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KNOWLEDGE LEVEL AND DEGREE OF UTILIZATION OF THE

SELF-STUDY MATERIALS CENTER, BOOTH LIBRARY

(TITLE)

BY

LETA B. RIDGEWAY

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1976

YEAR

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INTRODUCTION

Background

The U. S. Commission on Instructional Technology (15) in 1969 suggested that if the nation would increase its investment in instructional technology, education could be made more productive, individual, and powerful. It would also make learning more immediate, give instruction a more scientific base and make access to education more equal. Following this lead the Illinois Board of Higher Education, with the endorsement of the Board of Governors, accepted a proposal to establish a Learning Resources Center at Eastern Illinois University. The first recommendation to develop this new unit was made in 1969 and it actually began February 1, 1973 when the Illinois Board of Higher Education approved \$50,000 for the creation of the Information Systems Department.

The new department was organized by combining the former Reserve Library, the Music Listening Room and the Automation and Systems Division of Booth Library. It was decided to organize the department into four functional units: Self-Study Materials Center, Media Library, Media Cataloging, and Data Processing.

The original proposal for the Learning Resources Center included the following objectives:

1. To supplement instructional programs of this campus by making appropriate instructional media available to faculty.
2. To select, acquire, process, organize and make available a variety of learning media software and hardware that would allow students to pursue discovery learning at a pace suitable to his individual needs.

3. To provide to the academic community of this campus access to information stored on non-print media.
4. Act as a vehicle to input new instructional technologies and new learning media to this campus environment.
5. To serve as a laboratory where faculty members can undertake a variety of research projects to determine the effectiveness of new media.
6. To help graduate students in Library Science and in Instructional Media to learn about new tools and technologies related to the Learning Resources Center. (6, p. 1-2)

The proposal also offered the following points in support of the Learning Resources Center.

The main purpose . . . is to supplement classroom teaching with appropriate learning resources and provide more support for the study of the students. The Learning Resource Center will house a variety of print and non-print media . . . which would be produced locally or obtained from commercial sources Strong emphasis will be given to the purchase of audio tapes (reels & cassettes), films, filmstrips, slides, sound recordings (music and oral), art prints and microforms Like other technological advances in the communications field, the great change in book information storage and retrieval has come about through miniaturization [microcopy]. . . . the Learning Resources Center will obtain a large number of these materials The Learning Resources Center would take full advantage of information storage and retrieval and transfer techniques of the computer. The library plans to prepare and carry out the necessary steps for developing a computer based information retrieval system The objectives of this development are to utilize the computer technology to bring under bibliographic control all materials available in the Learning Resources Center and elsewhere. Steps will be made to tie Eastern Illinois University to other learning resources data banks such as PLATO at the University of Illinois, ERIC Data Base or the bibliographic system at the University of Chicago etc. so that our students and faculty would have access to highly effective instructional materials developed at other institutions. (6, p. 2-3)

In order to implement the unit defined as the Self-Study Materials Center, thirty-two carrels were purchased and installed. These carrels, which represent the heart of the self-study approach to learning, were designed to accept a wide range of audio-visual equipment for using mediated

materials. In addition, the Self-Study Materials Center also houses individual pieces of hardware such as micro readers, tape recorders, and phonographs. Materials to be used for study were purchased on the recommendation of the staff of the SMC and the teaching faculty. Locally produced instructional materials have been added to the collection as they have become available. (Appendix H)

Since the SMC unit of the Learning Resources Center is the one most frequently encountered by the library patron, it will be the only concern of this investigation.

Purpose of the study

This study was designed to investigate the extent to which the Self-Study Materials Center, Booth Library, meets the mediated and mechanical information needs of the academic community at Eastern Illinois University.

Methodology

In order to obtain data to satisfy the above stated purpose, two questionnaires were designed to elicit responses from the faculty and students at Eastern Illinois University.

Limitations of study

The proposal establishing the Learning Resources Center included the following statement regarding evaluation.

Faculty members and students will be asked through questionnaires periodically how the service is helping their work and study. In addition to these interim evaluations a thorough evaluation of the whole program is planned after the first two years in order to justify the continuation of the program. The purpose of this evaluation will be to determine whether the program has met the standards established by professional associations and whether it has met its stated objectives. Statistics relating to the services provided in the new facility will be collected. Correlation of these

statistics with similar statistics from other academic institutions should indicate the relative success or failure of this program. (6, p. 4)

This study did not attempt to implement those intended evaluations. However, having conferred with both the University Librarian and the Learning Resources Center's director, it was anticipated that the information gathered might determine the effectiveness of the SMC in meeting the needs of the faculty and students, identify any weaknesses or shortcomings and provide suggestions to facilitate greater usage of the facility's materials (hardware and software).

Only those faculty members who were full-time teachers were sought as participants. This criterion was established because many faculty have administrative responsibilities which limit their teaching sufficiently to preclude good student input or output.

Although Eastern Illinois University is one of five schools whose funds are allocated by the Board of Governors, no comparison will be attempted between Eastern and those other institutions under that jurisdiction, especially in light of the generally acknowledged inequities and possible lack of funding support which may have caused an unequal growth potential.

REVIEW OF LITERATURE

The college library, universally, was considered a collection of book forms plus periodicals, a picture file and perhaps a closet where a film projector was stored. Many institutions had a separate Audio-Visual department, often at opposition to the Library in service and philosophy. Prior to the initiation of the proposal for a Learning Resources Center, Booth Library was primarily a book collection numbering 276,764 volumes and 3,279 periodical titles. Audio-Visual material was primarily 4,715 phono discs, 2,724 music scores and three phonographs.

A search of the literature, both from the Audio-Visual and Library perspectives, produced much verbiage as to the initiation, intent, relevance and endurance of a merger of the areas to produce one unified service; titled "Media" by Librarians and "Instructional Technology" by Audio-Visual Specialists. In the 1960s the idea was being nurtured. Even in the 1970s, when a degree of accomplishment is acknowledged, the amalgamation is still the step-child of each area and rarely so firmly established as to be a unit on its own merit. The physical facility which houses print and non-print has been accomplished, but the personnel who staff this unit still affirm allegiance to one group or the other. Both the American Library Association and the Association for Educational Communication and Technology have divisions which ascribe to unification, but that is still in the unforeseeable future.

Louis Shore was among the early advocates of combining Library and Audio-Visual into "Instructional Materials" for more meaningful use and

access. He states that despite the problems involving rivalry for funds, space and leadership

. . . we know that the audio-visual movement stirred librarianship to reexamine its reluctance toward formats other than the hard cover. It was A-V that reawakened our desire to participate actively instead of passively in the learning process. Audio-visualist, too, revised Library management concepts and introduced new ideas for housing all types of media. (14)

The merger of the Library concept (printed materials) and the Audio-Visual concept (non-print materials) necessitated a change of term from Library. Variations on the name ranged from Library --> Library Center --> Materials Center --> Instructional Materials Center --> Resource Center --> Learning Center --> Learning Resource Center. The greater the change in the organization patterns and personnel roles (from Librarian and Audio-Visual Specialist to Instructional Media Specialist and Media Specialist) the more likely they are to change to the new name. A second major concern of housing and equipment was brought out by Knapp. (10) How to relate print to film, disc, graphics as well as their storage and retrieval produced many and varied opinions. Yet despite the many changes, most units remained the Library with modifications.

The literature addresses two topics: a definition of the essential elements, scope, goals and objectives; and a qualitative and quantitative assessment of the software and hardware. There was a definite lack of corroborating materials, which the investigator had sought, to find analysis of successes and failures on the college level. Most of the material was written from the point of view of Elementary and Secondary Education or the Junior Colleges. These two sectors have been the most progressive in the acceptance and implementation of change.

The school library was the first unit to show real modification.

Mildred Krohn states:

Many school libraries today are known as materials centers where all types of materials are provided to enrich and support the curriculum. However, "materials center" does not truly describe the activity taking place there, but rather suggests a place to store or house materials. . . . a more unique term was wanted that would indicate activity and the role of the library in the learning process. "Learning Center" was selected as the best descriptive term. (11, p. 218)

To further facilitate the creation of a good learning environment, standards were needed. In 1969, through the unified efforts of the Department of Audiovisual Instruction of the National Education Association and the American Library Association, "Standards for School Media Programs" (8) was published.

Kinder's account of government involvement was succinct.

The National Defense Education Act of 1958 gave a pronounced boost to education in general and to educational technology in particular. The law specifically provided for grants and contracts for "research in more effective utilization of television, radio, motion pictures and audiovisual aids for educational purposes" The Economic Opportunity Act of 1964, the so-called War on Poverty Act . . . provided for conventional and sophisticated equipment and materials within the instructional programs. . . . The Elementary and Secondary Education Act of 1965 was the boldest approach of all. During the first year of operation alone, its various titles made the following appropriations:

Title I . . . \$965 million . . . equipment, books
and various aids
Title II . . . instructional media . . . \$100 million
Title III . . . centers and services, \$98 million
Title IV . . . research and training, \$103 million
Title V . . . state departments of education, \$14
million. (9, p. 21)

As with any innovation, the cost and time to prove itself are countered by lack of evidence that the new technology will pay off with either more learning or faster learning than the conventional methods. However, numerous

publications including a Carnegie Communication Report (3) hailed the new electronic technology as potentially the greatest technological innovation in education since the invention of the printing press.

The most promising organizational developments for using learning resources are taking place outside of the large research universities. Innovations are more likely to be happening in smaller instructionally oriented colleges and community colleges. Universities, because of their large class enrollments, traditionally are more prone to use the lecture method of instruction. However, the more diverse and the wider the range of individual differences in large student groups, the greater the chance that the lecture method bores the gifted and discourages the disadvantaged. Waltman rightly contends that:

There is no reason why classes cannot be converted from traditionally lecture-oriented method to a more meaningful method utilizing the proper communication device at the proper time. (16, p. 31)

Individual differences of students could be matched with individual differences in media. According to Bock

This has been brought about by the need for accountability for learning, increased multi-media production capabilities, new technology for individualized learning, increased availability of commercially produced learning packages, curriculum changes to meet student needs, a broadening of instructor's teaching methods and a reversal of administrators and instructors thinking from the importance of "teaching" to the importance of "learning." (1, p. 91)

The realization has finally been reached by educators that conventional methods are no longer adequate to convey the tremendous amount of information which exists. Each medium of communication provides unique dimensions for the transmission of information and each tends to compliment the others. Many kinds of recorded information, even non-print, can communicate regardless of format, some faster and better than others. Wong relates:

Heretofore, the printed page supplemented by information communicated by the teacher has served as the basic medium for the learner There is general agreement today that written pages and spoken discourses no longer are the only way in which students can demonstrate that learning has occurred. In like manner, perceiving media only as films, tapes, slides, transparencies, chalkboards, etc., is considered obsolete, and the notion that teachers can and will develop skills in the use of media through the process of osmosis is archaic. (17, p. 392)

Davis' (2) study of media equipment would concur with Wong's contention that osmosis won't work. Davis related that teachers need more training in the operation of equipment and better knowledge of the methodology in the use of machines. A common reason given in his study for not using a mediated source was "unfamiliarity with equipment." But the underlying reason may well be lack of motivation on the part of the teachers. Some minimal amount of familiarity must be achieved before an individual will assume the initiative for trying and feel confident to urge students to try. This is born out by Waltman

It would appear then that accessibility, availability and some good in-service training should help dispel some of the more obvious obstacles to utilization. (16, p. 10)

This review might be summarized as follows: the learning resource program is a system of services geared to the teacher, who wants to do the most effective teaching possible, and to the student, who hopes to attain self regulation and independence. However, as Hostrop warns, the program must be relevant since

. . . the library . . . does not figure largely in students educational experience . . . most courses stimulate little or no student use of library materials. The time students spend in the library was devoted to study of their own textbooks (5, p. 165)

METHODS AND PROCEDURES

As stated in the introduction, this study attempts to analyze the extent to which the Self-Study Materials Center, Booth Library, meets the mediated and mechanical needs of the academic community at Eastern Illinois University. To do so, the following three subsidiary questions were investigated:

1. What is the general knowledge level about and the degree of utilization of the facilities in the Self-Study Materials Center?
2. Do the practices of the Self-Study Materials Center fulfill its educational objectives?
3. What are the general feelings of teachers and students toward the Self-Study Materials Center?

The test instruments (Appendix A & B) were devised in conference with both the University Librarian and the director of Booth Library's Self-Study Materials Center and pre-tested on student employees of the Reference Department at Booth Library. These students represented examples of each classification and sex. These collaborations produced many changes and criticisms which were welcomed. One primary consideration was to use a name to identify the area being studied which students would most easily recognize. Therefore, it was decided to call the facility by its most common name, the Self-Study Materials Center or SMC rather than the technically correct title, the Learning Resources Center.

Two separate forms were thus created, one for student input and one for faculty. These questionnaires were designed to solicit answers in

the three general areas of: 1) knowledge and utilization, 2) accomplishment of objectives, 3) opinion.

Of the thirteen questions asked on the student survey, four fell into the category of knowledge and utilization, two into accomplishment of objectives and four into the opinion category. Similarly, on the faculty survey those questions which categorized each area were six for knowledge and utilization, five for accomplishment of objectives and four for opinions. The remaining questions on both forms were for identification purposes.

Following the example of Waltman (16), an attempt to survey the entire faculty was deemed necessary. Contrary to his survey, this study did not include any administrative personnel. Using the Departmental Faculty List, Eastern Illinois University, 1974-75 (7), all full time teaching faculty, not on leave and excluding all Deans and their assistants, Chairmen, Acting Chairmen, Student Teaching Coordinators, Librarians and Special Projects Faculty were used as subjects to whom surveys were sent. With the above exclusions, 412 persons qualified as recipients.

Three questionnaires for student use, a return envelope and a letter of solicitation from the University Librarian (Appendix C) accompanied the faculty survey form. The determination that three be the number of questionnaires sent was based upon the premise that typically, faculty at Eastern Illinois University teach about 12 hours per semester and that classes vary from two to five hours each. Thus, it was intended that one student from each of three different class sections would participate in the survey. While 1,236 responses represent only 14% of the total population of 8,994 and could be considered less than significant, this number does represent students from all class levels and teaching departments of the University. Consequently, they would present a cross section of the entire student population.

The mailing was accomplished during the week of October 13-17, 1975, with instructions to return the completed forms by November 1, 1975. An unannounced extension of time was allowed until November 15, in hope for a greater return. However, when that date arrived the number of returns were:

$$\begin{array}{r} \text{Faculty} \\ \hline \frac{118}{412} = 28.64 \end{array} \qquad \begin{array}{r} \text{Student} \\ \hline \frac{256}{1,236} = 20.71 \end{array}$$

These numbers were considered to be unacceptable for a representative sampling of either faculty or student populations.

Rather than attempt a subsequent mailing or follow-up request, a redesign of the questionnaires (Appendix D & E) and a different means of population sampling was devised. It was hoped that if length had been a deterrent to completion and return then a shorter form might produce better returns. Since all the items on both questionnaires were considered valid to the study none were removed. Therefore, printed rather than typewritten surveys were produced in order to appear shorter. Printing did cause repositioning of two questions. A printing omission caused two questions, #7 and #9 on the student form, to be unusable because the loss of grids meant that the necessary distinctions in each category were not evident.

Still endeavoring to contact faculty from all areas of the University but not the entire population, it was determined from the Departmental Faculty List, Eastern Illinois University, 1975-76 (7) that approximately 33 teaching areas exist at Eastern Illinois University. The areas of Student Teaching Coordinators, Librarians, Special Projects and Athletics were eliminated. The rationale for the omissions was that individuals in those categories did not teach specific classes except in Athletics, who were duplicated in the category of Physical Education. Similarly, any

individual on leave, in an administrative capacity or teaching less than full time were not considered for this sampling.

Using Rummell's (12, p. 142) random number table, counting from left to right horizontally then each row vertically top to bottom, those numerals which fell between 1 - 15 were identified. (Appendix F) These were then used in rotation through the lists of names by departments, selecting that individual who corresponded to the random number. Exceptions to this selection order were made when the number exceeded the number of individuals in the department. When this occurred the next lower number that would fit was chosen. (Appendix G)

Between November 24 and 26, these randomly selected individuals were contacted by telephone and asked for their cooperation in disseminating the surveys to the students in one of their classes. The selection of which class section and whether the investigator or they themselves would administer the survey rested with the faculty member. Appointments were arranged for five minutes of class time within the first two weeks of December. Refusals were received from several individuals for these reasons: "need all the class time left in the semester," "do not consider it a legitimate use of class time," "only teach classes away from Charleston campus." The next person on the departmental list below the individual who refused was then chosen to participate. Experimental Secondary Education Program was withdrawn from consideration when it was learned that it was structured similarly to Independent Study and did not meet on a regular basis. Only six of the thirty-two departments were not contacted.

In order to insure a high return of questionnaires, the investigator delivered, administered and collected the surveys in all but six instances. A brief explanation and oral directions were given the respondents. At the end of five minutes, the surveys were retrieved.

It was decided that hand tabulation was preferable to computer punched cards in order to eliminate the possible subjective judgments of the key-punch operator. Tabulations were made by comparisons to other class and faculty members and as a part of the entire sample.

RESULTS AND FINDINGS

The answers to the first three items on the student survey and the first two on the faculty survey were for identification. The results of these items are shown below in Tables I and II.

The total number of surveys distributed and returned were the same, 597. They were given to 27 class sections and 27 faculty members. Some were more completely answered than others, but all had some usable responses.

TABLE I
IDENTIFICATION OF RESPONDENTS
ON STUDENT SURVEY

| <u>Classification</u> | <u>Eastern Illinois University</u> | <u>Survey</u> | <u>Percent of Respondents</u> |
|-----------------------|------------------------------------|---------------|-------------------------------|
| Freshman | 2,808 | 124 | 4 |
| Sophomore | 1,641 | 100 | 6 |
| Junior | 1,881 | 161 | 9 |
| Senior | 1,729 | 146 | 8 |
| Graduate | <u>935</u> | <u>66</u> | 7 |
| TOTAL | 8,994 | 597 | 7 |

Because statistics are computed on a fiscal year basis, July to June, Spring semester 1974-75 was used as a determinant for employment and attendance. Those answers from the student surveys which had less than a whole year amount written in the one year category, i.e., one or two semesters, were tallied in the one year column.

TABLE II
 SPRING SEMESTER 1974-75 AND YEARS AT EIU
 OF ATTENDANCE AND EMPLOYMENT

| <u>Students</u> | | | |
|--------------------------------|------------------|------------------------|---------------------------|
| <u>1 year</u> | <u>2-3 years</u> | <u>4 or more years</u> | <u>no response</u> |
| 248 | 222 | 98 | 29 |
| <u>Spring Semester 1974-75</u> | | | |
| | <u>Yes</u> | <u>No</u> | |
| | 363 | 234 | |
| <u>Faculty</u> | | | |
| <u>1 year</u> | <u>2-5 years</u> | <u>6-10 years</u> | <u>more than 10 years</u> |
| 1 | 5 | 10 | 11 |
| <u>Spring Semester 1974-75</u> | | | |
| | <u>Yes</u> | <u>No</u> | |
| | 24 | 3* | |

*Reason: 1 new to EIU, 2 sabattical

Of those student respondents answering the query about a guided tour of the Self-Study Materials Center (student #4), 108 indicated yes, 483 indicated no. Only six failed to answer. Faculty responses to the question as to whether they had visited and been shown the facilities (faculty #C) were 15 yes, 10 no, 2 no responses. Interestingly, those students who responded no often commented "would if I could find it," "didn't know it existed," "where the hell is it?" Correspondingly, the statistical summary of tours given by the Self-Study Materials Center shows an increase from

241 persons toured in 1972-73 to 1,163 persons toured during 1974-75, a 482% increase. (Appendix H)

Utilization of the facility as indicated by responses to question #5 show that the Self-Study Materials Center as a place to study is not popular. Only 30 persons use it regularly to study, four of whom are daily users. The occasional users include 41 who use it several times a week and 63 who use it once a week. Indication was made by 310 that their usage is limited to use for assignments that are there. Not surprisingly, 171 indicated that they never use the center. (Table III)

TABLE III
FREQUENCY OF USAGE OF SELF-STUDY
MATERIALS CENTER

| Number of responses | Frequency |
|---------------------|---|
| 30 | Regularly to study |
| 4 | Daily |
| 41 | Several times a week |
| 63 | Once a week |
| 310 | Only to do assignments that require SMC materials |
| 171 | Never |

(Multiple answers possible)

Questions #6 and D concerning the assignment of non-book format gave the following results. Those who indicated having non-book materials assigned were yes 215, no 381. Instructors who assign materials requiring usage numbered 11 and those who did not were 16.

Thereon, faculty who responded no to #E indicated their lack of usage was due primarily to "course does not require mediated," followed by "lack of knowledge about SMC," and lastly "no suitable materials." Users mainly had books on reserve as supplementary followed by A-V materials and micro-film. Answers to #F gave this indication.

Answers to item #G concerning the production of the A-V materials which were used in the assignments at the Self-Study Materials Center were four by A-V Center, five commercially prepared, one "own preparation," and two did not respond.

This investigator considered that if it became necessary for an instructor to miss teaching a class the Self-Study Materials Center facilities could be utilized as a primary substitute. The faculty did not concur. Twenty persons indicated, in answer to #H, that they have material presented by a colleague. The second choice was by supplemental reading. Those indicating the choice "other" specified these alternatives: "make-up before or after by an extra class," "continue on an assignment," "schedule an exam."

The responses to #8 and I as to which form of material was preferred for self-study are indicated in Tables IVa and b.

The correlation of the above preferential statement asked "why not the other form?" 473 surveys had a preference, while 124 did not further answer the latter part of the item. Opinions were compiled into 12 categories for the answer "print." Similarly, for "mediated" answers 11 categories were devised. Two hundred thirty-four print and 239 mediated preferences answered the latter part with an opinion. The categories used were the investigators. The answers were analyzed and assigned to one of the categories. Often key words from the responses were used to determine where they best fit. "Hassle" was one frequently used word which was open to interpretation and consequently became a category itself. (Table V)

TABLE IVa
PREFERENCE OF FORMAT FOR SELF-STUDY

| | <u>Students</u> | <u>Faculty</u> |
|---------------|-----------------|----------------|
| Print | 242 (40.6%) | 8 (29.6%) |
| Mediated | 245 (41.0%) | 13 (48.2%) |
| Both | 27) | 4 (14.8%) |
| Neither | 2) (- 5.0%) | - |
| No preference | 2) | - |
| No response | 79 (13.4%) | 1) (7.4%) |
| Don't know | - | 1) |
| Total | 597 (100.0%) | 27 (100.0%) |

TABLE IVb
PREFERENCE OF FORMAT FOR SELF-STUDY BY CLASS
COMPARISONS AND FACULTY CONCURRENCE

| <u>Class Comparisons</u> | <u>Students</u> | <u>Faculty Concurrence</u> | <u>Faculty</u> |
|------------------------------|-----------------|--------------------------------|----------------|
| Print | 9 | Concur with student choice | 19 |
| Mediated | 16 | Not concur | 5 |
| Tied | <u>2</u> | Don't know | <u>3</u> |
| Total respondents | 27 | Total respondents | 27 |

TABLE V

SELF-STUDY PREFERENCE WITH INDICATION WHY NOT THE OPPOSITE

| <u>Print</u> | <u>Number of Respondents</u> | <u>Percent of Preference</u> | <u>Mediated</u> | <u>Number of Respondents</u> | <u>Percent of Preference</u> |
|--------------------------|------------------------------|------------------------------|--|------------------------------|------------------------------|
| Quality | 10 | 4.2 | Boring | 15 | 6.3 |
| Time, pace/own speed | 17 | 7.2 | Time | 14 | 5.9 |
| Mechanical | 20 | 8.5 | More interesting | 38 | 15.9 |
| Physical idiosyncrasies | 8 | 3.4 | Physical idiosyncrasies | 6 | 2.5 |
| Concentration | 9 | 3.8 | Best for a subject or class | 5 | 2.1 |
| Never used | 21 | 9.4 | Involves other senses | 15 | 6.3 |
| Too much "hassle" | 8 | 3.4 | New technique/change/ novelty/variety | 40 | 16.7 |
| Easy to read | 15 | 6.4 | Not good at reading | 10 | 4.2 |
| Easy to recall | 19 | 8.1 | Easy to understand/remember/ comprehend/study | 58 | 24.3 |
| Convenience/availability | 78 | 33.3 | Convenience | 23 | 9.5 |
| Unable to categorize | <u>20</u> | <u>8.5</u> | Unable to categorize | <u>15</u> | <u>6.3</u> |
| Total | 234 | 100.0 | Total | 239 | 100.0 |

Item #K on the Faculty survey, formal instruction in media utilization, produced four answer categories shown in Table VI. The questionnaire only provided for three choices. The respondents, however, gave indication of no instruction by writing it in.

TABLE VI
FORMAL INSTRUCTION IN MEDIA UTILIZATION

| | <u>Number of Respondents</u> | <u>Percent of Respondents</u> |
|-----------------------|------------------------------|-------------------------------|
| Classes for credit | 4 | 14.8 |
| D.E.I. workshop | 4 | 14.8 |
| In-service training | 6 | 22.2 |
| No formal instruction | <u>13</u> | <u>48.2</u> |
| Totals | 27 | 100.0 |

To determine what would help get more usage by the faculty, three items were suggested as solutions. Multiple responses were allowed. This gave a complexity of answers as shown in Table VII.

TABLE VII
METHODS TO INCREASE FACULTY USAGE OF
SELF-STUDY MATERIALS CENTER

| | <u>Responses</u> |
|--------------------------|------------------|
| Training ¹ | 7 |
| A-V ² | 2 |
| SMC ³ | 3 |
| Training and A-V | 2 |
| Training and SMC | 2 |
| Training and A-V and SMC | 2 |
| A-V and SMC | 3 |
| Not sure | 2 |
| No response | 5 |

SUMMARY

| | <u>Number and Percent of Respondents</u> |
|----------|--|
| Training | 13 (40.1%) |
| A-V | 9 (33.3%) |
| SMC | 10 (37.0%) |

¹ Training = Training session in instructional materials

² A-V = Help from A-V Center

³ SMC = Help from Self-Study Materials Center

Item #M on the Faculty survey provided for written responses if either help from A-V Center or Self-Study Materials Center was the choice. Those comments were as follows:

A-V

Planned times for developing materials. A specific work area for developing materials. A workshop such as the A-V had for D.E.I.

T-V tapes.

Tapes, slides.

Designing materials.

Materials they have available.

Access to materials produced elsewhere.

A-V material preparation.

SMC

Discussion of my classes' needs and my deeper awareness that materials to meet those needs was available from SMC.

How to use the machines.

Acquaint me with materials, operation of any equipment.

Information on how and what you can do to assist me.

Materials they have available.

Only need familiarity with where they are kept and how they be checked out.

PLATO terminal.

Awareness that 10% of book budgets at Booth Library could be used for purchase of Self-Study Materials was known by only 11 of the 27 respondents. This is 41% affirmation to question #N.

The ability to operate the various pieces of equipment without help produced the following results from student respondents to #9b.

TABLE VIII
OPERATION OF EQUIPMENT WITHOUT SELF-STUDY
MATERIALS CENTER HELP

| <u>Equipment</u> | <u>Yes</u> | <u>No</u> | <u>Total</u> | <u>Percent of respondents not needing help</u> |
|------------------------------|------------|-----------|--------------|--|
| Tape recorders - Cassette | 378 | 140 | 518 | 73.0 |
| Reel to reel | 289 | 210 | 499 | 58.0 |
| Phonograph | 372 | 142 | 514 | 72.4 |
| Slide projectors | 276 | 219 | 495 | 56.0 |
| Film-strip projector | 237 | 254 | 491 | 48.2 |
| Micro-fiche reader | 132 | 357 | 489 | 27.0 |
| Micro-film reader | 172 | 324 | 496 | 35.0 |
| Micro-card reader | 117 | 367 | 484 | 24.1 |
| PLATO | 65 | 398 | 463 | 14.0 |
| Video cassette player | 162 | 327 | 489 | 33.1 |
| 8mm film loop projector | 130 | 355 | 485 | 27.0 |

In response to question #10, about what would help most in the use of Self-Study Materials Center equipment, 555 students gave at least one answer and 47 gave multiple replies. See Table IX.

Questions #12 and 0 as to whether having lecture type classes audio-taped and put on reserve in the Self-Study Materials Center was responded to by 93.2% of the students and all of the faculty. Table X shows those results.

TABLE IX
CHOICES OF HELP FOR MORE EFFECTIVE USE OF
SELF-STUDY MATERIALS CENTER EQUIPMENT

| | |
|--|-------------|
| Individual Training | 103 |
| Guides | 212 |
| Occasional Assistance | <u>240</u> |
| Total Individual Responses | 555 (93.0%) |
| ----- | |
| Individual Training and Guides | 11 |
| Individual Training and Occasional Assistance | 1 |
| Guides and Occasional Assistance | <u>35</u> |
| Total Multiple Responses | 47 (8.5%) |
| ----- | |
| Total All Responses | 602 |

TABLE X
AUDIO TAPING OF LECTURE TYPE CLASSES
FOR REPEAT LISTENING (STUDY)

| | <u>Yes</u> | <u>No</u> | <u>No Response</u> |
|----------|------------|-----------|--------------------|
| Students | 435 | 122 | 40 |
| Faculty | 14 | 11 | 1 (maybe) |

Student respondents were enthusiastic. Some typical comments which were added were:

How soon.

It's about time.

Definitely.

Would help tremendously.

On the other hand, faculty comments were:

Should be edited.

Selected topics only.

If accompanied by visual materials.

Some.

While a majority indicates a willingness to use this format for review, not any used this option in question #H as a means to present material in their absence.

There was general agreement by both groups that the service from the Self-Study Materials staff was adequate. Table XI contains those responses.

TABLE XI
SERVICE BY SELF-STUDY MATERIALS STAFF

| | <u>Student</u> | <u>Faculty</u> |
|-------------------|----------------|----------------|
| Excellent | 78 | 9 |
| Good | 319 | 8 |
| Fair | 67 | - |
| Poor | 9 | - |
| No response | <u>124</u> | <u>10</u> |
| Total respondents | 597 | 27 |

The opinions asked for in questions #11 and Q were designed to be shared with the Library administration in an effort to assess areas where changes and improvements might be made. The number of responses was small but for the most part constructive and positive.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to analyze the extent to which the Self-Study Materials Center, Booth Library, meets the mechanical and mediated needs of the academic community at Eastern Illinois University.

Two survey instruments were designed. One was to elicit information from students and the other from faculty. The questions asked on the surveys were to provide useful data about three major areas of concern:

1. General knowledge level and degree of utilization of the SMC facility which includes frequency of assignment, actual usage, ability to operate the equipment and help needed.
2. Accomplishment of the practices proposed to fulfill its stated educational objectives.
3. General feelings of teachers and students about their choice of format, additions or changes needed and aids to utilization.

The initial methodology was to send the faculty survey and three student surveys to all full time teaching faculty not on leave Spring semester 1974-75 excluding all Deans and their assistants, Chairmen, Acting Chairmen, Student Teaching Coordinators, Librarians and Special Projects Faculty. The returns from this population were so small as to be unacceptable. Subsequently, faculty surveys were sent to one teaching faculty member from each of 27 teaching areas of the University. These individuals were randomly selected. Student questionnaires were distributed to one entire class section of each of the participating faculty members.

Tabulations were made by comparisons to other class members and other faculty members and as a part of the entire sample.

Conclusions

Based on analysis of data from all pertinent questions in this study, conclusions for the three general areas of concern are as follows:

1. Knowledge and utilization

Both faculty and student responses indicate the need for an improved level of knowledge and utilization of the Self-Study Materials Center. A large segment of the surveyed faculty did not know that funds are available for purchase of learning materials for their students' use. Survey responses indicate less than half of the faculty interviewed gave work assignments using the facility to their students the semester prior to the issuance of the survey. The half of the student respondents who indicated that they use the facility do so only for those assignments which require usage of the SMC. About one-third never use it at all.

It can be concluded, in regard to the student responses about equipment operation, that there is a need for additional training in the use of the more complicated equipment. Most student respondents were familiar with and could adequately operate the simpler types of hardware such as tape recorders, phonographs and slide projectors. In general, the more complicated the machine the less familiar they were with its operation. This may be due in part to the fact that fewer materials are assigned by faculty for their students on the more complicated equipment such as video cassette recorder, micro-readers and PLATO.

It is also significant that most faculty respondents favored some type of training activity in the preparation or production of materials as well as help with equipment operation. Similarly, student respondents

expressed a desire for additional assistance and/or self-study guides as a possible means to improve their skills in the use of A-V equipment.

2. Accomplishment of the stated objectives for the Self-Study Materials Center

Results from the faculty surveyed show that the greater amount of the materials they assign for student use at the SMC are book forms, on reserve. This would indicate that the stated objectives of the SMC, i.e., "discovery learning," "access to information stored on non-print media," "research . . . the effectiveness of new media" are not being incorporated in the faculty perception of the purpose of the Self-Study Materials Center.

The acquisition, processing, organization and availability of learning media software and hardware which has occurred since the inception of the Self-Study Materials Center is best exemplified by Table XII (Appendix H). This table indicates an awareness on the part of the SMC staff of the most desirable types of mediated forms for information retrieval which will meet its stated objectives.

The Self-Study Materials Center exists, is well staffed and is adequately supplied with hardware. However, the major responsibility of selection of the most desirable types of material to be used in the SMC must originate with the faculty, who in turn must require its utilization on an assigned basis by their students.

3. Opinions

Open-ended questions resulted in responses which were impossible to tabulate. But they did provide useful information regarding both faculty and student opinions of the Self-Study Materials Center.

There seems to be a positive attitude toward media format but a negative usage correlation. The majority of the students sampled prefer using mediated forms as a means of self-study. The faculty's willingness to

accept media as concluded by Waltman (16) is not demonstrated by their usage in this investigation.

Students indicated that their usage of the SMC might be increased if they were more knowledgeable about the center and about its location. These may or may not be valid excuses.

A favorable response was given by students to having lectures audio-taped for additional study. However, reluctance was displayed by the faculty at this prospect.

Despite the apparent weakness of knowledge and utilization, the Self-Study Materials Center, Booth Library, does offer the potential for meeting the mediated and mechanical needs of the academic community at Eastern Illinois University.

Recommendations

In view of the analysis of data collected, it would be beneficial for the Self-Study Materials Center staff to undertake a more aggressive orientation effort. Faculty meetings at the departmental level would seem to be an excellent place to present the case for better utilization. Such an approach would increase faculty awareness of the SMC's potential for additional learning opportunities for their students.

Similarly, an all "new" student orientation tour given to freshmen as part of their summer visits to the campus and to other students the first week of school during registration should be undertaken by the University administration in cooperation with the Library staff.

Steps should be taken to provide adequate staff to assist students in utilization of equipment in the Self-Study Materials Center. This recommendation is made as a result of answers to the question about what help is needed for equipment usage. Such assistance could be in the

nature of guides near the machines. These guides might be either the printed booklet which accompanied the machine or locally prepared illustrated and textual copy. In addition, a variety of mediated forms such as slide-tape, film-strip, or 8mm film clips could be developed to teach equipment operation on a self-study basis. What better place than the Self-Study Materials Center to use a mediated approach to the process of learning?

The A-V Center, when assisting faculty with instructional design, might suggest duplicate copies of materials, whether locally produced or purchased, so that a copy might be housed in the Self-Study Materials Center as well as being used for classroom presentation. This would extend the advantage of the classroom group setting to the individual for his self-study.

A better, more professionally designed directional guide for the entire Library would be helpful especially in view of those who asked 'where is it?' in reference to the Self-Study Materials Center.

This study did not investigate all of the original objectives outlined in the proposal of the Self-Study Materials Center, nor did it investigate every aspect of the Self-Study Materials Center operation. The primary concern was to investigate the undergraduate level of usage. Therefore, any additional study of a similar nature should include those objectives not covered in this study, in order that more conclusive data might be discerned.

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APPENDIX A, Continued

M. If previous answer was either 2 or 3, please list what kind of help needed:

from A-V Center

from Self-Study Materials Center

N. Are you aware that 10% of your departmental book budget at Booth Library may be used to buy commercially prepared instructional materials for usage in the Self-Study Materials Center?

yes

no

O. Would you be willing to put your classroom lectures on audio tape and keep these tapes on reserve in the Self-Study Materials Center for repeat listening (study) by your students? (Laboratory-type sessions would be excluded, of course.)

yes

no

P. In most instances, the service from Self-Study Materials Center staff is:
(mark one)

excellent

good

fair

poor

Q. Do you have comments about additions or changes to the Self-Study Materials Center? Please list.

APPENDIX B

STUDENT SURVEY

This survey is being made to determine student usage and knowledge of the services available at the Self-Study Materials Center, Booth Library.

(Please circle the number or letter which is the best answer to each item)

1. What is your classification?
 F S J Sr G male female

2. How long have you been in attendance at E. I. U.?
 1 yr., 2-3 yrs., 4 or more years

3. Were you in attendance at E. I. U. in the Spring Semester 1974-75?
 yes no

4. Have you ever had a guided tour of the Self-Study Materials Center?
 yes no

5. On the average do you use the Self-Study Materials Center . . . ?
 (answer more than one if answer applies)
 - a. regularly to study
 - b. only to do assignments requiring Self-Study Materials Center
 - c. daily
 - d. several times a week
 - e. once a week
 - f. never

6. Do any of your instructors assign materials whose format is non-book
 (films, slides, tapes, records, micro-forms)?
 - yes no

APPENDIX B, Continued

7. If yes,
How much time do you spend in using this material?

| once a week | several times a week | daily |
|---------------------------------------|---------------------------------------|---------------------------------------|
| one hour or less two hours or more | one hour or less two hours or more | one hour or less two hours or more |

8. Have you ever used any of the following equipment in the Self-Study Materials Center? Are you able to operate the following equipment without Self-Study Materials Center staff help?

(check each if appropriate)

| daily | several times a week | once a week | never | | yes | no |
|-------|----------------------|-------------|-------|-------------------------|-------|-------|
| | | | | Tape recorders | _____ | _____ |
| | | | | 1. Cassette | _____ | _____ |
| | | | | 2. Reel to Reel | _____ | _____ |
| | | | | Phonograph | _____ | _____ |
| | | | | Slide projectors | _____ | _____ |
| | | | | Film-strip projector | _____ | _____ |
| | | | | Micro-fiche reader | _____ | _____ |
| | | | | Micro-film reader | _____ | _____ |
| | | | | Micro-card reader | _____ | _____ |
| | | | | PLATO | _____ | _____ |
| | | | | Video cassette player | _____ | _____ |
| | | | | 8mm film loop projector | _____ | _____ |

9. What would help you use the above equipment more effectively?

Individual training Self instruction (guides) Occasional assistance

APPENDIX B, Continued

10. For self-study basis which do you prefer?

print (book form) or mediated (film, slides, tapes,
micro-forms, records)

If last answer is print, why not mediated?

If last answer is mediated, why not print?

11. Aside from the book collections, what other kind of equipment or service, in the Self-Study Materials Center, would be helpful to your studies?

12. Would your study be helped if classroom lectures of the instructors were audio-taped and put on reserve in the Self-Study Materials Center for a period of time (thus giving you the opportunity for more intensive study)? (Laboratory sessions would be excluded, of course.)

yes

no

13. In most instances, the service from Self-Study Materials Center staff is:
(mark one)

excellent

good

fair

poor

BOOTH LIBRARY
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

October 13, 1975

Dear Faculty Member:

We conducted a general survey two years ago to learn the opinion of the faculty and students concerning the services of the library. It has provided excellent suggestions on how to continue our work in servicing the needs of this academic community. Now we are asking you to give us your opinion about a new service unit of Booth Library, the Self-Study Materials Center. It is important for us to know how this new service is measuring up to your needs and to those of your students.

This survey is also a field study of one of the professional librarians, Mrs. Leta Ridgeway, as a part of her studies for her Specialist in Education degree in Instructional Media. By answering the questions you will help her in her studies as well as providing valuable information for the library.

Your participation is being sought in two ways. First, as a teaching faculty member, would you complete the Informational Survey. Second, choose one student at random from each of your classes and ask that he answer the enclosed Student Survey. Please return the completed surveys, both the student forms and your own, in the enclosed envelope no later than November 1.

Thank you for your help.

Sincerely,

BJS:cgr

APPENDIX E

STUDENT SURVEY

This survey is being made to determine student usage and knowledge of the services available at the Self-Study Materials Center, Booth Library.

(Please circle the number or letter which is the best answer to each item)

1. What is your classification?
F S J Sr G male female
2. How long have you been in attendance at E.I.U.?
1 yr., 2 - 3 years., 4 or more years.
3. Were you in attendance at E.I.U. in the Spring Semester 1974 - 75?
yes no
4. Have you ever had a guided tour of the Self-Study Materials Center?
yes no
5. On the average do you use the Self-Study Materials Center . . . ?
(answer more than one if answer applies)
 - a. regularly to study
 - b. only to do assignments requiring Self-Study Materials Center materials
 - c. daily
 - d. several times a week
 - e. once a week
 - f. never
6. Do any of your Instructors assign materials whose format is non-book (films, slides, tapes, records, micro-forms)?
yes no
7. If yes,
How much time do you spend in using this material?
once a week several times a week daily

one hour or less one hour or less one hour or less
two hours or more two hours or more two hours or more
8. For self-study basis which do you prefer?
print (book form) or *mediated* (film, slides, tapes, micro-forms, records)

If last answer is *print*, why not mediated?

If last answer is *mediated*, why not print?

(over)

9. Have you ever used any of the following equipment in the Self-Study Materials Center?

Are you able to operate the following equipment without Self-Study Materials Center staff help?

(check each if appropriate)

| daily | several times a week | once a week | never | | yes | no |
|-------|----------------------|-------------|-------|-------------------------|-------|-------|
| | | | | Tape recorders | _____ | _____ |
| | | | | 1. Cassette | _____ | _____ |
| | | | | 2. Reel to Reel | _____ | _____ |
| | | | | Phonograph | _____ | _____ |
| | | | | Slide projectors | _____ | _____ |
| | | | | Film-strip projector | _____ | _____ |
| | | | | Micro-fiche reader | _____ | _____ |
| | | | | Micro-film reader | _____ | _____ |
| | | | | Micro-card reader | _____ | _____ |
| | | | | PLATO | _____ | _____ |
| | | | | Video cassette player | _____ | _____ |
| | | | | 8mm film loop projector | _____ | _____ |

10. What would help you use the above equipment more effectively?

Individual training

Self instruction (guides)

Occasional assistance

11. Aside from the book collections, what other kind of equipment or service, in the Self-Study Materials Center, would be helpful to your studies?

12. Would your study be helped if classroom lectures of the instructors were audio-taped and put on reserve in the Self-Study Materials Center for a period of time (thus giving you the opportunity for more intensive study)?

(Laboratory sessions would be excluded, of course).

yes

no

13. In most instances, the service from Self-Study Materials Center staff is:

(mark one)

excellent

good

fair

poor

APPENDIX F

SELECTIONS FROM RANDOM NUMBER TABLE

Random Numbers

Left to right - horizontally

6, 2, 7, 10, 12, 1, 11, 13, 4, 3, 15.

Left to right - vertically, top to bottom

2, 7, 6, 13, 15, 1, 10, 4, 12, 11, 3.

APPENDIX G

LIST OF DEPARTMENTS WITH RANDOM NUMBER FOR
SELECTION OF FACULTY PARTICIPANT

| <u>Random Number</u> | <u>Department</u> |
|--------------------------|---|
| 6 | Chemistry |
| 2 | Botany |
| 7 | Zoology |
| (1) | Economics |
| 10 | English |
| 12 | Foreign Languages |
| 1 | Geography/Geology |
| 11 | History |
| (4) | Library Science |
| 13 | Mathematics |
| 4 | Philosophy |
| 3 | Physics |
| (3) | Political Science |
| 15 | Psychology |
| 2 | Sociology/Anthropology |
| 7 | Speech-Communications |
| 6 | Speech-Pathology |
| 13 | Accountancy |
| (2) | Business Education |
| 15 | Management/Marketing |
| 1 | Educational Administration |
| (7) | Educational Psychology |
| 10 | Elementary, Special and Junior High School Education |

APPENDIX G, Continued.

| <u>Random Number</u> | <u>Department</u> |
|--------------------------|--|
| 4 | Experimental Secondary Education |
| (1) | Instructional Media |
| (4) | Secondary Education and Foundations |
| 12 | Art |
| 11 | Music |
| 3 | Theater Arts |
| 6 | Health Education |
| 2 | Physical Education |
| (3) | Recreation |
| 7 | Home Economics |
| 10 | Industrial Arts |

*Parenthesis indicate numbers which were chosen by passing through the list until the smallest number which was applicable to the number of people in that department could be found.

APPENDIX H

TABLE XII
NUMBER OF MATERIALS CIRCULATED

| | <u>1972-73</u> | <u>1973-74</u> | <u>1974-75</u> | <u>Total in Collection</u> |
|---|----------------|----------------|----------------|--------------------------------|
| Audio cassettes | - | 5,982 | 6,421 | 519 |
| Audio discs | - | 10,466 | 22,075 | 8,961 |
| Audio tapes | - | 2,353 | 4,649 | 802 |
| Video cassettes | - | 118 | 449 | 96 |
| Filmstrips, loops, cartridges | - | 3 | 34 | 84 |
| Modular units (Slide-cassette- tape combinations) | - | 1,638 | 2,412 | 31 |
| Slides | - | 0 | 9 | 465 |
| Kits | - | | 16 | 2 |
| Microforms reels) | | 3,151 | 2,642 | 12,713 |
| cards, fiche) | 4,697 | 4,528 | 5,890 | 723,206 |
| Scores | - | 849 | 664 | 2,110 |
| Leisure Reading (began Spring 1974) | | 2,171 | 4,643 | 1,479 |
| Tours | 241 | 390 | 1,163 | - |
| ERIC bibliographies (started Fall 1974) | | | 358 | |

APPENDIX H, Continued.

| | <u>1972-73</u> | <u>1973-74</u> | <u>1974-75</u> | <u>Total in Collection</u> |
|--------------------|----------------|----------------|----------------|--------------------------------|
| Total Circulation: | | | | |
| Print Materials | | 145,890 | 148,181 | |
| Microforms | | 7,679 | 8,532 | |
| A-V Materials | | <u>21,126</u> | <u>36,772</u> | |
| | | 174,695 | 193,485 | |