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DUTIES OF STUDENT ASSISTANTS IN LEARNING RESOURCE CENTERS IN  
THE VIRGINIA COMMUNITY COLLEGE SYSTEM: A DESCRIPTIVE STUDY

by  
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#### ABSTRACT

This study was carried out in order to ascertain what types of tasks were being performed by student assistants employed in Learning Resource Centers (LRC's) of the Community Colleges in the Virginia Community College System. Also determined were the percentage of duties normally performed by the students which were routine and clerical in nature. The study attempted to discover ways for students to be utilized more effectively to benefit both the LRC and the students.

This study was conducted by sending a questionnaire to the Director of Learning Resources at every campus of each college in the System. The questionnaire was prepared by creating a listing of jobs students might perform in each department of the Learning Resource Center (i.e., library, audio-visual department, and learning laboratory). The job descriptions were compiled by searching pertinent literature and through consultation with staff members in each department of the LRC at one of the community colleges in the system.

Of the twenty-nine centers queried, twenty-six completed and returned the questionnaire. One hundred seventeen different tasks were described in the questionnaire and the respondents indicated that 108 of these tasks were usually, or always, performed by student assistants in at least one Learning Resource Center in the system. However, when means were calculated to find which jobs were normally performed by students throughout the system, only thirty-one of the 117 answers which indicated that students normally performed those jobs.

Seventy-seven of the tasks were usually or always performed by students in at least one of the centers, but not by students throughout the system. The recommendation was made that the Learning Resource Centers within the system consider assigning students to some or all of these jobs, at least on an experimental basis.

PREFACE

This study was undertaken as a result of continuing discussions among the members of the Learning Resource Center (LRC) Staff at New River Community College in Dublin, Virginia, where the author has been employed as a Library Assistant for five years. This Learning Resource Center employs approximately 35 student assistants each academic year and the professional and paraprofessional staff members have experimented as to the most efficient ways to use these students.

Occasionally, the question of student utilization has been discussed with LRC personnel from other schools. However, no systematic evaluation of procedures has been completed. It is hoped that this study will aid not only the New River LRC Staff, but also other Learning Resource Centers in the Virginia Community College System to better utilize the student assistants they employ.

Special thanks are extended to the following people for their assistance in formulation of the task descriptions used in the questionnaire.

From New River Community College

- Mr. Clyde H. Stephens, Director of the LRC
- Mr. Arthur R. Donnelly, Coordinator of Library Services
- Mrs. Phyllis A. Mink, Circulation Assistant
- Mr. Lee G. Anderson, A-V Technician
- Mrs. June C. Miller, Secretary to the LRC Director

From Radford College, Radford, Virginia

- Mr. C. Edward Huber, Library Director
- Miss Greta A. Williams, Assistant Librarian
- Dr. Robert J. Lockwood, Professor of Education

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Chapter 1

INTRODUCTION

A search for more effective ways to utilize student assistants in Learning Resource Centers (LRC's) of community colleges within the Virginia Community College System (VCCS) prompted this study. Composed of 23 separate colleges with a total of 29 campuses, the System has had no organized method of interchange on this subject.

STATEMENT OF THE PROBLEM

Most of these Centers have not had a sufficient number of permanent full time staff members to provide all the services which are necessary to operate effectively. Given the present economic situation, the State Personnel Board has just completed a study of Community College staffing and has decreased the number of authorized LRC staff members, which will compound the problem. This lack of sufficient staff has caused LRC's to utilize student assistants to provide essential manpower. Since students are needed in LRC's it would seem to be logical to use them as effectively as possible.

Student assistants have been used in libraries for many years and various studies have been done on a four year college or university level. The students in a community college present a different personnel situation for the LRC than those of a four year school in that: they are students at the school for a maximum of two years which decreases the training time available as well as the time the students

will be employed; all VCCS students are commuters, which creates scheduling problems not found on a dorm campus; the LRC does not have access to specialized skills acquired by third and fourth year students. In addition to the limitations created by the nature of the school, these LRC's incorporated the Audio-Visual and Learning Laboratory functions of the schools as well as the Libraries, adding dimensions of service potential not covered in standard library student assistant studies.

A current study of how students perform within the various LRC's in the System might provide a guide for each individual LRC as to the other ways they could improve services by using students to perform as many daily clerical details as possible, as well as any more detailed assignments they can be trained to carry out successfully.

These various limitations bring to mind these questions:

1. What types of tasks are performed by student assistants in the Learning Resource Centers in the Virginia Community College System?
2. How can students be utilized more effectively to benefit both the individual LRC and the students?

BASIC ASSUMPTIONS

For the purpose of this study it was assumed that students were capable of performing more challenging, useful and interesting tasks than those to which they were normally assigned. The assumption was also made that individual LRC's would utilize students in different ways, some of which demanded more expertise from the student than was normally required.

Through a compilation of these more demanding skills performed in the various LRC's it was expected that a pattern of student employment

would become apparent to indicate what types of meaningful assignments students have performed.

#### DEFINITION OF TERMS

Audio-Visual Department. -- The department within each LRC which is responsible for the audiovisual services, including photography, sign making, and television production as well as the more usual types of audio-visual equipment used for instructional purposes.

Clerical Staff. -- LRC staff members who are clerks, typists or secretaries.

Learning Laboratory. -- The department in the LRC which works with individual faculty members to create and produce instructional software for individual and classroom use.

Library. -- The department which performs the normal library functions for the LRC and also can provide integrated book and software access when the three departments all share a single location.

Paraprofessional Staff. -- Staff members who fill positions requiring specialized training. Minimum standards for each position are set by the Virginia State Department of Personnel and usually require college educational credits or a combination of education and experience.

Professional Staff. -- Those staff members who fill professional positions which normally require a masters degree as a minimum.

Virginia Community College System. -- A state controlled and funded network of 23 community colleges each operating as a separate entity.

## Chapter 2

### HOW OTHER SCHOOLS UTILIZE STUDENT ASSISTANTS

The student assistant is an integral part of the staff of most college and university libraries. In a survey of 250 junior college libraries Pamela Reeves reported that all of them used student assistants.<sup>1</sup>

#### Student Assistants in Colleges and Universities

In The University Library Wilson and Tauber reported that a 1973-74 survey of 64 large university libraries revealed that the median number of hours of student assistance in a year was 30,690. Translated into work days per year this is the equivalent of 16 full time staff members, and represents 22 percent of the total hours worked in these libraries. Students working part time may not accomplish as much as full time staff members, however, this still is a substantial manpower contribution even when considering that median staff size for those university libraries was 55 persons.<sup>2</sup>

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<sup>1</sup>Pamela Reeves, "Junior College Libraries Enter the Seventies," College and Research Libraries, 34 (January, 1973), 11-12.

<sup>2</sup>Louis Round Wilson and Maurice F. Tauber, The University Library (2nd ed.; New York: Columbia University Press, 1956), pp. 260-61.



### Student Assistants in Community Colleges

Community colleges generally are much smaller in size than most colleges and universities and therefore would normally have smaller libraries and fewer student assistants, but according to a study conducted by Helen Wheeler in 1964, 43.6 percent of the 105 colleges responding to her questionnaire had more than five student workers.<sup>3</sup> While the number of students would be much smaller than that reported by the university libraries, the largest staff reported in the Wheeler study had only nine professional staff members and reported having "more than ten" clerical staff members. This would indicate that the average staff in a community college library would be less than one-third the size of those studied on the university level.<sup>4</sup>

### Job Descriptions

Having ascertained that student assistants are utilized in college libraries, the next obvious question is: what do they do in those hours of work? The "Guidelines for Two-Year College Library Learning Resource Centers" specify only that "Student assistants are employed to supplement the work of the supportive staff." The narrative which follows this rule explains that students are not to replace full time staff members, but are to be used to perform a variety of assignments including encouraging other students to use the facility.<sup>5</sup>

<sup>3</sup>Helen Ripplier Wheeler, The Community College Library, (Hamden, Connecticut, 1965), p. 54.

<sup>4</sup>Wheeler, pp. 63, 72, 75.

<sup>5</sup>"Guidelines for Two-Year College Learning Resources Programs," College and Research Libraries News, 11 (December, 1972), 312.

Exactly what this "variety of assignments" consist of was not easily ascertained. E. K. Smith did a survey of the use of students at Wingate college in North Carolina in 1965. Wingate was a junior college, but the study treated only that one school.<sup>6</sup> References have been made to students doing clerical and door checking work, audio-visual work, library maintenance, circulation desk work, reference desk work, shelving books, reading shelves, filing, typing, and book repair.<sup>7</sup> But, as Keith Cottam reported, "there has been limited published discussion of the role of the student employee in libraries."<sup>8</sup>

### Historical Findings

The most comprehensive description of jobs for student assistants found was a training guide for high school libraries written in 1933. The interesting thing about this guide was that the comprehensive listing of work assignments given varied very little from that of the information available as to what student assistants do in libraries today. The only apparent changes have been those brought about by changes in materials used because of technological discoveries (i.e. students no longer have to fill the inkwells). Almost without exception

<sup>6</sup>E. K. Smith, "Use of Student Assistants at Wingate College Library," North Carolina Libraries, 23 (Winter, 1965), 55-59.

<sup>7</sup>I. T. Littleton, "Training Circulation Assistants," South-eastern Librarian, 6 (Summer, 1956), 82-85; see also Mildred Camp, "Student Assistants and the College Library," Library Journal, 59 (December 1, 1934), 923-25; see also Laura M. Boyer and William C. Theimer, Jr., "The Use and Training of Nonprofessional Personnel at Reference Desks in Selected College and University Libraries," 36 (May, 1975), 193-200.

<sup>8</sup>Keith M. Cottam, "Student Employees in Academic Libraries," College and Research Libraries, 31 (July, 1970), 246-48.



assignments included in this guide were routine and clerical in nature and scope. With all the advances made technologically in the past forty years, apparently libraries have not progressed very much when it comes to employing their student assistants.<sup>9</sup>

Two other reports written about the same time as the Bennett book were published as articles in Library Journal. Both of these studies provided detailed listings of jobs performed by students. One of these, written by Mary Elizabeth Downey even included "changing desk blotters."<sup>10</sup> In 1938 A. Barbara Young wrote that the student assistants in addition to assisting the library staff, "...are gaining a training and securing knowledge which will be helpful to them all through life." This report also noted that students provided library coverage during lunch hours.<sup>11</sup> Perhaps these studies were not as well known as Wilma Bennett's because they were quite short in length and appeared in journals instead of a book format. Ms. Bennett's book was recommended as a valuable training tool in the second edition of The Teacher-Librarian's Handbook which was in its eleventh printing in 1961.<sup>12</sup>

The next series of articles on student assistants and library non-professional personnel appeared in the late forties and early fifties.

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<sup>9</sup>Wilma Bennett, The Student Library Assistant, (New York: H. W. Wilson, 1933), pp. 5-8.

<sup>10</sup>Mildred Camp, "Student Assistants and the College Library." Library Journal, 59 (December 1, 1934), 923-5; see also Mary Elizabeth Downey, "Work of Student Assistants in College Libraries," Library Journal, 57 (December, 1931), 417-20.

<sup>11</sup>A. Barbara Young, "Student Assistants," Library Journal, 63 (January 15, 1936), 42.

<sup>12</sup>Mary Peacock Douglas, The Teacher-Librarian's Handbook, 2nd edition. Chicago: American Library Association, 1949, p. 22.

Verna Melum wrote the first of these articles in 1949 as a report on a study to ascertain what type of training clerical aides should receive. She stated that the most important elements were supervised practice work and good typing skills.<sup>13</sup> Later that year Zelda Osborne asked, "Can Student Aides Do the Processing?" She concluded that they could perform this assignment on a limited basis.<sup>14</sup>

The first article found which referred specifically to junior colleges was written by Ira J. Peskind in 1951. This report detailed methods for organizing an audio-visual unit in a library.<sup>15</sup> Herman Smith reported on the organization and training of student assistants at the Pasadena City College Library a year later. The Pasadena student assistants were surveyed and reported that they preferred desk work and disliked reading shelves. Mr. Smith also stressed the importance of varying job assignments for students.<sup>16</sup>

The use of high school students as public library pages was described by Kathryn Sexton in 1953. Two points she made were that good training ultimately saves staff time and that students should be guided into good work habits as preparation for later employment.<sup>17</sup>

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<sup>13</sup>Verna V. Melum, "Training Clerical Aides," Wilson Library Bulletin, 23 (May, 1949), 692-93.

<sup>14</sup>Zelda Leigh Osborne, "Can Student Aides Do the Processing?" Library Journal, 74 (October 1, 1949), 1409+.

<sup>15</sup>Ira J. Peskind, "The Organization of an Audio-Visual Unit in a Junior College Library," College and Research Libraries, 12 (January, 1951) 62-66.

<sup>16</sup>Herman L. Smith, "Organizing and Training Student Assistants in a Junior College Library," Wilson Library Bulletin, 27 (October, 1952), 163-65.



An article about the training of circulation assistants at the University of North Carolina completed the series of articles from this time period. At the University Library experienced students assisted in the training of new student workers.<sup>18</sup>

The decade of the 1960's produced a useful book on small library operation. Entitled The Small College Library and written by Sister Helen Sheehan, it contained an entire chapter on the library staff. This chapter included eight pages on students assistants. She cited the problem of rapid turnover of student staff members. Also referred to was the scheduling difficulty encountered when class hours and work hours conflicted. Sister Sheehan stated that, "it is far more economical to have a student do the same work, or at least the same type of work..." and stressed that it was important for students to understand and appreciate the work they did. She made no reference to providing students with a broad base of experience in different work areas.<sup>19</sup>

There were two reports of interest from this decade. In 1961 Rose W. Kinzer wrote an article for Junior College Journal on the library aide or clerk. She emphasized that utilization of aides and clerks could free trained personnel to perform tasks requiring greater skills.<sup>20</sup> Five months later, Alice B. Wright published a guide for writing a student assistant training books. She listed some jobs for

<sup>18</sup>I. T. Littleton, "Training Circulation Assistants," South-eastern Librarian, 6 (Summer, 1956), 82-85.

<sup>19</sup>Sister Helen Sheehan, The Small College Library, (Westminster, Maryland: Newman Press, 1963), pp. 18-20.

<sup>20</sup>Rose W. Kinzer, "A Discussion of the Library Aide or Clerk: His Status and Training," Junior College Journal, 32 (December, 1961) 217-24.

students which were new additions to the listings. These new tasks were: preparing posters, exhibits and displays; compiling simple bibliographies; and providing basic reference services.<sup>21</sup>

Other than the exceptions which were noted, the articles written in the 1960's varied little from those of the 1930's in the listings of assignments for students. There were also no great differences in the reasons for employing student assistants.

#### Current Writings

With the expansion of libraries into comprehensive learning resource centers, more materials have been written to clarify the new organization. Two books which treat the LRC concept on a community college level are Organization and Administration of the Learning Resource Center by Allen and Allen<sup>22</sup> and The Community College Library by Fritz Veit.<sup>23</sup> Audio Visual Instruction printed a detailed listing of functions performed by media personnel on all staff levels in 1974.<sup>24</sup>

One final aspect of the subject is that of management of the student assistant, which was considered by Betty Jo Mitchell in a report published in College and Research Libraries in 1973. Mrs. Mitchell

<sup>21</sup>Alice B. Wright, "Pages and Student Assistants: Their Training and Care," Wilson Library Bulletin, 36 (May, 1962), 739-48.

<sup>22</sup>Kenneth W. Allen and Loren Allen, Organization and Administration of the Learning Resource Center, Hamden, Connecticut: Shoe String Press, 1973.

<sup>23</sup>Fritz Veit, The Community College Library, Westport, Connecticut: Greenwood Press, 1975.

<sup>24</sup>"Competency and Task List for Specialists and Technicians in Media Management, Media Product Development and Instruction Program Development," Audiovisual Instruction, 19 (November, 1974), 29-69.



stated that communication among staff members was one of the most important things for supervisors to achieve.<sup>25</sup>

#### Significance of Student Jobs

Attitudes toward the employment of student assistants have apparently begun to change. While Guy Lyle stated that students could have enough variety in their routine work to keep it from becoming boring,<sup>26</sup> Keith Cottam expressed the opinion that: "Students should be given significant tasks in their library experience, work which provides them with responsibilities commensurate with their abilities and is capable of promoting critical analysis and decision making. Mr. Cottam was disturbed that library student assistants were always "at the bottom of the pile" when work assignments were given. By failing to make full use of student assistants, libraries lost a valuable contribution in reaching their "maximum level of service."<sup>27</sup>

#### Student Assistants in LRC's in the Virginia System

In surveying the employment of student assistants in Learning Resource Centers within the Virginia Community College System, the main differences which were expected from those reported in other studies consisted of additions to the job description list to cover the clerical or unskilled tasks involved in operation of audio-visual departments

<sup>25</sup>Betty Jo Mitchell, "In-House Training of Supervisory Library Assistants in a Large Academic Library," College and Research Libraries, 34(March, 1973), 144-49.

<sup>26</sup>Guy R. Lyle, The Administration of the College Library (4th ed.; New York: H. W. Wilson, 1974), p. 166.

<sup>27</sup>Cottam, p.247-48.

and learning laboratories which had been combined with the libraries to form the Learning Resource Centers. Even though Mr. Cottam advocated more meaningful assignments for student assistants, most LRC's were not expected to be giving their students any jobs but those of a clerical or repetitive nature on a regular basis. Because community colleges had students for a maximum of two years it was thought unlikely that they were having students perform anything other than routine, menial tasks on a regular basis.

With these observations in mind the study was designed to ascertain:

1. What duties were performed by student assistants in the Learning Resource Centers within the Virginia Community College System?
2. What percentage of the duties normally performed by the students were routine and clerical in nature?
3. How can students be utilized more effectively to benefit both the LRC and the students?



## Chapter 3

## METHODOLOGY OF THE STUDY

Type of Questionnaire Used

The study was conducted by means of a descriptive questionnaire sent to the Director of Learning Resources at each of the 23 Virginia Community Colleges and their six branch campuses, making the survey base a total of twenty-nine Learning Resource Centers. The questionnaire contained a general information section to elicit statistical information on each LRC as a whole and then three separate question sections, one for each of the three divisions of the LRC: the library, the learning laboratory and the audio-visual department. All questions were asked of those persons who directly supervised the student assistants. Before the survey was sent, a listing of those questions which describe duties which are not routine and clerical in nature was made. These questions were distributed randomly throughout the survey questionnaire.

Formulation of the Questionnaire

The formulation of the job description section of the questionnaire required a listing of possible tasks for each department of the LRC. This was prepared by first compiling a combined list of all tasks encountered in the search of the literature, and then adding other tasks which were found in the procedure manuals of the Learning Resource Center at New River Community College.<sup>1</sup> The compiled list was then divided

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<sup>1</sup>Kathy Smith, "Circulation Desk Procedures Manual" (unpublished,

by the departments within the LRC where the tasks were normally performed. These separate listings were then given to the members of the respective departments at the New River Community College LRC for additional suggestions. Personnel at the Radford College Library were also queried as to any additional items for inclusion in the final questionnaire. Because no list could hope to describe every task performed by students, provision was made for respondents to include their comments when answering the questionnaire.

Description of Data Collection

A questionnaire was mailed to the LRC Director at each of the twenty-nine VCCS campuses on April 1, 1976. Permission to conduct the study was granted by the Research and Information Committee of the Advisory Council of Presidents of the VCCS before the questionnaires were mailed. Each questionnaire was accompanied by a cover letter explaining what it was about and how it would be used. The letter also contained instructions as to how to complete the survey. A stamped self-addressed envelope was included with each questionnaire. All respondents were requested to return their survey forms by April 20, 1976. On April 22, 1976 telephone calls were made to the six LRC's which had not returned their questionnaires. Three of these were subsequently received, making the total response 26 of the original 29 campuses, or a return rate of 89.69 percent. Copies of the cover letter, the VCCS Advisory Council approval letter, and the questionnaire can be found in Appendix A.

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Dublin, Virginia: Learning Resource Center, New River Community College, 1973); see also Roberta S. White, "Technical Services Office Procedure Manual" (unpublished, Dublin, Virginia: Learning Resource Center, New River Community College, 1975).



### Analysis of Strengths and Weaknesses

The selection of the supervisors as the persons to be questioned may not have provided a completely valid evaluation of the jobs performed by students. The students might have had an entirely different idea of the value and exact make-up of the duties they performed. The choice to survey the supervisors was made because: (1) they were more accessible to question; (2) they are a permanent part of LRC's while the students change every year or two; (3) hopefully, the results of the survey will aid the supervisors in better utilization of their student assistants.

### The Questions to be Answered

The questionnaire responses were used to determine the answers to the following questions:

1. What duties were performed by student assistants in the Learning Resource Centers within the Virginia Community College System?
2. What percentage of the duties normally performed by the students were routine and clerical in nature?
3. How can students be utilized more effectively to benefit both the LRC and the students?

### Limits and Definitions

For the purpose of this study the following limits were observed:

1. All Learning Resource Centers studied were members of the Virginia Community College System, and included the Library, Audio-Visual Department and Learning Laboratory whether they were one integrated unit or separate departments.

2. Student assistants were defined as those students working on a part-time basis for wages in the Learning Resource Center. (No volunteers were counted.)

3. Routine clerical duties were defined as those duties requiring less than thirty minutes training and which were done on a repetitive schedule (hourly, daily, weekly, etc.).

4. A question was counted as receiving an affirmative answer, meaning that the students normally did that task, if it received a mean score of 3.30 or more when the following values were assigned to the answers for each question:

Always	=	5
Usually	=	4
Sometimes	=	3
Rarely	=	2
Never	=	1

"Does Not Apply" answers were not counted and were discarded before the mean was calculated. The 3.30 mean was chosen as it represented that students performed the task more often than just "Sometimes."

### Non-Routine Duties

For the purposes of this study the following questions were defined as being non-routine in nature:

#### LIBRARY

Circulation section: Numbers 2, 7, 9, 11, 14, 18, 20, 21.

Technical Services section: Numbers 2, 4, 7, 8, 11, 12, 15, 22, 24, 27.

Reference and Maintenance section: Numbers 6, 7, 8, 9, 11, 12.

AUDIO-VISUAL DEPARTMENT: Numbers 1, 4, 11, 12, 13, 14, 15, 24,

27, 30.

LEARNING LABORATORY: Numbers 6, 8, 9, 13, 14, 18, 19, 22.

#### Problems With the Questionnaire

Due to a typing error which was not discovered until after the questionnaires were mailed, questions number 20 and 22 on the Audio-Visual sheet described the same duty. Question number 22 was to have been one of the questions which was considered as a skilled task. However, the omission of this question probably did not create any significant change in the results, as there were many other skilled tasks listed in the Audio-Visual section, and none of the respondents included that task in their comments.

#### Treatment of Data

The names of the participating Community Colleges are listed alphabetically in Appendix B.

Identification and Treatment of Questionnaire Items. After all the questionnaires were received, the student utilization data was translated into keypunch form and analyzed by computer to provide the following information for each question: (1) the absolute frequency of each answer to each question; (2) the relative frequency of each answer; (3) the adjusted frequency when missing answers were discarded; and (4) the cumulative frequency in percentages running from the "Doesn't Apply" answer in order to the "Always" answer. Data on the absolute frequency and relative frequency for each question are presented in table form in Appendix C. Although the instructions requested that no item be left blank, a few items were not answered by some respondents. When a question was not answered by one of more respondents, the percentages in

the relative frequency table will not total 100. No individual schools were identified in the tabulations.

The answers received to the information cover page of the questionnaire were reported on the General Statistics Table in Appendix C. Each school was identified by name here as this information was not of a confidential nature. One school failed to complete this page of the questionnaire and was listed at the bottom of the Table with no data given.

The findings of the survey will be detailed in the next chapter (Chapter 4) with each section of the LRC being considered independently. Chapter 5 will draw conclusions from the overall aspects of the study and present recommendations for further study.



## Chapter 4

PRESENT UTILIZATION OF STUDENTS IN  
VIRGINIA COMMUNITY COLLEGE LRC'S

The twenty-six LRC's which returned the completed questionnaires provided a quantity of data to be evaluated. First to be considered were the comparisons to be drawn from the general information provided for each school. Then the reports on the specific tasks performed by student assistants were analyzed.

Were Students Used?

All of the schools responding to the questionnaire reported that students were utilized in their libraries and audio-visual departments. Of the twenty-six schools, however, only 23 reported using students in their learning laboratories. The questionnaire did not provide any method for distinguishing between the fact that a learning laboratory existed and did not use students, and the fact that a learning laboratory was not functioning at the school.

How Many Student Assistants  
Were Employed?

The schools within the Virginia Community College System varied greatly in size, with the smallest reporting a student body (in Full Time Equivalent [FTE] numbers) of 329 students. The largest campus had a FTE of 14,526 students, but this was much larger than any of the other schools, as the next largest campus FTE was only 4,474.

The numbers of student assistants differed as much as the FTE for the schools. Two different campuses had only five while the largest student staff had 46 members. One interesting aspect of these statistics was that the larger campuses did not make the most extensive use of student assistants. The most students were used by schools which had student bodies with FTE between 1,000 and 1,600. Of the six schools within this range, four reported employing more than 35 students. The next largest number of students was used by a school which had an FTE of 3,767 and 27 student assistants. All other campuses reported using 22 or fewer students. There appeared to be no correlation between student body size and the number of student assistants employed.

There also appeared to be no predictable relationship between student body size and the number of full time staff members employed, as the ratio of staff members to FTE varied from 1:47 to 1:484. The largest ratio of students to staff members was for the largest school and the smallest ratio was for the smallest school, but other than these two schools there seemed to be no consistent staff to student ratios. This became evident when it was noted that the third largest school with a FTE of 3,888 had a staff to student ratio of 1:144 while another school with less than half as many students (1,836) had a staff to student ratio of 1:229. In actual numbers, the full time staffs varied in size from 4 to 30 members.

Another area where there seemed to be no predictable ratio was that of the number of full time staff members to student assistants. The ratio varied from one staff member for every .5 student assistants to one staff member was 4.6 student assistants, with the largest ratio of



student workers to staff members being in the 1,000 to 1,600 FTE student range.

The number of hours that the LRC's were open per week during the regular school session ranged from 56 to 79. Because of the differing number of hours the LRC's were open, the average number of student workers on duty at one time, which was computed from the total number of hours worked per year, did not correlate with the ratio of staff to student assistants. The largest number calculated from statistics provided by reporting LRC's was 6.0 students on duty at one time. When estimates were calculated for the five schools which did not provide total hours worked by students, two of the schools had an average of more than six student workers on duty at one time. These estimates were made by adding the total number of hours reported as being worked by students and dividing this total by the number of students employed. The average number of hours worked by each student in the system was calculated at 363.4 hours per year. For each school which omitted the total number of student hours worked, the number of students employed was multiplied by 363.4 hours to achieve an estimate of hours worked per year. These estimates were indicated in the tables by enclosure in parentheses. When these estimated figures were included, the schools which had more than six student workers on duty at one time ranged in size from 1,066 to 3,767. The smallest average number of students on duty was .5 for a school which had only 365 FTE students.

There was one consistent pattern noted in the figures reported. In every school the average number of students working at a time never exceeded or even equaled the number of staff members on duty. (See the General Statistics Table in Appendix C). This indicated that during

some normal class hours very few students were working, since some LRC's reported using student coverage for lunch hours and evening service.

What Did the Student Assistants  
Actually Do?

The next results considered were tabulations of the job performances reported on the questionnaires. Each department of the Learning Resource Center was considered individually, beginning with the library. The sections of the library were tabulated separately and then the totals were combined to give an overall rating for the library.

Library - Circulation. The questionnaire for the Circulation Section of the library contained 22 questions. Only three of the 22 did not receive a single positive (Usually or Always) answer, meaning that 19 of the duties were usually or always performed in a Learning Resource Center somewhere within the System. But, when means were calculated for each of these 19 tasks, only seven (7) of them received affirmative answers (a mean of 3.30 or more). These seven tasks were:

Question Number	Job Description	Mean
1	Man checkout desk under supervision	3.46
5	Re-card returned materials	4.00
6	Place returned materials on sorting shelves	4.28
7*	Re-shelve returned materials	4.61
12	Put new periodicals on display racks	4.07
13	Put daily newspapers on display racks	3.88
14*	Read shelves to check for proper order	3.84

\* Indicates that this was considered a skilled task.

The seven questions which had a mean of 3.30 or more represented 36.8% of the 19 tasks which received positive answers. The two skilled tasks in this category represented 10.5% of the total tasks which were given positive answers. When the two skilled tasks were considered in



relation to the total of seven tasks which were normally performed by students (a mean of 3.30 or more), they represented 28.6% of the total jobs normally performed by students in the circulation section of the library.

Library - Technical Services. The Technical Services Questionnaire had 29 tasks listed which students might perform. Of these, 26 received at least one positive answer. Of these 26 tasks, only six had a mean in excess of 3.30 and none of these were considered to be skilled assignments. The questions receiving affirmative answers were:

Question Number	Job Description	Mean
18	Stamp ownership name on books & materials	3.64
19	Paste in book pockets, date slips and book plates	3.65
20	Mark call numbers of backs of books	3.35
21	Put plastic covers on book jackets	3.82
23	Do preliminary filing of catalog cards in sorting drawers	3.83
26	Assist with inventory of books and materials	3.64

The affirmatively answered questions represented 22.2% of the questions which received positive answers. Since there were no skilled tasks which received affirmative answers the percentage for this category would be zero.

Library - Reference. This section was the shortest of the entire questionnaire, being composed of only fifteen questions. All but one of these received a minimum of one positive answer. Four of the questions received affirmative answers with means of 3.30 or larger. None of these were tasks listed as being in the skilled category which required a training time of more than a half hour.

The affirmatively answered tasks were:

Question Number	Job Description	Mean
10	Reshelve current periodicals and newspapers	4.19
13	Straighten tables and chairs	3.48
14	Reshelve reference books	4.23
15	Assist patrons in use of photocopy equipment	3.65

Twenty-eight and six tenths percent of those questions with positive answers had a mean of 3.30 or more. However, there were no skilled questions which had affirmative means, again producing a zero percentage for the skilled task category.

#### Library Statistics

Table 1  
Comparison of Answers Given on the  
Library Questionnaire

Section	Questions			Skilled Tasks with 3.30+ Mean		
	No.	Positive Answers	Mean of 3.30+	No.	% of Affirmative Answers*	% of Positive Answers=
Circulation	22	19	7	2	28.6%	10.5%
Technical Services	29	27	6	0	0.0%	0.0%
Reference	15	13	4	0	0.0%	0.0%
Total	66	59	17	2	11.8%	3.3%

\* Affirmative answers were those having a mean of 3.30 or more.

= Positive answers were those receiving at least one "Usually" or "Always" answer.



When the three Library Sections of the questionnaire were considered as a single entity, two of the 17 tasks which received a 3.30 or higher mean were listed as skilled. This indicated that 11.8% of the library tasks which were normally performed by students were in the skilled category. When all the tasks which were sometimes performed by students were considered, the skilled tasks having a 3.30 or larger mean represented only 3.3% of the tasks ever performed by students. (See Table 3.)

#### Audio-Visual Department

The Audio-Visual Questionnaire was the longest, containing 30 questions. Due to a typing error, however, there were only 29 valid questions, as question number 22 was an exact repeat of question number 20. Twenty-seven of the 29 valid questions received at least one positive answer. Affirmative means were achieved on 7 of the jobs described and one of these was a skilled task.

Question Number	Job Description	Mean
1*	Help set up audio-visual equipment	3.92
2	Circulate audio-visual equipment	3.79
6	Deliver and pick up equipment	4.44
8	Duplicate audio tapes	3.60
23	Assist in equipment inventory	3.44
28	Answer telephone	3.56
29	Man department under supervision	3.43

\* Indicates a skilled task.

Of the positively answered questions, 24.1% had affirmative answers (a mean of 3.30+). The one skilled question which was rated affirmatively represented 14.3% of the tasks rated at 3.30 or more. The one skilled task also was 3.4% of the questions which received positive answers.

When the answers for the two identical questions were checked, it appeared that some respondents were not consistent in their responses, but a check of the individual answers revealed that only one of the 26 respondents was not consistent in answering these two questions. In two cases only one of the two questions was answered with the other left blank. One respondent chose to answer #20 and leave #22 blank, while the other respondent chose to answer #22 and omitted #20. This accounted for the difference in scores.

Question Number	Sometimes	Rarely	Never	Doesn't Apply	No Answer
20	5	5	13	2	1
22	4	6	14	1	1

There were no "Always" or "Usually" responses.

#### Learning Laboratory

Three of the twenty-six respondents indicated that no students were utilized in their Learning Laboratories. The twenty-three schools which used students gave positive answers to each of the 22 tasks described in their section of the questionnaire. Seven of the 22 received affirmative answers, but none of these were in the skilled category.

Question Number	Job Description	Mean
2	Check out software to patrons	3.48
3	Re-card returned materials	3.53
4	Reshelve returned materials	4.00
10	Assist patrons in finding materials	3.57
11	Read shelves to check for proper shelf order	3.48
17	Assist with software inventory	3.45
21	Man the department with supervision	3.38

These seven tasks represented 31.8% of the positively answered questions. As noted before, affirmative means were not achieved on any of the skilled tasks, giving a zero percentage for the skilled category,

Questionnaire Statistical  
Summary

When all the affirmatively answered questions from the entire questionnaire were considered collectively, they represented six different categories of tasks. The largest number answered affirmatively represented eleven different tasks, all concerned with maintaining order within the LRC. These answers referred to such jobs as reshelving materials, shelving new materials and straightening tables and chairs. Questions which were concerned with the circulation and use of equipment and those which involved repetitive manual processing tasks each received five affirmative answers. Circulation procedures received four affirmative answers and those which required the physical presence of the student (i.e., answering the telephone or manning the department)

Table 2

## Types of Tasks Receiving Affirmative Answers

Type of Task	No. of Affirmative Answers	No. of Skilled Tasks	Skilled as a % of Affirmative
Collection Maintenance	11	3	9.7%
Equipment Usage	5	0	0.0%
Processing Tasks	4	0	0.0%
Circulation	3	0	0.0%
Staff Assistance	3	0	0.0%
Physical Presence	3	0	0.0%
Total	31	3	9.7%

and tasks in which the student acted as an assistant to a staff member performing an inventory, each received three affirmative answers. (See Table 2.) Of the questions answered affirmatively only 9.7% represented those tasks requiring a measure of training and skill.

When the entire questionnaire was considered, 117 tasks were described. One hundred eight of these received a positive answer from at least one LRC. The percentage of skilled tasks receiving affirmative answers in relation to those with positive answers was 2.8%. (See Table 3.)

Table 3  
LRC Student Utilization Statistics

Department	No. of Questions	No. of Positive Answers	No. of Affirmative Answers	Affirmatively Answered Skilled Tasks	Skilled as a % of Positive
Library					
Circulation	22	19	7	2	10.5%
Technical Services	29	26	6	0	0.0%
Reference	15	14	4	0	0.0%
Audio-Visual	29	27	7	1	3.7%
Learning Lab	22	22	7	0	0.0%
Total	117	108	31	3	2.8%

Comments Made By Respondents

In addition to the tasks described on the questionnaires some of the respondents also noted other assignments which their students perform.



Library Section. Some of the comments given in the Library Section were:

- Update serial services by inserting new pages.
- Run errands and shelve microfilm.
- Xerox library cards from originals, sometimes manage library in the evening, collect fines and give receipts.
- Maintain circulation of A-V equipment.
- Type bibliographies.
- Filing invoices, updating address file.
- Assemble furniture and library shelving, instruct students in use of microfilm and readers.
- Pick up books and magazines left on desks and carrels.

One Librarian noted, "...we have an extremely small library and our regular staff takes care of these things. (Tasks on questionnaire). Our students mainly man the check-out desk and reshelve books." Another who made more use of students reported that, "...some students who have demonstrated their capability and who have worked in the library for an extended period of time," are given more responsible assignments.

Audio-Visual Section. Only five of the A-V questionnaires contained comments but they exhibited a wide variety of tasks not covered on the questionnaire. However, none of the answers were reported by more than one respondent. The extra duties described were:

- Daily and monthly coding of reports for the annual report.
- Filing in the A-V card catalog.
- Technical processing of purchased media.
- Operation of equipment and software.
- Pick up and distribution of mail and packages.
- Assisting in design and construction of special cabinets, tables, and equipment.
- Housekeeping chores in the darkroom.

Learning Laboratory Section. Several Learning Laboratory Coordinators listed duties not described in the survey. Of the items listed, those which were repeats of the comments on the A-V report were:

- Getting the mail.
- Cleaning equipment.

Items detailed on more than one questionnaire were:

- General office duties.
- Routine janitorial work.
- Scoring tests.

Learning Laboratory personnel also reported that students performed the following:

- Mark identification on equipment.
- Administering and proctoring of tests.
- Tabulation of laboratory usage records.
- Developmental math tutoring.
- Watering plants.
- Running errands.
- Field testing of new software packages.

A final comment made on one of the survey sheets stated, "...this academic year...the Learning Lab has been fortunate in having a very competent and hard working group of work-study students..." The implication was that the answers on the questions were a direct reflection of the good students and that the answers would have been different, "...if the overall level of competence of the students were lower as it has been in the past."

#### Summary

All responding LRC's utilized students, with the number employed ranging from five to 46. There was no direct correlation between student body size and the number of student assistants employed. The ratio of full time staff members to students employed also had no consistency. The number of hours which the LRC's were open each week varied from 56 to 79.

In the Library division the statistics revealed that 11.8% of the tasks normally performed by students were in the skilled category.

The Audio-Visual Departments reported that 14.3% of the normal student duties were skilled tasks. No skilled tasks received affirmative answers on the Learning Laboratory questionnaire. Overall 9.7% of the jobs students normally performed were classified as skilled.

## CONCLUSIONS AND POINTS FOR FURTHER STUDY

Conclusions

This study generated a large amount of data concerning what students do and do not do in Learning Resource Centers within the Virginia Community College System. Perhaps, to the detriment of the student workers only 9.7% of the affirmatively answered question described skilled tasks. There appears to be a measure of hope for better utilization of students, however, because 108 of the 117 jobs described are being performed on a regular basis within at least one Learning Resource Center in the System. Perhaps as LRC personnel become aware of how students are being employed in other schools they will find ways to expand the numbers and kinds of duties which they assign to their students.

As a first step in better student utilization it is suggested that LRC personnel consider experimenting with assigning some or all of these tasks to student assistants on an experimental basis:

- Answer the telephone.
- Sort and route incoming mail.
- Help formulate ways to circulate new types of materials.
- Arrange bulletin boards and displays.
- Assist patrons with use of card catalog.
- Answer simple reference questions.
- Reserve equipment and materials for faculty members.
- Operate television equipment during recording sessions.
- Develop, process and print black and white film.
- Make signs and posters.
- Dry mount and laminate paper materials.
- Assist with checking in supply orders.



Make minor equipment repairs, such as changing bulbs.  
 Prepare book order card packets.  
 Send out form letters for maps, college catalogs, etc.  
 Check in book shipments.  
 Prepare orders for preprocessed catalog cards.  
 Type catalog cards, book cards and pockets.  
 Type call numbers and headings on prepared cards.  
 Bind or reinforce periodicals and pamphlets.  
 Repair books and materials.  
 Repair software packages and materials.  
 Type catalog cards for books and software from main entry cards prepared by the librarian.

While all students will not be adept at these assignments, some obviously are as they have performed these tasks in LRC's within the system. Through proper selection and training students appear to be capable of providing a better quality and level of job performance than they now have the opportunity to do.

The General Statistics Table in Appendix C did show that there was no general pattern in the number of full time employees in a school in relation to students enrolled. Hopefully, as the Virginia Community College System matures this situation will correct itself so that the variation in staff to FTE student ratio is not so great.

When the number of hours of manpower provided by students was considered, it became apparent that students have played an important part in the LRC services which have been provided. The types of tasks which the students have done were of mainly the repetitive type and did not require an extended period of training. The one point which must not be ignored is that someone had to perform these jobs, and if the students did not do them, LRC staff members had to. Because this is true, utilizing students in this manner has probably been of benefit to the schools.

LRC personnel must always remember that these assistants are students and their main function at the school is to get an education.

Thus, students should be given the opportunity to master as many different types of tasks as possible to give them a broad experience base toward future employment.

One informative result of the study was the types of things students were not permitted to do. Only nine of the 117 jobs described received no positive answers. Two of these asked, "Do students check in supply shipments?" However, several positive answers were received to questions concerning students checking in book and software shipments which involved a much larger expenditure of funds. Only one school reported using students to inventory supplies and one used students to help prepare supply orders on any sort of a regular basis.

The other questions receiving no positive answers, required higher levels of skills and it is perhaps understandable that students were not performing them. These questions were:

Do students write letters to check on periodical subscriptions?  
 Do students prepare monthly circulation reports?  
 Do students help formulate ways to circulate new types of materials?  
 Do students prepare bibliographies with supervision?  
 Do students make minor equipment repairs without supervision?  
 Do students catalog fiction books from author authority files?

It may well be unrealistic to hope that student assistants may ever be involved in performing the above tasks, however, let us hope that personnel in LRC's never lose sight of the fact that these assistants are students and are at school to learn and only incidentally to work in the LRC.

#### Points for Further Study

This questionnaire seemed to create more questions than it answered. As each different statistic was compiled more questions continually came to mind. Some which might warrant further inquiry

include the following:

1. How does LRC service suffer when students are relied upon to perform vital tasks? (i.e., Graduates leave jobs unfilled during summer sessions, etc.)
2. How many students work in the LRC's more than one year?
3. How can students be effectively screened to know what jobs they are best suited for?
4. What size group of student workers can be most effectively instructed and supervised by a single staff member?
5. How much training are student assistants given?
6. How much time can be spent training students before the training time does not provide return value for the LRC?
7. Since these students are paid workers should any kind of recognition be given for services performed?
8. How do the student assistants feel about the work they do?
9. What are supervisor's opinions of the quality and quantity of work performed by students?
10. What ratio of paraprofessional and clerical staff members to students provides the most efficient organization?

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VIRGINIA DEPARTMENT OF COMMUNITY COLLEGES

March 30, 1976

Ms. Roberta S. White  
Library Assistant  
New River Community College  
Drawer 1127  
Dublin, Virginia 24084

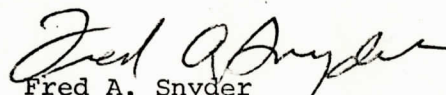
Dear Ms. White:

The Research and Information Committee of the Advisory Council of Presidents approved your request to conduct a study of student utilization in Virginia community college learning resource centers. In your cover letter for the questionnaire, please include a statement about the above-noted approval.

We would like to receive a copy of your thesis when it is completed.

Best wishes for your study.

Very truly yours,

  
Fred A. Snyder  
Director  
Research, Development  
and Planning Division

FAS:egw

APPENDIX A  
LETTERS AND QUESTIONNAIRE





QUESTIONNAIRE  
DUTIES OF STUDENT ASSISTANTS  
IN LEARNING RESOURCE CENTERS

GENERAL INFORMATION SECTION

NAME OF COMMUNITY COLLEGE \_\_\_\_\_

CAMPUS \_\_\_\_\_

1. Number Of Students (F. T. E. as of September 1975) \_\_\_\_\_

2. Number of full time staff members in the LRC (Include all staff for Library, Audio-visual Dept. and Learning Laboratory). \_\_\_\_\_

3. Number of Student Assistants in the LRC as of Fall Quarter 1975 (Do not count volunteers, include paid student staff only.) \_\_\_\_\_

4. Number of hours worked by students during the 1974-75 school year. (Take from HEW College and University Libraries Report, Fall 1975, Line No. 34) \_\_\_\_\_

5. Number of hours LRC is open each week (during school term) \_\_\_\_\_

6. Number of years your school has been in existence (as part of the VCCS system). \_\_\_\_\_

7. Was your school formed from a school already in existence? \_\_\_\_\_

8. How many campuses does your college have? \_\_\_\_\_

9. Does each campus of your college have an LRC? (Answer only if you have more than one campus) \_\_\_\_\_

PLEASE INDICATE BELOW THE PERSON TO RECEIVE A COPY OF THE INFORMATION SECURED FROM THIS SURVEY.

NAME \_\_\_\_\_

TITLE \_\_\_\_\_

COLLEGE \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

The enclosed questionnaire has been approved by the Research and Information Committee of the Advisory Council of Presidents of the VCCS and your cooperation is requested in completing it as soon as possible. It is concerned with the employment of work study students in Learning Resource Centers within the VCCS. This study is being conducted as part of a Masters Thesis Program at Appalachian State University. All results of this study will be reported to all participants and the Research Committee in the hopes that an exchange of information will provide new ideas for the utilization of student assistants in LRC's.

The questionnaire is divided into four parts. The first part is a general information section which is vital to the study. The three question sections are separated by LRC divisions: Library, Learning Laboratory, and Audio-Visual Department. If your LRC is not divided in this manner, please fill out all information that applies to your organization. If these departments exist as separate units please have each unit complete its own section. Whenever possible the question sections should be completed by the persons in charge of students within each LRC division. A Doesn't Apply answer is provided for each question so that every question should be answered. If a division has no student assistants please check the appropriate box at the top of the section and do not answer any of the questions.

Please return the completed questionnaire in the addressed, pre-stamped envelope which is provided by April 20, 1976. Thank you for your assistance in acquiring this information.

Sincerely,

Roberta S. White  
Library Assistant for  
Technical Services

rsw/bw

Enclosures



QUESTIONNAIRE  
DUTIES OF STUDENT ASSISTANTS  
IN LEARNING RESOURCE CENTERS

LIBRARY SECTION:

Are student assistants used in the Library?  Yes  No

If not, please indicate why not: \_\_\_\_\_

TYPES OF DUTIES PERFORMED (Please check the appropriate box:)	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
<b>CIRCULATION</b>						
1. Do students man check out desk under supervision?						
2. Do students man check out desk without direct supervision?						
3. Do students answer the telephone?						
4. Do students sort and route incoming mail?						
5. Do students re-card returned materials?						
6. Do students place returned materials on sorting shelves?						
7. Do students re-shelve returned materials?						
8. Do students prepare overdue notices?						
9. Do students telephone patrons to check on overdue materials?						
10. Do students check in new periodicals?						
11. Do students write letters to check on periodical subscriptions?						
12. Do students put new periodicals on display racks?						
13. Do students put daily newspapers on display racks?						
14. Do students read shelves to check for proper shelf order?						
15. Do students circulate audio-visual equipment?						
16. Do students reserve equipment for teachers?						
17. Do students prepare daily circulation statistics?						
18. Do students prepare monthly circulation reports?						
19. Do students prepare books and materials for reserve shelves?						
20. Do students help formulate ways to circulate new types of materials?						
21. Do students arrange bulletin boards or displays?						
22. Do students prepare student time sheets?						

QUESTIONNAIRE - Page 2 - LIBRARY SECTION

TYPES OF DUTIES PERFORMED (Please check appropriate box)

TECHNICAL SERVICES

TYPES OF DUTIES PERFORMED (Please check appropriate box)	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
<b>TECHNICAL SERVICES</b>						
1. Do students type orders?						
2. Do students check book requests to authenticate and complete information?						
3. Do students prepare book order card packets?						
4. Do students check book orders against holdings to prevent duplications?						
5. Do students send out form letters requesting maps, college catalogs, etc.?						
6. Do students file book order packets?						
7. Do students check in book shipments?						
8. Do students check in supply shipments?						
9. Do students inventory supplies?						
10. Do students help prepare supply orders?						
11. Do students search for cataloging information in BPR and/or NUC?						
12. Do students catalog fiction books from author authority files?						
13. Do students prepare orders for pre-processed catalog cards?						
14. Do students type catalog cards from main entry card provided by librarian?						
15. Do students type catalog cards from information found in BPR and/or NUC?						
16. Do students type book cards and pockets?						
17. Do students add call numbers and headings to prepared cards?						
18. Do students stamp ownership name on books and materials?						
19. Do students paste in book pockets, date slips (if used) and book plates?						
20. Do students mark call numbers on backs of books?						
21. Do students put plastic covers on book jackets?						
22. Do students make suggestions of titles for purchase?						
23. Do students do preliminary filing of catalog cards in sorting drawers?						
24. Do students file cards in the main card catalog?						
25. Do students file shelf list cards?						
26. Do students assist with inventory of books and materials?						
27. Do students perform inventory without supervision?						
28. Do students reinforce or bind pamphlets and periodicals?						
29. Do students repair books and materials?						



QUESTIONNAIRE - Page 3 - LIBRARY SECTION

TYPES OF DUTIES PERFORMED (Please check appropriate box)	Always	Usually	Some-times	Rarely	Never	Doesn't Apply
REFERENCE AND LIBRARY MAINTENANCE						
1. Do students care for plants?						
2. Do students clean tables and counter tops?						
3. Do students dust shelves, books and desks?						
4. Do students assist in rearrangement of furniture?						
5. Do students sweep floors?						
6. Do students assist patrons in use of card catalog?						
7. Do students check book lists with card catalog?						
8. Do students prepare bibliographies with supervision?						
9. Do students assist patrons in finding materials?						
10. Do students reshelve current periodicals and papers?						
11. Do students answer simple reference questions?						
12. Do students answer telephone reference questions?						
13. Do students straighten tables and chairs?						
14. Do students reshelve reference books?						
15. Do students assist patrons in use of photocopy equipment?						

IF THERE ARE ANY TASKS PERFORMED BY YOUR STUDENTS WHICH WERE NOT INCLUDED IN THE ABOVE LIST, PLEASE

DESCRIBE THEM BELOW: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

QUESTIONNAIRE - Page 4 - AUDIO-VISUAL SECTION

TYPES OF DUTIES PERFORMED (Please check appropriate box)	Always	Usually	Some-times	Rarely	Never	Doesn't Apply
AUDIO-VISUAL DEPARTMENT						
NO STUDENTS USED _____						
1. Do students help set up audio-visual equipment?						
2. Do students circulate audio-visual equipment?						
3. Do students reserve equipment and studios for faculty?						
4. Do students operate TV cameras during recording sessions?						
5. Do students record TV programs from PBS stations?						
6. Do students deliver and pick up equipment?						
7. Do students duplicate video tapes?						
8. Do students duplicate audio tapes?						
9. Do students splice audio tapes?						
10. Do students splice films (8 an/or 16mm)?						
11. Do students take pictures?						
12. Do students develop black and white film?						
13. Do students develop color film?						
14. Do students process and print black and white film?						
15. Do students process and print color film?						
16. Do students prepare slides?						
17. Do students prepare transparencies?						
18. Do students make signs and/or posters?						
19. Do students dry mount and laminate paper materials?						
20. Do students check in supply orders?						
21. Do students do general typing for the department?						
22. Do students check in supply orders?						
23. Do students assist in equipment inventory?						
24. Do students inventory equipment without supervision?						
25. Do students inventory supplies?						
26. Do students assist technician in repairing and maintaining equipment?						
27. Do students make minor equipment repairs without supervision?						
28. Do students answer telephone?						
29. Do students man department under supervision?						
30. Do students man department without direct supervision?						

IF THERE ARE ANY TASKS PERFORMED BY YOUR STUDENTS WHICH WERE NOT INCLUDED IN THE ABOVE LIST, PLEASE

DESCRIBE THEM ON THE BACK OF THIS SHEET.



QUESTIONNAIRE - Page 5 - LEARNING LABORATORY SECTION

TYPES OF DUTIES PERFORMED (Please check appropriate box)

LEARNING LABORATORY

NO STUDENTS USED \_\_\_\_\_

	Always	Usually	Some-times	Rarely	Never	Doesn't Apply
1. Do students answer telephone?						
2. Do students check out software to patrons?						
3. Do students re-card returned materials?						
4. Do students reshelve returned materials?						
5. Do students prepare software materials orders?						
6. Do students check in software materials orders?						
7. Do students prepare overdue notices?						
8. Do students telephone patrons about overdue items?						
9. Do students teach patrons to use A V equipment?						
10. Do students assist patrons in finding materials?						
11. Do students read shelves to check for proper shelf order?						
12. Do students reserve software for faculty?						
13. Do students arrange bulletin boards or displays?						
14. Do students type catalog cards for software from main entry cards?						
15. Do students type cards and pockets for software?						
16. Do students mark software with identity stamps?						
17. Do students assist with software inventory?						
18. Do students perform software inventory without direct supervision?						
19. Do students repair software materials and packages?						
20. Do students make posters?						
21. Do students man the department with supervision?						
22. Do students man the department without direct supervision?						

IF THERE ARE ANY TASKS PERFORMED BY YOUR STUDENTS WHICH WERE NOT INCLUDED IN THE ABOVE LIST, PLEASE

DESCRIBE THEM BELOW:

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APPENDIX B  
COMMUNITY COLLEGES SURVEYED

## COMMUNITY COLLEGES SURVEYED

Blueridge Community College, Weyers Cave, Virginia  
 Central Virginia Community College, Lynchburg, Virginia  
 Dabney S. Lancaster Community College, Clifton Forge, Virginia  
 Danville Community College, Danville, Virginia  
 Germanna Community College, Fredericksburg, Virginia  
 J. Sargeant Reynolds Community College, Richmond, Virginia  
     Downtown Campus  
     Parham Road Campus  
 Lord Fairfax Community College, Middletown, Virginia  
 Mountain Empire Community College, Big Stone Gap, Virginia  
 New River Community College, Dublin, Virginia  
 Northern Virginia Community College  
     Alexandria Campus, Alexandria, Virginia  
     Annandale Campus, Annandale, Virginia  
 Patrick Henry Community College, Martinsville, Virginia  
 Paul D. Camp Community College, Franklin, Virginia  
 Piedmont Virginia Community College, Charlottesville, Virginia  
 Rappahannock Community College  
     North Campus, Warsaw, Virginia  
     South Campus, Glenss, Virginia  
 Southside Virginia Community College  
     Christianna Campus, Alberta, Virginia  
     John H. Danial Campus, Keysville, Virginia  
 Southwest Virginia Community College, Richlands, Virginia  
 Tidewater Community College  
     Frederick Campus, Portsmouth, Virginia  
     Virginia Beach Campus, Virginia Beach, Virginia

Thomas Nelson Community College, Hampton, Virginia  
 Virginia Highlands Community College, Abingdon, Virginia  
 Virginia Western Community College, Roanoke, Virginia  
 Wytheville Community College, Wytheville, Virginia



## STATISTICS

DUTIES OF STUDENT ASSISTANTS  
IN LEARNING RESOURCE CENTERS

## LIBRARY SECTION:

Numbers within each block represent the number of times that answer was given for that question.

Total Number of Library Questionnaires Answered 26

TYPES OF DUTIES PERFORMED (Please check the appropriate box:)	MEAN	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
<b>CIRCULATION</b>							
1. Do students man check out desk under supervision?	3.46	5	9	7	3	2	---
2. Do students man check out desk without direct supervision?	2.73	---	6	12	3	5	---
3. Do students answer the telephone?	2.50	1	1	12	8	4	---
4. Do students sort and route incoming mail?	2.12	---	3	8	4	11	---
5. Do students re-card returned materials?	4.00	6	15	3	---	1	1
6. Do students place returned materials on sorting shelves?	4.28	9	14	2	---	---	1
7. Do students re-shelve returned materials?	4.61	18	7	---	1	---	---
8. Do students prepare overdue notices?	2.57	2	8	3	3	10	---
9. Do students telephone patrons to check on overdue materials?	1.24	---	1	---	3	21	1
10. Do students check in new periodicals?	3.08	4	7	7	3	5	---
11. Do students write letters to check on periodical subscriptions?	1.03	---	---	---	1	25	---
12. Do students put new periodicals on display racks?	4.07	9	13	2	1	1	---
13. Do students put daily newspapers on display racks?	3.88	6	14	4	1	1	---
14. Do students read shelves to check for proper shelf order?	3.84	9	7	7	3	---	---
15. Do students circulate audio-visual equipment?	2.23	1	5	2	4	1	12
16. Do students reserve equipment for teachers?	2.15	1	1	2	4	5	12
17. Do students prepare daily circulation statistics?	2.36	2	4	5	4	10	1
18. Do students prepare monthly circulation reports?	1.24	---	---	2	2	21	1
19. Do students prepare books and materials for reserve shelves?	2.57	---	8	7	3	8	---
20. Do students help formulate ways to circulate new types of materials?	1.69	---	---	7	4	15	---
21. Do students arrange bulletin boards or displays?	2.04	---	3	5	5	10	3
22. Do students prepare student time sheets?	2.40	3	6	2	1	13	---

APPENDIX C  
STATISTICAL TABLES



## STATISTICS - Page 2 - LIBRARY SECTION

TYPES OF DUTIES PERFORMED	MEAN	Always	Usually	Some-times	Rarely	Never	Doesn't Apply
<b>TECHNICAL SERVICES</b>							
1. Do students type orders?	2.30	---	5	8	3	10	---
2. Do students check book requests to authenticate and complete information?	2.53	---	6	8	6	6	---
3. Do students prepare book order card packets?	2.33	1	3	7	1	9	5
4. Do students check book orders against holdings to prevent duplications?	2.88	1	8	9	3	5	---
5. Do students send out form letters requesting maps, college catalogs, etc.?	2.20	3	2	5	2	13	1
6. Do students file book order packets?	2.76	2	5	6	2	6	5
7. Do students check in book shipments?	1.76	---	2	4	5	14	1
8. Do students check in supply shipments?	1.31	---	---	1	6	19	---
9. Do students inventory supplies?	1.58	1	---	4	3	18	---
10. Do students help prepare supply orders?	1.42	---	1	3	2	20	---
11. Do students search for cataloging information in BPR and/or NUC?	1.86	1	1	4	3	12	5
12. Do students catalog fiction books from author authority files?	1.11	---	---	---	2	17	7
13. Do students prepare orders for pre-processed catalog cards?	1.75	1	3	---	2	14	6
14. Do students type catalog cards from main entry card provided by librarian?	2.26	4	---	6	1	12	3
15. Do students type catalog cards from information found in BPR and/or NUC?	1.57	1	1	2	1	16	5
16. Do students type book cards and pockets?	2.92	4	6	5	2	7	2
17. Do students add call numbers and headings to prepared cards?	2.30	3	1	6	3	10	3
18. Do students stamp ownership name on books and materials?	3.64	7	10	4	---	4	1
19. Do students paste in book pockets, date slips (if used) and book plates?	3.65	8	10	3	1	4	---
20. Do students mark call numbers on backs of books?	3.35	5	4	4	---	4	9
21. Do students put plastic covers on book jackets?	3.82	6	6	3	---	2	9
22. Do students make suggestions of titles for purchase?	2.69	---	---	20	4	2	---
23. Do students do preliminary filing of catalog cards in sorting drawers?	3.83	8	8	5	2	1	2
24. Do students file cards in the main card catalog?	2.96	6	4	6	1	8	1
25. Do students file shelf list cards?	2.81	7	---	9	1	9	---
26. Do students assist with inventory of books and materials?	3.64	4	12	7	---	2	1
27. Do students perform inventory without supervision?	1.48	---	1	3	3	18	1
28. Do students reinforce or bind pamphlets and periodicals?	2.55	1	5	4	4	6	6
29. Do students repair books and materials?	2.73	1	3	10	5	3	3

## STATISTICS Page 3 - LIBRARY SECTION

TYPES OF DUTIES PERFORMED	MEAN	Always	Usually	Some-times	Rarely	Never	Doesn't Apply
<b>REFERENCE AND LIBRARY MAINTENANCE</b>							
1. Do students care for plants?	2.38	---	3	6	1	6	10
2. Do students clean tables and counter tops?	2.29	1	2	8	5	8	2
3. Do students dust shelves, books and desks?	2.38	2	3	5	6	8	2
4. Do students assist in rearrangement of furniture?	2.63	1	3	11	4	5	2
5. Do students sweep floors?	1.24	---	1	1	---	19	5
6. Do students assist patrons in use of card catalog?	2.81	---	4	15	5	2	---
7. Do students check book lists with card catalog?	3.15	2	10	7	4	3	---
8. Do students prepare bibliographies with supervision?	1.58	---	---	6	3	17	---
9. Do students assist patrons in finding materials?	3.23	---	10	13	2	1	---
10. Do students reshelve current periodicals and papers?	4.19	11	13	---	---	2	---
11. Do students answer simple reference questions?	3.08	---	7	16	1	2	---
12. Do students answer telephone reference questions?	1.85	---	---	7	8	11	---
13. Do students straighten tables and chairs?	3.48	5	7	10	1	2	1
14. Do students reshelve reference books?	4.23	11	12	2	---	1	---
15. Do students assist patrons in use of photocopy equipment?	3.65	5	9	10	2	---	---



## STATISTICS - Page 4 - AUDIO-VISUAL SECTION

TYPES OF DUTIES PERFORMED AUDIO-VISUAL DEPARTMENT	MEAN	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
1. Do students help set up audio-visual equipment?	3.92	6	14	3	1	1	1
2. Do students circulate audio-visual equipment?	3.79	5	13	4	---	2	1
3. Do students reserve equipment and studios for faculty?	2.80	---	6	10	7	2	1
4. Do students operate TV cameras during recording sessions?	2.90	1	7	5	3	4	6
5. Do students record TV programs from PBS stations?	2.05	---	2	4	6	7	7
6. Do students deliver and pick up equipment?	4.44	6	14	4	6	1	1
7. Do students duplicate video tapes?	2.11	---	2	4	7	6	6
8. Do students duplicate audio tapes?	3.60	3	13	6	2	1	1
9. Do students splice audio tapes?	2.46	1	1	9	10	3	1
10. Do students splice films (8 an/or 16mm)?	2.40	1	3	8	6	7	1
11. Do students take pictures?	2.83	---	6	11	4	3	2
12. Do students develop black and white film?	3.00	1	8	5	2	4	6
13. Do students develop color film?	1.94	---	3	2	2	9	10
14. Do students process and print black and white film?	2.90	1	7	5	3	4	6
15. Do students process and print color film?	1.69	---	1	1	4	7	13
16. Do students prepare slides?	2.86	2	5	8	2	5	4
17. Do students prepare transparencies?	3.08	2	3	17	1	2	1
18. Do students make signs and/or posters?	2.97	2	3	13	2	3	3
19. Do students dry mount and laminate paper materials?	2.73	2	4	8	2	6	4
20. Do students check in supply orders?	1.65	---	---	5	5	13	2
21. Do students do general typing for the department?	2.40	1	4	5	9	6	1
22. Do students check in supply orders?	1.58	---	---	4	6	14	1
23. Do students assist in equipment inventory?	3.44	4	9	8	2	2	1
24. Do students inventory equipment without supervision?	2.04	1	3	4	4	14	1
25. Do students inventory supplies?	2.40	---	4	9	5	7	1
26. Do students assist technician in repairing and maintaining equipment?	3.00	---	9	9	3	3	2
27. Do students make minor equipment repairs without supervision?	2.00	---	---	8	7	8	3
28. Do students answer telephone?	3.56	2	10	13	---	---	1
29. Do students man department under supervision?	3.43	2	10	8	2	1	2
30. Do students man department without direct supervision?	2.00	---	1	6	9	8	2

## STATISTICS - Page 5 - LEARNING LABORATORY SECTION

TYPES OF DUTIES PERFORMED LEARNING LABORATORY	MEAN	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
1. Do students answer telephone?	3.00	---	2	17	2	---	2
2. Do students check out software to patrons?	3.48	3	9	6	1	2	2
3. Do students re-card returned materials?	3.53	2	8	8	---	1	4
4. Do students reshelv returned materials?	4.00	6	9	6	---	---	2
5. Do students prepare software materials orders?	1.74	---	2	3	2	12	4
6. Do students check in software materials orders?	2.05	1	4	1	3	11	3
7. Do students prepare overdue notices?	2.22	---	5	3	1	9	5
8. Do students telephone patrons about overdue items?	2.35	---	5	---	4	12	6
9. Do students teach patrons to use A V equipment?	3.25	---	11	4	4	1	3
10. Do students assist patrons in finding materials?	3.57	---	13	7	1	---	2
11. Do students road shelves to check for proper shelf order?	3.48	1	12	6	---	2	2
12. Do students reserve software for faculty?	2.53	---	5	4	6	4	4
13. Do students arrange bulletin boards or displays?	2.81	2	2	6	3	3	7
14. Do students type catalog cards for software from main entry cards?	2.35	---	5	4	---	8	6
15. Do students type cards and pockets for software?	2.68	1	5	4	---	6	7
16. Do students mark software with identity stamps?	3.21	2	7	6	1	3	4
17. Do students assist with software inventory?	3.45	1	12	4	1	2	3
18. Do students perform software inventory without direct supervision?	1.95	---	3	3	4	10	3
19. Do students repair software materials and packages?	2.26	---	2	8	2	7	4
20. Do students make posters?	2.82	1	2	8	5	1	6
21. Do students man the department with supervision?	3.38	---	12	7	---	2	2
22. Do students man the department without direct supervision?	2.20	---	2	5	8	5	3



## STATISTICS

DUTIES OF STUDENT ASSISTANTS  
IN LEARNING RESOURCE CENTERS

## LIBRARY SECTION:

Numbers within each block represent the percentage of times that answer was given for that question.

Total Number of Library Questionnaires Answered 26

TYPES OF DUTIES PERFORMED (Please check the appropriate box:)	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
<b>CIRCULATION</b>						
1. Do students man check out desk under supervision?	19.2	34.6	26.9	11.5	7.7	---
2. Do students man check out desk without direct supervision?	---	23.1	46.2	11.5	19.2	---
3. Do students answer the telephone?	3.8	3.8	46.2	30.8	15.4	---
4. Do students sort and route incoming mail?	---	11.5	30.8	15.4	42.3	---
5. Do students re-card returned materials?	23.1	57.7	11.5	---	3.8	3.8
6. Do students place returned materials on sorting shelves?	34.6	53.8	7.7	---	---	3.8
7. Do students re-shelve returned materials?	69.2	26.9	---	3.8	---	---
8. Do students prepare overdue notices?	7.7	30.8	11.5	11.5	38.5	---
9. Do students telephone patrons to check on overdue materials?	---	3.8	---	11.5	80.8	3.8
10. Do students check in new periodicals?	15.4	26.9	26.9	11.5	19.2	---
11. Do students write letters to check on periodical subscriptions?	---	---	---	3.8	96.2	---
12. Do students put new periodicals on display racks?	34.6	50.0	7.7	3.8	3.8	---
13. Do students put daily newspapers on display racks?	23.1	53.8	15.4	3.8	3.8	---
14. Do students read shelves to check for proper shelf order?	34.6	26.9	26.9	11.5	---	---
15. Do students circulate audio-visual equipment?	3.8	19.2	7.7	15.4	3.8	46.2
16. Do students reserve equipment for teachers?	3.8	3.8	7.7	15.4	19.2	46.2
17. Do students prepare daily circulation statistics?	7.7	15.4	19.2	15.4	38.5	3.8
18. Do students prepare monthly circulation reports?	---	---	7.7	7.7	80.8	3.8
19. Do students prepare books and materials for reserve shelves?	---	30.8	26.9	11.5	30.8	---
20. Do students help formulate ways to circulate new types of materials?	---	---	26.9	15.4	57.7	---
21. Do students arrange bulletin boards or displays?	---	11.5	19.2	19.2	38.5	11.5
22. Do students prepare student time sheets?	11.5	23.1	7.7	3.8	50.0	---

TYPES OF DUTIES PERFORMED	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
<b>TECHNICAL SERVICES</b>						
1. Do students type orders?	---	19.8	30.5	11.5	38.5	---
2. Do students check book requests to authenticate and complete information?	---	23.1	30.8	23.1	23.1	---
3. Do students prepare book order card packets?	3.8	11.5	26.9	3.8	34.6	19.2
4. Do students check book orders against holdings to prevent duplications?	3.8	30.8	34.6	11.5	19.2	---
5. Do students send out form letters requesting maps, college catalogs, etc.?	11.5	7.7	19.2	7.7	50.0	3.8
6. Do students file book order packets?	7.7	19.2	23.1	7.7	23.1	19.2
7. Do students check in book shipments?	---	7.7	15.4	19.2	53.8	3.8
8. Do students check in supply shipments?	---	---	3.8	23.1	73.1	---
9. Do students check in supply shipments?	3.8	---	15.4	11.5	69.2	---
10. Do students help prepare supply orders?	---	3.8	11.5	7.7	76.9	---
11. Do students search for cataloging information in BPR and/or NUC?	3.8	3.8	15.4	11.5	46.2	19.2
12. Do students catalog fiction books from author authority files?	---	---	---	7.7	65.4	26.9
13. Do students prepare orders for pre-processed catalog cards?	3.8	11.5	---	7.7	53.8	23.1
14. Do students type catalog cards from main entry card provided by librarian?	15.4	---	23.1	3.8	46.2	11.5
15. Do students type catalog cards from information found in BPR and/or NUC?	3.8	3.8	7.7	3.8	61.5	19.2
16. Do students type book cards and pockets?	15.4	23.1	19.2	7.7	26.9	7.7
17. Do students add call numbers and headings to prepared cards?	11.5	3.8	23.1	11.5	38.5	11.5
18. Do students stamp ownership name on books and materials?	26.9	38.5	15.4	---	15.4	3.8
19. Do students paste in book pockets, date slips (if used) and book plates?	30.8	38.5	11.5	3.8	15.4	---
20. Do students mark call numbers on backs of books?	19.2	15.4	15.4	---	15.4	34.6
21. Do students put plastic covers on book jackets?	23.1	23.1	11.5	---	7.7	34.6
22. Do students make suggestions of titles for purchase?	---	---	76.9	15.4	7.7	---
23. Do students do preliminary filing of catalog cards in sorting drawers?	30.8	30.8	19.2	7.7	3.8	7.7
24. Do students file cards in the main card catalog?	23.1	15.4	23.1	3.8	30.8	3.8
25. Do students file shelf list cards?	26.5	---	34.6	3.8	34.6	---
26. Do students assist with inventory of books and materials?	15.4	46.2	26.9	---	7.7	3.8
27. Do students perform inventory without supervision?	---	3.8	11.5	11.5	69.2	3.8
28. Do students reinforce or bind pamphlets and periodicals?	3.8	19.2	15.4	15.4	23.1	23.1
29. Do students repair books and materials?	3.8	11.5	38.5	19.2	11.5	11.5



## STATISTICS Page 3 - LIBRARY SECTION

TYPES OF DUTIES PERFORMED REFERENCE AND LIBRARY MAINTENANCE	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
1. Do students care for plants?	---	11.5	23.1	3.8	23.1	38.5
2. Do students clean tables and counter tops?	3.8	7.7	30.8	19.2	30.8	7.7
3. Do students dust shelves, books and desks?	7.7	11.5	19.2	23.1	30.8	7.7
4. Do students assist in rearrangement of furniture?	3.8	11.5	42.3	15.4	19.2	7.7
5. Do students sweep floors?	---	3.8	3.8	---	73.1	19.2
6. Do students assist patrons in use of card catalog?	---	15.4	57.7	19.2	7.7	---
7. Do students check book lists with card catalog?	7.7	38.5	26.9	15.4	11.5	---
8. Do students prepare bibliographies with supervision?	---	---	23.1	11.5	65.4	---
9. Do students assist patrons in finding materials?	---	38.5	50.0	7.7	3.8	---
10. Do students reshelve current periodicals and papers?	42.3	50.0	7.7	---	---	---
11. Do students answer simple reference questions?	---	26.9	61.5	3.8	7.7	---
12. Do students answer telephone reference questions?	---	---	26.9	30.8	42.3	---
13. Do students straighten tables and chairs?	19.2	26.9	38.5	3.8	7.7	3.8
14. Do students reshelve reference books?	42.3	46.2	7.7	---	3.8	---
15. Do students assist patrons in use of photocopy equipment?	19.2	34.6	38.5	7.7	---	---

## STATISTICS - Page 4 - AUDIO-VISUAL SECTION

TYPES OF DUTIES PERFORMED AUDIO-VISUAL DEPARTMENT	Always	Usually	Some- times	Rarely	Never	Doesn't Apply
1. Do students help set up audio-visual equipment?	23.1	53.8	11.5	3.8	3.8	3.8
2. Do students circulate audio-visual equipment?	3.8	19.2	50.0	15.4	7.7	3.8
3. Do students reserve equipment and studios for faculty?	---	23.1	38.5	26.9	7.7	3.8
4. Do students operate TV cameras during recording sessions?	3.8	26.9	19.2	11.5	15.4	23.1
5. Do students record TV programs from PBS stations?	---	7.7	15.4	23.1	26.9	26.9
6. Do students deliver and pick up equipment?	23.1	53.8	15.4	---	3.8	3.8
7. Do students duplicate video tapes?	---	7.7	15.4	26.9	23.1	23.1
8. Do students duplicate audio tapes?	11.5	50.0	23.1	7.7	3.8	3.8
9. Do students splice audio tapes?	3.8	3.8	34.6	38.5	11.5	3.8
10. Do students splice films (8 an/or 16mm)?	3.8	11.5	30.8	23.1	26.9	3.8
11. Do students take pictures?	---	23.1	42.3	15.4	11.5	7.7
12. Do students develop black and white film?	3.8	30.8	19.2	7.7	15.4	23.1
13. Do students develop color film?	---	11.5	7.7	7.7	34.6	38.5
14. Do students process and print black and white film?	3.8	26.9	19.2	11.5	15.4	23.1
15. Do students process and print color film?	---	3.8	3.8	15.4	26.9	50.0
16. Do students prepare slides?	7.7	19.2	30.8	7.7	19.2	15.4
17. Do students prepare transparencies?	7.7	11.5	65.4	3.8	7.7	3.8
18. Do students make signs and/or posters?	7.7	11.5	50.0	7.7	11.5	11.5
19. Do students dry mount and laminate paper materials?	7.7	15.4	30.8	7.7	23.1	15.4
20. Do students check in supply orders?	---	---	19.2	19.2	50.0	7.7
21. Do students do general typing for the department?	3.8	15.4	19.2	34.6	23.1	3.8
22. Do students check in supply orders?	---	---	15.4	23.1	53.8	3.8
23. Do students assist in equipment inventory?	15.4	34.6	30.8	7.7	7.7	3.8
24. Do students inventory equipment without supervision?	---	11.5	15.4	15.4	53.8	3.8
25. Do students inventory supplies?	---	15.4	34.6	19.2	26.9	3.8
26. Do students assist technician in repairing and maintaining equipment?	---	34.6	34.6	11.5	11.5	7.7
27. Do students make minor equipment repairs without supervision?	---	---	30.8	26.9	30.8	11.5
28. Do students answer telephone?	7.7	38.5	50.0	---	---	3.8
29. Do students man department under supervision?	7.7	38.5	30.8	7.7	3.8	7.7
30. Do students man department without direct supervision?	---	3.8	23.1	34.6	30.8	7.7



## STATISTICS - Page 5 - LEARNING LABORATORY SECTION

## TYPES OF DUTIES PERFORMED

## LEARNING LABORATORY

	Always	Usually	Sometimes	Rarely	Never	Doesn't Apply
1. Do students answer telephone?	---	7.7	65.4	7.7	---	7.7
2. Do students check out software to patrons?	11.5	34.6	23.1	3.8	7.7	7.7
3. Do students re-card returned materials?	7.7	30.8	30.8	---	3.8	15.4
4. Do students reshelve returned materials?	23.1	34.6	23.1	---	---	7.7
5. Do students prepare software materials orders?	---	7.7	11.5	7.7	46.2	15.4
6. Do students check in software materials orders?	3.8	15.4	3.8	11.5	42.3	11.5
7. Do students prepare overdue notices?	---	19.2	11.5	3.8	34.6	19.2
8. Do students telephone patrons about overdue items?	---	3.8	---	15.4	46.2	23.1
9. Do students teach patrons to use A V equipment?	---	42.3	15.4	15.4	3.8	11.5
10. Do students assist patrons in finding materials?	---	50.0	26.9	3.8	---	7.7
11. Do students read shelves to check for proper shelf order?	3.8	46.2	23.1	---	7.7	7.7
12. Do students reserve software for faculty?	---	19.2	15.4	23.1	15.4	15.4
13. Do students arrange bulletin boards or displays?	7.7	7.7	23.1	11.5	11.5	26.9
14. Do students type catalog cards for software from main entry cards?	---	19.2	15.4	---	30.8	23.1
15. Do students type cards and pockets for software?	3.8	19.2	15.4	---	23.1	26.9
16. Do students mark software with identity stamps?	7.7	26.9	23.1	3.8	11.5	15.4
17. Do students assist with software inventory?	3.8	46.2	15.4	3.8	7.7	11.5
18. Do students perform software inventory without direct supervision?	---	11.5	11.5	15.4	38.5	11.5
19. Do students repair software materials and packages?	---	7.7	30.8	7.7	26.9	15.4
20. Do students make posters?	3.8	7.7	30.8	19.2	3.8	23.1
21. Do students man the department with supervision?	---	46.2	26.9	---	7.7	7.7
22. Do students man the department without direct supervision?	---	7.7	19.2	30.8	19.2	11.5

GENERAL STATISTICS  
VCCS LEARNING RESOURCE CENTERS

SCHOOL and CAMPUS	No. F.T.E. Students	No. Full Time Staff	Ratio of Staff/F.T.E.	# Student Assistants	Ratio of Staff/S. A.	No. Hours Open per wk.	No. Hours Staff work per week	No. Hours S.A. work per week	Avg. # staff on duty at one time	Avg. # S.A. on duty at one time	No. years school is old	No. Hours S.A. work per year
Central Va.	2,053	10	1:205	16	1:1.6	67	400	320	6	4.8	10	12,800
D. Lancaster	658	7	1:94	15	1:2.1	65	280	79	4.3	1.2	9	3,162
Danville	1,606	9	1:178	9	1:1	67	320	104	4.8	1.6	8	4,175
Germanna	603	5	1:121	11	1:2.2	56	200	117	3.6	2.1	6	4,700
J. S. Reynolds Downtown Parham Road	1,836 4,474	8 12	1:229 1:373	22 21	1:2.8 1:2.8	64.5 60	320 480	200 191	5 8	3.1 3.2	3 4	(7,995) (7,631)
Lord Fairfax	1,400	10	1:140	5	1:0.5	65	400	62	6.2	1.0	6	2,500
Mountain Empire	680	6	1:113	13	1:2.2	64	240	102	3.8	1.6	4	4,104
New River	1,562	8	1:195	37	1:4.6	74	320	238	4.3	3.2	5	9,521
Northern Va. Alexandria Annandale	3,888 14,526	27 30	1:144 1:484	13 14	1:0.5 1:0.5	79 78	1,080 1,200	137 254	13.7 15.4	1.7 3.3	10 10	5,514 10,180
Patrick Henry	684	6	1:114	10	1:1.7	61	240	46	3.9	0.8	5	1,871
Paul D. Camp	684	6	1:114	8	1:1.3	63	240	182	3.8	2.9	4	7,280
Piedmont Va.	1,105	8	1:138	10	1:1.3	65	320	205	4.9	3.2	4	8,200



GENERAL STATISTICS  
VCCS LEARNING RESOURCE CENTERS

SCHOOL and CAMPUS	No. F.T.E. Students	No. Full Time Staff	Ratio of Staff/F.T.E.	# Student Assistants	Ratio of Staff/S. A.	No. Hours Open per wk.	No. Hours Staff work per week	No. Hours S.A. work per week	Avg. # staff on duty at one time	Avg. # S.A. on duty at one time	No. years school is old	No. Hours S.A. work per year
Rappahannock												
North Campus	365	4.5	1:81	9	1:2	62.5	180	33	2.9	0.5	2.5	1,350
South Campus	329	7	1:47	12	1:1.7	60	280	65	4.7	1.1	4	2,609
Southside Va. Christianna J.H. Danials	486	4	1:121	5	1:1.3	60	160	60	2.7	1.0	6	2,000
	481	4.5	1:107	11	1:2.4	60	180	58	3.0	1.0	5	2,358
Southwest Va.	1,363	13	1:105	45	1:3.5	67.5	520	409	7.7	6.1	8	(16,353)
Tidewater												
Frederick Va. Beach	2,200	15	1:147	14	1:0.9	61	600	96	9.8	1.6	8	3,466
	3,767	18	1:209	27	1:1.5	63	720	376	11.4	6.0	5	14,880
Thomas Nelson	3,095	19	1:163	17	1:0.9	64	760	45	11.9	0.7	7	1,804
Va. Highlands	1,019	10.5	1:97	38	1:3.6	61	420	109	6.9	1.8	8	4,366
Va. Western	3,388	22	1:154	20	1:0.9	68	880	182	12.9	2.7	10	(7,268)
Wytheville	1,066	15	1:72	46	1:3.1	61	600	418	10.0	6.9	9	(16,716)
Blueridge	NO FIGURES REPORTED											