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The value of traditional and technology-mediated library services to students enrolled in two universities that offer off-site degree programs / c by Michelle R. Stiles

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THE VALUE OF TRADITIONAL AND TECHNOLOGY-MEDIATED LIBRARY

SERVICES TO STUDENTS ENROLLED IN

TWO UNIVERSITIES THAT OFFER OFF-SITE

DEGREE PROGRAMS

A Thesis

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Master of Library Science

by

Michelle R. Stiles

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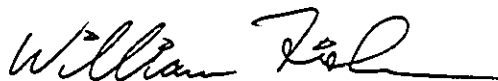
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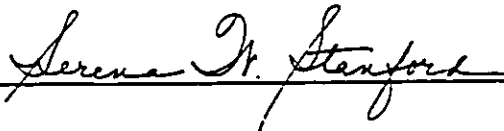AND INFORMATION SCIENCE

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ABSTRACT

THE VALUE OF TRADITIONAL AND TECHNOLOGY-MEDIATED LIBRARY
SERVICES TO STUDENTS ENROLLED IN
TWO UNIVERSITIES THAT OFFER OFF-SITE
DEGREE PROGRAMS

by Michelle R. Stiles

This thesis examines students' and faculty's perception, value and use of technology-mediated, electronic library services and traditional library services in two university settings that offer technology-mediated services to support their off-site, non-traditional degree programs. It studies this population to determine if technology-mediated, electronic library services have replaced the traditional library in these academic settings.

This research reveals that many students and faculty do not use or are unaware of the offered services. A large number of study respondents indicated they had used other library services, usually public libraries, six times or more in the past six months. Participants indicated they place a high value on electronic and traditional library services individually; however, both services combined are very valuable. These results indicate that technology-mediated, electronic services have not replaced the traditional library in these academic settings.

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CHAPTER 1

Introduction

Electronic searching of online and CD-ROM databases, document delivery via data transmission or telefacsimilie (fax), and interactive media are indicators that the virtual library, a library where users have electronic access to a larger amount of information than is physically present, is a reality. Technology has affected the way information transactions are completed and will change libraries, library professionals and information services in directions only now imagined. As technology advances, debates about the future value of the traditional library, a physical repository of information and knowledge, flourish.

Traditionally libraries have had three essential ingredients: collections, buildings to house the collections, and staff (Robinson, 1992). Library users come to the library to satisfy all types of information-related needs. Patricia Glass Schuman stated, "Libraries are service organizations. Librarians are service-oriented professionals. The mission of librarians is not just to simply fill specific information needs. Our mission is to solve information problems" (1990, p. 38). The desire to solve these information problems quickly and efficiently has made the use of technology-mediated library services an attractive evolution for the profession. However, in the

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evolution of these technology-mediated services, the focus of the organization and profession is shifting from service to self-service with the unsupported assumption that this amounts to an improvement of position (Nelson, 1992).

Traditional libraries offer: a vast amount of information both electronic and that which has not been (and may never be) converted to electronic form; a chance to browse and select materials in a hands-on manner; a collection that has many formats and varieties of information; and professionals to assist and guide users in their search for information.

Traditional libraries use consistent systems to provide access and store information. Cataloging methods are standardized and used in libraries world-wide. This allows users known and dependable methods to access the information available in the library. Once learned, these access methods can be utilized by information seekers for old and new information. The information seeker does not need to learn a new system each time new information is published.

Technological advances have made it unnecessary for seekers of information to utilize the traditional library to access and obtain material each time they have an information need. As electronic information increases and becomes easier to access and search, there are more sources seekers can approach to procure information.

Individuals, with no specialized library training, can use computer technology to access and locate information. Information seekers, via microcomputer and modem, can directly access electronic information. The user of electronic information services can describe the information request to either the computer or a search intermediary (a person performing the search) and wait for the information to be delivered. Material that is found can be delivered in a variety of methods: printed as the information is transmitted; downloaded onto computer disk; or ordered for delivery by postal service or fax. The entire information transaction can take place without the seeker going to the traditional library or using traditional resources of the library.

Totally electronic libraries, libraries where there are no paper sources, only electronic ones, are starting to take the place of the traditional library. Electronic libraries are on college campuses across the nation. The twenty-first California State University campus is proposed to open in the fall of 1995 at Fort Ord in Monterey County without a traditional library. Students will gain access to materials online (Freeberg, 1993). Although the California State University's Chancellor, Barry Munitz, did not say there will be no books on the shelves of the new campus, he did indicate, "there certainly won't be hundreds of thousands of

books stored in the middle of the campus on shelves"
(Freeberg, 1993, p. A1). Universities once boasted of the
number of libraries on their campuses and the number of
volumes on their shelves, but they may soon be taking pride
in proclaiming just the opposite--how few books they contain
and how much information is stored on computer disks.

Electronic libraries offer: computer access to
multiple sources and enormous amounts of information;
connection to world-wide information sources; almost
instantaneous retrieval of information; and different forms
of information--citations, abstracts or full text
immediately retrieved by the computer. A search performed
electronically is not as physically labor intensive, nor as
time consuming, as a search performed in a traditional
library using traditional methods.

In contrast to traditional library systems, electronic
information has neither standard search languages and
protocols nor indexing standards at this time. Each
electronic service has a unique search language that users
must learn. Indexing methods and terms used in one database
may not be used in another. The indexing process is usually
not performed by following structured guidelines so chances
of indexing errors are increased. These elements make
systematic information retrieval of electronic data
difficult.

As electronic sources of information and access to these sources become available through electronic and technology-mediated libraries and other means, what is the perceived value and purpose of the traditional library to information seekers? If an information seeker has access to electronic library and information services, will he/she cease using the traditional library? Can technology-mediated library services fully satisfy information needs?

This study examined and compared two academic environments that offer technology-mediated library services to students and faculty. One university offers totally technology-mediated, electronic library services and the other offers technology-mediated, electronic services supported by a traditional library and library services. Through survey of a stratified cluster sample of students and faculty from these two private institutions, the University of La Verne, Off-site Campuses in Southern California and the University of Phoenix, Southern California Campus, this study attempted to determine if, in these academic environments, technology-mediated library service had replaced the traditional library in function, value and satisfaction. The study also attempted to discover the purpose, value and services that students and faculty in these environments felt the traditional library offered and to determine if all or a portion of these

functions were needed in addition to the offered technology-mediated library services.

To determine if technology-mediated library services had replaced traditional libraries and their services in function, value and user satisfaction in these settings, this study sought to answer the following descriptive questions about each site:

1. How often is the current service used?

2. Does the service provide enough information to satisfy the user's information need?

3. Is a traditional library used in addition to or in place of the current service?

4. What is the perceived value of both electronic services and traditional libraries individually and combined?

5. Would it be desirable to add more traditional library services to current services?

HYPOTHESIS ONE:

Technology-mediated library services do not replace the function of traditional library services for academic users.

, Additionally, this study sought to determine if the responses from University of La Verne students and faculty, who receive electronic services supported by a traditional library with a librarian who makes class visits and faculty contacts, would be significantly different than responses from University of Phoenix students, who receive total technology-mediated service with little or no librarian contact. This researcher proposes that although technology

mediated library services are valuable, they will not

replace traditional libraries and services in function,

value or user satisfaction and there should be a significant

difference in the responses from the two sites. In order to

empirically test this theory, the following hypothesis was

constructed.

HYPOTHESIS TWO:

There will be no difference between sites in:

A. usage of offered service and other libraries.
B. level of satisfaction with the final form provided.
C. encouragement by faculty to use offered service and
   other libraries.

This research provided an opportunity to study and

compare two environments that are taking advantage of

technology to provide library service.

These settings could be paradigms for libraries of the

future as this technology-mediated, electronic library era

progresses. Responses from these environments will be

valuable to the library profession in shaping this evolution

so information needs can be met and libraries can clarify

their value in the information society.

CHAPTER 2

Literature Review

A search of online databases and indexes such as ERIC,
LISA, Information Science Abstracts and Library Literature
by the author, uncovered no studies that dealt directly with
library users' perceived value of traditional library
services or technology-mediated library services. In a
review of library literature in general, the author also
could not determine any other research attempts to study
user satisfaction with technology-mediated library services,
similar to those utilized by the University of La Verne and
the University of Phoenix.

The studies that were found that related to this
subject fall in two categories: technology use and library
facilities and service use. By refining these broad topics
to technology use relating to: online public access catalogs
(OPACs) (Bates, 1990; Cherry, 1992; Ensor, 1992; Peters,
1989), end users (Arnold, 1987; Burris & Molinek, 1991;
Friend, 1985; Kupferbert, 1986; Ojala, 1985; Wozny, 1988),
and distance/off-campus education library facilities and
service use (Cookingham, 1982; Miller, Johnson & Shorland,
1984; Slade, Whitehead, Piovesan & Webb, 1986), the author
was able to gain some understanding of how library users
have functioned with library technology, how distance/off-

campus education environments provide library services and how these services are used.

Technology Use

Technology and technology-mediated library services are the dominant topics in today's library and information field. Milo Nelson stated, "Most of the presentations at conferences devoted to information and communications, education and computer applications, assume that once America is fully wired and networked, habits of learning and procedures of scholarship will be put on a sort of self-service basis" (1992, p. 17). A review of literature about technology use in OPACs and end user searching indicated that the self-service mode has been in existence for some time. The degree of success with the technologies have been varied, and improvements continue to be needed (Arnold, 1987; Bates, 1990; Burris & Molinek, 1991; Cherry, 1992; Ensor, 1992; Friend, 1985; Peters, 1989; Wozny, 1988).

Online Public Access Catalogs

Until recently, technology was used by library staff to maintain the collection, and it benefitted the institution rather than the user (Robinson, 1992). The development and wide-scale use of the online public access catalog (OPAC) began the shift from viewing technology as an internal tool to a tool to solve user information problems. Frederick

Kilgour was an early proponent of the theory that the OPAC
should be designed solely for the user, and during the 1980s
studies were conducted to determine what OPAC users liked
and disliked (Duval & Main, 1992). As a result of these
studies, OPACs were developed to become user friendly, menu
driven systems appeared, screens were designed to be easily
read by the users, and online help sections were added to
the programs.

Research is still underway that will inform designers
how to build the perfect retrieval system. Marcia Bates
wrote in 1990, "Much of the advanced research and
development of automated information retrieval systems to
date has been done with the implicit or explicit goal of
eventually automating every part of the process" (p. 575).
Because users have had trouble using searching systems, the
technological goal would be to design systems in which the
user has either no, or only reactive, involvement in the
search process (Bates, 1990).

Although the information profession was willing to
empower the library user with OPAC technology, the success
with which the end users can operate the technology is
questionable. In 1989, Thomas Peters conducted a study to
determine the success rate of OPAC searchers on the
University of Missouri's LUMIN system. For this study the
transaction log of the system was analyzed to determine,

among other things, the failure rate or zero hits on searches performed during a 202-day period. The findings were that "failure rates were consistently high; they did not vary much from month to month or from terminal to terminal" (Peters, 1989, p. 270). The failures were mainly due to operator or user errors, usually in the areas of misspelling and typographical errors.

The development of keyword and Boolean searching was a development that would enable users to perform their own subject searches. This has also proved to be a disappointment for end users. A study conducted by Pat Ensor at Indiana State University found that, "contrary to some librarians' beliefs a great majority of users are not embracing keyword searching whole-heartedly" (1992, p. 217). Ensor found one of the main frustrations of users was that they could not find the right words to define their topic. Cherry (1992) found that users' difficulties with subject searches could be attributed to the fact that most end users have little to no knowledge of subject headings and how they are constructed.

Librarians tried to solve end user searching problems by implementing training sessions. The profession hoped that proper training would insure end user searching success. Unfortunately, this strategy had its drawbacks. Peters (1989) stated, "It is amazing that OPAC users

willingly spend hours learning the intricacies of software they want to use on their personal computers, but they grow impatient spending five minutes learning the basic commands and structure of an online catalog in the library" (p. 272).

Online Searcher - End User

Another technological step forward came with the wide spread use of telecommunications technology. At first, this technology was used to speed internal operations like cataloging and interlibrary loan. About 23 years ago, libraries began taking advantage of bibliographic networks for shared cataloging. Telecommunications technology linked large libraries to form networks for resource sharing. Libraries were also able to use telecommunications to access remote databases with stored indexing information to millions of journal citations (Mitchell & Saunders, 1991).

Professionals soon saw telecommunications and the advancing technology as another opportunity to solve users' information problems. This technology could make the user of the information the searcher of the information--the end user. (Here end user is defined as an online searcher who is not a librarian.) In 1981, Steve Goldspiel, Vice President of Marketing for Disclosure online database, verbalized this future shaping of users with the comment, "There are end users out there all right. They just don't know who they are" (Arnold, 1987, p. 71).

Technological developments in microcomputers also helped spur the end user vision. Ojala (1985) wrote that it was estimated by the late 1980s that 35 to 40 percent of office workers would have a personal computer. The information profession foresaw a more educated user, and the self-service vision was clear. Librarians also foresaw online databases as the perfect tool for users to achieve this vision, another technology-mediated library service to solve users' information problems.

End user online searching had implementation problems. It was expensive and, especially in the early stages, complicated. Although the service was available through librarians who acted as search intermediaries, few libraries could afford to offer online searching as an end user service. The introduction of online services like BRS/After Dark and DIALOG's Knowledge Index and the development of CD-ROM technology began to address the problems (Friend, 1985). The cost factor could begin to be contained. In fact, CD-ROMs became more cost effective each time they were used. This enabled the library to market and promote a service that it perceived users, both new and old, wanted. End user searching became an accepted and expected part of the library (Burris & Molinek, 1991).

Libraries and information centers now examined how to fully develop end user services. As Burris and Molinek

(1991) indicated, the problems associated with management and implementation of end user services were of prime concern.   Much of the literature focuses on the internal impact and demands on the library. Demands included: staff knowing about hardware, software, CD-ROMs and online services; funding to provide these services; and staff to provide user training.

In the mid to late 1980s, studies began to examine the end user and the online searching process to determine how they were holding up. Kupferberg interviewed six end users and found, "Professionals who conduct their own online searching say that they're doing just fine" (1986, p. 24). However, other researchers found that the end user was having problems. Friend found that, "users, who may feel that computer programming expertise will suffice for database searching as well, are unlikely to perform efficiently or effectively without the requisite background knowledge that experienced librarian/searchers are qualified to supply" (1985, p. 140). Friend also pointed out that novice users will more than likely experience problems with: lack of access to detailed manuals and thesauri; problems with choice of terminology; lack of proper understanding of Boolean operators; lack of information on how to make a search more precise; system problems; or minimal information in the end user system manuals supplied by the vendors.

Wozny (1988) conducted a study that examined several end user factors, one of which was if students actually used online search results in papers. She found that users had difficulty developing their search strategy and only 25 percent of the students included references from the search in their papers.

Wozny's study also touched on a topic that still causes end users' problems--locating the information once the citation has been found. Forty percent of the 36 students who participated in Wozny's study did not locate materials from their searches in the library. Those who did find materials often looked beyond the university library.

These findings would indicate that, although information professionals are interested in technology-mediated library services to solve users information problems and develop self-service systems, end users were and are experiencing problems and frustrations. Peters pointed out in his study on the LUMIN system, "Public users' attitudes about LUMIN are generally positive, but how long will users continue to be enthusiastic about a tool that functions as intended only 60 percent of the time at best?" (1989, p. 271) Although this study referred specifically to the OPAC, the essence of the statement could apply to any of the technology-mediated services discussed. Library users have been required to use technology-mediated services

by the library and information profession. As the studies
have shown, there have been times of problems and
frustrations.

Future End User Services

Technology allows libraries to evolve in parallel with
new information sources. The virtual library that is
developing is a decentralized collection of resources,
individuals and systems that can all be accessed
electronically (Paster & Osif, 1992). Users will continue
to come to the library with information needs, and the
technology to access the information will continue to be an
important part of the library's purpose.

The focus is now on networking technology to provide
access to information for library users with the intent of
making information access an end user service. Many
libraries provide dial-up service to their OPACs, which in
turn may provide access to the Internet, a computer network
that connects computer networks around the world. The
resources and information available through the Internet are
immense. The Internet provides access to full text
documents, a wide variety of databases, library OPACs, and
services like CARL's (Colorado Alliance of Research
Libraries) UNCOVER where a user requests an article and
CARL, for a fee, delivers the article.

As with the previous technology-mediated services, history is repeating itself with technology-mediated document delivery service. Mitchell and Saunders (1991) commented that the CARL document delivery service would not soon replace traditional public services because most users were not sophisticated enough to take advantage of it. Libraries, however, continue moving toward replacing traditional services with technology-mediated services.

Distance/Off-Campus Education

Even though there are problems, technology-mediated library services have offered benefits and opportunities to bring basic or improved library services and access to populations that have previously been under-served. Students and faculty who function in university distance/off-campus education programs are two such under-served groups. Distance/off-campus educational programs offer the opportunity to fill the educational needs of people away from the main campus. Offering library services in these programs is an important part of these students' education and of support of the faculty.

Distance/Off-Campus Library Services

By examining reports on distance/off-campus programs, the author was able to gain an understanding of how library services are delivered in distance/off-campus situations. The reports reviewed examined library services offered by

California State University (CSU), Chico (Cookingham, 1982),
universities in the Canadian province of British Columbia
(Slade et al., 1986) and the University of Wyoming (UW)
(Miller et al., 1984).

In these three cases, the examination, provision and
evolution of distance/off-campus library services was driven
by the increasing popularity of this mode of education
delivery. By 1981, CSU, Chico's program had tripled in
size and prompted the library reference department to
realize alternative methods of delivering library services
to remote sites (Cookingham, 1982). Miller et al. (1984)
found, in the study of off- and on-campus library services
at the University of Wyoming, that the level of off-campus
activity had resulted in growing demand for University
library services to be extended throughout the state in
support of individual courses and the extended degree
programs. During academic year 1983-84, approximately
11,000 students participated in UW extension and external
degree programs, and 10,200 students were enrolled in the
main campus in Laramie. In British Columbia's Open Learning
Institute (an institution that delivers courses entirely by
distance education methods), courses offered swelled from
seven in 1979 to 159 in 1985 (Slade et al., 1986).

In British Columbia, the University of British
Columbia, the University of Victoria, Simon Fraser

University and the Open Learning Institute committed
themselves to providing a broad range of library services
for their off-campus students. Slade listed the following
traditional and technology-mediated components that each
university offered: core collections--books and articles
provided by the University Library for use at the course
site; special telephone lines--used by off-campus students
to request materials and information from the main campus;
loans of specific materials--specific books or articles
requested by off-campus students are sent from the main
campus by mail; reference queries--reference questions and
requests for literature searches are accepted from off-
campus students at the main campus; interlibrary loans--
interlibrary loans are processed at the main campus for off-
campus students; and computer literature searches--online
searches are conducted at the main campus for individual
off-campus students for a modest fee. Advertisement of the
services and bibliographic instruction were also listed as
important components.

In 1980 Robert Cookingham, Visiting Librarian, CSU,
Chico, indicated that awareness, access and availability of
services, to faculty and administration, as well as
students, were very important factors in off-campus library
services. CSU, Chico library staff met regularly with
faculty and administration to determine what materials and

resources would be needed to meet the curriculum of off-campus courses or other types of information requirements. Library staff members also visited off-campus classes regularly to make students aware of the services offered.

Cookingham listed the components of CSU, Chico's off-campus library services as: access tools--indexes, print, microform and online, placed at local library sites for off-campus students' use; special telephones--at local sites so off-campus students can contact the main campus; loan of main campus materials to off-campus students--materials are delivered by the most efficient delivery method available; reference services--off-campus students can access main campus reference services; interlibrary loan--initiated at the local site for CSU, Chico off-campus students; computer online searches--requested from the main campus via phone; and dial-up, keyboard access of CSU, Chico's catalog--selected local sites have access to CSU, Chico's online catalog.

In the review of the University of Wyoming report, it was more difficult to determine exactly what library services were being offered to distance/off-campus students. General references were made to the following services while reporting the results of the survey. The library services mentioned were: UW materials located at local libraries--materials were provided to local libraries for use by off-

campus students; loan of main campus materials--specific materials were loaned by the main campus to off-campus students and delivered via mail; bibliographic database searching--the main campus performs online bibliographic database searches for off-campus students (Miller et al., 1984). Miller also noted that on- and off-campus students seem unaware of the services available to them and there is a need to advertise and inform students of services.

The review of these reports made it possible for the author to conclude that although methods vary slightly, services were similar and technology was used as a tool in delivery of these services. Local libraries, usually non-academic, served as a valuable traditional resource to students in this environment, and all universities initiated cooperative services that benefitted these local libraries. For example, CSU, Chico offered libraries that participated in online searches for off-campus students free subject searches for non-off-campus students. They also provided interlibrary loans of CSU, Chico materials to any patron of those libraries (Cookingham, 1980). The University of Wyoming housed materials in local libraries that can be used by UW students or local patrons (Miller et al., 1984).

Finally, all of the reports examined indicate there was a problem in making students aware these services and resources exist. The need for librarians and library staff

members to visit classes, instructors and administrators to inform and educate them about the library services was emphasized.

Distance/Off-Campus Use Study

Miller et al.'s (1984) study was of particular interest because it examined the library usage patterns and perceptions about library services of off-campus, non-traditional students (University of Wyoming Extension and University of Wyoming-Casper) versus on-campus, traditional students (University of Wyoming-Laramie). This study found that although traditional students use libraries other than university libraries only occasionally, a large portion of non-traditional students used public libraries rather than academic libraries.

This study also determined that students were not aware of the library services the University of Wyoming was offering. Miller reported that over half of all respondents at all sites indicated they had not received information concerning library services. At the time the study was done a large percentage of the off-site respondents indicated they did not know about or need the database search services available through the University of Wyoming Library or the library materials the University of Wyoming had placed at local public, school or community college libraries throughout the state. Miller concluded that the University

of Wyoming needed to improve information and awareness about library services to students and faculty members, as well as increase and improve the services.

Technology is being used to service users in an environment where they were historically under-served. The obligation of libraries has inherently been to provide information services to support the educational endeavors of the members of their respective communities. To do this Cookingham (1982) stated, "As librarians, we understand an individual's need for information. What we must do is to make everyone aware of libraries. Next we have to assure our potential patrons that libraries, library resources, and librarians are accessible. Then, ultimately, we must build the networks to provide fast, reliable delivery of materials when they are identified and needed by our library patrons" (p. 17).

The virtual, self-service, library without walls would be very beneficial in distance/off-campus environments. However, it is clear from past and present research, that users do not easily adjust to these technology-mediated, self-service environments. User awareness of services and ability to understand how these services will be beneficial is lacking.

Research on information seeking behavior has shown that people still prefer interpersonal sources over print and

that they often expose themselves to new media products on
recommendations from others (Dervin, 1989; Durrance, 1992).
This information combined with the above information,
indicates that technology-mediated library services are
important and valuable, especially in the distance/off-
campus educational environment. However, library users
still need the more traditional approach to information
retrieval/delivery--personal service and assistance.
Providing access means more than making information
available. The information profession needs to put more
emphasis on the human dimensions of information use
(Jackson, 1986).

As indicated previously, no studies were found that
addressed the perceived value of traditional library
services or technology-mediated library services or studies
comparing usage of these services. This study attempted to
discover the users' perceived value of these services by
examining use patterns, user satisfaction with results and
opinions about both types of services.

CHAPTER 3

The Sites

This study utilized survey results from students and faculty at two universities, the University of La Verne and the University of Phoenix, to determine what this population felt the service, value and purpose of a traditional library is. Survey information was also gathered to determine if this population felt the technologically-mediated library services they receive replaces in function, value and satisfaction of traditional library services.

Both universities have developed distance, off-campus programs to serve working adults in locations convenient to their home or work. Although the library programs are different at each university, they take advantage of similar electronic technology to offer library and information services to the student population and faculty members.

University Background

The University of La Verne

The University of La Verne (ULV), in La Verne, California, is an independent, non-sectarian institution of higher education founded in 1891 and is accredited by Western Association of Schools and Colleges. ULV is composed of four colleges: Arts and Sciences; Graduate and Professional Studies; Law; and Continuing Education.

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Bachelor's, master's, and doctoral degrees are offered to approximately 6,000 students.

In 1969, ULV began offering off-campus degree programs through the School of Continuing Education. These programs provide people an opportunity to enroll in La Verne programs at locations that are convenient to their homes or work. There are three divisions in the School of Continuing Education: Professional Development Centers; La Verne College of Athens, Greece; and Residence Centers. La Verne College of Athens, Greece offers students the opportunity to pursue an American education in Athens, Greece. Residence Centers offer programs on selected military bases in California, Alaska and Italy.

The Professional Development Centers offer programs throughout California and consist of:

The Campus Accelerated Program for Adults (CAPA), a Central Campus program designed for working adult students. This program offers courses on evenings and weekends.

Education Programs, provides advising and support for students pursuing an Master of Education, Educational Management; Preliminary Administrative Services Credential; Master of Science, School Counseling; and/or Pupil Personnel Services Credential at selected locations throughout California.

Inland Empire Center, Orange County Center, San
Fernando Valley Center, and Ventura County Center provide
advisement and support for approximately 3,600 ULV students
in these geographical areas. Degrees available at Center
locations include: Bachelor of Science, Accounting;
Bachelor of Science, Business Administration; Bachelor of
Science, Healthcare Management; Bachelor of Science Public
Administration; Master of Business Administration; Master of
Science, Business Organization Management; Master of
Business Administration for Experienced Professionals; and
Master of Health Administration. Each Center does not offer
all programs. However, all offer Bachelor of Science,
Business Administration; Bachelor of Science, Public
Administration; and Master of Business Administration for
Experienced Professionals or Master of Business
Administration. Programs are delivered in a quarterly 10-
week format.

The University of Phoenix

The University of Phoenix (UOP) is a private, degree-
granting institution, accredited by the North Central
Association of Schools and Colleges in 1978, whose mission
is to serve working, adult students. Educational programs
and services are provided to over 20,000 students at 27
campuses and learning centers in Arizona, California,
Colorado, Hawaii, Nevada, New Mexico, Utah and the

Commonwealth of Puerto Rico through comprehensive education delivery, quality control, and learning outcomes assessment systems.

UOP offers associate's degrees, bachelor's degrees in business, management and nursing and master's degrees in business, management, education, counseling, nursing administration, and computer information systems. Not all degrees are offered at each site. Programs are delivered in accelerated formats.

The structure of the University of Phoenix, Southern California consists of Learning Centers in Fountain Valley, Van Nuys, South Bay, Diamond Bar, individual group classes held at sites convenient to students where Learning Centers do not currently exist and at Edwards Air Force Base. The student population on the Southern California Campus at the time of the study was approximately 3,200.

Students at the Southern California Campus follow a pre-set schedule of classes to obtain a Bachelor of Science, Business Administration; Bachelor of Arts, Management; Bachelor of Science, Nursing; Master of Business Administration; Master of Arts, Organizational Management; and Master of Nursing with specialization in Administration/Management.

Library Services

The University of La Verne

The University of La Verne's library services to off-campus students and faculty are supported by a traditional academic library, The Elvin and Betty Wilson Library. This library contains 160,000 volumes, 1,000 current journal subscriptions, films and filmstrips, video and audio cassettes, records, slides, tapes, and other media. Both campuses of the College of Law have a law library of over 90,000 volumes. Interlibrary loan and reciprocal borrowing privileges at other academic libraries are available.

School of Continuing Education (SCE) students/faculty may use any of the Campus libraries and the Wilson Library catalog is on CD-ROM and available in all permanent SCE centers. Each SCE center also has a reading room with a collection of current journals that pertain to the programs offered at that Center.

Off-Campus Library Services are offered to all SCE students and faculty. The students and faculty can call a toll free number to request information. An Off-Campus Library Services staff person will help define the information request, explain how the search will be conducted, why one resource might be selected over another, how the search results will be delivered and how to request the desired articles, books or materials found in the search

results. Search results, full-text (if available) and books
will be sent to students via mail.

The Off-Campus Library Services Librarian makes regular
visits to Centers to inform the students about the available
service and how to use it. The Librarian also has regular
contact with faculty and works with them to help with
information needs they or their students might have.

The University of Phoenix

The University of Phoenix offers library services
through Learning Resource Services. Learning Resource
Services functions as an electronic library and is housed at
the University of Phoenix headquarters in Phoenix, Arizona.
Unlimited electronic searches are provided to students and
faculty through Academic Information Service (AIS).
Information about Learning Resource Services is presented to
students at orientations and through faculty members.
Faculty members are informed about the LRS during a five
week training session.

Information searches are requested by phone, telefax or
mail. Learning Resource Assistants help the requestor
define search topics by phone. Online searches are
completed and printouts of retrieved bibliographic citations
and abstracts are sent to the requestor by mail or fax, if
the requestor has indicated the information is needed
immediately (only the first twenty pages will be faxed).

Students/faculty members then secure the desired items on their own or request full-text copies of the articles from Learning Resource Services. If full-text is requested, copies of articles are made either from the collection of approximately 750 microfiched journals to which the University of Phoenix subscribes or a by commercial vendor.

CHAPTER 4

Method

To gather the information on users' perceived value of
traditional and technology-mediated library services, use
patterns and user satisfaction with service results, the
survey method of research was used. Survey methodology is
used to determine opinions, attitudes, preferences and
perceptions of participants in a study (Borg, Gall & Gall,
1992). The descriptive information gathered by the surveys
used in this study helped to define how users of technology-
mediated library services felt about the offered services
and traditional services and if the offered services
satisfactorily replaced the traditional library and
traditional library services.

It was important to ensure that students from both
academic levels (undergraduate and graduate), from each of
the participating Centers and at different points of program
completion were included in the study. The stratified
sampling procedure ensures that individuals of a population
who have certain characteristics are represented in the
sample. Cluster sampling uses a naturally occurring group
of individuals, like a class (Borg, Gall & Gall, 1992). For
these reasons a stratified cluster sample from the
population was used to measure student perceptions about the

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traditional library service and technologically-mediated library service.

Study Participants

Students enrolled in the undergraduate and graduate level business programs at the University of Phoenix, Southern California (excluding Edwards Air Force Base) and University of La Verne Centers: Inland Empire, Orange County, San Fernando Valley and Ventura County, were the population for this study. These programs were selected because they are offered at all of the locations and the coursework required to obtain the degrees were similar at each institution. The author has no reason to believe that students enrolled in these programs would be unique in their use of the offered library services or other resources. Classes held at military installations were excluded from this study because resources available at military bases vary significantly.

The entire population of faculty members that teaches at ULV Centers and UOP Southern California were included in the study.

Procedure

Sample Selection

Student. The student stratified cluster sample consisted of three undergraduate and three graduate classes selected from each Center. The sample from each Center

contained one undergraduate and one graduate class that was beginning, mid-point, and completing the programs. A random class from one off-site location in each area served by a Center was also included in the sample.

The stratified cluster sample was selected from center-based and off-site students enrolled in undergraduate and graduate business programs at ULV, SCE Centers and UOP, Southern California. Center managers reviewed class lists and selected samples to meet the criteria set by the author. This resulted in a sample size of 830, 432 from ULV and 398 from UOP.

Faculty. Each university provided mailing labels for the faculty members that participated in the study. The total number of faculty members that received surveys was 581, 137 from ULV and 444 from UOP.

Survey Design and Testing

The survey instruments for students and faculty were designed by the author. The instruments were reviewed by the author's thesis committee and each participating university. Revisions were made, and the instruments were field tested using one class from the health/nursing program at the University of Phoenix and two faculty members who would not be participating in the study from the University of La Verne. The class and faculty members that tested the instrument were selected by each university.

The survey instruments were customized to reflect each university's and library service's name. ULV student and faculty surveys referred to the library service as Off-Campus Library Service (see Appendix A). UOP student and faculty surveys referred to the library service as Learning Resource Service/Academic Information Service (LRS/AIS) (see Appendix B). Student surveys at both universities contained the same questions, as did faculty surveys.

Survey Distribution/Administration

Student. Each university administered the surveys to the sample classes. At UOP, the student surveys were delivered by the author to the Center. Each Center placed the survey packets in the classrooms for the instructor to administer. The author contacted each faculty member by telephone to explain the study and provided each faculty member with an information sheet (see Appendix C) that explained the purpose of the study. After the surveys were completed, the instructor collected the surveys and returned them to the Center Manager, who returned them to the author.

At ULV, the student surveys were sent to the Off-Campus Librarian, who distributed them to the Centers. Each Center placed the survey packets in the classrooms for the instructor to administer. The Off-Campus Librarian contacted each faculty member by telephone to explain the study and each faculty member was provided the information sheet that

explained the purpose of the study. After the surveys were completed, the instructor collected the surveys and returned them to the Center Manager, who returned them to the Off-Campus Librarian, who forwarded them to the author.

Faculty. Each faculty member was mailed a cover letter, the faculty survey and a postage-paid, self-addressed return envelope. The cover letter (samples in Appendixes A and B) explained the purpose of the study and requested that the faculty member complete the survey and return it to the author in the enclosed envelope.

Quantitative Data Analysis

Frequency distributions were run and means calculated on all questions to gather descriptive statistics. Cronbach's Alpha was used on responses from All Grouping to determine item reliability for the survey question that requested respondents to compare electronic library services with traditional library services (question 17 on student survey and question 14 on faculty survey) and the table on the survey that requested respondents to select services that are provided, should be provided and traditional university services (question 18 on student survey and 15 on faculty survey). Once reliability was established scales were constructed by summation.

Student t-tests were run on each question to determine if response differences of the groupings were significant. Data were tested and analyzed by the following groupings:

All Grouping - all ULV respondents compared with all UOP respondents
Student Grouping - ULV student respondents compared with UOP students
Faculty Grouping - ULV faculty respondents compared with UOP faculty respondents

Qualitative Data Analysis

Respondents' comments from survey questions that provided an opportunity to select "other" and write in comments (questions 6, 9, and 17 on the student survey and questions 3, 6, and 14 on the faculty survey) and the final question that asked participants for additional comments (question 22 on the student survey and question 19 on the faculty survey) were examined to determine patterns in responses. These comments were grouped and studied to determine if conclusions about perceptions of the offered service and value of electronic (technology-mediated) and traditional library service might be drawn.

CHAPTER 5

Results

Data gathered from the surveys were analyzed to
determine if the hypotheses for this study should be
accepted or rejected and to gather general information about
how study participants perceived and valued the current
electronic, technology-meditated service and traditional
library services.

Quantitative Findings

The quantitative findings were grouped into sections
pertaining to respondent demographics, offered service
information, other library usage, and perceptions of types
of library services.

Respondent Demographics

Student Respondents. The response rate to the survey
was similar between the sites and groups (see Table 1). An
examination of the demographic data available revealed no
information that would indicate there were demographic
differences between respondents other than where they
attended school.

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Table 1

Survey Response Rates

Respondents	Number of Surveys Sent	Number of Surveys Returned	Percentage Returned
ULV Students	432	209	48.3%
ULV Faculty	137	52	37.9%
UOP Students	398	213	53.5%
UOP Faculty	444	155	34.9%
Total	1,411	629	44.6%

The student demographic information showed most student respondents were pursuing undergraduate degrees (Table 2) and attended classes at Centers (Table 3). As indicated in Table 4, the greatest number of overall student respondents were mid-program, having completed more than three but fewer than ten classes.

Table 2

Degrees Student Respondents Were Pursuing

Site	Total Rec'd	Undergraduate		Graduate		No Response	
		Number	% of Total	Number	% of Total	Number	% of Total
ULV	209	163	77.9%	44	21.1%	2	1.0%
UOP	213	129	60.5%	81	38.0%	3	1.5%
TOTAL	422	292	69.1%	125	29.6%	5	1.3%

Table 3

Location Attending Classes

Site	Total Rec'd	Center		Off-Site		No Response	
		Number	% of Total	Number	% of Total	Number	% of Total
ULV	209	143	68.4%	52	24.8%	14	6.8%
UOP	213	112	52.5%	93	43.6%	8	3.9%
TOTAL	422	255	60.4%	145	34.3%	22	5.3%

Table 4

Number of Classes Completed

Site	Total Rec'd	3 or Fewer		More Than 3, Fewer Than 10		More Than 10	
		Number	% of Total	Number	% of Total	Number	% of Total
ULV	209	45	21.5%	98	46.9%	57	27.3%
UOP	213	64	30.0%	67	31.5%	64	30.0%
TOTAL	422	109	25.8%	165	39.1%	121	28.7%

Faculty respondents. It was not possible to determine general demographic information about faculty respondents because 74 (36%) did not complete the demographic information question on the survey. Those who did complete the question answered it in various ways, and it was difficult to group responses.

Offered Library Service Information

Informed about offered service. As can be seen in Table 5, most respondents indicated they were slightly more informed than unsure (4) or unsure (3) about the offered service. A t-test on the All Grouping revealed that UOP

participants felt better informed of the service than ULV

participants (see Table 6). Individual grouping t-tests

showed that the difference was also significant in the

Student Grouping but not in the Faculty Grouping.

Table 5

Informed About Service Frequencies

Sites	No Idea		Unsure		Know All About It
	1	2	3	4	5
ULV	54	24	70	77	29
UOP	35	42	104	143	39
TOTAL	89	66	174	220	68

Table 6

Informed About Service - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	3.4	623	<.05	Y	2.94	3.28
Student	4.1	418	<.05	Y	2.89	3.38
Faculty	.1	203	>.05	N	3.16	3.15

*two-tailed

Learned about offered service. The largest number of respondents indicated that they had learned about the existing service through orientation information, flyers/handouts, and university staff members. As can be seen in Table 7, several respondents indicated they were not informed about the service.

As shown in Tables 8 and 9, t-tests indicated UOP participants learned of the service through orientations and personal research more often than ULV participants. These difference were also reflected in the individual groupings, except in the case of faculty personal research where the difference in responses was not significant.

The All Grouping ULV respondents indicated they learned of the offered service through librarian presentation more often than UOP respondents (see Table 10). The responses were not significantly different in testing the Student Grouping on this item, but the difference was reflected when the Faculty Grouping was tested.

ULV participants indicated they were not informed of the service more often than UOP participants. This difference was reflected when the Student Grouping was tested, but not in the Faculty Grouping (see Table 11).

Table 7

Learned About Service Frequencies

Sites	Orienta-tion	Flyers/Handouts	Staff	Personal Research	Librarian	Faculty	Students	Not Informed
ULV	59	81	81	22	31	69	44	54
UOP	212	122	122	49	13	93	69	31
TOTAL	271	203	203	71	44	162	113	85

Table 8

Learned About Service - Orientation - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	9.6	605	<.05	Y	.23	.60
Student	9.6	413	<.05	Y	.23	.66
Faculty	3.3	190	<.05	Y	.25	.52

*two-tailed

Table 9

Learned About Service - Personal Research - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	2.1	605	<.05	Y	.09	.15
Student	2.7	413	<.05	Y	.08	.17
Faculty	.3	190	>.05	N	.13	.11

*two-tailed

Table 10

Learned About Service - Librarian Presentation - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	3.0	605	<.05	Y	.12	.05
Student	1.8	413	>.05	N	.08	.04
Faculty	5.1	190	<.05	Y	.33	.06

*two-tailed

Table 11

Learned About Service - Wasn't Informed - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	4.2	605	<.05	Y	.21	.09
Student	4.3	413	<.05	Y	.21	.07
Faculty	1.6	190	>.05	N	.23	.13

*two-tailed

Testing of the All Grouping revealed no significant difference in the responses regarding being informed of the service by staff members. However, as seen in Table 12, the Student Grouping test indicated UOP respondents learned of the service by staff members more often than ULV respondents. The Faculty Grouping test indicated the opposite, ULV faculty learned of the service from staff more often than UOP faculty.

Table 12

Learned About Service - Staff Members - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	.8	605	>.05	N	.32	.35
Student	2.5	413	<.05	Y	.27	.39
Faculty	3.1	190	<.05	Y	.54	.30

*two-tailed

Description of offered service. Two hundred thirty-one respondents (ULV 54, UOP 177) described the existing library services as electronic library services--fax, computer, modem, on-line searching, telephone. Traditional and electronic library services was selected next frequently as the description of offered services (118; ULV 52, UOP 66).

Most respondents indicated that they did not use the offered library services or that they use the service occasionally (see Table 13). Only 25 participants (ULV 14, UOP 11) indicated they used the offered services regularly for most classes.

As seen in Table 14, a t-test on this question on All Grouping indicated no significant difference in responses about use of the service. However, t-tests on the other groupings (student and faculty) indicated there were

significant differences. UOP student participants indicated
they used the service more than their ULV counterparts and
ULV faculty participates indicated they used the service
more than UOP faculty participants.

Table 13

<u>Use Offered Service</u>

Site	Number Responding	Do Not Use Service		Use Service Occasionally	
		Number	% of Total Responding to Item	Number	% of Total Responding to Item
ULV	261	135	51.7%	89	34.0%
UOP	368	175	47.6%	140	38.1%
Total	629	310	49.3%	229	36.4%

Table 14

Used Offered Service - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	.8	613	>.05	N	1.98	2.05
Student	3.2	412	<.05	Y	1.90	2.25
Faculty	2.6	199	<.05	Y	2.27	1.77

*two-tailed

Of the respondents who did use the offered services, 128 (ULV 55, UOP 73) indicated they could use most of the information provided. Respondents indicated the most common final form of the information provided was a listing of references and article summaries (139; ULV 28, UOP 111). Journal/periodical article was the next most frequently selected item at 83 (ULV 51, UOP 32). T-tests did not reveal a significant difference in responses between groups.

Most respondents (133; ULV 43, UOP 90) selected item (3) use the information in the form as it is provided and search for another form equal number of times. There was no significant difference in responses between groups.

Faculty encouragement to use offered service. As seen in Table 15, a t-test on the All Grouping revealed a significant difference in responses concerning faculty

encouragement to use the service. UOP participants indicated more faculty encouragement to use the offered service than ULV participants. This difference was reflected in the Student Grouping t-test but not in the Faculty Grouping t-test.

Table 15

Faculty Encouragement to Use Offered Service - T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	4.9	603	<.05	Y	2.32	2.84
Student	4.0	411	<.05	Y	2.12	2.54
Faculty	.3	190	>.05	N	3.19	3.26

*two-tailed

Other Library Usage Information

Table 16 illustrates that a large portion of survey respondents indicated they regularly use other libraries. The two types of libraries most often used were public and university/college (see Table 17). Two hundred nineteen respondents indicated they had used a library other than the offered service six or more times in the past six months.

Table 16

Use Libraries Other Than Offered Service

Sites	Use Only Other Libraries	Regularly Use Other Libraries	Use Both Equally	Occasionally Use Other Libraries	Use Only the Offered Service
ULV	61	96	26	60	8
UOP	76	159	36	75	6
TOTAL	137	255	62	135	14

Table 17

Types of Other Libraries Used

Sites	University/ College	Community College	Public	Special	Electronic	Other	Does Not Apply, Use Only Offered Service
ULV	74	27	135	9	1	-	8
UOP	175	13	146	9	3	6	6
TOTAL	249	40	281	18	4	6	14

T-tests on all of the groupings did not reveal a significant difference in responses to this question.

The three most frequently selected reasons for using other libraries were:

1. More convenient to use other libraries
   (284; ULV 127, UOP 157).

2. Like to browse collection (182; ULV 74, UOP 108).

3. Need to supplement materials provided by offered service
   (174; ULV 65, UOP 109).

The three least frequently selected reasons for using other libraries were:

1. Material provided by offered service is not historical
   (8; ULV 2, UOP 6).

2. Material provided by offered service is not current
   enough (12; ULV 5, UOP 7).

3. Does not apply I use only offered service.
   (26; ULV 14, UOP 12).

A t-test on the All Grouping revealed a significant difference in responses regarding faculty encouragement to use other libraries (see Table 18). UOP participants indicated greater faculty encouragement to use other libraries than ULV participants. This was also reflected in the Student Grouping t-test, but not in the Faculty Grouping t-test.

Table 18

Faculty Encouragement to Use Other Libraries T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	6.4	603	<.05	Y	2.42	3.13
Student	5.9	408	<.05	Y	2.07	2.72
Faculty	.4	193	>.05	N	3.80	3.72

*two-tailed

Perceptions of Types of Library Services

Respondents were asked to compare electronic library services with traditional library services and select the items that most closely reflected their feelings about the service on question 17 of the student survey and question 14 of the faculty survey. Items one through five of this question were weighted in favor of electronic services and items six through eleven were weighted in favor of traditional services.

The three most frequently selected items were:

1. Electronic services make it easier for users to access information than traditional library services (270; ULV 100, UOP 170).

2. I feel comfortable using a traditional library (248; ULV 99, UOP 149).

3. I feel comfortable using electronic services

   (242; ULV 87, UOP 144).

   Cronbach's Alpha was run on this question to determine the reliability of: if a respondent selected one item weighted toward a type of service, they would select all items that were weighted toward the similar service. The test resulted in an alpha of .70 on electronic library service (items 1-5) and an alpha of .64 on traditional library service (items 6-11). Once reliability was determined, a scale was constructed by summation.

   $\underline{T}$-tests performed on the All Grouping of both the electronic library preference and traditional library preference revealed a significant difference between ULV and UOP participants only in electronic library preference ($\underline{t}$(570)=2.0, $\underline{p}$<.05). The difference was due to UOP participants preferring electronic library services more than ULV participants (means = 1.59, 1.34 respectively).

   All respondents were asked to complete a table by selecting what services were offered by their university, what services should be offered by their university, and what services a traditional university library offered. A large number of respondents (236) elected not to complete the DOES PROVIDE column. The SHOULD PROVIDE column was not completed by 284 respondents, and 335 did not complete the TRADITIONAL UNIVERSITY SERVICES column.

The items selected most often in each of the three
categories were:

DOES PROVIDE: Does searches on electronic databases for

students for free (302; ULV 104, UOP 198).

SHOULD PROVIDE: Access to interlibrary loan

(175; ULV 65, UOP 110).

TRADITIONAL UNIVERSITY SERVICES: Access to librarians and

other information specialists on site

(212; ULV 64, UOP 148).

Cronbach's Alpha was run on these three categories.
The test resulted in a high alpha number for each category,
.90, .92, and .93 respectively. This indicated that: if a
respondent selected one item in a category, the reliability
was very high that they selected all items in that category.
A scale was constructed by summation once reliability was
established.

A t-test performed on the All Grouping of these three
categories (DOES PROVIDE, SHOULD PROVIDE, TRADITIONAL
UNIVERSITY SERVICES) revealed significant differences
between ULV and UOP participants in all three areas (see
Tables 19, 20, and 21).

Table 19

S<u>₁ ₁vices Offered Library Service Does Provide T-test</u>

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	6.2	386	<.05	Y	10.58	7.11
Student	4.9	248	<.05	Y	10.57	7.00
Faculty	3.6	136	<.05	Y	10.61	7.25

*two-tailed

Table 20

<u>Services Offered Library Service Should Provide T-test</u>

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	2.0	341	<.05	Y	10.28	8.73
Student	1.7	223	>.05	N	10.65	9.07
Faculty	.2	116	>.05	N	8.50	8.26

*two-tailed

Table 21

Services Offered by a Traditional University Library T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	2.0	287	<.05	Y	12.18	13.94
Student	1.1	165	>.05	N	11.21	12.47
Faculty	.1	120	>.05	N	15.47	15.34

*two-tailed

T-test responses to table items for the All Grouping are listed in Appendix D, Tables D-1, D-2 and D-3. Appendix E, Tables E-1, E-2 and E-3 list the t-test responses of the Student Grouping and Appendix F, Tables F-1, F-2 and F-3 list the responses of the Faculty Grouping.

Respondents were asked to rate the value of each type of service (electronic and traditional) separately and then the value of both services delivered together. The scale was ranked from no value (1) to very valuable (5). As Tables 22, 23, and 24 illustrate, most respondents rated each service separately as 4 and both services combined as 5.

Table 22

Ranking of Value of Electronic Library Services Only

Sites	No Value				Very Valuable
	1	2	3	4	5
ULV	13	14	59	87	57
UOP	6	29	91	137	78
TOTAL	19	43	150	224	135

Table 23

Ranking of Value of Traditional Library Services Only

Sites	No Value				Very Valuable
	1	2	3	4	5
ULV	9	13	59	96	56
UOP	6	23	73	149	91
TOTAL	15	36	132	245	147

Table 24

Ranking of Value of Both Services Combined

Sites	No Value 1	2	3	4	Very Valuable 5
ULV	4	4	27	72	124
UOP	1	5	30	97	205
TOTAL	5	9	57	169	329

A t-test on the All Grouping disclosed a significant
difference (see Table 25) in the value of both services
combined. UOP participants placed more value on both
services combined than ULV participants. T-tests on both
other groupings (student and faculty) revealed no
significant difference.

Table 25

Value of Both Services Combined T-test

Grouping	t	df	p*	Significant Y/N	ULV Mean	UOP Mean
All	2.7	574	<.05	Y	4.24	4.45
Student	1.2	380	>.05	N	4.14	4.25
Faculty	.8	192	>.05	N	4.63	4.73

*two tailed

Results Related to Hypotheses

Hypothesis One. Technology-mediated library services
do not replace the function of traditional library services
for academic users.

To determine if the null hypothesis should be accepted
or rejected, the answers to five questions were analyzed.

How often is the current service used? Most of the
respondents indicated that they did not use the offered
service or used it occasionally. Only 4% (25) of the
respondents indicated that they use the offered service
regularly.

Does the service provide enough information to satisfy
the users information need? The group of participants that
did use the offered service indicated that they could use
most of the information provided. Respondents indicated
that the most common final form is a listing of references
and article summaries. They used the information in the
form it was provided and searched for other forms an equal
number of times.

Is the traditional library used in addition to or in
place off the current service? Most participants (93%)
indicated they use libraries other than the offered service
and 219 (34.8%) of these respondents used other library
services six or more times in the last six months.

Public and university/college are the top two types of
other libraries used. The most popular reasons for other

library use are convenience, like to browse collections, and need to supplement materials provided by the offered service.

What is the perceived value of both electronic services and traditional libraries individually and combined? Respondents valued services, electronic only and traditional only, equally--4 on a scale of no value (1) to very valuable (5). However, they rated both services combined as very valuable (5).

Would it be desirable to add more traditional library services to current services? Participants who completed the table indicated some traditional library services should be added to the offered service. Access to interlibrary loan was the most requested additional service.

The responses to all of the five questions indicated that the null hypothesis should be accepted, technology-mediated library services do not replace the function of traditional library services for academic users.

Hypothesis Two. There will be no difference between sites in:

A.   usage of offered service and other libraries.
B.   level of satisfaction with the final form provided.
C.   encouragement by faculty to use offered service and other libraries.

Responses from ULV students and faculty who receive electronic services supported by a traditional library and UOP students and faculty who receive technology-mediated

services with little or no librarian contact were analyzed for significant differences in the above three areas.

Usage of offered service and usage of other libraries. There was no significant difference in responses to usage of the offered services between all ULV respondents and all UOP respondents. However, there was a significant difference in responses about usage of the offered services when student and faculty responses were compared individually. UOP students used the offered service more than ULV students and ULV faculty used the offered service more than UOP faculty. There was no significant difference in responses between any of the groupings in the area of other library usage.

Level of satisfaction with the final form provided. A significant difference in satisfaction with the final form was not determined in responses from participants.

Encouragement by faculty to use offered service and other libraries. There was a significant difference in responses between universities regarding faculty encouragement to use the offered service and other library services. UOP participants indicated greater faculty encouragement in usage of both types of services than did ULV participants.

The null hypothesis should be accepted for usage of the offered service and other libraries when data from all participants was used. The null hypothesis should also be

accepted in all cases for the level of satisfaction with the final form provided.

The null hypothesis should be rejected in all cases for faculty encouragement to use the offered service and other libraries. It should also be rejected for usage of the offered service for individual group (i.e. students and faculty) comparisons.

Qualitative Analysis

Respondent comments were analyzed to determine patterns. The responses did not appear to be unique by university setting, so comments were reported as a whole, rather than comparing responses from groups. A listing of all comments is in Appendix G.

Participants wrote in comments on four questions:

1. How would you describe [offered library services]?

(Number 3 faculty survey and number 6 student survey.)

All four of the participant groups (ULV students, ULV faculty, UOP students, UOP faculty), wrote in 38 comments for this question. The most frequent responses from all participants were those that indicated they did not know about the service or had not used the service. Six participants indicated the type of service as: materials upon request; on-line full text periodicals and newspaper articles; limited periodical database; electronic

library/fax; request over the phone and they fax or mail; or electronic access of various databases.

2. What is the final form (i.e. listing, article, book) you usually get from [offered library service]? (Number 6 faculty survey and number 9 student survey.)

There were only six comments under this question. ULV faculty participants did not write in comments. The most frequent response was "not used" (2), with the other responses describing the final form as: information over the phone; copy of article; article; and index and abstract.

3. [Offered library service] is an electronic based service supported by traditional library services. If you were to compare electronic library services with traditional library services, please mark the comment(s) that most closely reflect how you feel. (Number 14 faculty survey and number 17 student survey.)

All but one of the comments to this question, came from UOP faculty and UOP students. ULV faculty had no comments and ULV students had only one response, "don't know about service."

The most frequent responses from UOP students and faculty were that they did not use the service, did not know about the service, and cannot compare services. UOP student

participants who were able to compare indicated they thought

electronic services were faster and easier.

4. Do you have additional comments about electronic and

traditional library services? (Number 19 faculty survey

and number 22 student survey.)

One hundred and twenty-five comments were written-in

responding to this questions. To determine if a pattern

appeared in the comments, the responses were grouped by

participating group (i.e. ULV students, ULV faculty, UOP

students, UOP faculty) under headings that broadly defined

the responses.

The first heading was Usage/Knowledge of Service. The

main theme of these comments were about participants lack of

knowledge, lack of publicity, or lack of use of the service.

Several indicated the need for training about the service.

Twenty-six comments were grouped under this heading and of

the 26, 22 referenced these four areas.

The next heading was Favorable Comments About the

Offered Service. Of the fifteen comments under this

heading, eight were from ULV student participants.

Comments indicated participants liked the service because

they did not have to go to the library themselves. The

service was a time-saver that allowed students to

concentrate on work at home.

Under the heading <u>Unfavorable Comments About Offered</u> <u>Service</u>, there were 30 comments, two of which were from ULV faculty participants. Only four of the comments were from ULV students, the remaining 24 from UOP faculty and students. Most of the comments indicated that the service was too slow, too confusing, and not marketed well. UOP student participants indicated a desire to have the entire magazine or copy of an article available, and the cost of obtaining these items being less.

Under the heading <u>Favorable Comments About Electronic</u> <u>Services</u> there were 15 comments, with none from ULV faculty participants. The theme of these comments indicated that most participants felt library services were moving toward more electronic services. They indicated they liked the speed at which information can be found and electronic services are more convenient. The high cost for these services was mentioned, with the desire to have costs decrease.

There were only six written comments under the heading <u>Unfavorable Comments about Electronic Services</u>. ULV faculty had no comments under this heading. Comments referred to the high costs of the services and it is difficult to define the scope of a search.

The heading <u>Favorable Comments Traditional Library</u> <u>Services</u> contains eight comments. Most of these indicated

participants feel more comfortable using traditional libraries. One participant pointed out that some traditional libraries provide electronic services for their users.

There were no comments that would be grouped under a heading Unfavorable Comments Traditional Library Services.

The next heading was Comments on Both Services Combined. No ULV students had comments that grouped under this category, and UOP students accounted for only two of the ten written-in responses. Faculty participants indicated the combination of both types of library services as positive.

The last heading was Comments About the Survey. Most of the comments under this section indicated that the survey was too long.

Chapter 6

Discussion

The purpose of this study was to attempt to discover if
technology-mediated electronic library service had replaced
traditional library services in function, value and
satisfaction in two academic settings. To accomplish this,
data were analyzed with two goals: first, to determine how
all participants perceived technology-mediated, electronic
library services and traditional library service; and
second, to compare responses from each site for significant
difference, to determine if ULV participants (who receive a
technology-mediated, electronic service supported by a
traditional library) responses would reflect the difference
in service type.

The findings of this study indicate that although
students and faculty members in both universities had access
to electronic, technology-mediated library services they
still continue to use the traditional library. Technology-
mediated services have not replaced traditional library
services in these settings.

All Participants' Perception on Library Services

Most of the survey respondents did not use the offered
services. They used other types of libraries regularly.
Respondents that used the offered services searched for
other forms of the information equally as often as they used

the form provided by the service. Information seekers in these two settings indicated that it was more convenient to use other libraries and that they liked to browse the collections of a traditional library. A portion of other library use may be attributed to participants lack of knowledge about the offered services. Most of the respondents indicated that their knowledge about the service was 4 on a scale where 3 was unsure. This lack of confidence and knowledge about the services could contribute to other library usage.

Respondents completing the compar' n table indicated traditional library services should be added to the current service. They choose having professionals to assist and guide users most often as the feature that defines a traditional university library.

Participants valued each type of library service, but find both types combined very valuable.

Site Response Comparison

These findings indicated that as an entire group, there was not a significant difference in the way ULV and UOP participants used other libraries, the offered services or satisfaction with the final form provided by the service. The fact that the ULV service is supported by a traditional library did not significantly affect the way ULV participants responded when compared to UOP participants.

ULV respondents indicated more services were provided by their offered service. They also indicated more services should be provided. ULV respondents indicated, as did UOP respondents, access to interlibrary loan as the number one service the university should provide. However, ULV does provide interlibrary loan access for their off-site students.

UOP participants indicated more services are provided by a traditional library than ULV students. Additionally, UOP participants valued both types of library service combined more highly than did ULV participants. This difference could be because ULV students receive more traditional library services with the ULV offered service than UOP participants and expect those basic services to be offered as part of library services.

All participants use other libraries regularly, more participants don't use the offered service than do, and they use the final form and search for other material an equal number of times.

Usage of the offered service did vary by grouping. UOP students use the offered service more than their ULV counterparts. This difference could be attributed to ULV students indicating they were less informed about the service than UOP students. However, the fact that ULV participants used the service less than UOP participants

refutes the author's supposition that technology-mediated services supported by traditional library services would facilitate more usage of the service.

ULV faculty members use the offered service more than their UOP counterparts. Faculty members at ULV indicated they had learned about the service from librarian presentations. This personal, face-to-face contact could account for the difference in the way faculty at both sites use the offered services.

Reported faculty encouragement to use the offered services and other libraries also varied significantly. Faculty members at UOP encouraged use of the offered service more than faculty at ULV. This cannot be attributed to UOP faculty feeling more informed of the service, because there was no significant difference in this area. Faculty at ULV use the offered service themselves more than UOP faculty, so it seemed curious to the author that they did not recommend the service to students.

Reported faculty encouragement to use other libraries was also greater among UOP participants. This encouragement could be because UOP has fewer traditional services available and they feel, as ULV faculty do, that traditional services are important.

The findings would not seem to support the author's supposition that ULV participants would be more satisfied

with the offered service than UOP participants. There was
not a significant difference in usage of other libraries or
satisfaction with the final form.

Summary

The issues that appeared most often in this study were
participants feeling unsure or uninformed about the offered
services and they do not use the services. The comments
indicated that training about the service and how to use it
would be helpful for students and faculty in both settings.
Participants also indicated there should be more
marketing/publicity of the services.

User awareness and training were also issues in earlier
studies on distance education library services (Cookingham,
1982; Miller, Johnson & Shorland, 1984; Slade, Whitehead,
Piovesan & Webb, 1986) and technology-mediated library
service such as online public access catalogs (OPACs)
(Cherry, 1992; Ensor, 1992; Peters, 1989), and end users
(Friend, 1985; Wozny, 1988) that were reviewed for this
study. The findings of this study support the previous
study findings that user awareness and training need to be a
priority when delivering technology-mediated services.

Limitations

Survey Instrument

Although the survey instruments were tested and
reviewed, survey respondents indicated they were too long.

Some problems also surfaced when analyzing the results. If this study were to be replicated, steps should be taken to correct the following problems.

A large portion of survey respondents (38%) chose not to complete the table that was analyzed to determine if participants knew what services the offered service provided; what traditional library services they felt should be added to the current service; and what services a traditional university library offered.

After testing, the reliability was found to be high that if a respondent selected one item in a column they selected all. This indicated participants did not make discriminating choices when completing the table.

These points would indicate the table was too confusing and complicated for participants to complete and reduced the amount of reliable data retrieved from this section.

Faculty mailing lists from two ULV Centers were not obtained. This contributed to ULV faculty responses being low. However, the number of responses returned by faculty members versus those sent was similar between the universities (ULV 37.9%; UOP 34.9%).

Faculty respondents did not answer the question on the survey designed to gather demographic information. This question was not presented in a way that clearly directed

respondents as to what type of information should be entered.

Survey Response Rate

The averaged response rate for this study was 44.6%. This low response rate could be expected for the faculty surveys that were self-returned. However, the student surveys were directly administered. A higher response rate may have been experienced if the author would have administered all of the surveys, rather than delegating this function.

There was no information that would lead the author to believe that non-respondents had a higher or lower level of awareness of the offered library services.

Further Study

This study examined two universities that rely on technology to deliver library services to their students and faculty. Although the findings of this study were similar to those found in earlier studies about distance education library services and technology-mediated library services concerning low usage rate and awareness of the offered service, it clearly indicated that library service users are becoming more educated about technology-mediated services.

The participants of this study valued the combination of both types of services higher than they valued each individually. This study showed that although technology-

mediated services have not replaced traditional library services in these setting, respondents were aware of the difference in the services and the advantages both provide.

A replication of this study in a traditional academic setting could help determine if the use and awareness problems disclosed in this study are unique to distance/off-campus education settings or if these are general problems the entire academic library community faces. Further studies on student and faculty awareness, value and use of technology-mediated and traditional library services would be desireable because it would provide information that could advance user-driven utilization of technology-mediated library services and enhance user satifaction of these services.

The use of technology to deliver library services is going to continue. As seen in this study, the values of these services are acknowledged. However, the delivery and implementation of these type of services require extensive and careful planning to ensure that the user is satisfied with the product.

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Appendix A

University of La Verne Survey Instruments

Dear University of La Verne Student:

I am a graduate student enrolled in the Library and Information Science program at San Jose State University, Fullerton Campus and have elected to write a thesis to complete my studies.

My thesis explores the perceived value and purpose of the traditional library as electronic sources to information, and access to these sources, become available outside the traditional library. The University of Phoenix and University of La Verne take advantage of these advances to offer technologically-enhanced electronic library services to their students and have agreed to participate in this study.

To gather the information, a sample of students in the business programs of both universities will be surveyed. It is anticipated that none of the questions on this survey have the potential to cause harm or discomfort to participants. Nor will the study have a direct benefit or risk to any of the participants. The results of this study may be published, but any information that could result in the identification of participants will remain confidential.

Your class has been selected as part of the sample. You should understand that the participation of students is voluntary and that choosing not to participate in this study, or in any part of this study, will not affect your relations with the University of La Verne, the University of Phoenix or San Jose State University.

Could you please take a few minutes to complete the attached survey? The survey should be returned to your instructor when you have finished.

If you have questions about this study, I will be happy to talk with you. I can be reached at (714) 649-3092. If you have questions of complaints about research subjects' rights, or in the event of a research related injury, please contact Serena Stanford, Ph.D., Associate Academic Vice President of Graduate Studies and Research at (408) 924-2480.

Sincerely,

Michelle R Stiles

Michelle R. Stiles

LIBRARY SERVICES SURVEY

1. What degree are you pursuing at the University of La Verne? _____

2. Do you attend classes in a Learning Center? ____ Yes   ____ No

3. How many classes have you completed at the University of La Verne? ____

4. How well informed do you feel you are of the library services (Off-Campus Library Services) provided by the University of La Verne (ULV)? (circle one)

```
1              2            3            4            5
No Idea What It Is         Unsure                 Know All About It
```

5. How did you learn about Off-Campus Library Services? (check all applicable)

____orientation information   ____librarian presentation
____flyers/handouts   ____instructors
____ULV staff   ____other students
____personal research   ____wasn't informed of service

6. How would you describe Off-Campus Library Services' services? (check one)

____traditional library services--books. periodicals, reference services, databases, personal assistance
____electronic library services--fax, computer, modem, on-line searching, telephone
____traditional and electronic library services
____other_____

7. How often do you use Off-Campus Library Services? (check one)

____ 1. Do not use
____ 2. Tried one time, won't use again
____ 3. Use occasionally, depends on class
____ 4. Use regularly for most classes
____ 5. Use for every class

8. Does the information you receive from Off-Campus Library Services satisfy your information need? (check one)

____ 1. No, could not use any of the information provided
____ 2. No, could not use most of the information provided
____ 3. Used some--didn't use some
____ 4. Yes, can use most of the information provided
____ 5. Yes, can consistently use all of the information provided
____ 6. Not applicable, don't use service

9. What is final form (i.e. listing, article, book) you usually get from Off-Campus Library Services? (check one)

____ book
____ journal/periodical article
____ listing of references and article summaries
____ listing of references
____ other_____
____ Not applicable, don't use service

10. Does the final form of the information, as indicated in the previous question, provided by Off-Campus Library Services meet your needs? (check one)

___ 1. No, I can never use the information in the form provided. I must do a total new search on my own.
___ 2. No, I usually can't use the information in the form provided. I use the information to find the suitable form on my own.
___ 3. I use the information in the form as it is provided and search for another form equal number of times.
___ 4. I usually use the information in the form provided. Very seldom do I search for the information on my own.
___ 5. I consistently use the information in the form provided by Off-Campus Library Services.
___ 6. Not applicable, I don't use service.

11. Do ULV instructors encourage you to use Off-Campus Library Services? (check one)

___ 1. No, never
___ 2. A few of my instructors have
___ 3. Some have, some haven't -- its equal
___ 4. Most of my instructors have
___ 5. All of my instructors have

12. Do ULV instructors encourage you to use other libraries? (check one)

___ 1. No, never
___ 2. A few of my instructors have
___ 3. Some have, some haven't -- its equal
___ 4. Most of my instructors have
___ 5. All of my instructors have

13. Do you use libraries other than the services of Off-Campus Library Services? (check one)

___ 1. Yes, I only use other libraries
___ 2. Yes, I regularly use other libraries
___ 3. I use other libraries and Off-Campus Library Services equally
___ 4. I occasionally use other libraries
___ 5. No, I only use Off-Campus Library Services

14. If you use libraries other than Off-Campus Library Services, what type of library do you use most often? (check one)

___University/College   ___Community College   ___Public

___Special (Law, Medical, etc.)   ___Electronic   ___Other_____

___Does Not Apply

15. In the past six months, how often have you used a library other than Off-Campus Library Services? (check one)

___Not at all   ___Once   ___Twice   ___Three Times

___Four times   ___Five times   ___Six times or more

18. Please mark the services you understand that Off-Campus Library
    Services currently provide, any service you think it should provide
    and services you would expect to find at a traditional academic
    library - a California State University Library, for example.
    (check as many as apply in each column)

SERVICE DESCRIPTION	DOES PROVIDE	SHOULD PROVIDE	TRADITIONAL UNIVERSITY SERVICES
does searches on electronic databases for students (for free)			
does searches on electronic databases for students (for a fee)			
uses librarians and other information specialists to help students define information requests			
uses librarians and other information specialists to explain how information will best be located			
provide listing of references and article summaries of the search results (journals/periodicals only)			
provide a listing of references of search results (books and materials, as well as journals/periodicals)			
provide full-text copies of search results, if requested			
provide the actual material, if requested			
access to interlibrary loan (the library will request materials from other libraries for you)			
access to reference materials			
access to periodicals/journals			
access to government documents			
access to a local history materials			
access to an audiovisual materials			
journals/periodicals on-site			
electronic databases and equipment on-site			
librarians and other information specialists on-site			
reference materials and services on-site			
interlibrary loan on-site (the library will request materials from other libraries for you)			
local history materials on-site			
audiovisual materials on-site			
government documents on-site			
other			

16. If you use libraries other than Off-Campus Library Services, what is the reason? (check as many as apply)

____Would rather do my own research
____Materials provided by Off-Campus Library Services are not what is needed
____Need to supplement materials provided by Off-Campus Library Services
____More convenient to use other library
____Off-Campus Library Services takes too long to supply information
____Want to talk to a person face-to-face to request information
____Need actual materials instead of copies of articles
____Material provided by Off-Campus Library Services not current enough
____Material provided by Off-Campus Library Services not historical
____Like to browse a collection
____Like to do my own electronic searches
____Want to do an extensive search of all types of material
____Unsure how to use the service
____Does not apply, I only use Off-Campus Library Services.

17. Off-Campus Library Services is an electronic based service supported by traditional library services. If you were to compare electronic library services with traditional library services, please mark the comment(s) that most closely reflect how you feel. (check as many as apply)

____Electronic services make it easier for users to access information than traditional services.
____Electronic services enable users to access more information than traditional services.
____I feel comfortable using electronic services.
____I would rather use electronic services than the traditional library.
____I feel more comfortable asking for help with electronic services than with traditional library services.
____Traditional library services offer greater varieties of information than electronic services.
____Traditional libraries provide access to more information than just electronic services.
____I feel comfortable using a traditional library.
____I feel comfortable asking for help in a traditional library.
____I can find what I want most of the time in a traditional library.
____I would rather use a traditional library than electronic services.
____Other_____

Please circle the number which most closely reflects your feelings about:

19. The value of only electronic library services (library services delivered via fax, modem, on-line computer searching, telephone, person-to-person interaction via phone, fax, modem, mail):

1   2   3   4   5
No Value   Very Valuable

20. The value of only traditional library services (library services delivered via a physical building or location and face-to-face, personal interaction, the books, journals and periodicals on the shelf, ability to personally select materials):

1   2   3   4   5
No Value   Very Valuable

21. The value of both services above, electronic and traditional, combined:

1   2   3   4   5
No Value   Very Valuable

22.   Do you have additional comments about electronic and traditional library services?

Thank you for your time! Please return the completed survey to your instructor.

SJSU SAN JOSE STATE UNIVERSITY

A Campus of The California State University

Fullerton Campus Program - P.O. Box 4150 - Fullerton, California 92634-4150 - 714/773-2064

Division of Library & Information Science • One Washington Square • San José, California 95192-0029 • 408/924-2490

Dear Faculty Member:

I am a graduate student enrolled in the Library and Information Science program at San Jose State University, Fullerton Campus and have elected to write a thesis to complete my studies.

My thesis explores the perceived value and purpose of the traditional library as electronic sources to information, and access to these sources, become available outside the traditional library. The University of Phoenix and University of La Verne take advantage of these advances to offer technologically-enhanced electronic library services to their students and have agreed to participate in this study.

To gather the information, a sample of students and all faculty members in the business programs of both universities will be surveyed. It is anticipated that none of the questions on this survey have the potential to cause harm or discomfort to participants. Nor will the study have a direct benefit or risk to any of the participants. The results of this study may be published, but any information that could result in the identification of participants will remain confidential.

You should understand that the participation of students is voluntary and that choosing not to participate in this study, or in any part of this study, will not affect your relations with the University of La Verne, the University of Phoenix or San Jose State University.

Could you please take a few minutes to complete the attached faculty survey and return it? I have enclosed a self-addressed, stamped envelope.

If you have questions about this study, I will be happy to talk with you. I can be reached at (714) 649-3092. If you have questions of complaints about research subjects' rights, or in the event of a research related injury, please contact Serena Stanford, Ph.D., Associate Academic Vice President of Graduate Studies and Research at (408) 924-2480.

Sincerely,

Michelle R. Stiles

FACULTY LIBRARY SERVICES SURVEY

1. How well informed do you feel you are of the library services (Off-Campus Library Services) provided by the University of La Verne (ULV)? (circle one)

1	2	3	4	5
No Idea What It Is		Unsure		Know All About It

2. How did you learn about Off-Campus Library Services? (check all applicable)

____orientation information   ____librarian presentation
____flyers/handouts   ____other instructors
____ULV staff   ____other students
____personal research   ____wasn't informed of service

3. How would you describe Off-Campus Library Services' services? (check one)

____traditional library services--books, periodicals, reference services, databases, personal assistance
____electronic library services--fax, computer, modem, on-line searching, telephone
____traditional and electronic library services
____other_____

4. How often do you use Off-Campus Library Services? (check one)

____ 1. Do not use
____ 2. Tried one time, won't use again
____ 3. Use occasionally, depends on class
____ 4. Use regularly for most classes
____ 5. Use for every class

5. Does the information you receive from Off-Campus Library Services satisfy your information need? (check one)

____ 1. No, could not use any of the information provided
____ 2. No, could not use most of the information provided
____ 3. Used some--didn't use some
____ 4. Yes, can use most of the information provided
____ 5. Yes, can consistently use all of the information provided
____ 6. Not applicable, don't use service

6. What is final form (i.e. listing, article, book) you usually get from Off-Campus Library Services? (check one)

____ book
____ journal/periodical article
____ listing of references and article summaries
____ listing of references
____ other_____
____ Not applicable, don't use service

7. Does the final form of the information, as indicated in the previous question, provided by Off-Campus Library Services meet your needs? (check one)

____ 1. No, I can never use the information in the form provided. I must do a total new search on my own.
____ 2. No, I usually can't use the information in the form provided. I use the information to find the suitable form on my own.
____ 3. I use the information in the form as it is provided and search for another form equal number of times.
____ 4. I usually use the information in the form provided. Very seldom do I search for the information on my own.
____ 5. I consistently use the information in the form provided by Off-Campus Library Services.
____ 6. Not applicable, I don't use service.

8. Do you encourage students to use Off-Campus Library Services? (check one)

____ 1. No, never
____ 2. A few students
____ 3. A few classes
____ 4. Most students and classes
____ 5. All of my students and classes

9. Do you encourage students to use other libraries? (check one)

____ 1. No, never
____ 2. A few students
____ 3. A few classes
____ 4. Most students and classes
____ 5. All of my students and classes

10. Do you use libraries other than the services of Off-Campus Library Services? (check one)

____ 1. Yes, I only use other libraries
____ 2. Yes, I regularly use other libraries
____ 3. I use other libraries and Off-Campus Library Services equally
____ 4. I occasionally use other libraries
____ 5. No, I only use Off-Campus Library Services

11. If you use libraries other than Off-Campus Library Services, what type of library do you use most often? (check one)

____University/College   ____Community College   ____Public

____Special (Law, Medical, etc.)   ____Electronic   ____Other_____

____Does Not Apply

12. In the past six months, how often have you used a library other than Off-Campus Library Services? (check one)

___Not at all ___Once ___Twice ___Three Times

___Four times ___Five times ___Six times or more

13. If you use libraries other than Off-Campus Library Services, what is the reason? (check as many as apply)

___Would rather do my own research
___Materials provided by Off-Campus Library Services are not what is needed
___Need to supplement materials provided by Off-Campus Library Services
___More convenient to use other library
___Off-Campus Library Services takes too long to supply information
___Want to talk to a person face-to-face to request information
___Need actual materials instead of copies of articles
___Material provided by Off-Campus Library Services not current enough
___Material provided by Off-Campus Library Services not historical
___Like to browse a collection
___Like to do my own electronic searches
___Want to do an extensive search of all types of material
___Unsure how to use the service
___Does not apply, I only use Off-Campus Library Services.

14. Off-Campus Library Services is an electronic based service supported by traditional library services. If you were to compare electronic library services with traditional library services, please mark the comment(s) that most closely reflect how you feel. (check as many as apply)

___Electronic services make it easier for users to access information than traditional services.
___Electronic services enable users to access more information than traditional services.
___I feel comfortable using electronic services.
___I would rather use electronic services than the traditional library.
___I feel more comfortable asking for help with electronic services than with traditional library services.
___Traditional library services offer greater varieties of information than electronic services.
___Traditional libraries provide access to more information than just electronic services.
___I feel comfortable using a traditional library.
___I feel comfortable asking for help in a traditional library.
___I can find what I want most of the time in a traditional library.
___I would rather use a traditional library than electronic services.
___Other_____

15. Please mark the services you understand that Off-Campus Library
    Services currently provide, any service you think it should provide
    and services you would expect to find at a traditional academic
    library – a California State University Library, for example.
    (check as many as apply in each column)

SERVICE DESCRIPTION	DOES PROVIDE	SHOULD PROVIDE	TRADITIONAL UNIVERSITY SERVICES
does searches on electronic databases for students (for free)			
does searches on electronic databases for students (for a fee)			
uses librarians and other information specialists to help students define information requests			
uses librarians and other information specialists to explain how information will best be located			
provide listing of references and article summaries of the search results (journals/periodicals only)			
provide a listing of references of search results (books and materials, as well as journals/periodicals)			
provide full-text copies of search results, if requested			
provide the actual material, if requested			
access to interlibrary loan (the library will request materials from other libraries for you)			
access to reference materials			
access to periodicals/journals			
access to government documents			
access to a local history materials			
access to an audiovisual materials			
journals/periodicals on-site			
electronic databases and equipment on-site			
librarians and other information specialists on-site			
reference materials and services on-site			
interlibrary loan on-site (the library will request materials from other libraries for you)			
local history materials on-site			
audiovisual materials on-site			
government documents on-site			
other			

Please circle the number which most closely reflects your feelings about:

16. The value of only electronic library services (library services delivered via fax, modem, on-line computer searching, telephone, person-to-person interaction via phone, fax, modem, mail):

1   2   3   4   5
No Value   Very Valuable

17. The value of only traditional library services (library services delivered via a physical building or location and face-to-face, personal interaction, the books, journals and periodicals on the shelf, ability to personally select materials):

1   2   3   4   5
No Value   Very Valuable

18. The value of both services above, electronic and traditional, combined:

1   2   3   4   5
No Value   Very Valuable

19. Do you have additional comments about electronic and traditional library services?

Thank you for your time! Please return the completed survey in the enclosed envelope.

University of La Verne Program you usually teach for:_____

Appendix B

University of Phoenix Survey Instruments

SJSU SAN JOSE STATE UNIVERSITY

A campus of The California State University

Fullerton Campus Program • P.O. Box 4150 • Fullerton, California 92634-4150 • 714/773-2064

Division of Library & Information Science • One Washington Square • San Jose, California 95192-0029 • 408/924-2490

Dear University of Phoenix Student:

I am a graduate student enrolled in the Library and Information Science program at San Jose State University, Fullerton Campus and have elected to write a thesis to complete my studies.

My thesis explores the perceived value and purpose of the traditional library as electronic sources to information, and access to these sources, become available outside the traditional library. The University of Phoenix and University of La Verne take advantage of these advances to offer technologically-enhanced electronic library services to their students and have agreed to participate in this study.

To gather the information, a sample of students in the business programs of both universities will be surveyed. It is anticipated that none of the questions on this survey have the potential to cause harm or discomfort to participants. Nor will the study have a direct benefit or risk to any of the participants. The results of this study may be published, but any information that could result in the identification of participants will remain confidential.

Your class has been selected as part of the sample. You should understand that the participation of students is voluntary and that choosing not to participate in this study, or in any part of this study, will not affect your relations with the University of La Verne, the University of Phoenix or San Jose State University.

Could you please take a few minutes to complete the attached survey? The survey should be returned to your instructor when you have finished.

If you have questions about this study, I will be happy to talk with you. I can be reached at (714) 649-3092. If you have questions of complaints about research subjects' rights, or in the event of a research related injury, please contact Serena Stanford, Ph.D., Associate Academic Vice President of Graduate Studies and Research at (408) 924-2480.

Sincerely,

Michelle R. Stiles

LIBRARY SERVICES SURVEY

1. What degree are you pursuing at the University of Phoenix? _____

2. Do you attend classes in a Learning Center? ___ Yes ___ No

3. How many classes have you completed at the University of Phoenix? ____

4. How well informed do you feel you are of the library services (Learning Resource Services/Academic Information Services [LRS/AIS]) provided by the University of Phoenix (UOP)? (circle one)

```
   1              2        3         4         5
No Idea What It Is         Unsure            Know All About It
```

5. How did you learn about LRS/AIS? (check all applicable)

___orientation information   ___librarian presentation
___flyers/handouts   ___instructors
___UOP staff   ___other students
___personal research   ___wasn't informed of service

6. How would you describe LRS/AIS services? (check one)

___traditional library services--books, periodicals, reference services, databases, personal assistance
___electronic library services--fax, computer, modem, on-line searching, telephone
___traditional and electronic library services
___other_____

7. How often do you use LRS/AIS? (check one)

____ 1. Do not use
____ 2. Tried one time, won't use again
____ 3. Use occasionally, depends on class
____ 4. Use regularly for most classes
____ 5. Use for every class

8. Does the information you receive from LRS/AIS satisfy your information need? (check one)

____ 1. No, could not use any of the information provided
____ 2. No, could not use most of the information provided
____ 3. Used some--didn't use some
____ 4. Yes, can use most of the information provided
____ 5. Yes, can consistently use all of the information provided
____ 6. Not applicable, don't use service

9. What is final form (i.e. listing, article, book) you usually get from LRS/AIS? (check one)

____ book
____ journal/periodical article
____ listing of references and article summaries
____ listing of references
____ other_____
____ Not applicable, don't use service

10. Does the final form of the information, as indicated in the previous question, provided by LRS/AIS meet your needs?   (check one)

___ 1. No, I can never use the information in the form provided. I must do a total new search on my own.
___ 2. No, I usually can't use the information in the form provided. I use the information to find the suitable form on my own.
___ 3. I use the information in the form as it is provided and search for another form equal number of times.
___ 4. I usually use the information in the form provided. Very seldom do I search for the information on my own.
___ 5. I consistently use the information in the form provided by LRS/AIS.
___ 6. Not applicable, I don't use service.

11. Do UOP instructors encourage you to use LRS/AIS?   (check one)

___ 1. No, never
___ 2. A few of my instructors have
___ 3. Some have, some haven't -- its equal
___ 4. Most of my instructors have
___ 5. All of my instructors have

12. Do UOP instructors encourage you to use other libraries? (check one)

___ 1. No, never
___ 2. A few of my instructors have
___ 3. Some have, some haven't -- its equal
___ 4. Most of my instructors have
___ 5. All of my instructors have

13. Do you use libraries other than the services of LRS/AIS? (check one)

___ 1. Yes, I only use other libraries
___ 2. Yes, I regularly use other libraries
___ 3. I use other libraries and LRS/AIS equally
___ 4. I occasionally use other libraries
___ 5. No, I only use LRS/AIS

14. If you use libraries other than LRS/AIS, what type of library do you use most often?   (check one)

___University/College   ___Community College   ___Public

___Special (Law, Medical, etc.)   ___Electronic   ___Other_____

___Does Not Apply

15. In the past six months, how often have you used a library other than LRS/AIS? (check one)

___Not at all   ___Once   ___Twice   ___Three Times

___Four times   ___Five times   ___Six times or more

16. If you use libraries other than LRS/AIS, what is the reason?
    (check as many as apply)

____Would rather do my own research
____Materials provided by LRS/AIS are not what is needed
____Need to supplement materials provided by LRS/AIS
____More convenient to use other library
____LRS/AIS takes too long to supply information
____Want to talk to a person face-to-face to request information
____Need actual materials instead of copies of articles
____Material provided by LRS/AIS not current enough
____Material provided by LRS/AIS not historical
____Like to browse a collection
____Like to do my own electronic searches
____Want to do an extensive search of all types of material
____Unsure how to use the service
____Does not apply, I only use LRS/AIS.

17. LRS/AIS is an electronic based service. If you were to compare
    electronic library services with traditional library services, please
    mark the comment(s) that most closely reflect how you feel.
    (check as many as apply)

____Electronic services make it easier for users to access information than traditional
     services.
____Electronic services enable users to access more information than traditional services.
____I feel comfortable using electronic services.
____I would rather use electronic services than the traditional library.
____I feel more comfortable asking for help with electronic services than with traditional
     library services.
____Traditional library services offer greater variet·s of information than electronic
     services.
____Traditional libraries provide access to more information than just electronic
     services.
____I feel comfortable using a traditional library.
____I feel comfortable asking for help in a traditional library.
____I can find what I want most of the time in a traditional library.
____I would rather use a traditional library than electronic services.
____Other_____

18. Please mark the services you understand that LRS/AIS currently provide, any service you think it should provide and services you would expect to find at a traditional academic library – a California State University Library, for example.
(check as many as apply in each column)

SERVICE DESCRIPTION	DOES PROVIDE	SHOULD PROVIDE	TRADITIONAL UNIVERSITY SERVICES
does searches on electronic databases for students (for free)			
does searches on electronic databases for students (for a fee)			
uses librarians and other information specialists to help students define information requests			
uses librarians and other information specialists to explain how information will best be located			
provide listing of references and article summaries of the search results (journals/periodicals only)			
provide a listing of references of search results (books and materials, as well as journals/periodicals)			
provide full-text copies of search results, if requested			
provide the actual material, if requested			
access to interlibrary loan (the library will request materials from other libraries for you)			
access to reference materials			
access to periodicals/journals			
access to government documents			
access to a local history materials			
access to an audiovisual materials			
journals/periodicals on-site			
electronic databases and equipment on-site			
librarians and other information specialists on-site			
reference materials and services on-site			
interlibrary loan on-site (the library will request materials from other libraries for you)			
local history materials on-site			
audiovisual materials on-site			
government documents on-site			
other			

Please circle the number which most closely reflects your feelings about:

19. The value of only electronic library services (library services delivered via fax, modem, on-line computer searching, telephone, person-to-person interaction via phone, fax, modem, mail):

1   2   3   4   5
No Value   Very Valuable

20. The value of only traditional library services (library services delivered via a physical building or location and face-to-face, personal interaction, the books, journals and periodicals on the shelf, ability to personally select materials):

1   2   3   4   5
No Value   Very Valuable

21. The value of both services above, electronic and traditional, combined:

1   2   3   4   5
No Value   Very Valuable

22. Do you have additional comments about electronic and traditional library services?

Thank you for your time! Please return the completed survey to your instructor.

SJSU SAN JOSE STATE UNIVERSITY   *A campus of The California State University*

Fullerton Campus Program • P.O. Box 4150 • Fullerton, California 92634-4150 • 714/773-2064

Division of Library & Information Science • One Washington Square • San José, California 95192-0029 • 408/924-2490

Dear Faculty Member:

I am a graduate student enrolled in the Library and Information Science program at San Jose State University, Fullerton Campus and have elected to write a thesis to complete my studies.

My thesis explores the perceived value and purpose of the traditional library as electronic sources to information, and access to these sources, become available outside the traditional library. The University of Phoenix and University of La Verne take advantage of these advances to offer technologically-enhanced electronic library services to their students and have agreed to participate in this study.

To gather the information, a sample of students and all faculty members in the business programs of both universities will be surveyed. It is anticipated that none of the questions on this survey have the potential to cause harm or discomfort to participants. Nor will the study have a direct benefit or risk to any of the participants. The results of this study may be published, but any information that could result in the identification of participants will remain confidential.

You should understand that the participation of students is voluntary and that choosing not to participate in this study, or in any part of this study, will not affect your relations with the University of La Verne, the University of Phoenix or San Jose State University.

Could you please take a few minutes to complete the attached faculty survey and return it? I have enclosed a self-addressed, stamped envelope.

If you have questions about this study, I will be happy to talk with you. I can be reached at (714) 649-3092. If you have questions of complaints about research subjects' rights, or in the event of a research related injury, please contact Serena Stanford, Ph.D., Associate Academic Vice President of Graduate Studies and Research at (408) 924-2480.

Sincerely,

Michelle R Stiles

Michelle R. Stiles

FACULTY LIBRARY SERVICES SURVEY

1. How well informed do you feel you are of the library services (Learning Resource Services/Academic Information Services [LRS/AIS]) provided by the University of Phoenix (UOP)? (circle one)

```
1              2            3          4          5
No Idea What It Is          Unsure                Know All About It
```

2. How did you learn about LRS/AIS? (check all applicable)

____orientation information   ____librarian presentation
____flyers/handouts   ____other instructors
____UOP staff   ____other students
____personal research   ____wasn't informed of service

3. How would you describe LRS/AIS services? (check one)

____traditional library services--books, periodicals, reference services, databases, personal assistance
____electronic library services--fax, computer, modem, on-line searching, telephone
____traditional and electronic library services
____other_____

4. How often do you use LRS/AIS? (check one)

____ 1. Do not use
____ 2. Tried one time, won't use again
____ 3. Use occasionally, depends on class
____ 4. Use regularly for most classes
____ 5. Use for every class

5. Does the information you receive from LRS/AIS satisfy your information need? (check one)

____ 1. No, could not use any of the information provided
____ 2. No, could not use most of the information provided
____ 3. Used some--didn't use some
____ 4. Yes, can use most of the information provided
____ 5. Yes, can consistently use all of the information provided
____ 6. Not applicable, don't use service

6. What is final form (i.e. listing, article, book) you usually get from LRS/AIS? (check one)

____ book
____ journal/periodical article
____ listing of references and article summaries
____ listing of references
____ other_____
____ Not applicable, don't use service

7. Does the final form of the information, as indicated in the previous question, provided by LRS/AIS meet your needs?   (check one)

_____ 1. No, I can never use the information in the form provided. I must do a total new search on my own.
_____ 2. No, I usually can't use the information in the form provided. I use the information to find the suitable form on my own.
_____ 3. I use the information in the form as it is provided and search for another form equal number of times.
_____ 4. I usually use the information in the form provided. Very seldom do I search for the information on my own.
_____ 5. I consistently use the information in the form provided by LRS/AIS.
_____ 6. Not applicable, I don't use service.

8. Do you encourage students to use LRS/AIS?   (check one)

_____ 1. No, never
_____ 2. A few students
_____ 3. A few classes
_____ 4. Most students and classes
_____ 5. All of my students and classes

9. Do you encourage students to use other libraries? (check one)

_____ 1. No, never
_____ 2. A few students
_____ 3. A few classes
_____ 4. Most students and classes
_____ 5. All of my students and classes

10. Do you use libraries other than the services of LRS/AIS? (check one)

_____ 1. Yes, I only use other libraries
_____ 2. Yes, I regularly use other libraries
_____ 3. I use other libraries and LRS/AIS equally
_____ 4. I occasionally use other libraries
_____ 5. No, I only use LRS/AIS

11. If you use libraries other than LRS/AIS, what type of library do you use most often?   (check one)

_____University/College   _____Community College   _____Public

_____Special (Law, Medical, etc.)   _____Electronic   _____Other_____

_____Does Not Apply

12. In the past six months, how often have you used a library other than LRS/AIS? (check one)

_____Not at all   _____Once   _____Twice   _____Three Times

_____Four times   _____Five times   _____Six times or more

13. If you use libraries other than LRS/AIS, what is the reason?
    (check as many as apply)

____Would rather do my own research
____Materials provided by LRS/AIS are not what is needed
____Need to supplement materials provided by LRS/AIS
____More convenient to use other library
____LRS/AIS takes too long to supply information
____Want to talk to a person face-to-face to request information
____Need actual materials instead of copies of articles
____Material provided by LRS/AIS not current enough
____Material provided by LRS/AIS not historical
____Like to browse a collection
____Like to do my own electronic searches
____Want to do an extensive search of all types of material
____Unsure how to use the service
____Does not apply, I only use LRS/AIS.

14. LRS/AIS is an electronic based service. If you were to compare
    electronic library services with traditional library services, please
    mark the comment(s) that most closely reflect how you feel.
    (check as many as apply)

____Electronic services make it easier for users to access information than traditional
    services.
____Electronic services enable users to access more information than traditional services.
____I feel comfortable using electronic services.
____I would rather use electronic services than the traditional library.
____I feel more comfortable asking for help with electronic services than with traditional
    library services.
____Traditional library services offer greater varieties of information than electronic
    services.
____Traditional libraries provide access to more information than just electronic
    services.
____I feel comfortable using a traditional library.
____I feel comfortable asking for help in a traditional library.
____I can find what I want most of the time in a traditional library.
____I would rather use a traditional library than electronic services.
____Other_____

15. Please mark the services you understand that LRS/AIS currently provide, any service you think it should provide and services you would expect to find at a traditional academic library - a California State University Library, for example.
(check as many as apply in each column)

SERVICE DESCRIPTION	DOES PROVIDE	SHOULD PROVIDE	TRADITIONAL UNIVERSITY SERVICES
does searches on electronic databases for students (for free)			
does searches on electronic databases for students (for a fee)			
uses librarians and other information specialists to help students define information requests			
uses librarians and other information specialists to explain how information will best be located			
provide listing of references and article summaries of the search results (journals/periodicals only)			
provide a listing of references of search results (books and materials, as well as journals/periodicals)			
provide full-text copies of search results, if requested			
provide the actual material, if requested			
access to interlibrary loan (the library will request materials from other libraries for you)			
access to reference materials			
access to periodicals/journals			
access to government documents			
access to a local history materials			
access to an audiovisual materials			
journals/periodicals on-site			
electronic databases and equipment on-site			
librarians and other information specialists on-site			
reference materials and services on-site			
interlibrary loan on-site (the library will request materials from other libraries for you)			
local history materials on-site			
audiovisual materials on-site			
government documents on-site			
other			

Please circle the number which most closely reflects your feelings about:

16. The value of only electronic library services (library services delivered via fax, modem, on-line computer searching, telephone, person-to-person interaction via phone, fax, modem, mail):

1   2   3   4   5
No Value   Very Valuable

17. The value of only traditional library services (library services delivered via a physical building or location and face-to-face, personal interaction, the books, journals and periodicals on the shelf, ability to personally select materials):

1   2   3   4   5
No Value   Very Valuable

18. The value of both services above, electronic and traditional, combined:

1   2   3   4   5
No Value   Very Valuable

19. Do you have additional comments about electronic and traditional library services?

Thank you for your time! Please return the completed survey in the enclosed envelope.

University of Phoenix Program you usually teach in:_____

Appendix C

Instructor Explanation Letter

SJSU SAN JOSE STATE UNIVERSITY   A Campus of The California State University
Fullerton Campus Program • P.O. Box 4150 • Fullerton, California 92634-4150 • 714/773-2064

Division of Library & Information Science • One Washington Square • San José, California 95192-0029 • 408/924-2490

Dear Instructor:

I am writing a thesis that explores the perceived value and purpose of the traditional library and library services as technology-enhanced services become widely available. The University of Phoenix and University of La Verne, who offer technologically-enhanced electronic library services to their students and faculty, have agreed to participate in this study.

To gather the information, a sample of students and all faculty members in the business programs of both universities will be surveyed. It is anticipated that none of the questions on this survey have the potential to cause harm or discomfort to the participants. Nor will the study have a direct benefit or risk to any of the participants. The results of this study may be published, but any information that could result in the identification of participants will remain confidential.

Your class was selected as part of the student sample. You should understand that the participation of students and faculty is voluntary and that choosing not to participate in this study, or in any part of this study, will not affect the participants relations with the University of La Verne, the University of Phoenix or San Jose State University.

Please distribute the survey to the students. It should take less than ten minutes to complete. The completed surveys should be returned to the Bookstore in the enclosed envelope and they will send the package to me.

If you have questions about this study, I will be happy to talk with you. I can be reached at (714) 649-3092. If you have questions or complaints about research subjects' rights, or in the event of a research related injury, please contact Serena Stanford, Ph.D., Associate Academic Vice President of Graduate Studies and Research at (408) 924-2480.

Thank you very much for the class time and your assistance.

Sincerely,

Michelle R. Stiles

Appendix D

<u>All Grouping Responses to Survey Table On Library Services</u>

Table D-1

<u>Library Services the Offered Service Does Provide</u>

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	.3	392	N	.76	.77
does searches on electronic databases for students (for a fee)	1.5	391	N	.68	.44
uses librarians and other information specialists to help students define information requests	3.0*	391	Y	.61	.46
uses librarians and other information specialists to explain how information will best be located	4.0*	391	Y	.54	.34

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	.5	391	N	.72	.74
provide a listing of references of search results (books and materials, as well as journal/periodicals)	.4	391	N	.71	.68
provide full-text copies of search results if requested	.3	391	N	.54	.53
provide actual material, if requested	3.7*	391	Y	.40	.23
access to interlibrary loan (the library will request materials from other libraries for you)	6.2*	391	Y	.44	.16

Service Description	t df Value	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	5.7* 391	Y	.68	.39
access to periodicals/journals	3.3* 391	Y	.65	.57
access to government documents	2.0* 391	Y	.44	.34
access to local history materials	4.1* 391	Y	.43	.23
access to audiovisual materials	4.9* 391	Y	.36	.16
journals/periodicals on-site	6.4* 391	Y	.45	.16
electronic databases and equipment on-site	4.6* 391	Y	.51	.28
librarians and other information specialists on-site	5.3* 390	Y	.41	.17
reference materials and services on-site	4.2* 390	Y	.39	.16

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	5.9*	390	Y	.36	.12
local history materials on-site	6.1*	389	Y	.67	.06
audiovisual materials on-site	5.8*	389	Y	.29	.08
government documents on-site	3.9*	389	Y	.20	.07
other	.9	389	N	.05	.03

*p<.05, two-tailed

Table D-2

Library Services the Offered Service Should Provide

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	1.8	343	N	.48	.38
does searches on electronic databases for students (for a fee)	1.7	343	N	.26	.18
uses librarians and other information specialists to help students define information requests	.6	343	N	.46	.43
uses librarians and other information specialists to explain how information will best be located	.7	343	N	.45	.41

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	2.2*	343	Y	.37	.24
provide a listing of references of search results (books and materials, as well as journal/periodicals)	2.4*	343	Y	.46	.33
provide full-text copies of search results if requested	2.2*	343	Y	.53	.41
provide actual material, if requested	.8	343	N	.48	.43
access to interlibrary loan (the library will request materials from other libraries for you)	1.5	343	N	.57	.48

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	1.0	343	N	.46	.40
access to periodicals/journals	1.1	343	N	.45	.39
access to government documents	1.8	343	N	.55	.44
access to local history materials	3.3*	343	Y	.56	.37
access to audiovisual materials	1.2	343	N	.51	.44
journals/periodicals on-site	1.3	343	N	.47	.40
electronic databases and equipment on-site	.1	343	N	.47	.47
librarians and other information specialists on-site	.3	343	N	.46	.44
reference materials and services on-site	1.5	343	N	.44	.36

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	.9	343	N	.5	.45
local history materials on-site	.8	343	N	.42	.37
audiovisual materials on-site	.5	343	N	.4	.37
government documents on-site	.1	343	N	.42	.36
other	1.0	341	N	.12	.09

*p<.05, two-tailed

Table D-3

Library Services A Traditional University Library Provides

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	1.6	294	N	.43	.33
does searches on electronic databases for students (for a fee)	.6	288	N	.25	.28
uses librarians and other information specialists to help students define information requests	2.3*	288	Y	.54	.68
uses librarians and other information specialists to explain how information will best be located	1.3	292	N	.62	.69

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	.1	292	N	.52	.51
provide a listing of references of search results (books and materials, as well as journal/periodicals)	.5	292	N	.53	.50
provide full-text copies of search results if requested	.2	292	N	.47	.49
provide actual material, if requested	.6	292	N	.54	.57
access to interlibrary loan (the library will request materials from other libraries for you)	2.9*	292	Y	.46	.64

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	1.8	292	N	.62	.72
access to periodicals/journals	2.2*	292	Y	.62	.74
access to government documents	2.2*	292	Y	.58	.71
access to local history materials	1.3	292	N	.62	.70
access to audiovisual materials	1.4	292	N	.60	.68
journals/periodicals on-site	.3	292	N	.69	.71
electronic databases and equipment on-site	1.4	292	N	.54	.63
librarians and other information specialists on-site	1.5	292	N	.67	.76
reference materials and services on-site	1.9	292	N	.64	.76

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	2.3*	291	Y	.54	.68
local history materials on-site	2.2*	291	Y	.57	.70
audiovisual materials on-site	2.8*	291	Y	.55	.71
government documents on-site	1.1	291	N	.56	.63
other	.7	294	N	.15	.21

*p<.05, two-tailed

Appendix E

<u>Student Grouping Responses to Survey Table On Library</u>

<u>Services</u>

Table E-1

<u>Library Services the Offered Service Does Provide</u>

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	.4	252	N	.78	.80
does searches on electronic databases for students (for a fee)	2.3*	252	Y	.33	.47
uses librarians and other information specialists to help students define information requests	3.5*	252	Y	.64	.42
uses librarians and other information specialists to explain how information will best be located	3.8*	252	Y	.54	.31

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	.1	252	N	.73	.73
provide a listing of references of search results (books and materials, as well as journal/periodicals)	1.0	252	N	.71	.65
provide full-text copies of search results if requested	.7	252	N	.54	.50
provide actual material, if requested	2.1*	252	Y	.37	.25
access to interlibrary loan (the library will request materials from other libraries for you)	5.7*	252	Y	.43	.13

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	4.7*	252	Y	.64	.36
access to periodicals/journals	3.0*	252	Y	.62	.43
access to government documents	1.5	252	N	.40	.31
access to local history materials	3.0*	252	Y	.42	.24
access to audiovisual materials	3.9*	252	Y	.38	.17
journals/periodicals on-site	4.6*	252	Y	.46	.20
electronic databases and equipment on-site	4.5*	251	Y	.48	.22
librarians and other information specialists on-site	4.3*	251	Y	.42	.18
reference materials and services on-site	4.0*	251	Y	.41	.18

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	4.6*	251	Y	.35	.12
local history materials on-site	5.0*	251	Y	.30	.07
audiovisual materials on-site	5.3*	251	Y	.33	.08
government documents on-site	3.0*	251	Y	.24	.10
other	1.0	251	N	.07	.04

*p<.05, two-tailed

Table E-2

Library Services the Offered Service Should Provide

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	2.1*	223	Y	.47	.34
does searches on electronic databases for students (for a fee)	.9	223	N	.24	.19
uses librarians and other information specialists to help students define information requests	.6	223	N	.46	.42
uses librarians and other information specialists to explain how information will best be located	.3	223	N	.46	.45

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	2.7*	223	Y	.36	.20
provide a listing of references of search results (books and materials, as well as journal/periodicals)	2.6*	223	Y	.45	.28
provide full-text copies of search results if requested	2.8*	223	Y	.53	.35
provide actual material, if requested	.5	223	N	.51	.47
access to interlibrary loan (the library will request materials from other libraries for you)	1.1	223	N	.58	.51

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	.8	223	N	.45	.40
access to periodicals/journals	.7	223	N	.43	.38
access to government documents	1.3	223	N	.54	.45
access to local history materials	1.8	223	N	.56	.44
access to audiovisual materials	.7	223	N	.53	.48
journals/periodicals on-site	.3	223	N	.47	.45
electronic databases and equipment on-site	.1	233	N	.49	.50
librarians and other information specialists on-site	1.5	223	N	.51	.41
reference materials and services on-site	1.7	223	N	.49	.38

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	1.1	223	N	.58	.51
local history materials on-site	.1	223	N	.48	.48
audiovisual materials on-site	.1	223	N	.45	.45
government documents on-site	.6	223	N	.46	.42
other	1.2	223	N	.12	.12

*p<.05, two-tailed

Table E-3

Library Services A Traditional University Library Provides

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	2.3*	170	Y	.44	.27
does searches on electronic databases for students (for a fee)	.6	166	N	.21	.25
uses librarians and other information specialists to help students define information requests	1.8	166	N	.49	.63
uses librarians and other information specialists to explain how information will best be located	1.0	170	N	.61	.68

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	.4	170	N	.49	.52
provide a listing of references of search results (books and materials, as well as journal/periodicals)	.0	170	N	.49	.49
provide full-text copies of search results if requested	.2	170	N	.43	.45
provide actual material, if requested	.1	170	N	.51	.52
access to interlibrary loan (the library will request materials from other libraries for you)	1.7	170	N	.39	.52

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	1.3	170	N	.55	.65
access to periodicals/journals	1.6	170	N	.55	.67
access to government documents	1.7	170	N	.51	.64
access to local history materials	.7	170	N	.61	.66
access to audiovisual materials	.8	170	N	.55	.61
journals/periodicals on-site	.6	170	N	.65	.60
electronic databases and equipment on-site	1.6	170	N	.49	.61
librarians and other information specialists on-site	.8	170	N	.62	.68
reference materials and services on-site	1.1	170	N	.58	.68

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	1.3	169	N	.43	.54
local history materials on-site	.9	169	N	.54	.61
audiovisual materials on-site	1.2	169	N	.51	.61
government documents on-site	.4	169	N	.54	.54
other	.1	170	N	.19	.15

*p<.05, two-tailed

Appendix F

<u>Faculty Grouping Responses to Survey Table On Library</u>

<u>Services</u>

Table F-1

<u>Library Services the Offered Service Does Provide</u>

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	.5	137	N	.69	.74
does searches on electronic databases for students (for a fee)	1.0	137	N	.52	.41
uses librarians and other information specialists to help students define information requests	.1	137	N	.52	.51
uses librarians and other information specialists to explain how information will best be located	1.8	137	N	.55	.37

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	.7	137	N	.69	.75
provide a listing of references of search results (books and materials, as well as journal/periodicals)	.4	137	N	.69	.73
provide full-text copies of search results if requested	.2	137	N	.55	.57
provide actual material, if requested	3.6*	137	Y	.52	.2
access to interlibrary loan (the library will request materials from other libraries for you)	3.0*	137	Y	.48	.21

Service Description	t df Value	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	3.9* 137	Y	.83	.44
access to periodicals/journals	2.2* 137	Y	.76	.54
access to government documents	2.1* 137	Y	.59	.54
access to local history materials	2.7* 137	Y	.45	.21
access to audiovisual materials	2.3* 137	Y	.34	.15
journals/periodicals on-site	3.9* 137	Y	.41	.12
electronic databases and equipment on-site	2.6* 137	Y	.62	.35
librarians and other information specialists on-site	2.6* 137	Y	.38	.16
reference materials and services on-site	2.7* 137	Y	.34	.14

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	3.6*	136	Y	.39	.12
local history materials on-site	2.2*	136	Y	.14	.04
audiovisual materials on-site	1.2	136	N	.14	.07
government documents on-site	1.1	136	N	.07	.03
other	.9	137	N	.00	.03

*p<.05, two-tailed

Table F-2

Library Services the Offered Service Should Provide

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	.6	118	N	.5	.43
does searches on electronic databases for students (for a fee)	1.9	118	N	.35	.17
uses librarians and other information specialists to help students define information requests	.5	118	N	.5	.44
uses librarians and other information specialists to explain how information will best be located	.3	118	N	.4	.37

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	.4	118	N	.35	.3
provide a listing of references of search results (books and materials, as well as journal/periodicals)	.9	118	N	.5	.39
provide full-text copies of search results if requested	.2	118	N	.5	.48
provide actual material, if requested	.3	118	N	.35	.39
access to interlibrary loan (the library will request materials from other libraries for you)	.5	118	N	.5	.44

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	.7	118	N	.5	.41
access to periodicals/journals	1.2	118	N	.55	.4
access to government documents	1.3	118	N	.6	.44
access to local history materials	2.3*	118	Y	.55	.29
access to audiovisual materials	.4	118	N	.45	.4
journals/periodicals on-site	1.1	118	N	.45	.32
electronic databases and equipment on-site	.7	118	N	.35	.44
librarians and other information specialists on-site	2.0*	118	Y	.25	.49
reference materials and services on-site	1.2	118	N	.2	.33

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	2.0*	118	Y	.15	.38
local history materials on-site	1.4	118	N	.1	.24
audiovisual materials on-site	1.2	118	N	.15	.28
government documents on-site	.7	118	N	.2	.27
other	.1	116	N	.05	.05

*p<.05, two-tailed

Table F-3

Library Services A Traditional University Library Provides

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
does searches on electronic databases for students (for free)	.1	122	N	.38	.39
does searches on electronic databases for students (for a fee)	.6	120	N	.38	.32
uses librarians and other information specialists to help students define information requests	.2	120	N	.71	.73
uses librarians and other information specialists to explain how information will best be located	.4	120	N	.67	.71

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
provide listing of references and article summaries of the search results (journals/periodicals only)	1.0	120	N	.62	.50
provide a listing of references of search results (books and materials, as well as journal/periodicals)	1.2	120	N	.67	.50
provide full-text copies of search results if requested	.8	120	N	.62	.52
provide actual material, if requested	.1	120	N	.62	.62
access to interlibrary loan (the library will request materials from other libraries for you)	.2	120	N	.71	.75

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
access to reference materials	.7	120	N	.86	.79
access to periodicals/journals	.5	120	N	.86	.81
access to government documents	.4	120	N	.81	.77
access to local history materials	.6	120	N	.67	.73
access to audiovisual materials	.1	120	N	.76	.75
journals/periodicals on-site	.4	120	N	.86	.82
electronic databases and equipment on-site	.6	120	N	.81	.64
librarians and other information specialists on-site	.3	120	N	.86	.83
reference materials and services on-site	.2	120	N	.86	.84

Service Description	t Value	df	Significant Y/N	ULV Mean	UOP Mean
interlibrary loan on-site (the library will request materials from other libraries for you)	1.0	120	N	.90	.81
local history materials on-site	1.1	120	N	.67	.78
audiovisual materials on-site	1.4	120	N	.67	.80
government documents on-site	.9	120	N	.62	.71
other	1.3	122	N	.1	.25

*p<.05, two-tailed

Appendix G

Survey Respondents' Comments

How would you describe [offered library services]?

(number 3 faculty survey and number 6 student survey:

ULV Faculty

No knowledge. (3)

Don't know much about it.

Have not utilized.

ULV Students

Have not used. (2)

On-line full text periodicals and newspaper articles.

UOP Faculty

Don't know. (4)

Unknown. (2)

Unsure.

May try in future.

Materials upon request.

UOP Students

Don't use. (14)

Unknown (3)

Request over phone & they fax or mail.

Limited periodical database.

Electronic library/fax

Electronic access of various databases.

What is final form (i.e. listing article, book) you usually get from [offered library services]? (number 6 faculty survey and number 9 student survey)

ULV Faculty

ULV Students

Information over the phone.

UOP Faculty

Not used. (2)

UOP Students

Copy of article.

Article

Index and abstract, then I go to unive ity library to find article.

[Offered library service] is an electronic based service supported by traditional library services. If you were to compare electronic library services with traditional library services, please mark the comment(s) that most closely reflect how you feel. (number 14 faculty survey and number 17 student survey)

ULV Faculty

ULV Students

Don't know about service.

UOP Faculty

Cannot compare.

I am not sure.

I don't know enough about LRS/AIS to use.

Have had no occasion to use.

Have not fully utilized service.

I would rather use electronic but don't know how.

Don't really use libraries to prepare lectures.

Augment test with materials from current or recent issues of Wall Street Journal and other periodicals.

I want all of the information of all library knowledge on my home PC.

Most electronic services are cumbersome to use and user un-friendly. User interfaces must be improved if people are expected to use them.

UOP Students

Do not use. (4)

No basis for comparison.

I need more information on electronic services.

Took too long to get.

Electronic services are easy because I can access from home.

Computer access to information is great.

Faster access.

I can accomplish search much quicker on my own (rather than using the service).

The item will never be signed out with electronic library.

I use both equally.

Diamond Bar not on electronic service.

A library is accessible and you can get information

Do you have additional comments about electronic and traditional library services? (number 19 faculty survey and number 22 student survey)

Usage/Knowledge of Service

ULV Faculty

I use a service at my hospital which has computerized search and interlibrary loan services with the UCLA campus. I am supportive of ULV's service, but don't use it. It is easier for me to use the librarians on staff at the hospital library.

I am a part time faculty and have had no contact with the electronic library.

Not really sure what electronic service provide. Would like to know more about it and how to use it.

Poor advertisement about library services. Not enough publicity about library services, students are confused.

An awareness program for adjunct faculty would be nice.

Really not applicable for me or my classes since we are able to get all reading materials through my own efforts.

In Ventura County, there are no big research libraries. Students must utilize electronic service or travel to Santa Barbara or the Valley.

ULV Students

I haven't been informed about the off-campus services but would like to know more. (2)

Never used.(2)

This is my second course and I haven't had to use the library. The process seems unclear.

Have not had a class that required use of electronic library.

UOP Faculty

I just started teaching at UOP, newly aware of service. (4)

I am aware some sort of services is available to the students, but I know nothing about it. An orientation for faculty would be helpful.

We need some training on the service.

Make electronic library use mandatory for incoming students for each course.

Electronic services should be publicized among faculty more extensively.

I have my own system set up for my students to use.

UOP Students

I have never used LRS/AIS at UCP. However, I feel that this service will be useful. (5)

I have never used AIS at UOP but have heard good things about it.

I used the LRS once, and found it to be very helpful.

Don't know much about it.

Favorable Comments About Offered Service:

ULV Faculty

ULV Students

Excellent service.

The service from the main campus library has been outstanding.

Very useful and valuable.

Convenience & availability count most in this consideration.

This is valuable time-saving measure. Allows me to focus on my assignment.

When working and doing reports having information fax is helpful.

When I can hook up at home by computer the info that would come from a research library, I will be happy.

The more that can be done at home the better.

UOP Faculty

Very pleased its available.

If students are trying to complete a degree program and they cannot get access to a library -- LRS is great it gives you a starting point. Developing good library habits is an important factor for students and faculty.

I have used service to a limited extent in the past. I found that when I knew what and where to look I found the material easily. The problem is knowing where to look and what to look for.

The UOP AIS is an excellent source to enhance a local library search. Due to budget cut and student time demands it provides an excellent service. I suggest students do both an AIS and on-site library search for their research projects.

UOP Students

Satisfied.

UOP service is courteous and efficient, although inadequate for full research.

I've been told it's excellent.

Unfavorable Comments About Offered Service

ULV Faculty

ULV Students

Off-campus library services never respond.

The waiting period for off campus library service is too long.

Not very good if a time factor is involved.

The attitude on the customer service rep appears to me that she doesn't have the time to help me.

UOP Faculty

My students do not use electronic library service as it is too difficult to use.

The marketing of electronic service is either poor or doesn't exist.

Inconvenience of existing services time for response.

I found the information provided to be very difficult to understand and confusing. LRS/AIS was not covered in six week certificate programs.

This could be an important and vital adjunct to the UOP system. Unfortunately it is woefully short. We need a decent library on-site or an agreement with UC or CSU system.

I don't encourage students to use them in a five week research class because they say it takes too long to get the information and then the information is not what they need. It could be they are not specific enough in the information.

The LRS is very poorly marketed and it is my understanding, slow to respond.

My experience has shown that AIS provides limited resources for research purposes. If they could provide more comprehensive articles, dissertation abstracts, psych. lit. all services by Cal. State or UC system then there would be no need to go to other libraries.

The UOP modual is quite complete for the instructors. It is not often necessary to search for additional material.

Also the non-traditional structure of UOP sometimes makes it seem the electronic service is non-accessible or inconvenient.

Not very effective according to students.

Inadequate to marginal.

UOP Students

A training program would be useful. (2)

I wish it didn't cost so much to order a copy of magazine or any kind of article.

It would be better if AIS could provide a copy of the entire article.

LRS should be free of charge

The electronic library should be more accessible for UOP students.

On-site computers to access library materials are needed.

If universities would offer more in the electronic services, it would help.

Too slow.

I've found it easier to use Compuserve and the library over AIS, they're hard to reach.

Would like to utilize the service, but is both instances the service has provided material I couldn't use.

Speed in researching and mailing would be helpful, shorten turnaround time.

The weakness of current AIS services at UOP is that they are not exclusively for students.

Electronic is faster but if you need info. for a 5 week class they should send it faster.

LRS takes 10 days to present complete runs in a 5 week course. That amount of time is not acceptable.

Too confusing takes too long to get material.

Favorable Comments About Electronic Services in General

ULV Faculty

ULV Students

The information market is booming and will continue to boom in the years ahead.

I would find electronic searches for newspaper or periodicals with the capability to get full text very helpful.

Electronic services are used more often when a time factor is not involved.

Electronic services are convenient and very accessible. I am glad the library offers them.

I believe on-line library services to be of value.

I use an electronic library at work and find it very useful.

FAX back service coupled with proper indexes could be extremely powerful.

<u>UOP Faculty</u>

With the increased availability of technology and communications, the traditional library as we know it will cease to exist.

I believe we are transitioning to the electronic library.

<u>UOP Students</u>

Like the ability to zero in on subjects researching and have immediate information.

I think the electronic library is great.

Electronic services provide greater flexibility to access information.

Electronics is the future and is much faster.   But having a human to ask for assistance is nice.

Electronic libraries would be a much better service if fee for retrieved was less.

Very helpful if the library has a good system.

<u>Unfavorable Comments About Electronic Services in General</u>

<u>ULV Faculty</u>

<u>ULV Students</u>

Anytime one becomes dependent on electronic services, often times they use bend information to meet the need.

<u>UOP Faculty</u>

The cost of electronic in terms of modem/fax out weigh benefits for me.

Wish it were cheaper and they all had 14.4 modems.

UOP Students

Communicating electronically for data searches can be difficult.

It is sometimes difficult to ·pecifically define the scope of the information needed.

Favorable Comments Traditional Library Service

ULV Faculty

I use the community college library, feel uncomfortable using electronic mediums.

ULV Students

Preference is a matter of personal comfort. I realize the value of electronic service but am more comfortable with traditional services.

I'm a CAPA student so I use the main library exclusively.

UOP Faculty

I prefer traditional library service, but local funding reductions have resulted in over-crowding, limited hours and harried staff. This is an opportunity for the electronic library to expand its influence.

UOP Students

Just nice to read through the actual text.

Some traditional libraries do provide the databases to do searches.

Found best source of all at Yorba Linda Library on Infotrack.

Comments on Both Services Combined

ULV Faculty

The combination is a great addition to modern research, study and learning.

Encourage more and more library research for term papers.

ULV Students

UOP Faculty

I see electronic library services as a supplement to a traditional library that offer convenient "quick and dirty" searches.

Electronic and traditional combined are very valuable, but electronic should be more user friendly, less intimidating and more accessible. Traditional libraries and electronic should be combined into one resource.

A combination of the two is very synergistic.

The future is full electronic data interchange (EDI) and the electronic library is going to be part of it.

I can see electronic services being much more responsive to users needs. However, I cannot see electronic service completely replacing traditional services.

UOP Students

I would use both although I use traditional libraries more often.

Would like the advantage of traditional library and reasonable electronic service.

Comments About the Survey

ULV Faculty

ULV Students

You ask the questions to slant the results in the manner you want.

UOP Faculty

Good luck, very interesting questionnaire.

A few questions left no room for the novice to answer.

Questionnaire doesn't apply to me.

Instrument too complex.

UOP Students

Survey too long. (5)

Good idea, good luck.

Number 18 is too complicated/confusing.