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The development of an instrument for measuring library instructional services and organizational climate in academic libraries

Safrit, Janice Annette, Ed.D.

The University of North Carolina at Greensboro, 1986

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THE DEVELOPMENT OF AN INSTRUMENT FOR MEASURING LIBRARY INSTRUCTIONAL SERVICES AND ORGANIZATIONAL CLIMATE IN ACADEMIC LIBRARIES

by

Janice Annette Safrit

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
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Approved by

Dissertation Advisor

APPROVAL PAGE

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SAFRIT, JANICE ANNETTE, Ed.D. The Development of an Instrument for Measuring Perceptions of Organizational Climate and Library Instructional Services in Academic Libraries. (1986) Directed by Dr. Keith C. Wright. 266 pp.

The purpose of this study was to develop an instrument to measure perceived organizational climate and library instructional services. An underlying purpose of the study was the determination of the existance of a relationship between organizational climate and an institution's ability to provide a successful library instruction program.

The focus of the research was the design, development, and testing of the Academic Library Instructional Services Survey (ALISS) for use in the diagnosis of an organizational climate suitable for promoting instruction in library use within academic libraries. The ALISS consists of five climate scales: ESPRIT, SELF-STUDY AND PLANNING, INSTRUCTION AND UTILIZATION, SUPPORT, and INNOVATION. The instrument was based on the Modified Institutional Functioning Inventory developed by Alan R. Samuels.

Comprehensive colleges and universities formed the population for the field study. Sixteen institutions were randomly selected with an additional four institutions chosen as criterion institutions. The field study was conducted by mail.

The research design utilized in this study consists of exploratory and field studies. Methods used to determine the validity of the instrument were Institutional Profile Analysis and Factor Analysis. The instrument's reliability was assessed by the computation of Croanbach's Coefficient Alpha and Item Analysis using Pearson Correlation Coefficients. The instrument proved to be both moderately valid and reliable. Validity was tested in terms of criterion validity and content validity. Factor Analysis resulted in the identification of three primary factors: Communication, Management, and User Services which play an important role in the relationship between organizational climate and instruction in library use.

It was concluded that the ALISS can be useful in planning library instructional services, particularly in the diagnosis of whether the organizational climate as perceived by faculty and librarians is conducive to the development of a successful program.

Implications for further research include validation of the ALISS as a predictor of program success, utilization of the instrument as a diagnostic tool, and the exploration of the possible relationship of organizational climate and curriculum development.

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CHAPTER I

INTRODUCTION

Due to the individual nature of academic libraries and their collections, it has been found extremely difficult, if not impossible, to duplicate a successful program of library/bibliographic instructional services at other institutions. This lack of transferability between institutions is generally attributed to both the uniqueness of library collections and curricula. A possible reason for this phenomenon could be the perceptions held by program participants concerning certain aspects of the organizational climate of both the library and its parent institution.

Library instructional services have been determined to be a necessary function of the academic library. According to the Reference and Adult Services Division of the American Library Association (1979), the emergence of entirely new and sophisticated information retrieval systems requires an examination of established reference and information services including library instruction. It is no longer possible to satisfy the needs of library users with the standard library orientation tour. Instructional services must be subjected to rigorous planning and evaluation procedures if they are to succeed and be of

substantial benefit to library users. This necessity is noted in both the Reference and Adult Services Division's (RASD) Commitment to Information Services: Developmental Guidelines (1979) and the Association of College and Research Libraries' (ACRL) Guidelines for Bibliographic Instruction in Academic Libraries (1977).

The coordination of library instructional services is generally the responsibility of the library within the institution seeking to establish or revise a program of instruction in library use. As stated in the ACRL Guidelines (1977):

> The function of the college and university library is unique and indispensable to the educational process and includes the responsibilities of both informal and formal instruction of students as well as of advising both faculty and scholars in the use of the library's collection.

Library instructional services for the faculty and students are, therefore, a function of the academic library. Further examination of the Guidelines (1977) issued by ACRL reveals eight general areas which should be considered basic to a program of instruction in library use including: 1) an assessment of need, 2) a profile of community information needs, 3) a statement of objectives, 4) provision for financial support, 5) a qualified staff, 6) provision of facilities, equipment and materials, 7) the

involvement of the academic community, and 8) the regular evaluation of the program.

Overview of the Problem Area

To apply the RASD and ACRL Guidelines concerning library instructional services there must be a clear commitment on the part of the institution involved. Ideally, the library should serve as the coordinating agency for library instructional services within the institution including those offered as part of the existing curriculum. To foster necessary support, those involved in this effort to coordinate instructional services within the library must have the support and cooperation of both administration and faculty of the parent institution and must therefore, be accountable to those bodies. Such accountability required the careful examination of procedures for the planning, implementation, and evaluation of the instructional program and the interweaving of that program within the established curriculum of the institution.

The establishment of a basic framework of library instructional services in higher education is a goal of the Bibliographic Instruction Section (BIS) of the Association of College and Research Libraries. To this end, one of the major tasks of the Policy and Planning Committee of that

organization has been the compilation of the Bibliographic Instruction Handbook (1979). Basic to that Handbook is the assumption that the framework given in support of library instruction within higher education contains elements which are essential to instructional services within academic libraries. This assumption, supporting inclusion of the guidelines, goals and objectives set forth in that document, is basic to the proposed study.

The primary goal of library instructional services as stated by BIS/ACRL (1979) is "to help individuals develop manipulative skills needed for the retrieval, assimilation and critical analysis of needed information" (p. 5). In addition, this is further clarified by the general objective that:

> A student, by the time he or she completes a program of undergraduate studies, should be able to make efficient and effective use of available library resources and personnel in the identification and procurement of material to meet an information need (BIS/ACRL, 1979, p. 37).

To achieve both the primary goal and the general objective, the development of the instructional program is divided into three levels which include: 1) a pre-program or planning phase, 2) a program implementation phase, and 3) a mature program phase (BIS/ACRL (1979). The present study is concerned with the development of a diagnostic

instrument to be utilized primarily in the pre-program/ planning phase.

The activities of the pre-program phase as defined by BIS/ACRL (1979) include 1) definition of authority, 2) evaluation of existing materials and methods, and 3) planning for program effectiveness. This study will concentrate on the third activity by providing a measure of the perceptions of those persons who are involved in instructional activity within the academic library. This measure is primarily concerned with determining whether the organizational climate of both the host institution and the library is such that the potential instructional role of the library and resultant library resource/curricular integration can be supported.

Focus of the Study

The primary focus of this research is the design, development and refinement of an instrument, the Academic Library Instructional Services Survey (ALISS), designed to measure organizational climate and library instructional services as perceived by both librarians and faculty at compre- hensive colleges and universities. As defined by the Carnegie Commission on Higher Education (1973) this class of institutions offers a liberal arts curriculum and at least one professional or occupational program such as

teacher education or nursing and enrolls at least 1,000 students. Also included are institutions which offer masters level programs.

Organizational climate can be broadly defined as a set of attributes describing the environment of an institution. Halpin and Croft (1962) use the term "organizational personality" when describing climate noting that "climate is to an organization as personality is to an individual" (p. 1). Forehand and Gilmaer (1964) define organizational climate as "a set of characteristics that describe an organization and that: (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in an organization" (p. 362). Samuels (1979, p. 58) describes the concept of organizational climate as "a set of attributes, common to an organization, which (a) describes the interaction between the organization and its members in terms of values, perceptions and beliefs of its member groups, (b) is consensual in nature between member groups within that organization, and (c) is uniquely perceived by member groups in a specific organization". Recently, the concept of organizational climate has expanded to include "organizational culture", which seeks to address the interactive, ongoing, recreative aspects of organizations and combines the concept of organizational climate with the

broad area of cultural anthropology (Jelinek, Smircich & Hirsch, 1983).

Definitions, Assumptions and Limitations

Definitions

Bibliographic instruction. "Bibliographic instruction" is most frequently used as a descriptor for the entire area of library instruction. However, this researcher feels that the term is more appropriately applied to a smaller segment of the field, the process of teaching about specific bibliographic tools. This can be included as an element of instruction in library use, but should not be considered as the total content of a library use instruction program.

Comprehensive colleges and universities. Comprehensive colleges and universities as defined by the Carneige Commission on Higher Education (1971, p. 122-123) fall into two categories, Comprehensive Colleges I and Comprehensive Colleges II. Generally, these institutions offer both liberal arts and professional programs and enroll 1,000 or more students. Group I institutions offer some masters level programs, but extremely limited or no doctoral programs. Group II institutions offer primarily

liberal arts programs with at least one professional program such as teacher education or nursing.

Instruction in library use. "Instruction in library use" is frequently employed in the literature as a synonym for such terms as "bibliographic instruction", "user education" and "library orientation". For the purpose of this study "instruction in library use" will include the function, content and personnel of the library in order that a library user may become more adept in applying library utilization to the learning process.

Institution. An institution as defined in this study consists of those individuals who are directly involved with students in either a teaching function (i.e. faculty) or the support of that teaching (i.e. professional librarians).

Library orientation. "Library orientation" refers to the physical introduction of a prospective library user to a particular library. This introduction is basic to the instructional program, but should, under no circumstances, become the ultimate goal of the program.

Organizational climate. "Organizational climate" is a descriptor for a set of common characteristics or attitudes

which define an organization in terms of the values, perceptions and beliefs of its members. The climate of each specific organization is unique and describes that organization in terms of functioning in respect to its ability to develop over time. In developing measures for use in libraries, organizational climate has been described as the way in which people who work in an organization collectively, not individually, perceive that organization to be functioning including attributes common to that organization which describe its internal and external environment as perceived by those working within that organization (Samuels, 1979).

Professional librarians. A professional librarian is defined as anyone so designated by a particular library involved in this study.

User education. This is an umbrella term under which all possible areas of instruction in library use fall. It is perhaps the most comprehensive of all terms associated with teaching the user about the library and its resources. "User education" includes library orientation and bibliographic instruction and is used interchangeably in this study with the phrase "instruction in library use".

User services. User services encompases the functions of a library which are directly related to the provision of aid to the library's clientele. Included under the umbrella of user services are general physical facilities, approachability and helpfulness of library staff and availability of materials and services.

Assumptions of the Study

It is assumed that the perceptions held by librarians and faculty play an important role in the future success of programs of instruction in library use. Furthermore, it is felt that knowledge of these perceptions plays a significant role in the process of planning library instructional services.

It is also assumed that the methods used by ETS in the development of the Institutional Functioning Inventory (Peterson, Centra, Hartnett & Linn, 1970) and those used by Samuels (1979, 1982, 1984) and Samuels and McClure (1982) in the development of the Modified Institutional Functioning Inventory and the climate scales developed from that instrument are applicable to this research. The determination of reliability in the studies of Peterson, Centra, Hartnett & Linn (1970) and the Samuels study (1979) involved the investigation of internal stability through the use of Alpha Coefficients and item-total correlations.

Validity was determined by the construction of individual profiles of organization is according to the belief that those organizations would score either high or low on one or more of the instrument's scales. Samuels (1982, 1984) and Samuels and McClure (1982) utilized factor analysis in determining validity.

Limitations of the Study

This study is limited to the construction of an instrument to be utilized in assessing the perceptions of faculty and librarians concerning the organizational climate of an academic library and instruction in library use. The study will not address the use of the instrument as a predictor of the success of library instructional services. No attempt will be made to establish predictive validity.

This study is further limited to the design, validation and determination of the reliability of the Academic Library Instructional Services Survey (ALISS). It is the intent of the researcher to follow the methods of Samuels (1979) and ETS (Peterson, Centra, Hartnett & Linn, 1970) as closely as possible within the limitations of resources available. These resources include the availability of suitable computer programs for statistical analysis.

Summary

Studies concerning the concept of climate as specifically related to college and library settings are discussed in detail in Chapter II of this document. The attributes of organizational climate measured in this study are primarily those concerned with the ability of librarians and faculty to work together, anticipating and planning for the library's changing role in the instructional process of higher education.

CHAPTER II

REVIEW OF THE LITERATURE

The literature dealing with the education of the library user is full of testimonial expositions and comparative studies dealing with the actual planning, implementation and evaluation of such programs. In general, the literature deals with specific user education programs at the higher education or academic library level and is concerned with specific programs which have been even remotely successful. However, there are several studies which have implications for the development of instrumentation for the planning and formative evaluation of user education within the academic library.

Utilization of concepts and techniques from the area of management such as organization climate assessment and organizational development have been seen in recent literature dealing with the planning of library services in general. These concepts, however, have not been directly related to the planning and provision of library instructional services. Two primary areas of concern will be examined in this review of the literature. First, current developments in library use instruction with special emphasis on program planning and evaluation, and second, research aimed at developing and utilizing climate

measures with emphasis on the development of diagnostic tools for use in library settings.

Current Problems in Program Development

Instruction in library use, like all areas of education can be classified into several levels. Unfortunately, many programs fall at the low end of the spectrum of the learning process and require only the memorization of factual information such as where materials are located or what a particular library's operational hours are. Such instruction should only be an introduction to more advanced work. Library/bibliographic instruction needs to provide user maturation, encouraging the continuation of self-education which results in an open door for intellectual development (Penland, 1975). The conception of instruction should focus on the development of skills which can be carried forward from one library use situation to the next, thus ensuring the use of libraries as primary information resources in the life-long learning process. The user should be educated not only in the use of libraries and their material resources, but also in interaction possibilities which exist between the user and the library professional.

The pursuit of continuous learning requires a high level of library support (Lubans, 1978). The environment

for such support and interaction with resources should be established throughout traditional educational experiences including those which normally take place within or because of the academic library. Lubans (1978) further states that there is no marketable way to identify desirable qualities which can bring about a change in the educational system in which a non-library user can survive his or her educational experience. This points to the prevalent instructional model employed in educational situations in which a student can listen to a class lecture, read a purchased textbook and never be motivated to supplement that experience with library use. Attempts have been made, however, to identify factors which affect this experience. According to Young (1980), four factors which constitute significant aspects of the library/educational environment are: 1) the relationship of library use to student attitudes, 2) the effect of library services on academic achievement, 3) teacher familiarity with library skills, and 4) the instructor's motivational role in stimulating library use. In addition, there have been several expositions concerning the need to establish a theoretical base for user education. Specific needs have been identified as instruction in: 1) the concepts of research, 2) the process of selecting and shaping meaningful topics, 3) the imaginative use of reference sources, 4) the inadequacies and frustrations of library use, and 5) the qualitative

differences between various resources (Lindgren, 1978). In order to establish programs based on such concepts the library and the librarian must be involved in the total education process. It is generally agreed that this is the key issue in reaching students through instruction in library use. According to Hardesty (1979), it is simply a matter of classroom instructors being persuaded to accept student use of the library as an instructional method as it is the instructor who determines the amount of use that a student makes of the library. Libraries must have the support of the parent institution if user education programs are to succeed.

Attention is being given in recent literature to the development of bibliographic instruction programs at all levels in both school as well as academic libraries (Young, Brennan, 1978). In a report issued by the Carnegie Foundation for the Advancement of Teaching (1971), library skills are listed as an advanced learning skill necessary for college students. Such determination for the need of library instruction is often overshadowed by ill conceived, although well-meaning, programs which suffer from a lack of sufficient planning and evaluation. Stoffle (1978) suggests that this is a factor in the inconsistency of library instruction programs. The omission of the planning/evaluation phase has led to fragmentation of effort, ineffectiveness and eventual abandonment of

programs. There must be an appropriate approach to the planning of user education programs. According to Sherill (1978), this approach exists with the formation of two concepts: 1) bibliographic instruction as a formal, basic service of the academic library to faculty and students, and 2) bibliographic instruction as a means of achieving specific educational objectives and therefore an element of an overall program rather than a discreet, formal service. In both approaches there is an inherent need for careful planning of program content as well as implementation and evaluation procedures. Thus a great deal of the literature on library use instruction lists this as one of the basic problems in securing support for programs from both faculty and administration.

Suggestions for the Alleviation of Problems in Programs

In order to alleviate those basic problems that are present in the area of instruction in library use the primary need is for the development of planning and evaluation procedures which can aid in the securing of desired support from faculty and administration. In planning user education programs, goals and objectives should be stated which facilitate evaluation. Kirk (1975) points out that in many instances such objectives already

exist in the form of test items. Evaluation, according to Tiefel (1983) is an integral part of the process of planning and implementing a library instruction program which is often misused by librarians who tend to evaluate their perception of user needs rather than focusing on determining user needs. Attempts have been made such as those by Knapp (1965) in the Monteith Library Project to determine how to evaluate the success of a specific kind of instructional program. This is an example of an effort to evaluate a single methodology, the integration of bibliographic instruction into an already established classroom. Such studies demonstrate the fact that there has been no published study on the overall evaluation of bibliographic instruction programs (Kirk, 1975). Efforts have been fragmentary at best with comparative studies of different teaching methods being among the most popular subject matter followed by evaluations of program content.

The purpose of evaluation is to collect and analyze information for rational educational decision-making, including the comparison of observed effects with expectations or intentions of a program (Fjallbrant, 1977). Werking (1978), considering the question of evaluation in some detail, gives six reasons why the collection and analysis of information is essential, including: 1) assessment of need, 2) determination of program effectiveness, 3) determination of suitable

methodological approaches, 4) development of the political support of the parent institution, 5) definintion of goals and objectives, and 6) contribution to the base of research in the field. Another reason for evaluation is the current concern for the staff shortages and budget reductions that continue to plague libraries (Hatcher, Rutstein, 1978). In order to utilize evaluation for rational decision-making one must not only consider facts directly related to user education programs, but also those which are indirectly related. Evaluation should include the range of services offered by the library including reference statistics, circulation statistics and factors determined by cost-benefit analysis (Lancaster, 1977). In other words, the evaluation of overall library services should have an effect on the planning and evaluation of user education programs.

Evaluation techniques which have been applied to user education programs include both quantitative and qualitative methods. Among research methodologies, standard procedures such as those employed in experimental and survey research are the most common. Frequently utilized designs include the pre-test/post-test/control group design which involves the administration of a treatment or program to one group while withholding it from another, similar group, followed by the testing of both groups and the pre-test/post-test design which is similar with the

exception that it involves only the group receiving the treatment. Questionnaires, interviews and tests (both standardized and teacher-made) are also used.

More recently, planning methods associated with instructional development have been paired with the planning and evaluation of library instructional programs. According to Cottam and Dowell (1981), the concept of instructional development illustrates how a practical series of interrelated steps facilitate an analysis of what users need to know, what goals should be established and what methods should be employed. Higher education, however, has historically been reluctant to use this model for areas other than library instruction although it has been successfully employed in both elementary and secondary education. The model developed by Cottam includes five program components which are: 1) library environment, 2) librarian(s), 3) academic faculty and curriculum, 4) students, and 5) methods and materials. The model is divided into seven distinct phases including:

1. The preassessment and identification of need.
2. The assessment and definition of need.
3. The formulation of performance objectives, instructional strategies, methodologies, materials and evaluation procedures.
4. The development and production of materials.
5. The application (implementation).

6. The evaluation (analysis of data).

7. The reprocess and program revision.

According to an earlier presentation by Cottam (1978) the role of evaluation is critically important throughout the planning methodology employed in instructional development.

Three alternative methodologies which can be employed in connection with user education are psychometric, sociological or management and illuminative or responsive (Fjallbrant, 1977). Psychometric evaluation involves the exposure of experimental and control groups (i.e. treated and untreated) to differing treatments and then measures the changes caused by these treatments through psychometric tests, achievement tests or attitude scales. The second approach, sociological or management, is utilized to study changes in organizational structure or the role of the participants in a program. Sociological evaluation utilized methods common to survey research, i.e., questionnaires and interviews as well as participant observation. Illuminative or responsive evaluation emphasizes participant observation and exploratory interviews to obtain an overall view of the program while allowing for the expression of unexpected results. Questionnaires and test scores are occasionally used as a supplement to the information gained through observation and interviews. Illuminative evaluation also utilizes comparative and normative evaluation which are qualitative

rather than quantitative methods (Harris, 1979). This type of study frequently utilizes the triangulation of a variety of techniques in order to evaluate programs. Illuminative evaluation is concerned with the description and interpretation of programs rather than measurement and prediction (Brewer, Hills, 1976).

Included in the evaluation of educational programs is the utilization of both standardized and teacher-made tests. Standardized tests are generally designed to measure competencies in specific areas. An example of such a test is the Feagley Library Orientation Test for College Freshmen which is said to be the most popular of such tests in the field of library instruction (Bloomfield, 1974). Other library skills tests include the Perfection Library Survey Test, the University of New Hampshire Library Quiz, the Hunt Examination to Test Student Ability to Use a Library, the Bennett Use of the Library Test, the Peabody Library Information Test and the Tyler-Kimber Study Skills Test. The basic components of these tests include definitions and general information, subject headings, reference books, maps and graphs, indexes to periodicals, the card catalog, filing rules, parts of the book, classification and arrangement of books, periodicals, oral and written reports, dictionaries, encyclopedias and bibliographies.

It is evident that planning and evaluation techniques can be applied to user education programs. The choice of particular evaluation techniques should be based on the characteristics of a particular type of institution and should be included from the conception of the program. It is also evident that program planning and evaluation can be utilized to ensure effective programs by the alleviation of problems seen in current programs.

Current Similarities and Differences

Current trends in library instruction reveal both similarities and differences among existing programs. All programs, however, have a common thread which, according to Fjallbrant (1977), is that library use in itself is not a separate academic discipline, but is made up of a series of skills which can be employed in the study of academic subjects. The learning of a series of skills such as those employed with library use is influenced by four major factors including: 1) motivation, 2) understanding, 3) activity, and 4) feedback (Hill, 1974). These four factors tend to form a common bond between all successful programs regardless of the methodology used.

There have been numerous studies dealing with the instructional methodologies applied to library user education. These methodologies can be placed on a

continuum which denotes those suitable for group instruction only, group in conjuction with individualized instruction, and individualized instruction only. Traditionally, the lecture format has been used most often in library instruction programs at the academic library level. Other methods which have been employed include seminars, tutorials, guided tours, audiovisual presentations, printed guides, programmed instruction, self-instruction and individual instruction through the reference desk. Bonn and Stoffle (1973) classify instructional methods for user education as to whether they are appropriate for orientation or instruction. Orientation is an aspect of library instruction intended to familiarize the user with facilities and resources while bibliographic instruction is primarily the presentation of detailed information concerning specific sources. Methods suitable for orientation are the walk-through tour, the self-guided tour and the audio-visual tour while methods suitable for bibliographic instruction include separate library courses, instruction through existing classes, point-of-use instruction, programmed instruction and computer assisted instruction.

Another approach to user education has been the development of instruction based on a series of conceptual frameworks. Kobelski and Reichel (1981), have developed seven frameworks for use in bibliographic instruction which

are: 1) type of reference tool, 2) systematic literature searching, 3) form of publication, 4) primary and secondary sources, 5) publication sequence, 6) citation patterns, and 7) index structure. These frameworks, according to Kobelski and Reichel (1981), can aid in motivating users who often are ineffective in their approach to libraries and their resources and thus exhibit a preconceived boredom, when presented with library instruction.

There has been considerable interest in the past decade in competency based education, a trend which is also evident in library instruction literature. The program at Earlham College, for example, is based on the general aim to develop "competence in the skills of information retrieval and the use of the library for research purposes" (Farber, 1974, p. 147). While the competency which forms the basis of the program at Earlham College is specifically tied to library skills, those of Alverno College and the University of Louisville are somewhat value oriented. Competencies listed for the Alverno College user education program are: 1) to develop effective communication skills, 2) to sharpen analytical capabilities, 3) to develop facility in making independent value judgements and decisions, 5) to develop facility for social interaction, 6) to achieve understanding of the relationship of the individual to the environment, 7) to develop awareness and understanding of the world in which the individual lives,

and 8) to develop knowledge, understanding and responsiveness to the arts and humanities (Stoffle, Pryor, 1980). The competencies determined by the University of Louisville are: 1) acquaintance with three major disciplines (humanities, social science and natural science) and the knowledge of content and methods of investigation which can support advance study, 2) acquaintance with existing sources of public information in the various fields and the ability to access and use them, 3) acquaintance with critical thinking skills which enable comprehension, analysis and extrapolation of verbal, written or visual information, and 4) abililty to conduct independent inquiry and to communicate the findings of such inquiry (Stoffle, Pryor, 1980).

Utilization of traditional services as user education opportunities is also advocated in the literature. For example, librarians have the opportunity to engage in individualized instruction through reference services. According to Adams (1980), librarians have historically engaged in this type of activity. Reference services which can function as library use instruction include: 1) assistance in the identification, selection and location of library materials, 2) the provision of ready reference services, 3) manual and computerized literature searches, 4) inter-library loan, 5) preparation of bibliographic guides, 6) preparation of special index files, 7)

abstracting, and 8) translating (Rader, 1978).

The role of the academic library in higher education is a significant one. There are numerous testimonials dealing with existing programs including discourses concerning methodologies and content. Controversy which exists in the field is generated by the uniqueness of individual libraries and their users, standardization or lack of standardization in regard to program content and methodological approaches, as well as numerous other instructional details. However, there are also common threads which prevail throughout the literature including the desire (and need) for the development of procedures for the planning and evaluation of programs of instruction in the use of the library. The consideration of evaluation procedures should be given a high priority throughout program development. The basic need lies in the development of a working model for the planning, development, implementation and evaluation of user education programs which includes instrumentation that can be used and understood by practicing librarians.

Organizational Climate Measures as Diagnostic Tools for Libraries

The concept of organizational climate as used in the series of studies which illustrates the development of

diagnostic measures for libraries refers broadly to "the way in which people who work in an organization collectively, not individually, perceive that organization to be functioning" (Samuels, 1979a, p. 238). Further defined, organizational climate can be described as "a class of attributes common to an organization which describes the internal and external environment in terms of values, perceptions and beliefs of those who work within that organization" (Samuels, 1979a, p. 238).

Beaubien, Hogan and George (1982) suggest that a similar concept "institutional environment" should be the focus of the planning of library instruction. Specifically, characteristics of an academic or school setting such as its mission (whether teaching or research) should be considered when planning library instructional services. Further, library instruction should be an integral part of the library's philosophy in order to assure program survival (Beaubien, Hogan, and George, 1982, p. 221).

A similar concept, organizational culture, has been considered in terms of planning library services (Samuels, 1982a). This concept is examined within the context of discussions concerning the presence of an atmosphere conducive to planning activities. Emphasis is placed on diagnosing an organization's readiness to engage in a planning process. It follows that the use of climate

instruments as diagnostic tools to determine what Samuels (1982a, p. 150) describes as an organization's readiness to plan through the determination of whether a planning culture exists within an organization is a feasible activity.

Conceptual Issues in Organizational Climate

The construct on which organizational climate research is based includes several broad conceptual issues, most of which are methodological in nature. Hellriegel and Slocum (1974) indicate that, on a conceptual level, the construct of organizational climate has well defined boundaries and suggests considerable potential for describing and understanding behavior of individuals within organizations. The concept of climate has been researched for over two decades as a construct which can be utilized in both perceptual and objective organizational analysis. Climate measures are, however, more often perceptual than objective. Most climate measurement research takes the form of survey research and concerns perceptions of the total organization, supervisory and peer leadership, and interpersonal processes such as communication flow and networking (Lau, 1976). Alternative ways of measuring climate include the use of objective organizational indices such as size, degree of hierarchy and experimental climate manipu-

lation. Samuels (1979) indicates the need for continuous research in the comparison of climate analysis using perceptual and objective measures. Perceptual measures, however, remain the most frequently used in the continuing development of the construct of organizational climate.

Lau (1976) explores five basic conceptual issues which are frequently encountered in research concerning organizational climate measures. These issues are:

1. The validity of the interactionist approach that posits the organizational behavior is a joint function of individual and situational factors.

2. The argument that climate is redundant with measures of job satisfaction.

3. The level of analysis question, which concerns whether climate scores collected from individuals can be aggregated to explore phenomena at higher organizational levels.

4. The question of the relationship between objective and perceptually defined climate measures.

5. The identification of meaningful climate taxonomies generalizable both across different levels of the same

organization or across different organizations.

These conceptual issues point to a number of unresolved methodological issues which affect the utilization of organizational climate measures in organizational analysis. Particularly evident are problems dealing with the individual vs. the organization as a whole. More precisely, organizational climate measures are descriptive and organizationally oriented rather than evaluative and individually oriented (Lau, 1976).

Forehand and Gilmaer (1964) describe the effect of climate on behavior as divisible into two categories, 1) directive, affecting all members within an organization, and 2) interactive, affecting some but not all of the organizations members. Other researchers have attempted to clarify the field of climate research. James and Jones (1974) explore three approaches to organizational climate measurement including first, the multiple-measure organizational attribute approach which addresses climate through organizational condition including organizational context, organizational structure, organizational values and norms, and organizational processes (i.e. leadership, rewards and communications). The second approach explored by James and Jones (1974) is the perceptual measure-organizational attribute approach in which climate is viewed through individual perceptions of the organization.

The third and final approach is the perceptual measure-individual attribute approach in which climate is addressed as a summary evaluation based on the interaction of actual events and perceptions of those events. One year earlier Payne and Mansfield (1973) used the term "psychological climate" to provide a conceptual linkage between analysis at the organizational level and analysis at the individual level. James and Jones (1974) argue that the three approaches to climate assessment which they outline emphasize the problem of using data collection at one level to explain phenomena at a different level within the organizational structure. It is this distinction of levels that must be constantly clarified within the construct of climate. In a later study, Payne and Pugh (1976) define climate assessment in terms of an approach similar to James and Jones (1974). According to Payne and Pugh (1976), climate assessment is either 1) objective, using direct measures such as organizational size, organizational technology, or 2) subjective, using indirect measures such as group based perceptual questionnaires. As indicated earlier, the subjective approach to climate assessment remains the most prevalent and preferred method to date.

Important Organizational Climate Studies

Two branches of organizational climate research have produced studies which influence future development of the use of organizational climate measures. Early studies dealing with the climate concept are found within corporate and industrial settings and include studies such as that of Roethlisberger and Dickson (1939) which examines worker productivity and Litwin and Stringer (1968) which utilize an experimental approach to determine the degree to which different climates could cause certain motivational forces to surface among organizational members. Other studies dealing with the concept on a corporate or industrial level frequently focus on one type of climate such as "executive climate" (Taguri, 1968). Still others suggest that certain types of climate produce various results such as increased job satisfaction (Cawsey, 1973, Friedlander and Margulies, 1969) productivity (Frederickson, 1966) competency (Friedlander and Greenberg, 1971) and performance (Kaczka and Kirk, 1968).

The other branch of organizational climate research is that which can be traced from the work of Pace and Stern (1958). Specifically, this lineage concerns the development of organizational climate instruments as diagnostic measures within educational and library settings and includes the application of such measures to the processes

involved in planning and formative evaluation.

At the college and university level, the term "environment" has been utilized rather than "organization" when dealing with an institution's "climate" or "culture" (Pace, 1968). An early attempt to provide an instrument to characterize the college environment is the College Characteristics Index (CCI) developed by Pace and Stern (1958). This instrument has been analyzed both on the individual level (Stern, 1960) and the organizational level (Pace, 1960). Another instrument, the College and University Environment Scales (CUES) (Pace, 1963) is analyzed on the institutional level. The CUES is utilized in the validation of a later instrument, the Institutional Functioning Inventory (IFI) (Centra, Hartnett, Peterson, 1970) which forms the basis for the development of organizational climate measures for libraries.

The IFI is designed to measure faculty members' perceptions of their campus climates (Peterson, 1970). This instrument consists of eleven scales which are defined as:

> INTELLECTUAL-AESTHETIC EXTRACURRICULUM (IAE): The availability of activities and opportunities for intellectual and aesthetic stimulation outside the classroom.

FREEDOM (F): Academic freedom for faculty and students as well as freedom in their personal lives.

CONCERN FOR IMPROVEMENT OF SOCIETY (CI): A desire among people at the institution to apply their knowledge and skills in solving social problems and promoting social change in America.

CONCERN FOR UNDERGRADUATE LEARNING (UL): The extent to which the college emphasizes undergraduate teaching and learning.

DEMOCRATIC GOVERNANCE (DG): The extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

MEETING LOCAL NEEDS (MLN): An institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for trained manpower on the part of local businesses.

SELF-STUDY AND PLANNING (SSP): The importance college leaders attach to continuous long-range planning for the total institution, and to institutional research

needed in formulating and revising plans.

CONCERN FOR ADVANCING KNOWLEDGE (AK): The extent to which the institution emphasizes research and scholarship aimed at extending the scope of human knowledge.

CONCERN FOR INNOVATION (CI): The commitment to experimentation with new ideas for educational practice.

INSTITUTIONAL ESPRIT (IE): The sense of shared purposes and high morale among faculty and administrators.

Analysis of the instrument provides an institutional measure of perceptions held by faculty concerning the "institutional functioning" of the college or university (Centra, Hartnett, Peterson, 1970).

The validity of the IFI was tested using correlations with several criterea including: 1) published institutional data of record (i.e. number of books in the college library, college income per student, average faculty compensation and selectivity of admissions procedures), 2) student perceptions of their college environment as measured by College and University Environment Scales

(CUES), and 3) a national study of student protest (Centra, Hartnett, Peterson, 1970). Two of the eleven scales, SELF-STUDY AND PLANNING and CONCERN FOR INNOVATION proved to be lacking in support for their intended measure due to the lack of an appropriate criterian variable (Centra, Hartnett, Peterson, 1970). The reliability of the IFI was determined using statistical analysis techniques including coefficient alpha reliabilities. The reliability coefficients of both the MIFI and the IFI scales are shown in Table 1.

Several uses of the IFI have been suggested by ETS including departmental comparisons, comparisons of faculty perceptions and possibly those of students, institutional goal and analysis, comparisons between different faculty groups, and the evaluation of the effects of change (Educational Testing Service, 1972).

Samuels' (1979) study utilized the work of Centra, Hartnett, and Peterson (1970) in the application of eleven climate scales derived from the IFI to public libraries on the organizational level. This study was methodological in nature and is concerned primarily with the development of an instrument for measuring organizational climate. The eleven scales of the Modified IFI are defined as:

INTELLECTUAL AESTHETIC EMPHASIS (IAE): The degree to which a library stresses cultural activities and

Table 1

Coefficient Alpha Reliabilities, Means, Standard Deviations and Standard Errors of Measurement for MIFI and IFI Data Based on Organizational Level Data

		MIFI (N=20)		
Scale	Alpha	Mean	SD	SE Means
IAE	.87	6.05	1.61	.87
SUP	.92	5.47	1.59	.45
CIC	.77	6.13	1.09	.52
DIV	.71	7.60	.84	.40
FRE	.87	5.42	1.24	.50
DG	.96	5.60	2.30	.40
MLN	.75	5.94	1.16	.57
INN	.91	8.36	1.72	.84
CAK	.79	7.23	1.20	.66
SSP	.93	5.67	1.90	.95
ESP	.95	7.35	2.08	.87

(table continues)

IFI
(N=37)

Scale	Alpha	Mean	SD	SE Means
IAE	.88	8.49	2.11	.73
UL	.92	8.18	1.78	.50
IS	.95	6.75	2.39	.54
HD	.90	7.11	1.80	.57
F	.90	9.05	1.49	.47
DG	.96	6.99	1.77	.35
MLN	.92	6.86	2.25	.64
CI	.92	7.95	1.46	.41
AK	.96	4.50	2.74	.55
SP	.86	7.33	1.32	.49
IE	.92	8.51	1.28	.36

events in its daily operations.

CONCERN FOR ADVANCING KNOWLEDGE (CAK): The degree to which a library encourages professional advancement among library staff.

INNOVATION (INN): The commitment of a library to pursue innovative practices and services.

SELF-STUDY AND PLANNING (SSP): The willingness of a library to undergo meaningful self-study and evaluation for improvement of services.

SUPPORT (SUP): The degree to which a library maintains mutually supporting relationships between different work groups within that library.

FREEDOM (FRE): The degree to which library staff feel coopted by the organization in terms of the organizations rules, regulations, and "official" point of view.

DEMOCRATIC GOVERNANCE (DG): The extend to which professional staff feel that they have the opportunity to participate in library decision making.

ESPRIT (ESP): The level of morale and shared purpose among library staff.

CONCERN FOR IMPROVEMENT OF COMMUNITY (CIC): The degree to which professional staff feel committed to changing the status quo within the community a library serves.

MEETING LOCAL NEEDS (MLN): The degree to which library staff feel that the library is satisfying the needs of the community for library services.

DIVERSITY (DIV): The degree to which a library is willing to accept hetrogeneity in the staff which it employs, the patrons which it attracts, and the information which it provides.

Of these eleven scales, the seven which showed high reliability were DEMOCRATIC GOVERNANCE (0.96), ESPRIT (0.95), SELF-STUDY AND PLANNING (0.93), SUPPORT (0.92), INNOVATION (0.91), INTELLECTUAL-AESTHETIC EMPHASIS (0.87) and FREEDOM (0.87). An additional scale, MEETING LOCAL NEEDS (0.75), proved to be moderately reliable.

The validity of the eleven scales was tested through the utilization of four criterian libraries which were selected based on prior knowledge of innovative,

participatory and evaluative practices (Samuels, 1979, p. 75-76). Profile analysis using the four criterian libraries along with correlational analysis was used to illustrate the validity of the eleven climate scales. Three of the scales, DIVERSITY, CONCERN FOR IMPROVEMENT OF COMMUNITY and CONCERN FOR ADVANCING KNOWLEDGE did not prove to be valid in this study.

Samuels' (1979) research indicates that the organizational climate of libraries is a measurable variable and can be utilized within the context of the public library setting. It is suggested that an organizational climate which is supportive, innovative and satisfying is necessary for the provision of relative and meaningful service (Samuels, 1979).

The use of the MIFI to examine a specific relationship, public librarians' perceptions of organizational climate and their ability to estimate the needs of library use, is seen in the work of Stellingwerf (1981). The purpose of that study was "to determine if a satisfactory work environment, as perceived by the professional staff of a library, increased the staff's awareness of user needs" (Stellingwerf, 1981, p. ii). In addition to utilizing eight of the MIFI scales; FREEDOM, INNOVATION, SELF-STUDY AND PLANNING, DEMOCRATIC GOVERNANCE, ESPRIT, INTELLECTUAL-AESTHETIC EMPHASIS, MEETING LOCAL NEEDS and SUPPORT as a measure of organizational climate, items were developed to

measure librarians' awareness of user needs. Stellingwerf's (1981) findings indicate that there are no significant relationships between seven of the eight climate measures and the ability of librarians to estimate user need while there is a significant relationship between that ability and the INTELLECTUAL-AESTHETIC EMPHASIS scale (Stellingwerf, 1981, p. 73).

An overall framework for the diagnosis of a library's climate is suggested by Samuels (1981, p. 426) which consists of a two phase process which includes a series of 14 steps. Phase one of this process consists of the assessment and evaluation of a library's organizational climate. Included in the measurement of the library's climate are the variables, INNOVATION, SUPPORT, FREEDOM, DEMOCRATIC GOVERNANCE and ESPRIT. The second phase is primarily directed toward reaching perceptual agreement among management and staff through the modification of the library's climate followed by additional assessment and evaluation (Samuels, 1981). The same five climate scales were also used in conjuction with a study concerning information processing and organizational climate (Samuels, McClure, 1982). The Information Processing Library Climate (ICPL) study indicated that if organizational climate is improved, service improvement can be expected to follow (Samuels, McClure, 1982, p. 68). The improved organizational climate should therefore approach what

Samuels and McClure (1983, p. 16-17) call an open organizational environment whose members perceive that mutually supporting relationships exist, that morale is high, that decision making is shared, and that innovation and creativity are stressed.

Other research which concerns organizational climate in libraries deals with the professional behavior of academic librarians. Soudek (1983, p. 336) indicated that the concept of organizational climate may be useful in academic libraries since it stands between the broad concept of environment and the more specific concepts of situations, conditions, and circumstances. Further, Soudek (1983) points out that the climate of the academic library reflects to some extent the complex dimensions of the specific academic institution of which it is a part.

Closing Note

The literature dealt with in this review is intended to point toward the possible use of the concept of organizational climate in conjuction with the planning and formative evaluation of library instructional services. Effective library instructional services cannot exist in a climate in which library staff and faculty do not agree on the instructional role of the library. Therefore, the utilization of climate scales designed to aid in the

diagnosis of a suitable climate in which faculty and librarians can work together to maximize library instructional services can provide information necessary for the successful planning and formative evaluation of such services.

CHAPTER III

DESCRIPTION OF THE STUDY

The primary purpose of this study is the process of designing and testing of an instrument for use in the diagnosis of an organizational climate suitable for promoting instruction in library use services within academic libraries. This instrument provides a measure of the perceptions of faculty and librarians concerning whether or not the climate is "right" to proceed with the proposed planning and implementation (or revision) of a program in library use instruction.

The research design utilized in this study consists of two phases: 1) an exploratory study consisting of the design and initial testing of the instrument, and 2) the field testing of the instrument. Procedures used in the field study are based on those used by Samuels (1979) in dissertation research in which an existing instrument, the Institutional Functioning Inventory (IFI), was modified for use in measuring perceptions of organization climate held by public librarians as well as methodology employed in subsequent research based on that study. Samuels (1979) procedures were based on those used in the development of the IFI by the Educational Testing Service of Princeton,

New Jersey.

Sample Selection

The context in which this study was conducted is that of the academic library within comprehensive colleges and universities. The population selected for the study is composed of two primary groups, four libraries, selected to participate as criterion libraries, and a larger population from which a simple random sample was selected. Since the purpose of this study is to develop an instrument suitable for use in academic libraries serving primarily undergraduate students, only those institutions which are classified as Comprehensive Institutions were included. In order to geographically limit the population to a reasonable size only those institutions located within the area served by the Southern Association of Schools and Colleges were chosen. Institutions which fit these criteria were selected using the 1983 list of member institutions of the Southern Association of Schools and Colleges. In addition to general institutional information, information was gathered about the libraries of those institutions using the 35th edition of the American Library Directory (1984). This information includes: a) library income, b) collection size, c) size of the library staff, d) stability of the library's

administration, e) number of FTE students, and f) number of teaching faculty. In comprehensive institutions the library staff should be of sufficient size to ensure adequate response to the instrument. In addition only those institutions were initially selected where the library director has been the same for a period of at least two years in order to assure administrative stability. Selection was accomplished by comparing entries in earlier editions of the American Library Directory. The four criterion libraries need not fit the requirements specified for the remainder of the population. These libraries were selected on the advice of authorities in the field of bibliographiic instruction. At the time of selection, consultation was made with John Lubans (personal communication May 17, 1984) and Carolyn Kirkandall (personal communication May 21, 1984).

The size of the sample selected for this study need not be dictated by a need for statistical generalization. Since this study is concerned with testing the instrument in a variety of library settings, the population should be somewhat diverse. This is assured by using comprehensive colleges and universities as the population for the study providing a variety of institutions. Second, the need for mathematical adequacy dictates that the sample size should be of sufficient size that statistical analysis can realistically be performed. The number of institutions

included in the study conform to the number of libraries used in the Samuels' (1979) study since it forms the basis for the current research. Samuels' (1979) sample consisted of 20 libraries including the four criterion libraries. This study includes an actual total of 21 institutions; one institution used for the exploratory study, four criterion institutions, and 16 randomly selected institutions. Within each institution approximately 20 respondents were sought. Ten participants from each of the two categories of respondents (librarians and faculty) were selected by simple random sample for a total 20 participants per institution.

Initial Adaptation of the Modified IFI

The Academic Library Instructional Services Survey (ALISS) was constructed using as its basis the Modified Institutional Functioning Inventory (MIFI) (Samuels, 1979). MIFI is designed to measure public librarians' perceptions of organizational climate. Its antecedent, the Institutional Functioning Inventory (IFI), was developed by the Educational Testing Service of Princeton, New Jersey (1972), for measuring the perceived working atmosphere or "functioning" variables of a college or university.

Four MIFI scales, ESPRIT, SELF-STUDY AND PLANNING, INNOVATION and SUPPORT were chosen from 11 possible scales

for inclusion in ALISS. The revised ESPRIT and SUPPORT scales measure perceptions pertaining to functioning relationships between and among faculty and librarians. The INNOVATION and SELF-STUDY AND PLANNING scales deal with the willingness and commitment of librarians and faculty to plan for and pursue improved and innovative practices and services. An additional three scales, INTEGRATION, INSTRUCTION and UTILIZATION, have been designed to measure perceptions concerning instructional services. The exploratory version of the INTEGRATION scale is divided into two sub-scales dealing with library materials and subject areas. Items on the SUBJECT sub-scale represent standard undergraduate curriculum as reflected in numerous current college catalogs while items on the exploratory version of the MATERIALS sub-scale are types of materials common to most academic libraries which serve undergraduates. The UTILIZATION scale is designed to measure the perceived helpfulness of library resources and services while the INSTRUCTION scale is concerned specifically with library instruction. The version of ALISS used in the field study combines the INSTRUCTION and UTILIZATION scales. Selected items from the INTERGRATION scale were treated as background information and not assessed as a separate scale.

In order to adapt MIFI scales for uses within the academic library setting several changes were necessary.

In general, terms found in several items such as "library management", "management", and "administration" were changed to the term "librarian" meaning all staff members designated as professionals by their libraries. The term "librarian" in MIFI items was changed to various terms denoting library users or categories of library users such as "faculty" or "students". In effect, the management/staff librarian relationship reflected by MIFI was altered to reflect a librarian/user relationship in ALISS. Conceptually, the librarian/user relationship is not unlike the supervisor/supervised relationship when the role of the librarian is that of instructor and the role of the user is that of a student. Changes were made in three of the four MIFI scales, ESPRIT, INNOVATION, and SUPPORT which conform to the above generalization. No changes were made in the SELF-STUDY and PLANNING scale.

Additional changes were necessary for selected items in the SUPPORT and INNOVATION scales. Several items on the SUPPORT scale were reworked in order to measure respondents' perceptions of support for the instructional role of the academic library. For instance, an item which originally delt with the promotion and retention of librarians was altered to reflect collaboration between faculty and librarians in determining library support for course offerings. Another item on the scale concerning the work and rewards of librarians was replaced by an item

concerning the attitude of the librarian and its effect on library use. An item which delt with recruiting new librarians based on their ability to interact with library staff was changed to reflect the perceived importance of interaction between librarians and library users. The final item to be altered in the SUPPORT scale concerned the emphasis of upgrading staff skills through in-house training. This item was changed to reflect the perceived emphasis placed on the upgrading of library use skills through bibliographic instruction.

Several changes were also necessary in the INNOVATION scale. All changes in this scale were aimed at focusing items specifically toward the instructional role of the library. For example, one item dealing broadly with innovative practices which had shown promise at other libraries was redirected to reflect the willingness of the library to become more involved in the instructional program of the institution. Another item which questioned changing the "old way of doing things" was replaced with an item dealing with the library's role in developing resources for new additions to the curriculum. The final alteration in this scale similarly concerns the cooperation of faculty and librarians in planning for library support of new course offerings. This item replaces one which questions library management's encouragement for experimentation with new ideas.

It should be noted that changes at this point of the research are made by the researcher based on the particular attributes being addressed by this instrument. Although these changes were made, the intent of the researcher is to remain as close to the MIFI scales of ESPIRIT, SUPPORT, INNOVATION and SELF-STUDY AND PLANNING as possible both in wording and the pre-determined direction of the response.

Exploratory Study

The exploratory study was conducted primarily for the limited purpose of providing a guide for the future development of the ALISS and to test data collection and analysis techniques. As a service to the institution where the study was conducted, analysis using the SPSS program FREQUENCIES was used to generate data for possible use by the library staff as a guide for further self-study. This date was reported to the institution with the understanding that the researcher did not have sufficient evidence, at this point, to consider the questionnaire either reliable or valid.

The primary purpose of the exploratory study was two-fold. First, the researcher was concerned with the face validity of the instrument being developed. To this end, comments were solicited from respondents concerning the instrument which aided in culling items which were either

unclear or repetative. Second, the researcher attempted to simulate as closely as possible the techniques used at a more advanced stage of the research including the dissemination of the questionnaire as well as data collection and analysis.

The exploratory version of the ALISS consists of three forms of the questionnaire: librarian, faculty and student. The seven scales tested during the exploratory study are defined as:

UTILIZATION: The degree to which library resources and services are perceived as helpful by or to users.

INSTRUCTION: The degree to which library use instruction is felt to be a necessary library service.

INTEGRATION: The degree to which library services are utilized in relation to the curriculum of an institution.

ESPRIT: The level of morale and shared purpose among library staff.

SELF-STUDY AND PLANNING: The willingness of a library to undergo meaningful self-study and planning for the improvement of services.

SUPPORT: The degree to which faculty and librarians maintain mutually supporting relationships within an institution.

INNOVATION: The commitment of librarians and faculty to pursue innovative practice and services.

The findings of the exploratory study concerning each scale will be discussed at length later in this document.

Administration of the Instrument

In order to administer the exploratory form of the instrument, several steps were taken to secure permission to utilize the selected site, a small liberal arts college. Although this institution does not necessarily fit all characteristics of the institutions which will be utilized in further development of the instrument it was selected for the exploratory study due to: 1) its familiarity to the researcher, 2) the convenience of its location, and 3) the library staff's interest in the development of and instruction in the library use program. After institutional approval was secured, the researcher met with members of the library staff at the request of library administration. The meeting was used as an opportunity to gain input on the questionnaire for use in

making revisions before the commencement of data collection. For this purpose, a focus group guide (See Appendix A) was constructed. The use of the focus group guide is a technique borrowed from market research and modified to suit the purpose of the current study. In its pure state, the focus group technique as used in market research involves gathering a group of respondents for an open-ended discussion about a product (Calder, 1977). In this case, the "product" was the questionnaire.

The request by the Director of Libraries for a preliminary discussion concerning the instrument with the potential participants from the library staff affected the results of the exploratory study. This requirement created a bias which significantly affected the validity of the instrument administered to the library staff since the staff had the opportunity to view the instrument prior to its actual administration. It should be noted however, that the responses of the other two groups, faculty and students, should not have been significantly affected by this problem since their first exposure to the instrument was during its actual administration during the exploratory study.

The instrument was administered between February 14 and February 23, 1983. Three forms of the questionnaire were developed for the exploratory phase of the research (See Appendix B). The faculty form (F) was disseminated to all

full-time faculty. The form designed for librarians (L) was distributed to the library staff. Form S (student) was distributed to a random sample of students equal to the size of the full-time faculty population. Conditions simulated those of the proposed filed test. Statistical tests performed on Form F of the questionnaire can be considered valid since the number of respondents came close to approximating 30 which assures the investigator benefit of the Central Limit Theorum (Roscoe, 1975, p. 184). The student response rate was too low to consider any tests useful except frequency counts. Although all members of the library staff responded, statistics other than frequency counts are not meaningful due to the extremely small size of the population (See Table 2).

The form of the exploratory version of ALISS is essentially the same as that of MIFI with the exception of Section A which consists of a single scale containing two sub-groups, subject areas and types of library materials. Respondents were asked to mark, on a scale of 1 to 5, whether or not an item is important to their use of the library. Sections B and D consist of statements to which the participant is asked to respond "strongly agree", "agree", "disagree" or "strongly disagree". The option of a neutral "don't know" response is not included in this section in order to force a definite response. Section C consists of statements for which possible responses are

Table 2

Response Rates of Participants In the Exploratory Study of the ALISS

Group	Sent	Responses	Rate
Librarians	7	7	100%
Faculty	57	28	49%
Students	57	14	25%
All Groups	121	49	40%

"yes", "no" and "don't know".

In order to score various scales on the instrument, items in Section B, C, and D were keyed prior to administration. The method of scoring used for the ESPIRIT, SELF-STUDY AND PLANNING, INNOVATION, UTILIZATION and INSTRUCTION scales is based on the scoring methods of Samuels (1979) and Peterson, Centra, Hartnett and Linn (1970). Responses to items on all scales, with the exception of the INTEGRATION scale, were coded "0" or "1" according to whether or not responses were in the keyed direction. If the respondent answered in the keyed direction on a particular item his or her response for that item would be coded "1". If the response is not in the keyed direction or if the item is omitted the item response is coded as "0". Items with "don't know" responses were also coded as "0".

For the purpose of comparing responses on different scales and forms of the instrument during this phase of the research, an institutional score for each scale on each form was obtained using the response code scheme of "0" or "1". Scores on each scale were then converted into percentages. Institutional scores on a particular scale provide a method of comparing scores. These scores are particularly useful when comparing the responses of one group to another although one must take variations of size between groups of respondents into account.

Results

The primary result of the exploratory study of the ALISS is the restructuring of the questionnaire from three forms for librarians, faculty and students to one combined form for both faculty and librarians and the omission of the student form. The decision to develop only one form of the instrument is based on several reasons. First, the results were significantly affected by the response rate of the various groups. This is particularly true with the student group. Second, it is believed that the problems seen in administering the instrument at this stage of the research would similarly affect results of future administrations of the instrument in its present form. Finally, the student form attracted students who appear to be a "self-selected" few who exhibit a great deal of interest in the library and whose responses did not provide a clear picture of perceived organizational climate and library instructional services.

General changes to be made in the questionnaire include the method of recording responses using answer sheets. Many of the respondents indicated that the response sheet was difficult to use. The revised version of the ALISS is, therefore, designed so that the respondent can mark the answer directly on the questionnaire. Responses are transferred to Opscan sheets for data analysis using SPSS

programs. Another problem indicated by some participants concerns the use of "yes", "no" and "don't know" responses with some items and "strongly agree", "agree", "disagree" and "strongly disagree" responses with others. After deciding which items were to remain on the questionnaire, all "yes", "no" and "don't know" items were slightly reworded to conform with "strongly agree", "agree", "disagree" and "strongly disagree" responses. In addition, items which were not answered by 40% or more of the respondents in any group were considered for possible deletion. The revised version of the instrument contains 55 items. Exploratory versions included from 64 items on Form S to 103 items on Form L.

In the course of development the reliability and validity of an instrument must be assessed. The question of validity is addressed at this point in the research only in terms for face validity. No specific statistical tests were performed on the data in order to assess the validity of the exploratory instrument. Comments from those who participated in the exploratory study were sought. Cronbach Alpha was obtained for all scales on all forms of the instrument using the SPSS program RELIABILITY. It must be noted that these Coefficient Alpha are, for a large part, unusable due to the variation in size between the groups involved in the exploratory study (N=7 to N=28). The Alpha for Form F can be considered usable due to the

number of respondents (N=28). It should also be noted that, although some comparisons are made between data concerning Samuels' (1979) instrument and data obtained on this version of the ALISS that, data from the exploratory version of the ALISS is on the individual level while Samuels' data is at the organizational level. More recent study by Samuels (1984, personal communication) has utilized the climate scales on an individual level and has indicated comparable reliability coefficients at both levels. In addition to data obtained using the SPSS programs FREQUENCIES and RELIABILITY, data generated using the SPSS program FACTOR is used to analyze items on the UTILIZATION and INSTRUCTION scales.

In general, the results of the exploratory study were affected by four factors: 1) response rates, 2) variation in size between groups of respondents, 3) apparent self-selection of respondents in one group, and 4) failure of respondents to mark responses to many items. Each of the seven scales is considered separately in order to determine possible alterations to the scale for use in future versions of the questionnaire. In the case of the three scales devised solely by this researcher, this information was used to the extensive revision of those scales.

The ESPRIT scale. The ESPRIT scale is designed to provide a measure of the perceived level of morale and

shared purpose among the library staff. The scale appears only on the form administered to members of the library staff. It is expected that variables measured by this scale have an effect on the manner in which library services are provided, if not directly on the services themselves. The institutional average for this scale was 54%. As noted in the analysis of individual items this score was affected by a failure of the participants to respond to many of these items. Since lack of group response is accounted for in scoring the questionnaire, failure to respond is mathematically equivalent to responding negatively (or not in the keyed direction) to an item and thus has the effect of reducing the score (See Table 3).

Changes made in the ESPRIT scale as a result of the exploratory study are aimed at clarifying items so that they can be responded to by both faculty and librarians. For example, "staff" was further defined as "library staff". The number of items is reduced from 10 to 8. Two items which dealt with staff morale and loyalty to the library were omitted. The primary reason for this is not the validity of the items but the determination that these concepts are indirectly addressed by other items on the questionnaire. In addition to frequency data already discussed, an Alpha Coefficient (0.78) was obtained. The Alpha obtained by Samuels (1979) on the organizational

Table 3

Frequency of Responses to the Exploratory Version of the ALISS (Esprit Scale)

(N=7)

	Score Key	SA	A	D	SD	No Response
Mutual Support	SA-A	42.9	42.9	14.3	0	0
Loyalty	SA-A	14.3	42.9	0	0	42.9
Goal Achievement	SA-A	28.6	57.1	0	0	14.3
Staff Relations	D-SD	0	0	57.1	28.6	14.3
Staff/Faculty Communications	D-SD	14.3	28.6	28.6	28.6	0
Turnover	D-SD	0	14.3	57.1	14.3	14.3
Management Capability	SA-A	0	42.9	28.6	0	28.6
Leadership Effectiveness	SA-A	0	42.9	28.6	0	28.6
Staff Morale	SA-A	0	28.6	14.3	0	57.1
Community	SA-A	14.3	28.6	28.6	0	28.6

level for the ESPRIT scale was .95 (N=20).

The SELF-STUDY AND PLANNING scale. The SELF-STUDY AND PLANNING scale measures the library staff's perception of the willingness of the library to undergo meaningful self-study and planning activities for the improvement of services (See Table 4). The institutional score for this particular library was 35%. In general this score cannot be attributed to a lack of response to particular items by the respondents. In all cases but one, only 14.3% of the participants did not respond to an item.

The items on this scale can be grouped according to three broad areas. The first of these areas concerns the availability of certain documents necessary for self-study and planning. The next group of items deal with various types of planning. The final group within this scale consists of items dealing with reasons for change and improvement in library services. In general, this seems to be an area which has been neglected in the past by this library's staff, indicating that improvements within the library have not been the result of planning but rather of internal and external pressure.

Following the exploratory study, alterations to this scale were made in order to focus on library self-study and planning within the total campus organization. In addition, items were changed when necessary so that they

Table 4

Frequency of Responses to the Exploratory Version of the ALISS (Self-Study and Planning Scale)

(N=7)

	Score Key	SA	A	D	SD	No Response
Reason for Change	D-SD	14.3	42.9	28.6	0	14.3
Improvement	SA-A	0	28.6	51.7	0	28.6
Statistics	D-SD	0	14.3	85.7	0	0
		Yes		No	Don't Know	No Response
Library Analysis	Yes	42.9		14.3	28.6	14.3
Long Range Planning	Yes	14.3		28.6	57.1	0
Departmental Planning	No	57.1		14.3	14.3	14.3
Goal Statement	Yes	42.9		14.3	28.6	14.3
Report Availability	Yes	14.3		42.9	42.9	0
Continuous Planning	Yes	71.4		14.3	14.3	0

could be addressed by both faculty and librarians. The size of the scale (9 items) remains the same. The Alpha Coefficient (0.62) is again affected by the small size of the population (N=7). Samuels' (1979) study yielded a 0.93 (N=20) Alpha for this scale at the organizational level.

The SUPPORT scale. The SUPPORT scale is one of two scales included on forms for both librarians and faculty. Although the wording of some items is slightly altered between two forms, each item is designed to correspond with a like item on the other form in order to provide a measure of the same variable for each group of participants. The SUPPORT scale is designed to provide a measure of the perceived degree to which librarians and faculty maintain mutually supporting relationships within the institution (See Tables 5 and 6). The institutional scores for faculty and librarians were 63%. These scores indicate overall agreement between the two groups.

The items on this scale are directly concerned with the library's role in providing instructional services and the climate in which those services are provided. Under consideration are awareness of user library skills, emphasis placed on upgrading skills and determination of course support. In addition, this scale deals with interaction and contact between librarians, faculty, and library users in general.

Table 5

Frequency of Faculty Responses to the Exploratory Version of the ALISS (Support Scale)

(N=28)

	Score Key	SA	A	D	SD	No Response
Staff/Faculty Interaction	SA-A	25.0	50.0	17.9	3.6	3.6
Communication of Policy	D-SD	7.1	10.7	50.0	21.4	10.7
Concern for User Interests	D-SD	3.6	0	46.4	42.9	7.1
Awareness of User Skills	D-SD	0	10.7	60.7	21.4	7.1
Sensitivity to User Needs	SA-A	42.9	46.4	3.6	0	7.1
Contact With Users	D-SD	0	32.1	42.9	17.9	7.1
Staff Attitude and Use	SA-A	0	57.1	21.4	10.7	10.7
Emphasis on Upgrading Skills	SA-A	10.7	53.6	25.0	0	10.7
Staff/User Interaction	SA-A	10.7	57.1	21.5	0	10.7
		Yes		No	Don't Know	No Response
Course Support	Yes	71.4		10.7	0	7.1

Table 6

Frequency of Librarians Responding to the Exploratory Version of the ALISS (Support Scale)

(N=7)

	Score Key	SA	A	D	SD	No Response
Staff/Faculty Interaction	SA-A	14.3	57.1	28.6	0	0
Communication of Policy	D-SD	0	14.3	28.6	42.9	14.3
Concern for User Interests	D-SD	0	14.3	4.29	42.9	0
Awareness of User Skills	D-SD	0	0	57.1	42.9	0
Sensitivity to User Needs	SA-A	28.6	57.1	0	0	14.3
Contact With Users	D-SD	0	14.3	14.3	14.3	28.6
Staff Attitude and Use	SA-A	0	57.1	21.4	10.7	10.7
Emphasis on Upgrading Skills	SA-A	14.3	28.6	14.3	0	42.9
Staff/User Interaction	SA-A	28.6	14.3	0	0	57.1
		Yes		No	Don't Know	No Response
Course Support	Yes	42.9		42.9	14.3	0

Due to the fact that the SUPPORT scale is geared toward both faculty and librarians in the exploratory study no major changes in wording were necessary with the exception of choosing between alternate forms of the items. Cronbach's Alpha for Form F (faculty) is 0.85 (N=28). At the organizational level an Alpha of 0.92 (N=20) was obtained for the scale on the MIFI (Samuels, 1979). The Alpha Coefficient for Form L is somewhat lower (0.55) and is again affected by the size of the population (N=7). One item which concerned staff attitude and library use was omitted from this scale due to a high lack of response (42.9%) on Form L.

The INNOVATION scale. The INNOVATION scale is designed to provide a measure of innovative practices and services as perceived by faculty and library staff (See Tables 7 and 8). Institutional scores on this scale were 74% for faculty and 59% for librarians indicating that faculty sense the presence of a greater degree of innovation than do library staff. Generally, innovation in this library is affected by adherence to tradition, financial consideration and a desire to maintain the "status quo".

The revised form of the INNOVATION scale includes 8 items as opposed to 10 on the exploratory instrument. Two of the items were deleted because of a lack of response (42.9%) on Form L. A third item was deleted because it is

Table 7

Frequency of Faculty Responses to the Exploratory Version of the ALISS (Innovation Scale)

		(N=28)				
	Score Key	SA	A	D	SD	No Response
Desire to Change	D-SD	0	17.9	50.0	25.0	7.1
Library Involvement	SA-A	42.9	46.4	3.6	0	7.1
Developing Resources	SA-A	28.6	42.9	17.9	0	10.7
Effect of Change	SA-A	7.1	50.0	25.0	0	17.9
Sense of Tradition	D-SD	7.1	21.5	53.6	10.7	7.1
Course Support Planning	SA-A	32.1	50.1	7.1	0	10.7
Reception of New Ideas	D-SD	3.6	10.7	53.6	25.0	7.1
Change In Services	D-SD	0	3.6	64.3	21.4	10.7
Changes and Finances	D-SD	3.6	24.3	60.7	10.7	10.7
Value of Change	D-SD	7.1	25.0	53.6	3.6	10.7

Table 8

Frequency of Librarians Responding to the Exploratory Version of the ALISS (Innovation Scale)

(N=7)

	Score Key	SA	A	D	SD	No Response
Desire to Change	D-SD	14.3	42.9	28.6	14.3	0
Library Involvement	SA-A	42.9	14.3	28.6	0	14.3
Developing Resources	SA-A	42.9	42.9	0	0	14.3
Effect of Change	SA-A	0	71.4	14.3	0	14.3
Sense of Tradition	D-SD	7.1	21.5	53.6	10.7	7.1
Course Support Planning	SA-A	0	57.1	14.3	14.3	14.3
Reception of New Ideas	D-SD	0	0	57.1	0	42.9
Change In Services	D-SD	0	0	57.1	0	42.9
Changes and Finances	D-SD	0	14.3	71.4	0	14.3
Value of Change	D-SD	14.3	14.3	42.0	0	28.6

felt that other items on the questionnaire address the same issue. Minor changes in wording were made on some items for the sake of clarity. The Alpha for Form F (N=28) is 0.85. An Alpha of 0.91 (N=20) was given at the organizational level by Samuels (1979). As in all other scales, the Alpha for Form L (0.48) is affected by the small size of the population.

The INSTRUCTION AND UTILIZATION scales. The scale INSTRUCTION is designed to measure the degree to which library use instruction is felt to be a necessary library service (See Tables 9-11). The institutional scores for all groups were quite close on this scale with the highest being students (58%) followed by faculty (57%) and librarians (50%). Several of the items on this scale are aimed at discerning whether users and staff are aware of possible instructional programs. The remaining items on the scale deal with perceptions held by respondents concerning certain aspects of library instruction. Responses to items on this scale indicate a general lack of awareness of current or potential instructional activities. However, there is some indication of the possibility of developing such services.

The UTILIZATION scale was designed to provide a measure of the degree to which library resources and services are perceived as helpful by or to library users (See Tables

Table 9

Frequency of Faculty Responses to the Exploratory Version of the ALISS (Instruction Scale)

(N=28)

	Score Key	SA	A	D	SD	No Response
Point of Use Instruction	SA-A	17.9	28.8	39.3	7.1	7.1
Instruction in Interest Area	SA-A	10.7	25.0	53.6	3.6	7.1
Attitude Toward Instruction	D-SD	0	32.1	53.6	3.6	10.7
Responsibility for Instruction	SA-A	32.1	57.1	3.6	0	7.1
Special Instructional Services	D-SD	3.6	14.3	50.0	25.0	7.1
Library Instruction in Curriculum	SA-A	32.1	39.3	14.3	7.1	7.1
Importance of Library Use Instruction	SA-A	17.9	35.7	35.7	0	10.7
Relationship of Library Instruction to Course Content	SA-A	10.7	50.0	28.6	3.6	7.1
		Yes		No	Don't Know	No Response
Instructional Services	Yes	53.6		3.6	35.7	7.1
Instructional Programs	Yes	42.9		7.1	42.9	7.1
Availability of Instructional Services	Yes	46.4		0	46.4	7.1

Table 10

Frequency of Librarians Responding to the Exploratory Version of the ALISS (Instruction Scale)

(N=7)

	Score Key	SA	A	D	SD	No Response
Point of Use Instruction	SA-A	0	57.1	28.6	0	14.3
Instruction in Interest Area	SA-A	0	28.6	42.9	0	28.6
Attitude Toward Instruction	D-SD	0	71.4	28.6	0	0
Responsibility for Instruction	SA-A	57.1	14.3	0	0	28.6
Special Instructional Services	D-SD	0	14.3	57.1	28.6	0
Library Instruction in Curriculum	SA-A	28.6	71.4	0	0	0
Importance of Library Use Instruction	SA-A	28.6	14.3	28.6	0	28.6
Relationship of Library Instruction to Course Content	SA-A	14.3	71.4	0	0	14.3
		Yes		No	Don't Know	No Response
Instructional Services	Yes	42.9		42.9	14.3	0
Instructional Programs	Yes	28.6		28.6	28.6	14.3
Availability of Instructional Services	Yes	46.4		0	46.4	7.1

Table 11

Frequency of Student Responses to the Exploratory Version of the ALISS (Instruction Scale)

(N=14)

	Score Key	SA	A	D	SD	No Response
Point of Use Instruction	SA-A	28.6	42.9	21.4	7.1	0
Instruction in Interest Area	SA-A	7.1	42.9	28.6	21.4	0
Attitude Toward Instruction	D-SD	7.1	57.1	28.6	7.1	0
Responsibility for Instruction	SA-A	7.1	85.7	7.1	0	0
Special Instructional Services	D-SD	0	35.7	50.0	14.3	0
Library Instruction in Curriculum	SA-A	0	28.6	35.7	35.7	0
Importance of Library Use Instruction	SA-A	0	42.9	57.1	0	0
Relationship of Library Instruction to Course Content	SA-A	7.1	64.3	28.6	0	0
		Yes		No	Don't Know	No Response
Instructional Services	Yes	42.9		28.6	28.6	0
Instructional Programs	Yes	21.4		42.9	35.7	0
Availability of Instructional Services	Yes	28.6		14.3	57.1	0

12-14). This scale is one of two scales included on all exploratory forms of the instrument. Comparison of the institutional scores on this scale indicated noticeable differences in perception between the three groups while students (78%) and faculty (66%) believe that resources and services are more helpful than do librarians (55%). Generally, items on this scale can be considered to denote three factors including resource availability, library environment, and reasons behind library use.

In order to assess and restructure the INSTRUCTION and UTILIZATION scales items on the two scales were combined and subjected to Factor Analysis using the SPSS program FACTOR with Varimax Rotation. This procedure was used by ETS in the original development of the IFI (Peterson, Centra, Hartnett & Linn, 1970). A factor loading of $|.33|$ was arbitrarily chosen as the minimum absolute value to be interpreted (Willemsen, 1974, p. 151). If a variable had a loading equal to or greater than $|.33|$ for more than one factor, that variable was grouped according to the highest loading. Therefore, the lowest factor loading actually used in interpreting the factor analysis was .48. It should be noted that the interpretation of Factor Analysis is considered to be somewhat subjective and is, therefore, used inconjunction with other statistical techniques. Also taken into account were Coefficient Alpha generated by SPSS program RELIABILITY. Considered in particular were

Table 12

Frequency of Faculty Responses to the Exploratory Version of the ALISS (Utilization Scale)

(N=28)

	Score Key	SA	A	D	SD	No Response
Use of Other Libraries	SA-A	32.1	57.2	0	3.6	7.1
Assistance from Librarians	SA-A	64.3	28.6	3.6	0	3.6
Ability to Assist User	D-SD	0	7.1	67.8	17.8	7.1
Assigned Library Use	SA-A	14.3	57.2	21.4	0	7.1
Library Facilities	SA-A	53.7	32.1	7.1	0	7.1
Pre-college Library Use	SA-A	3.6	7.1	50.0	28.6	10.7
Resource Availability	D-SD	14.3	35.7	32.1	17.8	7.1
Necessary Library Use	D-SD	14.3	0	60.7	13.9	7.1
Approachability of Staff	D-SD	0	3.6	50.0	39.3	7.1
Availability of Materials	SA-A	7.1	17.8	50.0	17.8	7.1
Required Library Use	SA-A	7.1	60.8	21.4	0	12.7
Encouragement of Library Use	SA-A	21.4	50.0	17.9	3.6	7.1
		Yes		No	Don't Know	No Response
Maintenance of Relationships	Yes	57.1		17.9	17.9	7.1
Library Service	Yes	60.7		3.6	25.0	10.7

Table 13

Frequency of Librarians Responding to the Exploratory Version of the ALISS (Utilization Scale)

(N=7)

	Score Key	SA	A	D	SD	No Response
Use of Other Libraries	SA-A	28.6	57.1	14.3	0	0
Assistance from Librarians	SA-A	71.4	28.6	0	0	0
Ability to Assist User	D-SD	14.3	28.6	42.8	14.3	0
Assigned Library Use	SA-A	0	85.7	14.3	0	0
Library Facilities	SA-A	42.8	14.3	14.3	0	28.6
Pre-college Library Use	SA-A	0	14.3	28.6	14.3	42.8
Resource Availability	D-SD	14.3	0	71.4	0	14.3
Necessary Library Use	D-SD	14.3	44.9	42.8	0	0
Approachability of Staff	D-SD	0	44.9	42.8	0	14.3
Availability of Materials	SA-A	0	14.3	31.4	14.3	0
Required Library Use	SA-A	0	71.4	0	0	28.6
Encouragement of Library Use	SA-A	0	42.8	14.3	0	44.9
		Yes		No	Don't Know	No Response
Maintenance of Relationships	Yes	44.9		42.8	14.3	0
Library Service	Yes	42.8		14.3	28.6	14.3

Table 14

Frequency of Students Responding to the Exploratory Version of the ALISS (Utilization Scale)

(N=14)

	Score Key	SA	A	D	SD	No Response
Use of Other Libraries	SA-A	21.4	57.2	14.3	7.1	0
Assistance from Librarians	SA-A	50.0	42.9	7.1	0	0
Ability to Assist User	D-SD	0	0	100.0	0	0
Assigned Library Use	SA-A	71.4	14.3	14.3	0	0
Library Facilities	SA-A	28.6	64.3	7.1	0	0
Pre-college Library Use	SA-A	21.4	50.0	28.6	0	0
Resource Availability	D-SD	21.4	42.9	28.6	7.1	0
Necessary Library Use	D-SD	7.1	7.1	64.3	21.4	0
Approachability of Staff	D-SD	0	7.1	50.0	42.9	0
Availability of Materials	SA-A	0	7.1	50.0	42.9	0
Required Library Use	SA-A	52.1	28.6	14.3	0	0
Encouragement of Library Use	SA-A	57.2	35.7	7.1	0	0
		Yes		No	Don't Know	No Response
Maintenance of Relationships	Yes	32.8		42.9	14.3	0
Library Service	Yes	78.6		7.1	14.3	0

improved Alpha for the scales when certain items are deleted.

Several additional methods were also used in determining whether an item remained on the instrument. Two items from the original UTILIZATION scale were omitted due to a lack of response. Other items were deleted because it was felt that items remaining on that instrument addressed the same issue. In addition a few items were deleted because they tended to address issues such as instructional methodologies which are outside the scope of this instrument. Due to the major restructuring of the two scales, new items were added which address questions raised during the exploratory administration and data analysis. The UTILIZATION scale was reduced by 50% and from 14 to 7 items. Changes in the INSTRUCTION scale reduced it from 11 to 7 items.

The INTEGRATION scale. The INTEGRATION scale seeks to determine the degree to which library services are utilized in relation to the curriculum of the institution. This scale, primarily because of its size, is analyzed somewhat differently than previously discussed scales. In all, there are 39 items being considered which are divided into two sub-groups of 19 possible subject areas and 20 types of library materials. Respondents are asked to rate items on a scale of 1 (unimportant) to 5 (important) according to

their library use. Item scores consist of the mean for each of the 39 items for each of the three groups (librarians, faculty and students). In general, responses to items on this scale indicate that both faculty and librarians need to be more aware of the changing interests of students.

A major structural change concerns Section A of the INTEGRATION scale. Many respondents indicated that this section was confusing, particularly the Subject sub-scale. It is felt that the intent of the Integration-Subject sub-scale can be realized with a simpler approach which involves an open-ended question.

Methodology for Further Study

The general procedures used in the completion of this study replicated those used by Samuels (1979) as closely as possible. The initial step in this research, the exploratory study, is reported earlier in this document. The Samuels (1979) study does not include this step, but does include pilot and field studies. The field study detailed in this document included the distribution of questionnaires to faculty and professional librarians at both criterion and randomly selected institutions. The questionnaires were completed by the participants and returned to the researcher.

Field Study Instrument

The field study of the ALISS utilizes a revised form of the instrument which was developed as a result of the exploratory study. The revised version of the ALISS consists of 64 items divided into three sections. The first section, contains five items which seek primarily demographic data and nine items derived from the INTERGRATION scale of the exploratory version of the instrument. Five items of this section include: 1) area of professional responsibility (i.e. administrative librarian, non-administrative librarian, teaching faculty, etc.), 2) primary area of responsibility (teaching, circulation, reference, etc.), 3) years at present institution, 4) related years of experience, and 5) subject specialty. Other items in this section deal with the perceived importance of certain library materials such as the card catalog, books, bibliographies, etc. in library use. The remainder of the instrument consists of 45 items divided into two sections which comprise the five organizational climate scales ESPIRIT, SELF-STUDY AND PLANNING, INNOVATION, SUPPORT and INSTRUCTION AND UTILIZATION scales. These scales are defined as:

ESPRIT (ESP): The level of morale and shared purpose among library staff and faculty.

SELF-STUDY AND PLANNING (SSP): The willingness of librarians and faculty to undergo meaningful self-study and planning for improvement of library instructional services.

SUPPORT (SUP): The degree to which faculty and librarians maintain mutually supporting relationships within an institution.

INNOVATION (INN): The commitment of librarians and faculty to pursue innovative practices and services.

INSTRUCTION AND UTILIZATION (INSTUSE): The degree to which library resources and library instructional services are perceived to be helpful in curricular/ resource integration.

The 45 items which comprise these scales are structured so that the response is either "strongly agree", "agree", "disagree" or "strongly disagree".

Field Study Procedures

The field study of the ALISS was conducted using a total of 20 institutions. Of these 20, 16 were selected using simple random sampling. The remainder consist of

four criterion institutions selected prior to the field study on the advice of the researcher's advisory committee as well as John Lubans (personal communication, May 17, 1984) and Carolyn Kirkandall (personal communication, May 21, 1984). The institutions included in the field study of the ALISS are primarily academic libraries within comprehensive colleges and universities. The four criterion institutions are not required to meet the selection criteria set for randomly selected institutions. The 16 randomly selected institutions were from a population of 117 institutions listed as Level III institutions in the Proceedings of the 88th Annual Meeting of the Southern Association of Schools and Colleges (1984). Although the total number of Level III members is 130, 13 institutions were omitted from the population for this study because their FTE enrollment of less than 1,000 was insufficient according to the Carneigie Commission (1971) definition of comprehensive college or university. Factual information concerning these institutions was also gathered from the Education Directory of the National Center for Educational Statistics of the U.S. Department of Education: Higher Education (1983) and the American Library Directory (1984). Additional information was provided by the participating institutions in the form of statistical reports. Recent catalogs of each participating institution were also consulted. This information was utilized in

forming profiles of the 20 institutions in the study which will be used in interpreting the results of the data collected in the survey administration.

Eligible institutions were listed and arranged according to the size of their library's income and numbered consecutively from 1-116. (One of the 117 eligible institutions was dropped because it did not list its income in the American Library Directory.) Library income of institutions included in the population for this study ranged from a low of $69,337 to a high of $2,676,922. Thirty-two numbers were generated from a random numbers table. Institutions which were chosen by this method were then listed in order of the random number. Sixteen extra numbers were included so that there would be room to replace any institution in the first group of 16 that declined to participate in the study. It was necessary that all eligible institutions eventually receive an invitation to participate. This invitation included a request for: 1) a list of library staff indicating professional and non-professional positions, 2) a list of faculty (if not available in the college or university catalog), 3) a copy of the library's most recent statistical report, and 4) the calendar for the current academic year. Each letter of invitation included an informal request for materials related to the library use instruction for each institution. Although not all

institutions sent this optional material, response was quite favorable. The first mailing to institutions numbered 1-16, including the letter of invitation and postcard to be returned as a signal of agreement to participate in the study, yielded 10 positive responses from library directors. Nine of these institutions further responded by sending the information requested. The tenth institution returned the postcard stating that they would participate, but failed to send the additional information. After follow-up communication, this institution was dropped from the study and a replacement obtained. The second wave of invitations resulted in two additional participating institutions. A third mailing of invitations was necessary to reach the desired number of 16 randomly selected participating institutions.

Four criterion institutions were invited to participate. Initially, seven possible criterion institutions were considered as candidates for inclusion in the study. These institutions did not necessarily fit selection criteria established for the randomly selected institutions. In particular, they were not necessarily comprehensive colleges and universities nor were they subjected to the geographical or size restrictions placed on the larger non-criterion group. The four criterion institutions were chosen because of certain known characteristics that would indicate probable response on

one or more of the climate scales. Letters of invitation were sent to library directors at four potential criterion institutions coupled with postcards to be returned as an indication of agreement to participate. Although all four of these institutions initially agreed to participate only three sent the necessary materials. The fourth institution sent a letter indicating that they could not participate as originally planned due to the impending restructuring of their library instruction program. A replacement for that institution was sought from the three remaining possible criterion institutions. The fifth letter of invitation resulted in a positive response and the fourth criterion institution. The first round of invitation letters for both random and criterion institutions was mailed on June 6, 1984 with the final institutional agreement arriving on August 6, 1984.

Upon receipt of the requested information for each of the twenty participating institutions, ten members of the teaching faculty and ten professional librarians were selected by simple random sample from each of the twenty participating institutions. Librarians were selected from lists provided by their institutions. Faculty participants were selected from faculty lists located in current college or university catalogs when available or from faculty lists provided by their institution. Each individual participant was entered on a micro-computer data base file which

included fields for his or her name, department, institution, city, state, zip code, position, assigned institution number (1-20), type number (faculty or librarian), survey number and the date the survey was returned. This listing was checked for accuracy and was used to generate computer produced mailing labels for both the initial and the follow-up mailings. The calendar for the current academic year was requested from each institution in order to determine the optimal time for disseminating the survey. On the advice of the researcher's advisory committee, surveys were mailed shortly before the fall term at each institution. This was thought to be particularly critical for faculty respondents since they are generally on nine month contracts and may or may not be on campus during summer sessions. Individual surveys were disseminated between August 20 and September 20, 1984. A total of 400 surveys (20 per institution) were sent by direct mail to each individual participant. Included with the survey booklet was a letter explaining the study, a letter of introduction from UNC-G and a stamped, self-addressed return envelope. Approximately two to three weeks after mailing the surveys, follow-up cards were sent to all participants thanking them for participating in the study and urging that they return the survey if they had not already.

An assessment was made of the results of the mailings on November 1, 1984. The response rates proved to be quite good, particularly among the participating librarians. The overall response rate was 65%. When broken down between the two groups represented in the study, the response rate for librarians was 79% while that for faculty was 51%. Table 15 summarizes the response rates while Table 16 presents a general statistical breakdown of participating institutions.

In general, responding participants completed their survey forms. However, there seems to be a tendency for respondents to omit answers for items they felt unable to respond to or to write in "don't know". These responses are treated as missing values in data analysis and keyed as "0" or as responding not in the predicted, keyed direction. This is the same method of scoring used by Samuels (1979) for the study on which the present research is based.

Upon receipt of each completed survey, responses were coded and transferred to Opscan sheets. Written comments were also transcribed. Factual published institutional data of record was added to each Opscan sheet for subsequent data entry.

The time period from the initial invitations to the final coding and data analysis extended from June, 1984 to March, 1985. Mailings were staggered to correspond with

Table 15

Group Response Rates of Institutions Participating in Testing of ALISS

Institution	Librarians Sent	Librarians Response	Librarians Rate	Faculty Sent	Faculty Response	Faculty Rate	Total Sent	Total Response	Total Rate
*1	10	6	60%	10	7	70%	20	13	65%
*2	10	7	70%	10	6	60%	20	13	65%
*3	10	10	100%	10	0	0%	20	10	50%
*4	10	6	60%	10	8	80%	20	14	70%
5	10	7	70%	10	8	80%	20	15	75%
6	10	10	100%	10	4	40%	20	14	70%
7	10	6	60%	10	7	70%	20	13	65%
8	10	9	90%	10	5	50%	20	14	70%
9	10	9	90%	10	6	60%	20	15	75%
10	10	9	90%	10	2	20%	20	11	55%
11	10	7	70%	10	5	50%	20	12	60%
12	10	8	80%	10	6	60%	20	14	70%
13	10	6	60%	10	8	80%	20	14	70%
14	10	10	100%	10	0	0%	20	10	50%
15	10	8	80%	10	3	30%	20	11	55%
16	10	9	90%	10	7	70%	20	16	80%
17	10	6	60%	10	8	80%	20	14	70%
18	10	9	90%	10	2	20%	20	11	55%
19	10	8	80%	10	6	60%	20	14	70%
20	10	7	70%	10	3	30%	20	10	50%
TOTAL:	200	157	79%	200	101	51%	400	258	65%
RANGE:		60-100%			0-80%			50-80%	
MEDIAN:		80%			60%			65%	

*Criterion institution

Table 16

Characteristics of Participating Libraries and Institutions

Library	Income	Collection Size	FTE Students	FTE Faculty	Professional Librarians	Total Lib. Staff	Affiliation	Faculty Status
*1	$2,870,538	3,261,222	9,455	1,375	67	203	Private	Yes
*2	$3,520,578	1,217,068	18,426	1,040	34	101	Public	No
*3	$ 307,860	292,493	1,000	84	6	10	Private	Yes
*4	$ 978,961	319,046	6,000	175	13	25	Public	Yes
5	$1,357,914	338,808	6,066	317	11	36	Public	Yes
6	$1,175,446	283,206	5,600	186	14	36	Public	No
7	$1,960,605	251,268	10,347	671	18	63	Public	Yes
8	$1,147,609	537,980	6,812	289	13	33	Public	Yes
9	$ 768,821	272,847	6,700	296	13	31	Public	Yes
10	$ 868,522	276,940	6,823	368	13	45	Public	No
11	$1,100,000	190,184	8,600	300	12	24	Public	No
12	$2,193,623	536,453	18,317	743	24	68	Public	No
13	$ 865,511	260,000	5,394	198	12	30	Public	Yes
14	$1,067,526	337,511	6,723	350	16	37	Public	No
15	807,448	180,000	6,100	301	10	23	Public	Yes
16	$ 863,610	241,219	6,400	240	13	32	Public	No
17	$1,494,197	376,293	5,294	245	15	42	Public	No
18	$1,500,000	381,467	5,755	365	17	38	Public	No
19	$1,824,296	430,000	9,051	510	21	62	Public	Yes
20	$ 999,828	301,500	4,999	313	14	34	Public	Yes

*Criterion Institution

Data from the 1984 American Library Directory

the opening of the 1984-85 academic year at each of the 20 institutions involved.

Chapter III has provided a discussion of the entire study with special emphasis on the exploratory study. An in depth treatment of the data collected from respondents to the field study version of the ALISS will be provided in Chapter IV.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The results of the field testing of the Academic Library Instructional Services Survey (ALISS) are discussed in Chapter IV. Methods used to study the instrument are: 1) the use of Instructional Profile Analysis to indicate the validity of the instrument by examining participating institutions, 2) the use of Factor Analysis to further validate the instrument, 3) the computation of Coefficient Alpha on the individual level, and 4) item analysis. It must be further emphasized that this is a descriptive and methodological study. No intention is being made to infer or predict certain outcomes at any one of the twenty institutions studied. The primary purpose of the study is to determine the feasibility of suggesting that the organizational climate of an institution will have some effect on that institution's perceptions concerning library instructional services and to provide basic research and development of an instrument to measure such perceptions.

Validity

Finding the validity of an instrument is essentually determining whether or not it is useful. According to Nunnally (1967, p. 75) "a measuring instrument is valid if it does what it is intended to do". Nunnally also states that validity is a matter of degree rather than an all or none property and that it is an unending process. As such, evidence gained in the development of an instrument might suggest changes which would increase its validity.

There are three types of validity being considered in regard to the ALISS: 1) criterion validity, 2) predictive validity, and 3) content validity. By examining each type of validity one can gain a sense of the usefulness of the ALISS in measuring perceptions of organizational climate and library instructional services. Validity, as such, can only be inferred (Samuels, 1979). It is the use of the measuring instrument rather than the instrument itself that is validated in the strictest sense (Nunnally, 1967, p. 76). The degree to which an instrument is considered valid enhances its usefulness.

Criterion Validity

Criterion validity is, according to Samuels (1979), similar in some respects to convergent validity.

Convergent validity as proposed by Campbell and Fiske (1959) provides evidence that different measures of a construct can yield similar results. Criterion validity operationalizes this by employing measures of variables or in the case of this study, institutions, which can be identified as possessing certain characteristics. This type of validity is sometimes referred to as pragmatic or practical validity (Selltiz, Wrightsman, Cook, 1976). In this study as well in the Samuels (1979) study and the ETS (1970) studies conducted as part of the development of MIFI and IFI, criterion validity was operationalized by selecting certain institutions or libraries thought to score high or low on certain scales. In essence, according to Samuels (1979), the preexisting condition of a library or in this case, an institution, is the criterion against which the scale is tested.

Institutional Profile Analysis

Each institution studied during the field test of ALISS possesses certain characteristics which could affect the outcome of the administration of the instrument at that institution. Four of the institutions were selected as "criterion institutions" for the study.

Two of these institutions, which are outside the geographic area covered in the study, have been leaders in

the field of library instructional services in the past and have proven ongoing success in the area. The other two "criterion" institutions are large research universities who have had unsuccessful attempts at establishing extensive programs of library instructional services. Raw score data is used when discussing institutional mean scale scores. For example, one point is assigned to each item which is answered according to a pre-determined keyed direction. No points are assigned if the item is not answered according to that direction. The scale mean is determined by averaging individual faculty or librarian scores. The overall mean score is the sum of the scale mean scores. For the sake of comparison, mean scores are computed for librarians (N=157), faculty (N=101) and all respondents as one group (N=258). As expected, when observing overall institutional mean scores computed from raw score data, the two criterion institutions with strong programs of library instructional services ranked high while the other two criterion institutions with weak or questionable programs ranked near the bottom. Table 17 summarizes the rank order of institutions in the study.

After examining each institution, summary comparisons can be made between the overall mean scale scores for faculty and librarians at each institution. The four criterion institutions can also be compared with the 16 randomly selected institutions.

Table 17

ALISS Mean Raw Scale Score (Ranked Highest to Lowest by Overall Mean Score)

(N=20)

Rank	Overall	INSTUSE	ESP	SSP	INN	SUP
+*1	39.20	13.50	8.00	5.60	6.20	5.90
+*2	39.07	13.21	7.50	7.07	5.71	5.57
+ 3	37.80	12.10	7.50	7.30	5.20	5.70
4	35.75	12.33	7.08	6.25	4.83	5.25
5	35.20	11.73	7.07	6.07	5.33	5.00
6	34.69	11.23	5.92	7.08	5.54	4.92
7	33.63	11.86	7.38	4.62	4.63	5.06
+ 8	33.57	11.86	6.71	6.36	4.29	4.36
+ 9	33.00	12.14	6.50	5.50	4.07	4.79
10	32.50	11.57	6.00	5.71	4.79	4.43
11	32.20	11.87	6.53	5.00	4.07	4.73
12	31.91	11.73	6.36	4.00	4.64	5.18
13	30.64	10.50	4.57	6.43	4.86	4.29
14	30.64	12.43	5.21	4.29	3.86	4.86
15	30.50	11.00	5.64	5.00	4.43	4.43
*16	29.46	10.46	6.69	4.46	3.62	4.23
17	29.00	10.71	5.93	5.00	3.29	4.07
*18	26.85	9.84	5.23	4.62	3.54	3.62
19	26.09	10.27	5.18	3.55	3.18	3.91
20	25.64	10.09	5.00	4.00	3.45	3.09

*Criterion Institution
+Background information indicates a strong bibliographic instruction program

Institution 1 (Criterion). This institution is a major research center which supports a multiple library system including a main library of nearly 2,000,000 volumes as well as several smaller branches. The institution offers undergraduate as well as advanced degrees in both professional areas as well as liberal arts disciplines. Past experiences have caused many members of the faculty to question the viability of library instructional services for the university. Being a major research center, this library has a large staff of over 60 professionals which serve a faculty of over 1,300 and a student population in excess of 9,000. The library's income is over $1,500,000 per annum. Professional librarians do not have faculty status.

When comparing mean scale scores for librarians and faculty it is noted that the total mean score for the five scales was 29.57 for faculty and 29.33 for librarians. These scores are lower than the mean scores for all institutions of 32.18 for librarians and 30.65 for faculty. As expected the scores on all scales were somewhat low. The mean scale scores for Criterion Institution 1 are found in Figures 1-3. These figures indicate the institutions scores relative to those of other institutions. This is also true for all subsequent figures.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 1. Overall profile of criterion institution 1.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 2. Profile of librarians at criterion institution 1.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.67	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 3. Profile of faculty at criterion institution 1.

Institution 2 (Criterion). Like Institution 1, Institution 2 is a major research university. This library has witnessed a recent increase in reference activity in the main library as well as in its branches. The library has an income of over $3,000,000 with a collection of over 1,000,000 volumes in the main library and the three branches. The librarians at this institution do not have faculty status. There is no strong emphasis on library instructional services. Major concerns of the library administration are both staff and space shortages.

The overall mean score for this institution was 29.46 with the mean faculty score being slightly lower (25.00) than the librarian's score of 27.40. It is interesting to note that the faculty scored lower than librarians on all scales except SELF-STUDY AND PLANNING and ESPRIT. The mean scale scores for Criterion Institution 2 are found in Figures 4-6.

Institution 3 (Criterion). This institution is a small private liberal arts college with an enrollment of less than 1,500 students. Despite the history of faculty/librarian co-operation, faculty responses to the study were insufficient to be included in the data analysis. All professional librarians at this institution have faculty status and are involved in the library instruction program. This institution is recognized for its program of

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 4. Overall profile of criterion institution 2.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 5. Profile of librarians at criterion institution 2.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 6. Profile of faculty at criterion institution 2.

library instructional services which began in the early 1960's. The current program includes testing and assessment, class sessions, and individual tutorials by reference librarians. The library instruction program is integrated into the curriculum and is primarily course-assignment related.

As expected the librarians at this institution scored high on each of the five scales with a mean scale score of 39.20 out of a possible 45. The mean ESPRIT score for this group was a perfect 8 with near perfect mean scores of 13.5 out of 14 for the INSTRUCTION AND UTILIZATION scale and 6.2 out of 7 for the INNOVATION scale. The score for the SELF-STUDY AND PLANNING scale was somewhat lower than expected (5.9 out of 9). The mean scale scores for Criterion Institution 3 are found in Figure 7.

Institution 4 (Criterion). This institution is also nationally known for its work in the area of library instructional services. The library's income is less than $1,000,000 per annum and its collection numbers less than 400,000 volumes. Like the 16 randomly selected institutions, this institution is classified as a comprehensive university. It offers an undergraduate liberal arts curriculum as well as programs in science and engineering and masters level programs in business and public administration. The library instruction program has

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 7. Profile of librarians at criterion institution 3.

been under development since the early 1970's. The program utilizes all librarians as faculty liaisons in meeting library needs in each discipline. Instruction is provided using a variety of techniques including basic and advanced workbooks, lectures, exercises and printed guides. Librarians have faculty status.

As expected the overall mean scores for faculty and librarians are high. The score for librarians was 41.33 out of a possible 45 while the mean score for faculty is slightly lower at 37.36. The overall mean for both groups was 39.07. Scales which produced similar scores included the INSTRUCTION AND UTILIZATION scale with scores of 13.33 for librarians and 13.13 for faculty and the ESPRIT scale on which both groups scored 7.5 out of 8. The SELF-STUDY AND PLANNING scale score indicated a difference between the perceptions of the two groups with the librarians scoring 8.5 and the faculty scoring 6.0. This is somewhat interesting due to the library's emphasis on it's faculty-librarian liaison project. The mean scale scores for Criterion Institution 4 are found in Figures 8-10.

Institution 5 (Random). This institution is a state supported university which offers both undergraduate and graduate level instruction up to the level of the Education Specialist degree. The curriculum contains both liberal arts programs and a limited number of professional programs

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 8. Overall profile of criterion institution 4.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.91	5.90
2	13.39	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 9. Profile of librarians at criterion institution 4.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.23	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 10. Profile of faculty at criterion institution 4.

such as Business Administration, Teacher Education and Nursing. The library houses approximately 800,000 volumes of which the majority are in microform. Bound volumes including books and periodicals number less than 340,000. An instructional services center is located in the library which provides assistance to faculty in teaching and course design as well as assistance to students in their course work. The librarians at this institution have faculty status.

The overall score for both groups of respondents was 35.20 as compared with 36.43 for the librarians and 33.63 for the faculty. It is interesting to note that faculty scored slightly higher on the INSTRUCTION AND UTILIZATION scale (12.00) than did librarians (11.43). On all other scales, faculty scores were lower. On the SELF-STUDY AND PLANNING scale, for instance, the faculty score was 5.00 as compared with 6.71 for librarians. The mean scale scores for Random Institution 5 are found in Figures 11-13.

Institution 6 (Random). This institution is a publically supported university with less than 15 professional librarians who do not have faculty status. The library holdings number approximately 400,000 volumes including non-book materials and government documents. The reference department has provided some library instruction in the past including orientation tours. Other

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 11. Overall profile of random institution 5.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 12. Profile of librarians at random institution 5.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 13. Profile of faculty at random institution 5.

instructional activity includes the use of "how to" instructions concerning the use of the card catalog and periodical indices. Instructional activities are primarily in the form of individual reference assistance.

The curriculum at this institution is primarily liberal arts for undergraduates with professional programs at the graduate level. Freshman and Sophomore enrollment is limited since this institution enrolls primarily junior and senior level transfer students.

The overall score for this institution was 33.57 while the score for faculty was 36.25 and 32.50 for librarians. Faculty scores are higher than those for librarians in all areas except INNOVATION (faculty 4.6, librarians 3.5). It is especially interesting to note the faculty score of 7.5 on the SELF-STUDY AND PLANNING scale as opposed to the librarian's score of 5.9. These figures however, are somewhat biased by the fact that 100% of the librarians queried in the survey responded while only 40% of the faculty did so. It is conjectured that the faculty who did respond are a self-selected group who have a special interest in library instructional services at this institution. The mean scale scores for Random Institution 6 are found in Figures 14-16.

Institution 7 (Random). This institution is quite similar to Institution 6 in many respects. It is a campus

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 14. Overall profile of random institution 6.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.37
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	6.00	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 15. Profile of librarians at random institution 6.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 16. Profile of faculty at random institution 6.

of a public university system which offers undergradute and graduate programs in the liberal arts as well as selected professional areas. There are less than 20 professional librarians at this institution, all of whom do not have faculty status. No mention is made in the information available to the researcher of any instruction in library use. The collection numbers approximately 300,000 volumes.

The overall score for this institution was 34.69. Again the score for faculty was slightly higher (34.43) than librarians (33.83). There does not appear to be any significant bias presented due to response rate since 60% of the librarians querried responded as did 70% of the faculty. It is interesting to note that the faculty score for the INSTRUCTION AND UTILIZATION scale (11.29) and the ESPRIT scale (6.57) are higher than those of librarians (11.17 and 5.17 respectively). The mean scale scores for Random Institution 7 are found in Figures 17-19.

Institution 8 (Random). Random Institution 8 is a public institution which offers a Teacher Education program in addition to a primarily liberal arts curriculum. The university has an active library institution program which includes a computer assisted library skills program for freshman developed by the library staff. In addition, library instruction is available in formal classes, seminars and library tours

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 17. Overall profile of random institution 7.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

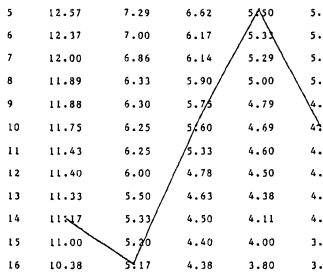

Figure 18. Profile of librarians at random institution 7.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.67	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 19. Profile of faculty at random institution 7.

including a self-contained library instruction class which utilizes laboratory exercises in addition to regular class instruction. The library instruction program has been financed in part by external (grant) funding. Occasionally, faculty other than library staff teach within the library instruction program. Professional librarians have faculty status and are highly involved in library instruction with 80% of the professionals having some instructional duties. In addition, several para-professionals are utilized in teaching.

Scores on the ALISS at this institution seem to be somewhat lower than the criterion institutions with strong Bibliographic Instruction programs. An overall score of 33.00 was acheived by the respondents with the faculty score of 34.00 being higher than the librarian's score of 32.25. Faculty scored higher on all scales except SELF-STUDY AND PLANNING on which the librarians scored 5.75 as opposed to a close faculty score of 5.17. The ratio of response at this institution was 3 faculty to 4 librarians. The mean scale scores for Random Institution 8 are found in Figures 20-22.

Institution 9 (Random). This institution is a public institution which has a comprehensive curriculum including the liberal arts as well as a multitude of professional degree programs. Graduate level work is restricted to

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 20. Overall profile of random institution 8.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 21. Profile of librarians at random institution 8.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 22. Profile of faculty at random institution 8.

professional and technical studies such as education, business management and computer science with the exception of a general masters degree program in the humanities. The library contains over 600,000 bound volumes with an additional 900,000 microforms. In addition it is a U.S. government documents depository. Professional librarians have faculty status.

The overall mean institutional score was 32.20. Faculty scored higher with a mean score of 33.00 than librarians (31.66). On all but two scales, ESPRIT and SUPPORT, the mean score for librarians was higher than that for faculty. The mean scale scores for Random Institution 9 are shown in Figures 23-25.

Institution 10 (Random). This institution is a public institution with a library of approximately 300,000 volumes and an FTE enrollment of nearly 5,000. Course offerings are similar to other schools of this size. Librarians at this institution do not have faculty status. There is some library instruction activity as evidenced in the material received by the researcher although it does not appear to be as extensive as that of some of the other institutions in the study.

The overall mean score for this institution was 31.90. Librarians scored higher than faculty with a mean score of 32.22. The faculty mean score was 30.50. Faculty,

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 23. Overall profile of random institution 9.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.88	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 24. Profile of librarians at random institution 9.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 25. Profile of faculty at random institution 9.

however, had a higher mean score on the ESPRIT and SUPPORT scales than librarians. It must be taken into consideration that the number of respondents in these two groups is extremely different since 90% of the librarians querried responded as opposed to 20% of the faculty. The mean scale scores for Random Institution 10 are shown in Figures 26-28.

Institution 11 (Random). This state supported institution has a library of less than 225,000 volumes and is staffed by librarians who have faculty status. There is evidence in information submitted to the researcher that library instruction activity is vital to the curriculum of this institution. Guidelines for instructional librarians suggest that the program is directed toward the teaching of general library research skills rather than the mechanics of specific library use problems. Statistics outlined by the instructional services librarian indicate an increase in class instructional activity during the early 1980s which represented over 50% of the students attending the institution. There is also an effort on behalf of the instructional librarians to conduct regular evaluation of the program. In addition faculty are given a guide annually which outlines library services including instructional programs such as course related instruction, subject bibliographies, and library projects.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.75	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 26. Overall profile of random institution 10.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.83	6.33	5.90	5.00	5.06
9	11.88	6.10	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 27. Profile of librarians at random institution 10.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.30	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 28. Profile of faculty at random institution 10.

The overall mean score for this institution was 35.75. The mean score for librarians was 36.14 as compared to a faculty mean score of 35.20. Librarians scored higher than faculty on all acales except ESPRIT and SELF-STUDY AND PLANNING. The scores on the SUPPORT scale were extremely close (Faculty 5.20 and Librarians 5.29). The mean scale scores for Random Institution 11 are shown in Figures 29-31.

Institution 12 (Random). This institution is a public university with a library of approximately 650,000 volumes. There is no notation of an emphasis on formal library instructional activity although point of use instruction and library guides are mentioned in the current catalog. Librarians do not have faculty status.

The overall mean score for the institution was 30.50. Librarians scored considerably lower (26.38) than faculty (34.67). Faculty scored higher than librarians on every scale. Scores for both groups on the INNOVATION scale were extremely close with a faculty mean score of 4.50 and a corresponding mean score for librarians of 4.38. The mean scale scores for Random Institution 12 are shown in Figures 32-34.

Institution 13 (Random). This institution is state supported and offers a liberal arts curriculum as well as

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 29. Overall profile of random institution 11.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.37	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 30. Profile of librarians at random institution 11.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 31. Profile of faculty at random institution 11.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.43	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 32. Overall profile of random institution 12.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.33	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 33. Profile of librarians at random institution 12.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 34. Profile of faculty at random institution 12.

some professional and technical programs. Graduate work is offered at the masters level in education, business and selected liberal arts disciplines. The library collection consists of more than 400,000 volumes and 650,000 microforms. In addition, there is a special collections area that contains over 2,000 items related to regional history. Librarians at this institution do not have faculty status. There is no apparent emphasis on library instructional services according to information received by the researcher.

The overall mean score at the institution was 30.64. The mean score for librarians was slightly higher (31.88) than the faculty (29.00). Faculty scores on all scales were lower except SELF-STUDY AND PLANNING where the faculty score (4.67) was higher than that of librarians (4.00). The mean scale scores for Random Institution 13 are shown in Figures 35-37.

Institution 14 (Random). Institution 14 is a public institution with a library containing less than 350,000 volumes and a library budget of slightly over $1,000,000. The curriculum of the institution is primarily liberal arts. There is some bibliographic instruction activity which is handled through the reference department. Librarians do not have faculty status.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 35. Overall profile of random institution 13.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 36. Profile of librarians at random institution 13.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.67	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 37. Profile of faculty at random institution 13.

The mean scores for this institution indicate a fairly wide spread between faculty and librarians. The faculty mean score was 33.80 while the mean score for librarians was 26.33. Faculty scores were higher than librarians on all scales. The score on the INNOVATION scale for librarians was extremely low (2.89). The overall mean score for both groups was 29.00. The mean scale scores for Random Institution 14 are found in Figures 38-40.

Institution 15 (Random). The library of this institution has as one of its stated functions the encouragement of faculty in the development of "innovative instructional systems and techniques". The library serves a population of over 5,000 FTE students with a collection of approximately 225,000 volumes. Included in the library is a center directed at serving teacher education programs. Librarians at this institution have faculty status. The curriculum is primarily liberal arts with professional programs offered in business and education. Graduate degrees are offered in the professional programs.

The mean institutional score was somewhat low at 25.64. The total mean score for librarians was 26.50 and for faculty, a low 23.33. Faculty scale scores were lower than librarians on all scales except the SUPPORT scale where the difference was only slight (.33). Scores at this institution are probably affected by the difference in the

Scale Score

	INSTUSE	BSP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 38. Overall profile of random institution 14.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.83	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 39. Profile of librarians at random institution 14.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 40. Profile of faculty at random institution 14.

size of the two response groups (Librarians N=8 and Faculty N=3). The mean scale scores for Random Institution 15 are shown in Figures 41-43.

Institution 16 (Random). This institution is a co-ed liberal arts college of over 6,000 students. The curriculum is similar to the others in the sample with the exception of some two year programs in professional areas such as criminal justice, nursing, education and office administration. The library is housed in a relatively new facility which includes a learning resources center designed to assist faculty in implementing instruction. The collection includes some 250,000 volumes with approximately 700,000 microforms. Librarians at this institution do not have faculty status.

The response pattern at this institution was somewhat unusual. All of the librarians surveyed responded while none of the faculty responded. The mean score for librarians was 33.63. The score on the ESPRIT scale for this group was 7.38 out of a possible 8.00. This score, although somewhat high, is in line with other institutions known to have instructional services programs. The mean scale scores for Random Institution 16 are shown in Figure 44.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 41. Overall profile of random institution 15.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 42. Profile of librarians at random institution 15.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 43. Profile of faculty at random institution 15.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 44. Profile of librarians at random institution 16.

Institution 17 (Random). This institution is a state supported institution which has two branch libraries in addition to the main library. The institution has approximately 5,000 students who primarily study the liberal arts and sciences. The library collections number slightly less than 275,000 volumes. Librarians at the institution have faculty status. The institution has been known in the past for its strong bibliographic instruction program although there is some indication that the program has not retained its strength in recent years.

It is somewhat interesting that more faculty (N=8) in the sample responded than did librarians (N=6). The overall mean score was 30.64. The mean score for faculty was 30.38 while the score for librarians was 31.00. These scores are somewhat close indicating the possibility of similar perceptions between the two groups. Scores for both groups on the SELF-STUDY AND PLANNING and the SUPPORT scale are also somewhat close. It is also interesting that faculty scored higher on the ESPRIT scale than did librarians. The mean scale scores for Random Institution 17 are shown in Figures 45-47.

Institution 18 (Random). This public institution has an enrollment of 7,000 FTE students who are served by a main library and two branches. The total holdings for these libraries exceed 700,000 volumes. The curriculum of

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 45. Overall profile of random institution 17.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 46. Profile of librarians at random institution 17.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 47. Profile of faculty at random institution 17.

the institution includes liberal arts programs as well as a teacher education program. Degrees are offered on the Associate, Baculareate, Masters and Specialist levels with graduate work restricted to education. Librarians at this institution do not have faculty status.

The overall mean score for this institution was somewhat low at 26.09. The difference between the scores for faculty and librarians who responded is somewhat interesting although it is probably affected by the difference in the number of respondents from each of the two groups (Librarians = 9, Faculty = 2). The total mean score for faculty was 35.50. In this case the faculty who responded scored higher than librarians on every scale. Figures 48-50 show mean scale scores for Random Institution 18.

Institution 19 (Random). This institution is a public regional university with a curriculum of both liberal arts and professional programs. Degrees are offered on both the baculareate and graduate level with some emphasis in the area of education. There is a librarian on staff who has specific duties in co-ordinating library instruction. This activity, according to information received by the researcher includes course related instruction. The collection includes some 400,000 volumes with an additional 350,000 microforms and a government documents collection.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 48. Overall profile of random institution 18.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 49. Profile of librarians at random institution 18.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.56	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 50. Profile of faculty at random institution 18.

In addition, there are two branch libraries at this institution which house special collections. The library serves a student population of approximately 9,000. Librarians at this institution have been granted faculty status.

The overall mean score for this institution was 32.50. The mean score for librarians (35.63) was higher than that for faculty (28.33). Librarians scored higher than faculty on all scales. Mean scale scores are shown in Figures 51-53 for Random Instruction 19.

Institution 20 (Random). This institution is a state supported college which offers undergraduate and gradute liberal arts programs as well as education and business. The enrollment numbers approximately 5,000. This institution has had an ongoing program of bibliographic instruction for the past 70 years which has included required instruction and testing in library skills. Course related instruction is also used as well as a number of prepared library aids including pathfinders and guides. Approximately 150 classes were taught during the 1983-84 academic year. Also, there is evidence of a high level of faculty-librarian co-operation. Librarians at this institution have faculty status.

The overall mean score for this institution is 37.80. Both the scores for librarians (38.14) and faculty (37.00)

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 51. Overall profile of random institution 19.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.33	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.58	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.29	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 52. Profile of librarians at random institution 19.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.29	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 53. Profile of faculty at random institution 19.

are among the highest in this study. Librarians scored higher than faculty on all scales except the ESPRIT scale where the faculty score was a perfect 8.00. The mean scale score for Random Institution 20 can be found in Figures 54-56.

Predictive Validity

Predictive validity is essentually the ability to estimate some important behavior. In this case, that behavior is whether or not the ALISS can indicate that the organizational climate of an institution is of a sufficiently supportive nature to allow the successful development and implementation of a program of instruction in library use. Predictive validity often involves the use of a criterion (i.e. an important behavior) and is used to refer to functional relationships between an instrument and events occuring before, during or after the administration of that instrument (Nunnally 1976, p. 76). The ALISS does not intend to forecast the organizational climate of an institution, but rather to identify the perceived climate as it relates to library instructional services and thus provide information which will help identify factors affecting the success or failure of such service given the perceptions of those responding to the instrument.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.21	7.50	7.30	5.71	5.70
2	12.43	7.50	7.08	5.54	5.57
3	12.33	7.08	7.07	5.33	5.25
4	12.14	7.07	6.42	5.20	5.18
5	12.10	6.71	6.36	4.86	5.00
6	11.86	6.69	6.25	5.83	4.92
7	11.73	6.53	6.07	4.78	4.86
8	11.72	6.50	5.71	4.64	4.78
9	11.57	6.36	5.50	4.42	4.73
10	11.57	6.00	5.00	4.28	4.43
11	11.23	5.92	5.00	4.07	4.43
12	11.00	5.92	5.00	4.07	4.36
13	10.71	5.64	4.62	3.86	4.28
14	10.50	5.23	4.46	3.62	4.23
15	10.42	5.21	4.29	3.54	4.07
16	10.27	5.18	4.00	3.46	3.91
17	10.09	5.00	4.00	3.29	3.62
18	9.85	4.57	3.54	3.18	3.09

Note. Two institutions has insufficient data to compute scores.

Figure 54. Overall profile of random institution 20.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.50	8.00	8.50	6.33	5.90
2	13.33	7.50	7.71	6.20	5.62
3	13.12	7.38	7.38	5.71	5.57
4	12.57	7.29	6.71	5.62	5.29
5	12.57	7.29	6.62	5.50	5.29
6	12.37	7.00	6.17	5.33	5.25
7	12.00	6.86	6.14	5.25	5.11
8	11.89	6.33	5.90	5.00	5.06
9	11.88	6.30	5.75	4.79	4.75
10	11.75	6.25	5.60	4.69	4.67
11	11.43	6.25	5.33	4.60	4.30
12	11.40	6.00	4.78	4.50	4.22
13	11.33	5.50	4.63	4.38	4.17
14	11.17	5.33	4.50	4.11	4.00
15	11.00	5.20	4.40	4.00	3.90
16	10.38	5.17	4.38	3.80	3.50
17	10.13	5.13	4.33	3.67	3.44
18	10.11	5.00	4.11	3.50	3.33
19	10.10	4.56	4.00	2.89	3.33
20	10.00	4.00	3.22	2.67	3.00

Figure 55. Profile of librarians at random institution 20.

Scale Score

	INSTUSE	ESP	SSP	INN	SUP
1	13.13	8.00	7.50	5.67	6.00
2	13.00	8.00	6.86	5.57	6.00
3	12.67	7.55	6.62	5.50	5.67
4	12.17	7.50	6.40	5.25	5.50
5	12.00	7.40	6.33	5.17	4.00
6	12.00	7.33	6.00	5.00	5.50
7	12.00	7.00	5.83	4.50	5.40
8	11.67	6.88	5.40	4.50	5.20
9	11.50	6.83	5.33	4.20	5.14
10	11.25	6.57	5.17	4.00	5.00
11	11.00	6.50	5.00	4.00	4.75
12	11.00	6.50	5.00	4.00	4.50
13	11.00	6.43	4.67	3.67	4.37
14	10.50	5.67	4.57	3.67	4.33
15	10.00	5.33	4.50	3.57	4.17
16	9.87	4.83	4.50	3.50	4.00
17	9.33	4.67	3.50	3.33	3.33
18	9.00	4.50	2.67	2.67	2.67

Note. Two institutions had insufficient data to compute scores.

Figure 56. Profile of faculty at random institution 20.

Thus, predictive validity is tested in this research using a combination of profile analysis (criterion vs. random institutions) and factor analysis. The use of factor analysis here is simply to further identify and suggest possible predictive areas and is further discussed in conjuction with content validity.

Content Validity

The content validity of the ALISS is assessed using Factor Analysis to identify areas of concern. The SPSSx program FACTOR was used to analyze the data. Content validity depends upon the adequacy of a specific content area and should be ensured, according to Nunnally (1967), by complying with two major standards including: 1) a representative collection of items, and 2) "sensible" methods of construction. Factor Analysis, by grouping items into factors can address the first of these two standards. The second is addressed by the inclusion of the steps taken in the process of completing the field study. When raw data for the total group of respondents (N=258) of the ALISS field test was subjected to Factor Analysis, five factors were identified which closely parallel the intent of the five scales of the instrument. These factors however, show some overlap between the areas covered by the scales. Items from two or more scales appear within a

single factor in three out of five identifiable factors. Some items, therefore, seem to fit with items on other scales. Thus three of the five scales do not tend to be "clear cut" or in a sense, totally self-contained. The three factors in which such overlap can be identified are ESPRIT and User Services (related to the INSTRUCTION AND UTILIZATION scale), SUPPORT and communication (related to the ESPRIT scale) and SELF-STUDY AND PLANNING and management (relating to the ESPRIT) scale. Note that when overlap does occur, it unites a particular scale with the ESPRIT scale and tends to identify a specific area (user services, communication and management). Two remaining factors are identified which are representative of the original scales, SUPPORT and INSTRUCTION AND UTILIZATION. Items identified with INSTRUCTION AND UTILIZATION are concerned specifically with library instruction issues as opposed to the utilization of library resources (See Table 18). Thus, even though the five primary areas of content are identified, those five areas do not necessarily correspond "item for item" to the five scales defined on the instrument. Although the five scales are not pure measures of the five factors, it can be noted that the instrument is measuring aspects of each of the five original scales.

Factor loadings used to identify the five factors ranged from .38 to .80 . This is in keeping with the

Table 18

Factor Analysis of ALISS

		Factor 1 ESPRIT and User Services	
Item	Scale	Variable	Factor Loading
B1-1	IU	Comfort	.71
B2-9	ESP	Staff Morale	-.67
B1-14	ESP	Staff Turnover	-.66
B1-3	ESP	Community	.60
B2-23	IU	Helpfulness	-.57
B2-6	IU	Impression of BI Delivery	-.51
B2-22	IU	Availability of Materials	-.48
B2-24	IU	Design of Library Services	.48
B1-4	ESP	Goal Achievement	.38

(table continues)

Factor 2 SUPPORT and Communication

Item	Scale	Variable	Factor Loading
B1-17	SUP	Cooperation Among Faculty and Librarians	.79
B1-13	ESP	Supporting Relationships	.69
B1-10	INN	Cooperation in Planning Library Support	.66
B2-2	SUP	Involvement in Instructional Program	.64
B2-7	ESP	Library Staff/Faculty Communication	.57
B2-1	SUP	Library Staff/Faculty Relationships	.54

(table continues)

Factor 3 SELF-STUDY AND PLANNING and Management

Item	Scale	Variable	Factor Loading
B2-16	SSP	Continuous Planning	.65
B2-17	SSP	Goal Analysis	.64
B2-27	SSP	Long Range Planning	.64
B2-8	ESP	Leadership Effectiveness	.63
B1-12	ESP	Management Capability	.63
B2-25	SSP	Change Through Pressure or Self-Study	.62
B1-6	SSP	Goal Statement	.57
B2-18	SSP	Report Availability	.47
B1-11	INN	Sense of Tradition	.40
B2-19	SSP	Concern with Improvement	.38

(table continues)

Factor 4 SUPPORT

Item	Scale	Variable	Factor Loading
B2-11	SUP	Communication of Library Policy	-.70
B2-10	SUP	Awareness of User Knowledge	-.65
B2-12	SUP	Concern for Faculty Interests	-.60
B2-21	IU	Librarian/User Relationships	.52
B2-3	SUP	Sensitivity of Librarians	.49

(table continues)

Factor 5 Library Instruction
(INSTRUCTION AND UTILIZATION)

Item	Scale	Variable	Factor Loading
B2-4	IU	Relation of BI to Coursework	.80
B1-16	IU	Importance of BI as a Service	.58
B1-15	IU	BI in General Curriculum	.54
B2-5	IU	Special Instructional Services	.47

rule established in the Exploratory Study that factor loadings must have a minimum absolute value of |.33| to be interpreted (Willemsen, 1974, p. 151). In addition, if a variable has a loading equal to or greater than |.33| on more than one factor it is grouped according to its highest loading.

Reliability

To say that an instrument is reliable is to imply that it will produce the same or similar results after repeated use. In this study, reliability is tested in two ways, first by calculating an Alpha Coefficient using the SPSSx program RELIABILITY, and second by calculating correlation coefficients using the SPSSx program PEARSON CORR. Swisher and McClure (1984) state that reliability of measurement implies stability, consistency, dependability, and predictability (p. 95). If this is so, and the instrument in question is said to be reliable, then it could be useful in providing both descriptive data as well as in indicating future program success based on score levels or norms developed from a sample population. However, determining the use of ALISS as a predictor of program success is not the purpose of the present research and should be reserved for further study.

Scale Reliability Analysis

The reliability of the scales included in the ALISS is analyzed primarily by the computation of Cronbach's Alpha. Each scale is discussed in terms of comparisons that can be made between the Alpha obtained for the total group (N=258), librarians (N=157) and faculty (N=101). In addition, consideration is given to the improved Alpha obtained if certain items are deleted in future versions of the scales. Consideration is only given to removing items where a deletion would result in a higher Coefficient. The Coefficient Alpha for each of the three groups on each of the scales is located in Table 19.

The ESPRIT scale. The results of the computations of the SPSSx RELIABILITY program indicate that this is perhaps the most reliable scale of the instrument. The Coefficient Alpha reliability for the combined group of faculty and librarian respondents (N=258) is .83 as compared with .81 for librarians alone (N=157) and .86 for faculty alone (N=101). The original scale INTELLECTUAL-AESTHETIC EMPHASIS from the IFI has a reliability Coefficient Alpha of .92. The Coefficient Alpha for the Exploratory Study of the ALISS is .78 for librarians. Data for faculty was not gathered in that study on this scale.

Table 19

Coefficient Alpha Reliabilities for the ALISS

	Librarians N=157	Faculty N=101	Overall N=258
ESPRIT	.81	.86	.83
SELF-STUDY AND PLANNING	.74	.70	.72
INNOVATION	.60	.67	.61
SUPPORT	.60	.61	.61
INSTRUCTION AND UTILIZATION	.70	.64	.67

The Coefficient Alpha would not be raised if any items were deleted from the scale for the overall sample of faculty and librarians. When the results of RELIABILITY are studied to determine the possibility of raising the Alpha if items are deleted one possible change is noted. Accordingly, if item B1-14 "Library staff turnover appears to be quite high here" is deleted the Coefficient Alpha would be raised slightly from .8061 to .8125 for this group. If the same item is deleted for faculty respondents the Alpha would be reduced slightly from .8682 to .8636. Overall, if the item is removed for both groups, the Alpha would be raised from .8284 to .8301. This change in scale reliability is so slight that there is no clear indication that the item should be deleted.

The SELF-STUDY AND PLANNING scale. The SELF-STUDY AND PLANNING scale is the second most reliable scale according to results obtained from the RELIABILITY analysis of the field study. The Coefficient Alpha for the entire group (N=258) on this scale is .72 while it is .74 for librarians (N=157) and .70 for faculty (N=101). These results are greater than those of the Exploratory Study where the Alpha was .63 for librarians. Again, the Coefficient Alpha obtained on the scale for both the exploratory and field studies for ALISS are lower than those on the same scale for MIFI1 (.76), MIFI (.93) and IFI (.86).

When considering possible changes in the Alpha if certain items are deleted it is found that these are insignificant when the combined faculty and librarian group is analyzed. The only variable which caused a slightly lower Alpha (less than .10 in all three analyses) is the item B1-5 "There is little real value in collecting statistics for self-study and evaluation". This difference is so slight that there is no need to consider dropping the item.

The INNOVATION scale. The INNOVATION scale produced results which are similar in some respects to the SELF-STUDY AND PLANNING scale. The Coefficient Alpha's are close for both faculty (.67) and librarians (.60) in the field study with an overall Alpha on the scale of .61 (N=258). This is somewhat different from the results of the Exploratory Study where Coefficient Alpha for Librarians is .84 as opposed to .55 for faculty. The results of earlier studies show that Coefficient Alpha for MIFI1 is .79 while the Alpha for MIFI (.91) and IFI (.92) are both greater than those on other versions of the instrument.

Changes in the scale as it appear on the ALISS which could raise its reliability include the deletion of item B2-13 "There is a feeling among many of the librarians and faculty here that most things are all right as they are".

If this item is deleted the Alpha for the total group (faculty and librarians) would raise from .62 to .66. The same would be true for librarians alone. For faculty, the Alpha would be raised from .63 to .68 on the INNOVATION scale. This indicates that the omission of this item from future versions of the instrument should be considered. This would result in the further reduction of the scale from 7 to 6 items. Since several other items approach the content area of this item from different angles B2-13 appears to be a good candidate for omission.

The SUPPORT scale. Reliability Coefficient Alpha for the SUPPORT scale in the field test version of ALISS were almost identical to the Alpha for the INNOVATION scale. The Coefficient Alpha for the total group (N=258) is .61, for librarians (N=157) is .60 and for faculty (N=101) is .61. In the Exploratory Study the Coefficient Alpha is a @uch higher .84 for faculty and a much lower .48 for librarians. Also the Coefficient Alpha for MIFIl is .78 as opposed to .92 for both the MIFI and IFI.

Possible changes in the scale which could raise the Coefficient Alpha include the omission of item B2-10 "Librarians here do not seem to be very much aware of what users need to know about the library". This would raise the Coefficient Alpha for the overall group from .61 to .73 if this item were deleted. These results indicate a

strong possibility of dropping this item from the SUPPORT scale which would reduce its size from 7 items to 6 items. As in the INNOVATION scale, there are other items which indirectly address this question making its omission possible for future versions of the instrument.

The INSTRUCTION AND UTILIZATION scale. The INSTRUCTION AND UTILIZATION scale as administered during the field study of ALISS consists of items originally found on the separate INSTRUCTION and UTILIZATION scales of the Exploratory Study version of the instrument. This scale is not as strongly related to scales on the MIFI1, MIFI and IFI as the other four scales although some of the items are similar to those on the MEETING LOCAL NEEDS scale found on those instruments. Due to significant changes that occurred between the Exploratory Study and the Field Test, it is not possible to make even the smallest comparison between the results of the two studies. For the Field Study the Coefficient Alpha for the entire sample (N=258) is .67 while for librarians alone (N=157) it is a slightly higher .70 and for faculty, a slightly lower .64.

Considering the RELIABILITY results for the entire sample, the Coefficient Alpha would be raised to .6719 from .6692 if item B2-4 were dropped. This item "Instruction in library use should be related to course work at the undergraduate level" is, however, fairly significant in

terms of the content area of the instrument. The researcher does not think that such a slight increase in the Coefficient Alpha indicates the need for its removal. The same item increases the Alpha for librarians alone from .6951 to .7069, still a fairly insignificant change. For faculty, removal of the item would lower the Coefficient Alpha from .6360 to .6184.

A second item which is indicated as a candidate for removal is item B1-2 "Generally, use of the library is supplemented by use of other libraries". If this item is deleted the Coefficient Alpha would be raised from .67 to .70 for the total sample (N=258), from .70 to .72 for librarians (N=157) and from .64 to .68 for faculty (N=101). It is possible that this item be removed although no other item addresses this concern. This would reduce the INSTRUCTION AND UTILIZATION scale from 14 to 13 items which would still leave it as the largest scale in the instrument.

Item Analysis

Item analysis is considered to be an additional measure of scale reliability. This according to Samuels (1979, p. 120) is "for any given scale, the degree to which items in that scale correlate with the total score obtained for that scale". Therefore, "if all items belonging to a particular

scale correlate higher with that scale than any other, the reliability and validity are strengthened". Samuels further states that reliability is strengthened because items are shown to be internally homogeneous that measuring for the same factor while validity is strengthened because the homogeneity of the items implies that they are an adequate sample of the scale area.

A further check of the validity and reliability of a scale is to see if a scale correlates higher with a scale other than the one to which it belongs. To examine this possibility the SPSSx program PEARSON CORR was run on both the librarian and faculty responses. This resulted in three items correlating higher with other scales for librarians. Table 20 summarizes these findings.

In examining items closely it is noted that the correlation coefficients are extremely similar for two of the three items that correlated with different scales for librarians. The correlation coefficient for item B1-1 "Our library is a comfortable place to work" from the INSTRUCTION AND UTILIZATION scale is .5603 when correlated with that scale. When correlated with the ESPRIT scale it is a slightly higher .5637. Depending on the individual interpretation of the item, it could conceivably be placed on either scale. That is, it could be interpreted to mean whether the library is a comfortable place to be employed or a comfortable place to work as a patron. The item B1-29

Table 20

Summary of Results Obtained from Correlating Individual ALISS Items with All ALISS Items

	Librarians	
ALISS Original Scales	ALISS Items Which Correlate Higher With Scales Other than Original Scale	Scales to Which ALISS Items Correlate More Highly Than With the Original Scale
Instruction-Utilization	B1-1 (.5603)	Esprit (.5637)
Esprit	B1-29 (.6071)	Support (.6133)
Support	B2-10 (-.2627)	Instruction-Utilization (-.3907)
		Esprit (-.3156)

	Faculty	
ALISS Original Scales	ALISS Items Which Correlate Higher With Scales Other than Original Scale	Scales to Which ALISS Items Correlate More Highly Than With the Original Scale
Instruction-Utilization	B1-9 (.2807)	Innovation (.3171)
	B1-10 (.3353)	Innovation (.5945)
Innovation	B1-11 (.5304)	Esprit (.7576)
Support	B2-10 (-.1324)	Innovation (.4095)
		Self-Study and Planning (-.2834)
		Esprit (-.3690)

"Mutually supporting relationships between library staff and faculty are quite common here" is a similar example. The correlation coefficient for the item with the ESPRIT scale is .6071. It correlates slightly higher (.6133) with the SUPPORT scale.

The third item B2-10 "Librarians here do not seem to be very much aware of what users need to know about the library" has a correlation coefficient of -.2627 with the SUPPORT scale. It correlates higher with two other scales (INSTRUCTION AND UTILIZATION -.3907 and ESPRIT -.3156). This item could also be interpreted as belonging to one of these two scales instead of the SUPPORT scale.

Analysis of faculty data revealed four items which correlate higher with other scales. The statement B1-9 "Computers should be incorporated into library instructional services" has a correlation coefficient of .3171 with the INNOVATION scale while the same items correlate with the INSTRUCTION AND UTILIZATION scale at .2807. The item B1-10 "Faculty and librarians here work together in planning library support of new course offerings" has a correlation coefficient of .3353 with the INSTRUCTION AND UTILIZATION scale with a coefficient of .5945 with the INNOVATION scale. The nature of the item lends itself to an interpretation that would fit either scale. Another item which yielded similar results is item B1-11 "A sense of tradition is so strong here that it is

difficult to modify established procedures or to undertake new projects". This item belongs to the INNOVATION scale with a correlation coefficient of .5304 and correlates more significantly with the ESPRIT scale (.7576). The final item which correlates higher with another scale is item B2-10 "Librarians here do not seem to be very much aware of what users need to know about the library". This item correlates higher with three scales, INNOVATION (-.4095), SELF-STUDY AND PLANNING (-.2834) and ESPRIT (-.3690) than it does with its original scale (SUPPORT, -.1324).

Based on this information, it can be noted that items which correlate higher with scales other than their original scale could conceptually belong to either the original scale or the new scale with the exception of item B2-10 which correlates with multiple scales. This item, according to the tone of the written comments, is most likely to be interpreted as an ESPRIT or morale item by the respondents in the field study. All items, other than those mentioned above, correlate higher with their original scale. This strengthens both the validity and reliability of ALISS.

When the statistics calculated using the SPSSx RELIABILITY program are studied concerning specific items, they verify the results of the correlation analysis. If the individual items discussed above are deleted from their original scale it is found that a higher Coefficient Alpha

would result only in one instance. This would be the deletion of item B2-10 from the SUPPORT scale which would result in an improved Coefficient Alpha of .7250.

It is interesting to note that the only item on the ALISS which is a clear candidate for deletion is item B2-10 "Librarians here do not seem to be very much aware of what users need to know about the library". The PEARSON CORR results indicate that this item correlates higher with three scales, INNOVATE, SELF-STUDY AND PLANNING and ESPRIT than with its original scale, SUPPORT. In addition, the RELIABILITY results indicate that to delete this item would improve the Alpha for each of the three groups by .12.

Conclusions to Chapter IV

Generally, the ALISS seems to show marginal reliability and validity. Reliability Coefficients range from .60 to .83 for the total group, .61 to .81 for librarians and from .61 to .86 for faculty. These coefficients are somewhat lower than those of the MIFI (.75 to .95) and the IFI (.86 to .92) on comparable scales. Interesting comparisons can be made between the three sets of data compiled in the ALISS study. Because of the differing types of populations, comparisons of the MIFI, IFI, and ALISS data are not feasible except as a minor point of reference. The

reliability of ALISS will be discussed further in Chapter V.

The most interesting aspect of the study of the validity of the ALISS is the profile analysis or the "criterion validity". The four criterion institutions exhibit characteristics which can be compared to those of the random institutions. In addition, information provided by the institutions strengthen the conjectures made using this data. Chapter V will contain further discussion of the instrument's validity.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

This study has been conducted to provide a means of determining whether an institution possesses a climate conducive to development and implementation of library instructional services. An effort has been made to look at perceptions held by faculty and librarians concerning various aspects of library instructional services in conjuction with perceived organizational climate. To be successful, a program must have the support of those involved in and affected by it. The ALISS provides a measure of perceptions which are the underlying reasons why past programs have succeeded or failed.

An assessment of the climate at an institution will not provide a precise answer as to whether a proposed program of library institutional services will or will not be successful, but it will give guidance for the type or level of program which could be successfully implemented. For example, if an institution's scores are high when the ALISS is administered, then a fairly involved program leading

toward maximum inclusion of the library in curricular activity might be called for. If scores on the instrument's scales are consistently low, the best that can be achieved without making a conscious attempt to affect a perceptual change in organizational climate is restricted to basic orientation activity coupled with individual reference assistance when requested.

It is possible, however, that the mere administration of the ALISS can raise the consciousness of those not previously aquainted with the possibilities within library use instruction. Heightened awareness can aid in the early stages of program development. This phenomenon has occurred to some extent in regard to selected discipline areas at the institution where the exploratory study was conducted. In the three years since administration of the exploratory version of the instrument, various groups have become interested in developing both general and discipline specific instruction. This has been aided by the willingness of library staff to become involved in strengthening ties with specific faculty groups, as well as periodic administration of library skills pre-tests and various fact gathering surveys to the student body. These instruments have provided a base of information pertaining to student needs. Without a high degree of co-operation between faculty and librarians, any effort to provide instruction beyond a basic directional orientation would be

hard-pressed to succeed. In the case of the exploratory study institution, discipline areas which traditionally resist library involvement in the curriculum are slow to accept the expanded role of the library. Basic differences between the two versions of the ALISS preclude comparison and valid conclusions. This institution is an example of one which exhibits fairly low scores on the scales of the instrument. Thus, efforts over the three years since its administration have been aimed at achieving perceptual changes necessary for program support.

In drawing conclusions to the research detailed in this document, one must look at several areas including those which are technical in nature such as validity, reliability, as well as specific questions raised concerning the framework of the instrument, its future development and use.

Conclusions

The primary reason for the development of the ALISS is to measure perceived organizational climate factors and the manner in which these factors effect library instructional services in an institution of higher education. In the process of conducting this study, this researcher has not only attempted to validate and establish the reliability of the ALISS, but also to identify other areas of concern

which tend to affect program development, implementation, final acceptance, and success.

Communication, Management and User Services

Perhaps the most interesting result of this study is identification of the three factors, communication, management, and user services. Communication deals with library/faculty communication and support drawing the majority of its items from the SUPPORT scale. Areas seen here are concerned with co-operation, supporting relationships, and communication between faculty and librarians. This factor includes potential involvement among faculty and librarians in the instructional program.

The second area of concern identified in the process of Factor Analysis is management. Generally, this factor contains items from the ESPRIT and SELF-STUDY AND PLANNING scales, and is concerned with management capability, managerial effectiveness and both long and short range planning.

User services bring together specific aspects such as impressions gained from bibliographic instruction experiences, helpfulness of the librarians, availability, and faculty/librarian participation in the design of library services. This area seems to pull together items which deal specifically with library instruction and

combines them with a series of items that deal with morale (ESPRIT) such as physical comfort of the library, staff morale, staff turnover and sense of community. This factor contains items from the ESPRIT and INSTRUCTION AND UTILIZATION scales.

These three factors would indicate the ideal that climate is dependent upon the availability of various user services and comforts coupled with both communication and co-operation among faculty and library staff. Management which utilizes techniques common to long range planning is also necessary to form the ideal climate in which library instructional services can flourish. There is no doubt, based on this study as well as on past experiences in the area of instruction in library use, these factors play an important role in program development. Relationships between librarians and faculty as well as the style of library utilization within a particular institution seem to have a great influence on acceptance of the library's role in the teaching curriculum. Library management must also support a defined role leading to maximum involvement of the library in curricular activity. This support is crucial if a program is to succeed.

Two additional factors which parallel existing scales of the ALISS tend to support this conclusion. These factors deal with support and library instruction and consist of items from the SUPPORT and INSTRUCTION AND

UTILIZATION scales.

Climate Assessment

Like most other survey instruments, the ALISS cannot stand alone when used to make a decision with far-reaching consequences such as beginning to substantially increase the library's role in curricular activity within an institution of higher education. The ALISS does, however, tend to give guidance as to the possible extent of acceptance a program will receive. By examining scores for institutions in the field study, it can be noted that institutions which have accepted library instructional services as part of their teaching program score higher than those who have not. We can assume then that higher scores from institutions seeking to increase library involvement in instruction would indicate a climate which is ready to accept such an increased role. It must be remembered that this study alone is insufficient for validating the ALISS as a true predictor of program success. Establishing predictive validity is a possible next step in the research associated with the ALISS. The instrument at this stage of development can be useful in identifying candidates that might be suitable for experimenting with new or expanded programs of library instructional services.

A question which should be addressed is whether perceived organizational climate affects library instructional services. The evidence brought forth in this study seems to support the notion that organizational climate does indeed affect library instructional services including the extent that they are accepted and/or utilized by faculty and librarians. An institution that is more research oriented does not tend to accept these services as well as one that is primarily a teaching institution. A great deal of this has to do with preconceived notions of librarians and faculty as to the role of the library and librarian. If the library is perceived as a curriculum resource, the role of the librarian is one more in keeping with library instructional services. If the perception of the library is that of a warehouse for storage of material then the librarian is perceived primarily as a disseminator of that material. In this regard, perceptions of the library and of the institution's organizational climate have an effect on library instructional services.

Validity

The validity of the ALISS was primarily assessed using institutional profile analysis and factor analysis. Using the basic definition of validity, i.e., the usefulness of an instrument in doing what it is intended to do, one can

say that the ALISS is valid.

Three types of validity were considered in this study, criterion validity, predictive validity and content validity. The inference of validity can be supported by various methods such as those used in this study.

Criterion Validity. Criterion validity is operationalized in this study by using institutional profile analysis with a mix of criterion and random institutions. The selection of four criterion institutions was based on their past reputations including problems and successes implementing library instructional programs. This study was also aided by information provided by the random institutions which can substantiate or explain scores obtained on certain scales of the ALISS. To a certain extent, the criterion against which the instrument was tested was not only the preexisting conditions of criterion institutions, but those of the random institutions as well.

In summary, the institutional profile analysis supported the assumption that institutions which already support a high level of library instructional services score higher on the ALISS than those who do not. An institution that could obtain a relatively high score on the ALISS would probably be a more suitable candidate for developing a program of library instructional services. Higher scores seem to indicate a supportive climate while

lower scores indicate the need to find methods of altering the perceived organizational climate of the institution so that library instructional services can become a component of the institution's curriculum.

Content and Predictive Validity. In general, data analysis conducted during the testing of the ALISS is insufficient to establish its predictive validity. The ALISS does not intend to forecast organizational climate but rather to identify the perceived climate as it relates to library instructional services. Predictive validity in this case has been minimally studied utilizing a combination of profile analysis and factor analysis which is discussed in conjuction with content validity.

Content validity is dependent upon specific content areas which should adhere to two major standards: 1) the presentation of a representative collection of items, and 2) sensible methods of construction (Nunnally, 1967). In essence, both of these standards were addressed in the early stages of developing the ALISS by primarily adhering to techniques used by Centra, Hartnett, Peterson (1970) and Samuels (1979) in earlier studies that form the basis for this study.

Factor Analysis was employed in order to identify factors which closely parallel the five scales of the instrument. Some overlap is indicated between various

scales. This overlap indicates three additional major areas which were discussed earlier in this chapter, communication, management, and user services.

In general, the ALISS seems to be valid in terms of content although more research aimed at refining the scales to clearly reflect areas identified in the Factor Analysis is indicated.

Reliability

Reliability is concerned primarily with the stability and consistency of results obtained after repeated administration of an instrument. Since it is nearly impossible to reproduce exact conditions for multiple administrations in the field, various statistical techniques are used to measure reliability. In the case of the ALISS those techniques include the calculation of Cronbach Alpha and Pearson Correlation Coefficients.

The Alpha Coefficient can be used purely to estimate the reliability of the scale, or, when calculated if certain items are deleted, to determine a more reliable scale configuration. The Alpha can be looked at in several ways including: 1) comparison between field and exploratory studies, 2) comparison between faculty, librarians, and the total group, and 3) comparison between actual Alpha obtained in the field study and the improved

Alpha if certain items are deleted. Comparisons of these figures must be made keeping in mind various differences in the two studies including the number of respondents as well as institutional differences between the one institution used for the exploratory study and 20 used in the course of the field study. Particularly interesting to note is the similarity of the Alpha for the ESPRIT scale achieved in both studies.

When comparing Alpha between groups in the field study, there does not appear to be any wide spread differences among Alpha for the various groups. Again, one must take into account the difference between the sizes of groups of respondents. It is interesting to note that the two scales which prove to be those which stood alone when subjected to Factor Analysis are among the least reliable (SUPPORT, and INSTRUCTION AND UTILIZATION). The INNOVATION scale is also among the lowest in terms of reliability. Comparisons between the actual Coefficient Alpha and the improved Alpha show that in most cases deleting one or two items from a particular scale will only slightly raise the Coefficient. In general, Alpha obtained during the field study were higher than those obtained during the Exploratory Study. The ESPRIT and SELF-STUDY AND PLANNING scales were the most reliable.

An additional measure of scale reliability is item analysis which uses Pearson Correlation to determine if an item correlates higher with a scale other than its original scale. Only one item correlated higher with several scales for both faculty and librarians and is a candidate for removal according to the improved Alpha Coefficient. It is also interesting to note that only one item from the ESPRIT scale correlated higher with another scale. The SELF-STUDY AND PLANNING scale has no items that correlated higher with other scales. Again, this supports the strength of the ESPRIT and SELF-STUDY AND PLANNING scales. In summary, the ALISS is somewhat reliable and is a candidate for further research and analysis.

Major Findings

In conclusion, the concept of organizational climate, defined as "the beliefs, perceptions and values of members of the academic community" as it has been for this study, affects what that community is able to accomplish. The following conclusions can be drawn from this study:

1. Libraries of those institutions which support library instructional services traditionally are more involved in the institutions' programs than those who do not. There is inherent in such institutions, an

organizational climate which allows involvement of the library in the curriculum beyond the traditional warehouse concept. This climate seems to depend upon areas pointed out in the analysis detailed on Chapter IV.

2. The factors of Esprit and User Services, Support and Communication, Self-Study and Planning and Management, Support, and Library Instruction (Innovation) summarize the important aspects of organizational climate as it relates to library instructional services. A certain level of morale (ESPRIT) must be present for faculty and librarians to establish the type of supportive climate that fosters the development of a program of library instructional services which is integrated into an institution's curriculum. Inherent in that is a high level of support and communication between faculty and librarians coupled with effective library and institutional management.

3. The provision of a high level of library user services and the willingness of both faculty and librarians to co-operate in assuring that those services are directed toward the purposes of the population of the institution is essential.

4. The need for a conscious effort to become involved in integrating library resources into the curriculum through library instructional services is identified. Without a climate that provides for these conditions, a program of library instructional services is ill-fated before it starts and cannot be expected to proceed beyond basic orientation.

The ALISS can be useful in assessing the conditions listed above. If scores are at the level of institutions included in the study which have growing instruction in library use, there is further ground for establishing a program or developing an existing program. If scores are on the low end of the spectrum, measures should be taken to improve the perceptions of faculty and librarians if a large scale program is to be attempted.

Implications

The following are suggested as measures to utilize the ALISS in the development of library instructional services:

1. An attempt should be made by institutions whose scores fall at the low end of the scale to provide a means whereby faculty are introduced to the possibilities that exist under the umbrella of library

instructional services. This includes co-ordinating existing library resources with teaching content areas. Such introduction to possible enhanced use of resources can be conducted through faculty workshops, if feasible in a particular situation, or through librarian/faculty liaison projects. Potential drawbacks to this intense contact are both political and monetary. If a program of this nature is to be successful, an institution often must break through political barriers in the very early stages of development. Also, very few faculty members tend to utilize added experiences and services without some sort of monetary incentive. Admittedly, there will be both faculty and librarians who resent library/curricular involvement.

2. The development of specific program content should be tailored to each individual institution and its curriculum and is therefore not a field for in-depth discussion within the context of this study. During the course of the research it was found by examining information made available to the researcher from participating institutions that, although content areas in library instructional programs had some similarities, the way they were presented and accepted depend largely on the attitudes and perceptions of

those persons involved in those programs.

3. Although the ALISS is not intended at this point in its development to serve as a predictor of program success, it appears that institutions with higher scores on the instrument should be better candidates for developing involved programs of library instructional services.

4. The three factors of communication, management and user services have several implications which indicate possible further research. These three factors, according to the results of this study have substantial effects on library instructional services. The relationship of these three factors with library instructional services must be clearly established.

5. The implication, which is perhaps the most useful outcome of this study, is the recognition that perceived organizational climate affects the ability of an institution to provide library instructional services which can be construed as a component of the institutions curriculum. It can be suggested that the perceived organizational climate of a particular institution has some effect on curriculum development at that institution, not just in the area of library

instruction services, but in the general curriculum as well. Further research should be conducted concerning the relationship of organizational climate to curriculum development and change including the extended possibility of the effect of organizational climate on educational reform activities.

Concluding Remarks

The ALISS provides a description of the organizational climate of a particular institution as it relates to library instructional services. For this purpose it appears to be both valid and reliable. Important factors in this relationship include Esprit (or morale), Self-Study and Planning, Communication, Management, User Services, Library Instruction (Innovation), and Support.

Further testing should be done at a variety of institutions to ensure usefulness of the ALISS. It should be used in conjuction with other information concerning a specific institution and is useful in opening discussion and debate concerning the role of the academic library and its staff in the curricular program within its parent institution.

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APPENDICES

APPENDIX A

Focus Group Guide

FOCUS GROUP GUIDE

1. Were the instructions given for responding to each section of the questionnaire clear to you?
( ) yes
( ) no

If no then:
1a. What did you find unclear about the instructions?
( ) wording: (where?)

( ) format: (where?)

( ) other:

2. Did you have any difficulty "responding" to section one--the section dealing with subject areas and resources?
( ) yes
( ) no

If yes then:
2a. What specific item in section one did you find difficult to answer or unclear?

2b. Why?

3. Did you have any difficulty understanding the statements given in Section B of the questionnaire?
( ) yes
( ) no

3a. Which:

3b. What did you find unclear or difficult?

4. Did you have any problems with the statements in Section C?

( ) yes
( ) no

4a. Which statements?

4b. What did you find unclear or difficult?

And finally,

5. How about Section D - was any statement unclear to you?

( ) yes
( ) no

5a. Which statements?

5b. What did you find unclear or difficult?

APPENDIX B

ACADEMIC LIBRARY INSTRUCTIONAL SUPPORT SURVEY
(FORM L)

This questionnaire is designed to measure the perceptions held by librarians, faculty and students concerning the relationship between library services, curriculum integration and instruction in library use and various aspects of organizational climate. Please respond to each item with YOUR personal opinion about library use at your institution. BE AS HONEST AS YOU CAN!

Confidentiality of responses to all parts of the questionnaire is assured. Neither individuals nor institutions will be identified by name. All data will be presented in summary form.

PLEASE READ THE PROCEDURES BELOW BEFORE COMPLETING THE QUESTIONNAIRE:

1. Be certain that you have the correct form of the instrument (i.e. librarian, faculty or students).

2. Use the response sheet which you will find at the end of the questionnaire. If you like, remove it, but be sure to return it with the questionnaire when you finish.

3. Read and respond to each item in each of the four sections of the instrument. Respond to each item using the response sheet.

4. Mark only one answer for each item. PLEASE DO NOT OMIT ANY ITEM.

5. Return the questionnaire and the response sheet to the researcher through campus mail. Please use the envelope that has been provided for your convenience.

6. Your comments concerning this questionnaire are welcome. Please use the space indicated on the response sheet. If more space is needed please use the

additional sheet that has been provided.

PLEASE NOTE:

The word "librarian" is used in this instrument to mean all library staff who are defined as librarians at your institution.

THANK YOU FOR PARTICIPATING IN THIS SURVEY!

SECTION A

Please rate the selected items below according to how important you believe they are to your use of the library. Mark your answer sheet according to the scale below:

(5) (4) (3) (2) (1)
VERY----------UNIMPORTANT
IMPORTANT

Library Resources--Subject

1. Art
2. Business
3. Classical Languages
4. Computer Science
5. Economics
6. Education
7. English/Drama
8. History
9. Home Economics
10. Mathematics
11. Modern Foreign Languages
12. Music
13. Physical Education/Recreation
14. Political Science
15. Psychology
16. Religion/Philosophy
17. Science
18. Sociology
19. Journalism

Library Resources--Type

20. Abstracts
21. Almanacs
22. Bibliographies
23. Book Reviews
24. Books
25. Card Catalog by Author
26. Card Catalog by Subject
27. Card Catalog by Title
28. Citation Indexes
29. Computerized Literature Searches
30. Dictionaires
31. Encyclopedias (General)
32. Encyclopedias (Subject)
33. Government Documents
34. Indexes to Magazines/Journals
35. Magazines/Journals
36. Microfilm/Microfiche
37. Newspapers
38. Sound Recordings
39. Video Recordings

SECTION B

In this section you are asked to respond to a series of statements as honestly as you can. Please react to all statements as YOU believe them to apply to YOUR library. Mark your answer sheet according to whether you:

(SA)	(A)	(D)	(SD)
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

1. Mutually supporting relationships between library staff and faculty are quite common here.

2. There is a feeling among many of the librarians and faculty here that most things are all right as they are.

3. This library's staff gets to know most of the faculty here pretty well.

4. Most of our users use other libraries in addition to the one at this institution.

5. Generally, our users would like to have instructions for using reference books and indexes close to the source they need so that they would not have to ask the librarian how to use it.

6. The librarians here are eager to assist users when they need help.

7. There is a willingness in this institution for the library to become more involved in its instructional program.

8. How best to communicate library policy decisions to users here is not a question that seriously concerns librarians here.

9. Most of users feel that librarians can only help them if they know exactly what they are looking for.

10. Changes which have taken place here in recent years have been more the result of internal and external pressures than of deliberate library self-study.

11. Most of this library's management and staff tend to see little real value in collecting statistics for library self-study and evaluation.

12. It's fair to say that most librarians here do not want to spend much time talking to a user about his or her

interests and concerns.

13. Although they may critize certain practices, most librarians here seem to be very loyal to this library.

14. Students and faculty here would be interested in a non-credit course on how to use the library in their major field of interest.

15. Librarians here are generally more concerned with overall improvements in library services and operations than with keeping things running smoothly as they are.

16. In the past few years the library has taken an active part in developing resources for new additions to the curriculum.

17. Generally, I sense that students here are bored by library use instruction.

18. Librarians here do not seem to be very much aware of what users need to know about the library.

19. The library generally is doing a good job in achieving its various goals.

20. Faculty here often give assignments that require the use of the library.

21. Changes which are implemented here usually have far reaching effects rather than practically no effect at all.

22. Staff infighting, backbiting, and the like seem to be more the rule than the exception here.

23. The library should provide instruction on how to use the library.

24. A sense of tradition is so strong here that it is often difficult to modify established procedures or undertake new projects.

25. The users of this library seem to find it a comfortable place to work.

26. Communication between library staff and faculty here is poor.

27. Most of our students were frequent library users before they came to college.

28. Staff turnover here appears to be quite high.

29. Librarians here are quite sensitive to the interests, needs and aspirations of the libraries users.

SECTION C

(Y)	(N)	(?)
YES	NO	DON'T KNOW

1. Attention is generally given to maintaining close relationships between faculty, librarians and students within this institution.

2. In general, faculty and librarians work together in determining library support for courses offered by this institution.

3. Planning at this library is continuous rather than "one-shot" or completely non-existant.

4. This library operates special instructional services for users seeking to learn more about using the library and its resources.

5. At the present time there seems to be a greater emphasis on local departmental or unit planning than on library wide planning.

6. Programs are offered here through which faculty and students can upgrade their library use skills.

7. There is a long-range plan for this library that is embodied in a written document for distribution throughout the library.

8. Reports of various in-house studies are announced generally and are made available to the librarians.

9. Instructional services are available to persons from the academic community seeking information on library resources and services.

10. Analysis of the philosophy, purpose and objectives of this library is often conducted.

11. Library services seem to be deliberately designed to accomodate both faculty and student ability levels and educational-professional aspirations.

12. This library has a written statement of goals.

SECTION D

The final section of this questionnaire is similar to Section B which you have already completed. Please react to all statements as YOU believe them to apply to YOUR library. Use the answer sheet to record your responses according to whether or not you:

(SA)	(A)	(D)	(SD)
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

1. This library has no special programs or services for users who want to know more about using the library.

2. It's fair to say that faculty and librarians here work together in planning for library support of new course offerings.

3. Library instruction should be part of the curriculum for an undergraduate degree.

4. Our users usually don't find most of the sources they need for their research projects.

5. Generally speaking, there is not very much contact between librarians and library users other than brief contact at the library desk.

6. Our users generally come to the library only when it is required of them.

7. In my experience here it has generally not been easy for new ideas to receive a hearing.

8. Generally speaking, there is a clear connection between the librarian's attitudes toward library users and the user's use of the library.

9. There have been few noticable changes in library services here in the past few years.

10. Most librarians here consider this library's management to be able and well qualified.

11. Most of our users seem to feel that they should only ask for help if it looks as though the librarian is not busy.

12. There is much emphasis in this library on helping all users upgrade their library use skills through instruction in library use.

13. This library usually has all the books, journals and other materials that its users need.

14. Whenever something new is suggested here, the answer tends to be something like "it costs too much" or "it takes too long".

15. It's fair to say that providing instruction in library use is considered to be one of the most important services provided by this library.

16. In general, proposed changes here seem to be accepted or rejected more on the basis of financial considerations than on merit or value to the library.

17. Instruction in library use should be related to course content at the undergraduate level.

18. Top-level management in this library clearly provides effective leadership.

19. Faculty here often give assignments that require the use of the library.

20. Librarians here attach much importance to interaction with the library's users.

21. In general, staff morale is high.

22. Most faculty here encourage their students to use the library.

23. There is a strong sense of community here, a feeling of shared interests and purpose in this library.

ACADEMIC LIBRARY INSTRUCTIONAL SUPPORT SURVEY
(FORM F)

This questionnaire is designed to measure the perceptions held by librarians, faculty and students concerning the relationship between library services, curriculum integration and instruction in library use and various aspects of organizational climate. Please respond to each item with YOUR personal opinion about library use at your institution. BE AS HONEST AS YOU CAN!

Confidentiality of responses to all parts of the questionnaire is assured. Neither individuals nor institutions will be identified by name. All data will be presented in summary form.

PLEASE READ THE PROCEDURES BELOW BEFORE COMPLETING THE QUESTIONNAIRE:

1. Be certain that you have the correct form of the instrument (i.e. librarian, faculty or students).

2. Use the response sheet which you will find at the end of the questionnaire. If you like, remove it, but be sure to return it with the questionnaire when you finish.

3. Read and respond to each item in each of the four sections of the instrument. Respond to each item using the response sheet.

4. Mark only one answer for each item. PLEASE DO NOT OMIT ANY ITEM.

5. Return the questionnaire and the response sheet to the researcher through campus mail. Please use the envelope that has been provided for your convenience.

6. Your comments concerning this questionnaire are welcomed. Please use the space indicated on the response sheet. If more space is needed please use the

additional sheet that has been provided.

PLEASE NOTE:

The word "librarian" is used in this instrument to mean all library staff who are defined as librarians at your institution.

THANK YOU FOR PARTICIPATING IN THIS SURVEY!

SECTION A

Please rate the selected items below according to how important you believe they are to your use of the library. Mark your answer sheet according to the scale below:

(5) (4) (3) (2) (1)
VERY----------UNIMPORTANT
IMPORTANT

Library Resources--Subject

1. Art
2. Business
3. Classical Languages
4. Computer Science
5. Economics
6. Education
7. English/Drama
8. History
9. Home Economics
10. Mathematics
11. Modern Foreign Languages
12. Music
13. Physical Education/Recreation
14. Political Science
15. Psychology
16. Religion/Philosophy
17. Science
18. Sociology
19. Journalism

Library Resources--Type

20. Abstracts
21. Almanacs
22. Bibliographies
23. Book Reviews
24. Books
25. Card Catalog by Arthor
26. Card Catalog by Subject
27. Card Catalog by Title
28. Citation Indexes
29. Computerized Literature Searches
30. Dictionaries
31. Encyclopedias (General)
32. Encyclopedias (Subject)
33. Government Documents
34. Indexes to Magazines/Journals
35. Magazines/Journals
36. Microfilm/Microfiche
37. Newspapers
38. Sound Recordings
39. Video Recordings

SECTION B

In this section you are asked to respond to a series of statements as honestly as you can. Please react to all statements as YOU believe them to apply to YOUR library. Mark your answer sheet according to whether you:

(SA)	(A)	(D)	(SD)
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

1. There seems to be an air of complacency among many of the librarians and faculty here, a feeling that most things are all right as they are.

2. The library staff here gets to know most of the faculty pretty well.

3. I sometimes use libraries other than the one here.

4. I would like to have instructions for using reference books and indexes close to the source so that I do not have to ask a librarian how to use them.

5. The librarians here are eager to assist users when they need help.

6. There is a willingness in this institution for the library to become more involved in its intructional program.

7. How best to communicate library policy decisions to users here is not a question that seriously concerns librarians here.

8. Librarians can only help me if I know exactly what I am looking for.

9. It's fair to say that most librarians here do not want to spend much time talking to a user about his or her interests and concerns.

10. Faculty here would be interested in a seminar on how to use the library and its resources in their major area of interest.

11. In the past few years the library has taken an active part in developing resources for new additions to the curriculum.

12. Generally, I sense that students here are bored by library use instruction.

13. Librarians here do not seem to be very much aware of what users need to know about the library.

14. Faculty here often give assignments that require the use of the library.

15. Changes which are implemented here usually have far reaching effects rather than practically no effect at all.

16. The library should provide instruction in how to use the library.

17. A sense of tradition is so strong here that it is often difficult to modify established procedures or undertake new projects.

18. I think the library here is a comfortable place to work.

19. Most of our students were frequent library users before they came to college.

20. Librarians here are quite sensitive to the interests, needs and aspirations of the libraries users.

SECTION C

(Y)	(N)	(?)
YES	NO	DON'T KNOW

1. Attention is generally given to maintaining close relationships between faculty, librarians and students within this institution.

2. In general, faculty and librarians work together in determining library support for courses offered by this institution.

3. The library here offers special instruction for users who want to learn more about the library and its resources.

4. Programs are offered here through which faculty and students can upgrade their library use skills.

5. Instructional services are available to anyone from the academic community who needs information on library resources and services.

6. Library services seem to be deliberately designed to accomodate both faculty and student ability levels and educational-professional aspirations.

SECTION D

The final section of this questionnaire is similar to Section B which you have already completed. Please react to all statements as YOU believe them to apply to YOUR library. Use the answer sheet to record your responses according to whether or not you:

(SA)	(A)	(D)	(SD)
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

1. This library has no special programs or services for users who want to know more about using the library.

2. It's fair to say that faculty and librarians here work together in planning for library support of new course offerings.

3. Library instruction should be part of the curriculum for an undergraduate degree.

4. Whenever I do a research project I feel that there are sources of information that I have missed which would enhance my project.

5. Generally speaking, there is not very much contact between librarians and library users other than brief contact at the library desk.

6. I only go to the library when it is absolutely necessary.

7. In my experience here it has generally not been easy for new ideas to receive a hearing.

8. Generally speaking, there is a clear connection between the librarian's attitudes toward library users and the user's use of the library.

9. There have been few noticable changes in library services here in the past few years.

10. A person should only ask the librarian for help if it looks as if he or she is not busy.

11. There is much emphasis in this library on helping all users upgrade their library use skills through instruction in library use.

12. This library usually has all the books, journals and other materials that I need.

13. Whenever something new is suggested here, the answer tends to be something like "it cost too much" or "it takes too long".

14. It's fair to say that providing instruction in library use is considered to be one of the most important services provided by this library.

15. In general, proposed changes here seem to be accepted or rejected more on the basis of financial considerations than on merit or value to the library.

16. Instruction in library use should be related to course content at the undergraduate level.

17. Faculty here often give assignments that require the use of the library.

18. Librarians here attach much importance to interaction with the library's users.

19. Most faculty here encourage their students to use the library.

ACADEMIC LIBRARY INSTRUCTIONAL SUPPORT SURVEY
(FORM S)

This questionnaire is designed to measure the perceptions held by librarians, faculty and students concerning the relationship between library services, curriculum integration and instruction in library use and various aspects of organizational climate. Please respond to each item with YOUR personal opinion about library use at your institution. BE AS HONEST AS YOU CAN!

Confidentiality of responses to all parts of the questionnaire is assured. Neither individuals nor institutions will be identified by name. All data will be presented in summary form.

PLEASE READ THE PROCEDURES BELOW BEFORE COMPLETING THE QUESTIONNAIRE:

1. Be certain that you have the correct form of the instrument (i.e. librarian, faculty or students).

2. Use the response sheet which you will find at the end of the questionnaire. If you like, remove it, but be sure to return it with the questionnaire when you finish.

3. Read and respond to each item in each of the four sections of the instrument. Respond to each item using the response sheet.

4. Mark only one answer for each item. PLEASE DO NOT OMIT ANY ITEM.

5. Return the questionnaire and the response sheet to the researcher through campus mail. Please use the envelope that has been provided for your convenience.

6. Your comments concerning this questionnaire are welcomed. Please use the space indicated on the response sheet. If more space is needed please use the

additional sheet that has been provided.

PLEASE NOTE:

The word "librarian" is used in this instrument to mean all library staff who are defined as librarians at your institution.

THANK YOU FOR PARTICIPATING IN THIS SURVEY!

SECTION A

Please rate the selected items below according to how important you believe they are to your use of the library. Mark your answer sheet according to the scale below:

(5) (4) (3) (2) (1)
VERY----------UNIMPORTANT
IMPORTANT

Library Resources--Subject

1. Art
2. Business
3. Classical Languages
4. Computer Science
5. Economics
6. Education
7. English/Drama
8. History
9. Home Economics
10. Mathematics
11. Modern Foreign Languages
12. Music
13. Physical Education/Recreation
14. Political Science
15. Psychology
16. Religion/Philosophy
17. Science
18. Sociology
19. Journalism

Library Resources--Type

20. Abstracts
21. Almanacs
22. Bibliographies
23. Book Reviews
24. Books
25. Card Catalog by Author
26. Card Catalog by Subject
27. Card Catalog by Title
28. Citation Indexes
29. Computerized Literature Searches
30. Dictionaries
31. Encyclopedias (General)
32. Encyclopedias (Subject)
33. Government Documents
34. Indexes to Magazines/Journals
35. Magazines/Journals
36. Microfilm/Microfiche
37. Newspapers
38. Sound Recordings
39. Video Recordings

SECTION B

In this section you are asked to respond to a series of statements as honestly as you can. Please react to all statements as YOU believe them to apply to YOUR library. Mark your answer sheet according to whether you:

(SA)	(A)	(D)	(SD)
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

1. I sometimes use libraries other than the one here.

2. I would like to have instructions for using reference books and indexes close to the source so that I do not have to ask a librarian how to use them.

3. The librarians here are eager to assist users when they need help.

4. Librarians can only help me if I know exactly what I am looking for.

5. Students here would be interested in a non-credit course on how to use the library and its resources in their major.

6. Generally, I am bored by library use instruction.

7. Faculty here often give assignments that require use of the library.

8. The library should provide instruction on how to use the library.

9. I think the library here is a comfortable place to work.

10. I often used other libraries before I came to college.

SECTION C

Please respond to each statement as YOU believe it to apply or be true in YOUR library. Use the answer sheet to record your responses. Respond to all statements according to whether your response is:

(Y)	(N)	(?)
YES	NO	DON'T KNOW

1. The library here offers special instruction for users who want to learn more about the library and its resources.

2. Programs are offered here through which faculty and students can upgrade their library use skills.

3. Instructional services are available to anyone from the academic community who needs information on library resources and services.

4. Library services seem to be deliberately designed to accomodate both faculty and student ability levels and educational-professional aspirations.

5. Attention is generally given to maintaining close relationships between faculty, librarians and students within this institution.

SECTION D

The final section of this questionnaire is similar to Section B which you have already completed. Please react to all statements as YOU believe them to apply to YOUR library. Use your answer sheet to record your responses according to whether or not you:

(SA)	(A)	(D)	(SD)
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

1. This library has no special programs or services for users who want to know more about using the library.

2. Whenever I do a paper or report for a class I feel that there are sources of information on my topic that are missing.

3. I only go to the library when someone makes me.

4. A person should only ask the librarian for help if it looks as if he or she is not busy.

5. This library usually has all the books, journals and other materials that I need.

6. It's fair to say that providing instruction in library use is considered to be one of the most important services

provided by this library.

7. Instruction in library use should be related to the material covered in the courses I take.

8. Faculty here often give assignments that require the use of the library.

9. Most faculty here encourage their students to use the library.

10. Library instruction should be part of the curriculum for an undergraduate degree.

APPENDIX C

C-1 Text of ALISS

ALISS

ACADEMIC LIBRARY INSTRUCTIONAL SERVICES SURVEY

A DISSERTATION RESEARCH PROJECT

School of Education

University of North Carolina at Greensboro
Greensboro, North Carolina 27412

Dear Colleague:

This is an instrument for measuring organizational climate and library instructional services in academic libraries. In it you will be asked for your own opinions about library practices, faculty and library staff attitudes, library instructional services, etc. This is not a test, nor is it a survey by any agency, government, library or university administration. The only "right" answers are those which best reflect your own perceptions, judgements, and opinions. IT IS IMPORTANT THAT YOU RESPOND TO ALL STATEMENTS AND QUESTIONS.

CONFIDENTIALITY OF RESPONSES TO ALL PARTS OF THE SURVEY IS GUARANTEED! No individual person, institution, or library will be identified by name. All data will be presented in summary form.

INSTRUCTIONS:

1. Please complete all parts of the survey according to the instructions given at the beginning of each part.

2. Upon completion of the survey, return it to the researcher in the stamped, self-addressed envelope provided.

Your aid in completing this survey deserves more thanks than I am able to give.

Sincerely,

Janice A. Safrit
School of Education
University of North Carolina
at Greensboro
Greensboro, North Carolina

SECTION A: BACKGROUND INFORMATION

1. Which one category BEST describes your professional responsibility?

( ) Top Library Administration: Director, Associate Director, Assistant Director
( ) Library Department Head: Supervises at least one other professional
( ) Library Area or Section Head: Supervises only paraprofessionals
( ) Non-administrative Librarian: Does not supervise other library employees
( ) Teaching Faculty

2. Which one category BEST describes your Primary area of responsibility at your institution?

( ) Teaching
( ) Administrative: Director or Assistant Director or Associate Director
( ) Acquisitions
( ) Cataloging
( ) Serials
( ) Circulation
( ) Outreach/Extension Services
( ) Automation/Systems
( ) Reference Services
( ) Special Collections or special type of materials such as government documents, microforms, etc.
( ) OTHER, Please describe

_____

3. How many years of experience have you at present institution? _____ years

4. How many total years of related experience have you? _____ years

5. What is your subject speciality? _____

Please rate the library materials below according to how important you believe they are to library use at your institution. Circle your answers according to the scale below:

1--------2--------3---------4--------5
UNIMPORTANT VERY IMPORTANT

6.	Card Catalog	1	2	3	4	5
7.	Bibliographies	1	2	3	4	5
8.	Indexes/Abstracts	1	2	3	4	5
9.	Encyclopedias/Dictionaires	1	2	3	4	5
10.	Magazines/Journals	1	2	3	4	5
11.	Books	1	2	3	4	5
12.	Computerized Literature Searches	1	2	3	4	5
13.	Microfilm/Microfiche	1	2	3	4	5
14.	Audio Visuals	1	2	3	4	5

SECTION B: PROFILE

Part 1

INSTRUCTIONS: In this part you are asked to respond to a series of statements as honestly as you can. Please react to all statements as YOU believe them to apply to YOUR library and its parent institution. Respond to each statement according to whether you:

(SA) STRONGLY AGREE (A) AGREE (D) DISAGREE (SD) STRONGLY DISAGREE

Circle your answer.

1.	Our library is a comfortable place to work.	SA	A	D	SD
2.	Generally, use of our library is supplemented by use of other libraries.	SA	A	D	SD
3.	There is a strong sense of community here, a feeling of shared interests and purpose.	SA	A	D	SD
4.	Our library is generally going a good job in achieving its goals.	SA	A	D	SD

5.	There is little real value in collecting statistics for self-study and evaluation.	SD	A	D	SD
6.	Our library has a written statement of goals.	SD	A	D	SD
7.	Whenever something new is suggested here, the answer tends to be something like "it cost too much" or "it takes too long".	SD	A	D	SD
8.	Faculty and librarians here should work together in designing library related curriculum components.	SD	A	D	SD
9.	Computers should be incorporated into library instructional services.	SD	A	D	SD
10.	Faculty and librarians here work together in planning library support of new course offerings.	SD	A	D	SD
11.	A sense of tradition is so strong here that it is difficult to modify established procedures or undertake new projects.	SD	A	D	SD
12.	Our library's management is considered to be able and well qualified.	SD	A	D	SD
13.	Mutually supporting relationships between library staff and faculty are quite common here.	SD	A	D	SD
14.	Library staff turnover appears to be quite high here.	SD	A	D	SD
15.	Library instruction should be part of the general curriculum for an undergraduate degree.	SD	A	D	SD
16.	It's fair to say that providing instruction in library use is considered to be one of the most important services provided by this library.	SA	A	D	SD

17.	In general, faculty and librarians here work together in determining library support for courses offered by this institution.	SA	A	D	SD

Part 2

1.	Our library staff and faculty get to know each other pretty well.	SA	A	D	SD
2.	There is a willingness in this institution for the library to become more involved in its instructional program.	SA	A	D	SD
3.	Librarians here are quite sensitive to the interests, needs, and aspirations of the library's users.	SA	A	D	SD
4.	Instruction in library use should be related to course work at the undergraduate level.	SA	A	D	SD
5.	Special instructional services are offered for our library's users.	SA	A	D	SD
6.	Generally, I sense that students here are bored by library instruction.	SA	A	D	SD
7.	Communication between library staff and faculty here is poor.	SA	A	D	SD
8.	Top level management in our library clearly provides effective leadership.	SA	A	D	SD
9.	Staff infighting, backbiting, and the like seem to be more the rule than the exception here.	SA	A	D	SD
10.	Librarians here do not seem to be very much aware of what users need to know about the library.	SA	A	D	SD
11.	How best to communicate library policy decisions to library users here is not a question that seriously concerns library staff here.	SA	A	D	SD

12.	It's fair to say that most librarians here do not want to spend much time talking to faculty about their interests or concerns.	SA	A	D	SD
13.	There is a feeling among many of the librarians and faculty here that most things are all right as they are.	SA	A	D	SD
14.	In general, proposed changes here seem to be accepted or rejected more on the basis of financial considerations than on their merit or value.	SA	A	D	SD
15.	Changes which are implemented here usually have far reaching effects rather than practically no effect at all.	SA	A	D	SD
16.	Planning at our library is continuous rather than "one shot" or completely non-existent.	SA	A	D	SD
17.	Analysis of the philosophy, purpose and objectives of our library is often conducted.	SA	A	D	SD
18.	Reports of various in-house library studies are generally announced and are made available to librarians and faculty.	SA	A	D	SD
19.	Librarians and faculty here are generally more concerned with over-all improvements than with keeping things running smoothly as they are.	SA	A	D	SD
20.	Faculty here give assignments that require library use other than reserve materials.	SA	A	D	SD
21.	Attention is generally given to maintaining close relationships between librarians and library users here.	SA	A	D	SD
22.	Users of our library usually don't find most of the sources they need.	SA	A	D	SD

23.	Librarians here are eager to assist library users when they need help.	SA	A	D	SD
24.	Library services here seem to be deliberately designed to accomodate both user ability levels and educational/professional aspirations.	SA	A	D	SD
25.	Changes which have taken place in recent years here have been more the result of internal and external pressure than of deliberate self-study.	SA	A	D	SD
26.	At the present time there seems to be a greater emphasis on local or departmental wide planning than on campus wide planning.	SA	A	D	SD
27.	There is a long range plan for this institution including the library that is embedded in a written document for distribution through campus.	SA	A	D	SD
28.	In the past few years the library has taken an active part in developing resources for new additions to the curriculum.	SA	A	D	SD

Please add any comments you would like to make about library instructional services and this study. Use the back of this page if additional room is needed.

THANK YOU FOR YOUR HELP!