user trends, and (4) to publicize needs.

In most community colleges, the administration reviews annual reports. Other groups who may or may not review LRC statistics are faculty, the advisory committee, LRC staff members, and trustees.

Learning resource programs in community colleges are evaluated regularly, usually annually. In most institutions the LRC director and other staff members are directly responsible for the development of

the evaluative instrument. Advisory committees, as well as administrators, provide input in the determination of appropriate survey instruments in many of the colleges. Others who may be involved in evaluation procedures include the faculty, students, and the research and development office. Results of studies and surveys are reviewed by LRC personnel and administrators in most of the colleges. The advisory committee as well as the total faculty reviews results of evaluations in many institutions.

Although the need to satisfy requirements calls for periodic studies of some type, it is not the only reason for evaluating a program. Directions for the LRC staff in program planning of services and resources is considered the major use of results from surveys. Findings obtained from special studies offer support to staff requests for changes in services and additional funding. Evaluation results are also widely used in support of the revision of goals and objectives and administrative policies.

The learning resource program in the community college uses a variety of methods of evaluation and reporting in an attempt to measure the effectiveness of its service. The general purpose of evaluation is to provide a critical analysis of the program and functions of the media center.

Judgement of effectiveness is based on how well results of a particular method reflect the accomplishment of stated objectives. The self-study is considered by LRC directors to be the most effective. Methods ranking almost as high are faculty and student opinion surveys and the annual report. Other forms of evaluation used and ranked less

effective are (in order of rank); (1) general user questionnaire, (2) local narrative report, (3) special aspect survey, (4) record of reference questions, and (5) user-frustration study.

Assessment of the effectiveness of a media center based on objectives is a major function of a program. Appropriate measurement and evaluation techniques are necessary for a program to determine how well it performs and to identify the causes of its failures with sufficient precision to allow corrective actions to improve the overall level of performance.

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APPENDIX A

Goals and Objectives of Learning Resource Programs

GOALS AND OBJECTIVES OF LEARNING RESOURCE PROGRAMS

Directors of twenty-two LRCs sent copies of goals and objectives, which range from a very brief statement of purpose to a set of explicitly written objectives based on institutional goals and performance standards.

Objectives listed here are representative.

1. To maintain and develop a collection of print materials in support of the instructional needs of the college.
2. To maintain and develop a collection of non-print materials in support of the instructional needs.
3. To provide professional materials for instructors and staff.
4. To produce non-print materials for instructional needs.
5. To design instructional systems.
6. To provide equipment for the instructional needs of the college.
7. To organize materials and equipment in order to facilitate access.
8. To circulate materials and equipment.
9. To furnish copy equipment.
10. To provide space for study.
11. To furnish materials, equipment, and space to community residents.
12. To assist students and faculty in locating information and material.
13. To provide assistance in using materials.
14. To assist students and faculty in identifying and obtaining materials outside the LRC.
15. To provide indexes, bibliographies, and other user aids.

16. To provide instruction in using indexes, directories, and other special reference volumes.
17. To provide instruction in operation and use of equipment.
18. To inform patrons of the availability of materials, services, and facilities.
19. To provide guidelines (signs, maps, etc.) for locating material.
20. To promote intellectual and cultural interests through displays, exhibits, etc.
21. To provide an atmosphere conducive to learning.
22. To maintain sufficient hours to serve the needs of students and faculty.
23. To participate in cooperative relationships with other libraries and educational institutions in an effort to provide additional resources.
24. To promote the active participation of the Learning Resources Committee in planning and policy making.
25. To notify students and faculty of new acquisitions and services through bulletins, memoranda, brochures, and acquisitions lists.
26. To conduct surveys and studies periodically to determine if needs of the academic community are being met.
27. To publish student and faculty handbooks to promote and explain LRC resources and services.
28. To keep up with new technologies available by reading professional literature and attending workshops, conferences, etc.
29. To publish a collection development handbook which includes a materials selection policy, procedures for discarding, and policies concerning gifts.
30. To maintain open lines of communication between LRC staff and the students, faculty, and staff of the institution.
31. To maintain accurate, up-to-date records.
32. To support the institution in its public relations efforts through the development and production of media programs.
33. To develop computer instruction.

34. To provide supporting media and services for vocational and avocational extension courses and ABE courses.
35. To provide supporting media and services for in-service training for new and expanding industries.
36. To provide instruction in basic high school education to prepare citizens for the Adult High School or GED Equivalency diploma.
37. To serve as a testing center for the GED, university correspondence courses, faculty make-up exams, and placement testing for the Developmental Program.

APPENDIX B

Evaluation Instruments

EVALUATION INSTRUMENTS

Directors of twenty-three LRCs sent copies of evaluation instruments--questionnaires and surveys. Forms submitted are somewhat consistent both in format and content.

The two survey forms appended are representative of those received.

LEARNING RESOURCE CENTER FACULTY AND STAFF
EVALUATION SURVEY

Please complete and return to _____, Chairperson, as soon as possible

Please indicate your division: Administrative____ Health Occupations____ General Education____
Engineering & Technology____ Vocational____ Public Service____ Business____ Other____

Have you used the _____ LRC within the last year? yes____ no____

If you checked "yes" which service area(s) do you use?

a. Library____ b. Learning Lab____ c. Media Services____

If you checked "yes", please fill out the rest of the questionnaire. If you checked "no", do not answer any further questions but return the questionnaire.

LIBRARY

1. How often do you use the Library? a. frequently____ b. occasionally____ c. rarely____
2. Do you use the Library for research relating to the courses you teach?
a. frequently____ b. occasionally____ c. rarely____
3. Do you use the Library for research relating to courses which you are taking?
a. frequently____ b. Occasionally____ c. rarely____
4. Do you check out materials for leisure time reading?
a. frequently____ b. Occasionally____ c. rarely____
5. The collection of books in your subject field is
a. good____ b. Fair____ c. Poor____ d. do not know____
6. The periodical (magazine) collection in your subject field is
a. good____ b. Fair____ c. Poor____ d. do not know____
7. The collection of audiovisual materials in your subject field is
a. good____ b. fair____ c. poor____ d. do not know____
8. For professional study and research the Library collection is
a. good____ b. Fair____ c. Poor____ d. do not know____
9. How often do you give assignments that require the students to use the Library?
a. often____ b. sometimes____ c. never____
10. Do you recommend titles for acquisition by the Library?
a. often____ b. sometimes____ c. never____
11. Do you find it necessary to restrict assignments because of an inadequacy in the library collection? yes____ no____
12. In general, the staff services in the library are
a. superior____ b. adequate____ c. fair____ d. poor____
13. The Library staff is courteous
a. most of the time____ b. sometimes____ c. never____

LEARNING RESOURCE CENTER FACULTY AND STAFF
EVALUATION SURVEY

Please complete and return to _____, Chairperson, as soon as possible

Please indicate your division: Administrative____ Health Occupations____ General Education____
Engineering & Technology____ Vocational____ Public Service____ Business____ Other____

Have you used the _____ LRC within the last year? yes____ no____

If you checked "yes" which service area(s) do you use?

a. Library____ b. Learning Lab____ c. Media Services____

If you checked "yes", please fill out the rest of the questionnaire. If you checked "no", do not answer any further questions but return the questionnaire.

LIBRARY

1. How often do you use the Library? a. frequently____ b. occasionally____ c. rarely____
2. Do you use the Library for research relating to the courses you teach?
a. frequently____ b. occasionally____ c. rarely____
3. Do you use the Library for research relating to courses which you are taking?
a. frequently____ b. Occasionally____ c. rarely____
4. Do you check out materials for leisure time reading?
a. frequently____ b. Occasionally____ c. rarely____
5. The collection of books in your subject field is
a. good____ b. Fair____ c. Poor____ d. do not know____
6. The periodical (magazine) collection in your subject field is
a. good____ b. Fair____ c. Poor____ d. do not know____
7. The collection of audiovisual materials in your subject field is
a. good____ b. fair____ c. poor____ d. do not know____
8. For professional study and research the Library collection is
a. good____ b. Fair____ c. Poor____ d. do not know____
9. How often do you give assignments that require the students to use the Library?
a. often____ b. sometimes____ c. never____
10. Do you recommend titles for acquisition by the Library?
a. often____ b. sometimes____ c. never____
11. Do you find it necessary to restrict assignments because of an inadequacy in the library collection? yes____ no____
12. In general, the staff services in the library are
a. superior____ b. adequate____ c. fair____ d. poor____
13. The Library staff is courteous
a. most of the time____ b. sometimes____ c. never____

14. The Library staff is well informed
a. most of the time ___ b. sometimes ___ c. never ___

15. The Library hours are adequate to meet your needs
a. most of the time ___ b. sometimes ___ c. never ___

Comments on questions 1-15

LEARNING LABORATORY

16. Do you refer students to the Learning Lab for additional help?
a. most of the time ___ b. sometimes ___ c. never ___

17. Are the services and programs provided by the Learning Laboratory well coordinated with your course(s) or the department?
a. most of the time ___ b. sometimes ___ c. never ___

18. Do you feel that you can call on Learning Lab staff members for help in the use of materials, equipment, and facilities?
a. most of the time ___ b. sometimes ___ c. never ___

19. In general, the staff services in the Learning Lab are
a. superior ___ b. adequate ___ c. fair ___ d. poor ___

20. The Learning Lab staff is courteous
a. most of the time ___ b. sometimes ___ c. never ___

21. The Learning Lab staff is well informed
a. most of the time ___ b. sometimes ___ c. never ___

22. The hours of the Learning Lab are adequate to meet your needs
a. most of the time ___ b. sometimes ___ c. never ___

Comments on questions 16-22

MEDIA SERVICES

- 23. Audiovisual materials, equipment, and services are requested by you
a. daily___ b. weekly___ c. monthly___ d. never___
- 24. The quantity of media support facilities including all equipment and material on campus is
a. superior___ b. adequate___ c. fair___ d. inadequate___
- 25. Media equipment is easy to obtain
a. most of the time___ b. sometimes___ c. never___
- 26. Media equipment is delivered on time as requested
a. most of the time___ b. sometimes___ c. never___
- 27. Instructors are informed about how to use equipment properly by the media production staff
a. most of the time___ b. sometimes___ c. never___
- 28. Material produced by the Media Services staff is high quality
a. most of the time___ b. sometimes___ c. never___
- 29. Requests for produced materials are honored on schedule
a. most of the time___ b. sometimes___ c. never___
- 30. In general, the Media Services rendered are
a. superior___ b. adequate___ c. fair___ d. inadequate___
- 31. The Media Services staff is courteous
a. most of the time___ b. sometimes___ c. never___
- 32. The Media Services staff is well informed
a. most of the time___ b. sometimes___ c. never___
- 33. The Media Services hours are adequate to meet your needs
a. most of the time___ b. sometimes___ c. never___

Comments on questions 23-33

Additional Comments:

LEARNING RESOURCE CENTER STUDENT EVALUATION SURVEY

Please state your curriculum _____

Please indicate your first date of enrollment _____

Have you used the _____ LRC (Library, Learning Lab) within
the last year? _____ Yes _____ No

If you checked "yes", please fill out the rest of the questionnaire. If you checked "no",
do not answer any further questions but return the questionnaire.

LIBRARY

1. How often do you use the Library?
a. daily _____ b. Weekly _____ c. Monthly _____
2. Do you use the Library for
a. studying _____ b. research _____ c. leisure reading _____
3. The collection of books in your major field is
a. good _____ b. fair _____ c. Poor _____ d. do not know _____
4. Periodical (magazine) collection in your major field is
a. good _____ b. fair _____ c. poor _____ d. do not know _____
5. Periodical (magazine) collection of general interest and for entertainment is
a. good _____ b. fair _____ c. poor _____ d. do not know _____
6. The collection of audiovisual materials in your major field is
a. good _____ b. fair _____ c. poor _____ d. do not know _____
7. In general, the staff services in the Library are
a. good _____ b. fair _____ c. poor _____ d. do not know _____
8. The Library staff is courteous
a. most of the time _____ b. sometimes _____ c. never _____
9. The Library staff is well informed
a. most of the time _____ b. sometimes _____ c. never _____
10. Atmosphere (lighting, temperature) of the Library is
a. good _____ b. fair _____ c. poor _____
11. Seating space in the Library is
a. good _____ b. fair _____ c. poor _____
12. The hours of operation for the Library are adequate to meet your needs
a. most of the time _____ b. sometimes _____ c. never _____
13. The resources of other libraries are used by you
a. often _____ b. sometimes _____ c. never _____

Comments on Statements 1-13

LEARNING LAB

- 14. How often do you use the Learning Lab?
a. daily___ b. weekly___ c. monthly___
- 15. The Learning Lab materials and equipment are adequate to meet your needs
a. most of the time___ b. sometimes___ c. never___
- 16. In general, staff services in the Learning Lab are
a. good___ b. fair___ c. poor___ d. do not know___
- 17. The Learning Lab staff is courteous
a. most of the time___ b. sometimes___ c. never___
- 18. The Learning Lab staff is well informed
a. most of the time___ b. sometimes___ c. never___
- 19. The atmosphere (lighting, temperature) of the Learning Lab is
a. good___ b. fair___ c. poor___
- 20. The seating space in the Learning Lab is
a. good___ b. fair___ c. poor___
- 21. The hours of operation for the Learning Lab are adequate to meet your needs
a. most of the time___ b. sometimes___ c. never___

Comments on statements 14-21

Additional Comments:

APPENDIX C

Letter to LRC Directors

February 1 1982

Dear

As a director of learning resources in the North Carolina Community College System, you are being asked to participate in a study which will be the basis for a specialist thesis. This study of learning resource programs will attempt to determine what evaluation methods and reports provide effective assessments which reflect stated goals and objectives.

I know the demands on your time are many, but response from you will provide information and data necessary for research in an area which has been virtually unexplored. If you would be willing to share the following items, please send, along with the completed questionnaire.

1. A copy of your goals and objectives
2. Copies of survey forms used
3. Copies of special studies forms used
4. Copies of other instruments used

All information will remain confidential. The code number on the form is for identification of respondent, to be used only for follow-up of nonrespondents.

Write your name and address in the space provided at the end of the questionnaire only if you wish to receive a summary of the study.

Thank you for your cooperation. I look forward to your response in the near future.

Yours truly,

(Mrs.) Marcia Bradshaw

Enclosures: Questionnaire
Return Envelope

APPENDIX D

Questionnaire on Learning Resource Programs

QUESTIONNAIRE ON EVALUATION OF LEARNING RESOURCE PROGRAMS

INSTRUCTIONS: Please check all appropriate answers for all questions.

I. SCOPE OF SERVICE

A. What services are provided by the learning resource program on your campus?

1. Library

	students	faculty	community patrons	others (specify)
a. books	_____	_____	_____	_____
b. journals	_____	_____	_____	_____
c. reference assistance	_____	_____	_____	_____
d. microforms	_____	_____	_____	_____
e. interlibrary loans	_____	_____	_____	_____
f. copy facilities	_____	_____	_____	_____
g. other (specify)	_____	_____	_____	_____

2. Audivisual

	students	faculty	community patrons	others (specify)
a. materials	_____	_____	_____	_____
b. equipment	_____	_____	_____	_____
c. film loans	_____	_____	_____	_____
d. instructional design	_____	_____	_____	_____
e. audiovisuals production	_____	_____	_____	_____
f. other (specify)	_____	_____	_____	_____

3. Learning Lab

a. adult education	_____	c. developmental studies	_____
b. GED testing	_____	d. other (specify)	_____

4. Graphics and printing

	students	faculty	community patrons	others (specify)
a. design of materials	_____	_____	_____	_____
b. duplication	_____	_____	_____	_____
c. other (specify)	_____	_____	_____	_____

5. Special facilities and programs

	students	faculty	community patrons	others (specify)
a. meeting rooms	_____	_____	_____	_____
b. exhibits, displays, etc.	_____	_____	_____	_____
c. seminars	_____	_____	_____	_____
d. telecommunications	_____	_____	_____	_____
e. telecourses	_____	_____	_____	_____

II. GOALS AND OBJECTIVES

A. What publications include the goals and objectives of the learning resource program?

1. faculty handbook_____
2. student handbook_____
3. manual of procedures_____
4. LRC Handbook_____
5. other_____

B. Who is involved with the formulation of these goals and objectives?

1. administrators_____
2. faculty_____
3. advisory committee_____
4. LRC director_____
5. staff (specify positions)_____
6. other (specify)_____

C. How often are these goals and objectives revised?

1. annually_____
2. every 2 years_____
3. every 3 years_____
4. less often_____

D. What factors influence revision of stated goals and objectives?

1. National standards_____
2. Southern Association standards_____
3. State guidelines_____
4. change in learning resource program components_____
5. results of evaluation_____
6. staff observation of needs_____
7. other (specify)_____

III. REPORTS

A. How are annual reports used?

1. to satisfy State and Federal requirements _____
2. for comparison of statistics with other institutions _____
3. for review of collection development
 - a. generally _____
 - b. in specific areas _____
 - c. of various media _____
4. for study of user trends _____
5. to publicize needs _____
6. for assessment of goals _____
7. other (specify) _____

B. Who reviews annual reports?

1. administrators _____
2. faculty _____
3. advisory committee _____
4. LRC staff _____
5. LRC director _____
6. other (specify) _____

IV. EVALUATION

A. How often is the learning resource program evaluated?

1. annually _____
2. every 2 years _____
3. every 3 years _____
4. less often _____

(4)

B. Who is involved in the development of the evaluative instrument?

1. administrators _____
2. faculty _____
3. advisory committee _____
4. LRC director _____
5. LRC staff _____
6. other (specify) _____

C. Who reviews the results of surveys and special studies?

1. administrators _____
2. faculty _____
3. advisory committee _____
4. LRC director _____
5. LRC staff _____
6. other (specify) _____

D. How are results of surveys and special studies used?

1. to satisfy requirements of
 - a. administration _____
 - b. State accreditation _____
 - c. Southern Association _____
2. to direct LRC staff in program planning of
 - a. facilities _____
 - b. resources _____
 - c. services _____
3. to support staff requests for
 - a. changes in services _____
 - b. additional funding _____
4. to support revision of
 - a. administrative policies _____
 - b. goals and objectives _____

V. SUMMARY

Presented below are various methods of evaluation and reporting. For methods you have used, please indicate your judgement of effectiveness - how well results reflect accomplishment of stated objectives. Circle appropriate number, using a scale of 5 - 1; (5) indicating most effective; (1) indicating least effective.

1. Faculty opinion survey	5	4	3	2	1
2. Student opinion survey	5	4	3	2	1
3. General user questionnaire	5	4	3	2	1
4. Record of reference questions	5	4	3	2	1
5. User-frustration study	5	4	3	2	1
6. Self-study	5	4	3	2	1
7. Special-aspect survey	5	4	3	2	1
8. Annual reports	5	4	3	2	1
9. Local narrative report	5	4	3	2	1

APPENDIX E

Letter to LRC Directors - Field Testing

November 30, 1981

Dear Director,

As a director of learning resources in a two-year college, you are being asked to participate in a study which will be the basis for a specialist thesis. This study of learning resource programs will attempt to determine what evaluation methods and reports provide effective assessments which reflect stated goals and objectives.

Since the data to be used is limited to the community colleges of North Carolina, a few two-year colleges outside the state have been selected for field testing of the questionnaire. Therefore, response from you is a very important part of this research.

Any comments will be appreciated. Thank you for your time and assistance. I look forward to your response in the near future.

Yours truly,

Marcia Bradshaw
Director of Learning Resources

APPENDIX F

Data from Field Testing

SCOPE OF SERVICE - FIELD TESTING

	<u>students</u>		<u>faculty</u>		<u>community</u>		<u>others</u>	
	<u>no.</u>	<u>%</u>	<u>no.</u>	<u>%</u>	<u>no.</u>	<u>%</u>	<u>no.</u>	<u>%</u>
<u>Library</u>								
books	18	100	18	100	17	94.4	2	11.1
journals	17	94.4	17	94.4	15	83.3	1	5.6
reference	18	100	17	94.4	17	94.4	2	11.1
microforms	16	88.9	15	83.3	13	72.2	1	5.6
interlibrary loan	14	77.8	17	94.4	9	50	1	5.6
copy facilities	18	100	17	94.4	16	88.9	2	11.1
<u>Audiovisuals</u>								
materials	18	100	17	94.4	12	66.7	2	11.1
equipment	15	83.3	16	88.9	9	50	1	5.6
film loans	8	44.4	16	88.9	5	27.8	1	5.6
instructional designs	6	33.3	16	88.9	2	11.1		
production	12	66.7	16	88.9	4	22.2		
<u>Graphics & Printing</u>								
design	8	44.4	13	72.2	3	16.7	1	5.6
duplication	7	28.9	10	55.6	2	11.1		
<u>Special Facilities & Programs</u>								
meeting rooms	11	61.1	11	61.1	7	38.9	1	5.6
exhibits, displays	13	72.2	13	72.2	9	50	1	5.6
seminars	6	33.3	7	38.9	6	33.3	1	5.6
telecommunications	6	33.3	8	44.4	4	22.2	1	5.6
telecourses	7	38.9	7	38.9	5	27.8		
<u>Learning Laboratory</u>	<u>no.</u>	<u>%</u>						
adult education	6	33.3						
GED testing	4	22.2						
developmental studies	11	61.1						
other-testing	4	22.2						

DEVELOPMENT OF GOALS AND OBJECTIVES - FIELD TESTING

<u>Publication</u>	<u>no.</u>	<u>percent</u>
1. faculty handbook	10	55.6
2. student handbook	10	55.6
3. manual of procedures	9	50
4. LRC handbook	4	22.2
5. college catalog	3	16.7
6. administrative goals	1	5.6

<u>Formulation</u>	<u>no.</u>	<u>percent</u>
1. administrators	13	72.2
2. faculty	12	66.7
3. advisory committee	12	66.7
4. LRC director	17	94.4
5. staff	10	55.6

<u>Revision</u>	<u>no.</u>	<u>percent</u>
1. annually	11	61.1
2. every 2 yrs.	2	11.1
3. every 3 yrs.	1	5.6
4. less often	4	22.2

<u>Factors influencing revision</u>	<u>no.</u>	<u>percent</u>
1. national standards	10	55.6
2. Southern Association standards	12	66.7
3. state guidelines	7	38.9
4. organizational change	15	83.3
5. results of evaluation	13	72.2
6. staff observation of needs	16	88.9

REPORTS - FIELD TESTING

<u>Use of reports</u>	<u>no.</u>	<u>percent</u>
1. satisfy state & federal requirements	10	55.6
2. comparison with other institutions	9	50
3. review of collection development		
a. generally	12	66.7
b. in specific areas	6	33.3
c. of various media	6	33.3
4. study of user trends	9	50
5. publicize needs	8	44.4
6. assessment of goals	12	66.7

<u>Who reviews</u>	<u>no.</u>	<u>percent</u>
1. administrators	17	94.4
2. faculty	4	22.2
3. advisory committee	8	44.4
4. LRC staff	11	61.1
5. LRC director	13	72.2

EVALUATION PROCEDURES - FIELD TESTING

<u>How often evaluated</u>	<u>no.</u>	<u>percent</u>
1. quarterly	1	5.6
2. annually	9	50
3. every 2 years	2	11.1
4. every 3 years	1	5.6
5. less often	4	22.2

<u>Who develops</u>	<u>no.</u>	<u>percent</u>
1. administrators	9	50
2. faculty	9	50
3. advisory committee	9	50
4. LRC director	12	66.7
5. LRC staff	9	50

<u>Who reviews results</u>	<u>no.</u>	<u>percent</u>
1. administrators	16	88.9
2. faculty	7	38.9
3. advisory committee	9	50
4. LRC director	15	83.3
5. LRC staff	11	61.1

<u>How results are used</u>	<u>no.</u>	<u>percent</u>
1. to satisfy requirements		
a. administration	12	66.7
b. state accreditation	2	11.1
c. Southern Association	12	66.7
2. program planning		
a. facilities	15	83.3
b. resources	16	88.9
c. services	17	94.4
3. to support requests		
a. change in services	13	72.2
b. additional funding	13	72.2
4. support revision of		
a. administrative policies	12	66.7
b. goals & objectives	11	61.1

<u>Rank</u>	<u>Method</u>	<u>Effectiveness</u>					<u>number of programs using</u>
		5	4	3	2	1	
1	Student opinion survey	5	8	3	1		17
2	Faculty opinion survey	3	10	3			16
3	Self-study	7	4	3			14
4	Annual report	3	7	3		1	14
5	Record of reference questions	1	2	6		1	10
6	General user questionnaire		3	5	1		9
7	Special aspect survey	1	4	2			7
8	User-frustration study	1	1	3	1		6
9	Local narrative report		3	1	1		5

APPENDIX G

Master Chart - Development of Goals and Objectives

APPENDIX H

Master Chart - Reports

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	Use of reports					Collection development					Reviewed by				
	ADMINISTRATIVE	LIBRARY	INSTRUMENT	TECHNICAL	OTHER	NEW ACQUISITIONS	PERIODICALS	REFERENCE	RESERVE	EXCHANGE	ADMINISTRATIVE	LIBRARY	INSTRUMENT	TECHNICAL	OTHER
1	X					X	X	X	X		X				
2	X	X				X	X	X	X	X	X	X	X	X	X
3	X	X				X		X	X		X		X	X	
4						X					X		X	X	
5	X					X					X		X	X	
6										X	X		X	X	
7	X	X				X	X	X	X	X	X	X	X	X	X
8	X	X								X			X	X	
9	X							X			X	X	X	X	X
10						X			X		X	X	X	X	
11						X	X	X	X	X	X	X	X	X	X
12						X	X	X	X	X	X	X	X	X	X
13	X	X				X	X	X	X	X	X	X	X	X	X
14	X	X				X				X			X	X	
15						X	X				X	X	X	X	
16						X	X	X	X	X	X	X	X	X	X
17	X	X				X	X	X	X	X	X	X	X	X	X
18	X					X	X	X	X	X	X	X	X	X	X
19	X	X				X	X	X	X	X	X	X	X	X	X
20	X	X				X	X	X	X	X	X	X	X	X	X
21	X	X				X	X	X	X	X	X	X	X	X	X
22	X	X				X	X	X	X	X	X	X	X	X	X
23	X					X	X	X	X	X	X	X	X	X	X
24	X					X	X	X	X	X	X	X	X	X	X
25	X					X	X	X	X	X	X	X	X	X	X
26	X					X	X	X	X	X	X	X	X	X	X
27	X	X				X	X	X	X	X	X	X	X	X	X
28	X	X				X	X	X	X	X	X	X	X	X	X
29	X	X				X	X	X	X	X	X	X	X	X	X
30	X	X				X	X	X	X	X	X	X	X	X	X
31	X	X				X	X	X	X	X	X	X	X	X	X
32	X	X				X	X	X	X	X	X	X	X	X	X
33	X					X	X	X	X	X	X	X	X	X	X
34	X	X				X	X	X	X	X	X	X	X	X	X
35	X	X				X	X	X	X	X	X	X	X	X	X
36	X					X	X	X	X	X	X	X	X	X	X
37	X	X				X	X	X	X	X	X	X	X	X	X
38						X	X	X	X	X	X	X	X	X	X
39	X	X				X	X	X	X	X	X	X	X	X	X
40	X	X				X	X	X	X	X	X	X	X	X	X
41	X	X				X	X	X	X	X	X	X	X	X	X
42	X					X	X	X	X	X	X	X	X	X	X
43	X					X	X	X	X	X	X	X	X	X	X
44	X					X	X	X	X	X	X	X	X	X	X
45	X	X				X	X	X	X	X	X	X	X	X	X
46	X	X				X	X	X	X	X	X	X	X	X	X
47	X	X				X	X	X	X	X	X	X	X	X	X
48	X					X	X	X	X	X	X	X	X	X	X
49	X	X				X	X	X	X	X	X	X	X	X	X
50	X					X	X	X	X	X	X	X	X	X	X
51	X					X	X	X	X	X	X	X	X	X	X
52						X	X	X	X	X	X	X	X	X	X
53						X	X	X	X	X	X	X	X	X	X
54	X					X	X	X	X	X	X	X	X	X	X
55	X	X				X	X	X	X	X	X	X	X	X	X
56	X	X				X	X	X	X	X	X	X	X	X	X
57	X	X				X	X	X	X	X	X	X	X	X	X
58	X					X	X	X	X	X	X	X	X	X	X

R E P O R T S

APPENDIX I

Master Chart - Evaluation Procedures

VITA

Marcia Bradshaw was born in Gaston County, North Carolina, on January 21, 1929. She attended elementary school in Cramerton, North Carolina, and graduated in June, 1947, from Cramerton High School. In May, 1952, she received a Bachelor of Science degree from Appalachian State University, majoring in mathematics and library science.

Mrs. Bradshaw worked as librarian in the North Carolina public schools in High Point, Forsyth County, and Rowan County, for four years, and was an elementary school librarian in Key West, Florida, for two years. During this time, she attended summer sessions at Appalachian and was awarded a Master of Art's degree in library science and education, in August, 1957.

In September, 1962, she was employed as librarian at Mitchell College in Statesville, North Carolina. When the college joined the North Carolina Community College system in 1973, Mrs. Bradshaw became Director of Learning Resources, the position which she currently holds. She was a visiting instructor in the Department of Library Science, Appalachian State University in the summer of 1968.

The author is a member of the North Carolina Library Association and the North Carolina Community College Learning Resource Association.

Her address is 2516 Heritage Circle, Statesville, North Carolina.

She is the daughter of Mrs. L. B. Jenkins of Cramerton, North Carolina, and the late L. B. Jenkins. Kenneth Bradshaw is her husband, and she is the mother of three children.