

1976

Community Service and the Learning Resource Centers in Iowa's Area Community Colleges

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Community Service and the Learning Resource Centers in Iowa's Area Community Colleges

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Abstract

This study was designed to investigate the current status of community service in the Learning Resource Centers of Iowa's fifteen Area Community Colleges by examining the following:

1. Does agreement exist among the directors of the Learning Resource Centers as to the definition and functions signified by the term community service?

COMMUNITY SERVICE AND THE LEARNING RESOURCE CENTERS
IN IOWA'S AREA COMMUNITY COLLEGES

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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July 2, 1976

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July 23, 1976

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THE PROBLEM

Introduction

Historically, the junior college in the United States has functioned as a two year college or as a high school continuee.

With the passage of time new needs in education have been identified and the junior college has acquired a great deal of the responsibility for occupational training beyond high school and more recently, the continuing education of the American people.¹

This concern for the post-high school needs of the local community in which the college was located brought about the name change from junior college to community college.

Since its emergence the community college has created many problems of identity. As an institution, it has suffered pressures due to misconceptions of its role in relationship to higher educational institutions, secondary schools, and the local community. Other problems have also developed over the past decade as

governmental studies and surveys have assigned to the community college increased responsibilities as an agency providing the greatest possibility for meeting the mushrooming problems of the urban communities and the educational and vocational needs of larger segments of population.²

¹Helen Rippier Wheeler, The Community College Library-A Plan for Action (Connecticut: The Shoe String Press, 1965), p. 2.

²Harriett Genung and James O. Wallace, "The Emergence of the Community College Library," Advances in Librarianship, ed. Melvin J. Voigt (New York: Seminar Press, 1972), p. 31.

Ervin L. Harlacher³ outlined several characteristics of the community college which uniquely qualify it as an agency for community service. (1) The community college is a community centered institution. Its programs are planned to meet community needs and are developed with citizen participation. (2) The community college claims community service to be one of its major functions. (3) The community college is frequently governed by citizens of the local community and is therefore rapidly capable of responding to changing community needs. (4) The community college is a recognized institution of higher learning and has resources available to aid the community in problem solving. (5) The community college is a relatively new development in American education. It is unencrusted with tradition and better adapted to change to meet local needs and conditions. From the beginning the community college movement has attempted to meet the greatest educational needs of the largest possible population. However, while the community college may be particularly suited to fulfill this function, it is not clear how successful it has been in providing for community needs.

Statement of the Problem

This study was designed to investigate the current status of community service in the Learning Resource Centers of Iowa's fifteen Area Community Colleges by examining the following:

1. Does agreement exist among the directors of the Learning

³Ervin L. Harlacher, The Community Dimension of the Community College (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1969), pp. 8-9.

Resource Centers as to the definition and functions signified by the term community service?

2. What provisions for community service have been developed by the Learning Resource Centers in terms of programs, hours of opening, and clientele served?

The hypotheses tested were:

1. All Iowa Area Community College Learning Resource Centers will allow in-building use of library materials by members of the general public.

2. All Learning Resource Centers will allow circulation of library materials to members of the general public, but in 70 percent of these the borrowing privilege will be restricted in some way.

3. 70 percent of the Learning Resource Centers will have no written policy concerning library use by persons outside the college community.

4. In 60 percent of the Iowa Area Community Colleges the only provision for community service offered by the Learning Resource Centers will be through Adult or Continuing Education Programs.

5. There will be no established definition or interpretation (statewide) by the Area Community College Learning Resource Centers for the term "community service".

6. 50 percent of the Learning Resource Centers will not stay open additional hours to provide service to persons outside the college community.

7. 80 percent of the directors of the Learning Resource Centers will feel their centers should increase their efforts in providing service to the community.

Assumptions

In 1967 the Iowa General Assembly identified the following categories as appropriate educational opportunities and services to be provided by the Area Community Colleges.⁴

1. The first two years of college work including pre-professional education. (This does not apply to those merged areas that organized as area vocational schools).

2. Vocational and technical training.

3. Programs for in-service training and retraining of workers.

4. Programs for high school completion for students of post high school age.

5. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local school, public or private.

6. Student personnel services.

7. Community services.

8. Vocational education for persons who have academic, socio-economic or other handicaps which prevent their succeeding in regular vocational educational programs.

9. Training, retraining, and all necessary preparation for productive employment of all citizens.

10. Vocational and technical training for persons who are not enrolled in a high school and who have not completed high school.

In view of the above regulations, the following assumptions were taken into consideration in the design of the study. (1) All

⁴"Opportunities in Iowa's Area Schools," (Des Moines: Department of Public Instruction, 1974-1975), pp. 3-4.

directors of Learning Resource Centers in Iowa's Area Community Colleges perceive community service as a goal in their educational programs. (2) All directors of Learning Resource Centers in Iowa's Area Community Colleges have developed a definition or interpretation for the term "community service".

Limitations of the Study

Despite its growing acceptance as a major function, and the thrusts being made to strengthen programs, community service is still an emerging function of the community college which, in itself, is relatively new and "still in the process of becoming an accepted institution".⁵ Because of this relative newness of both the institution and the community service program, the data gathered in this study should not serve as a prognosis of things to come in the next few years. The findings should be viewed objectively as a beginning of a new concept in community colleges.

The study was limited due to the vague and varied definitions given the term community service by educators, administrators, researchers, and Learning Resource Center directors. In all the literature examined, there was not found a single, accepted definition or interpretation of the term community service. As an example, the Association of College and Research Libraries mentioned community service in its 1972 guidelines in the following context: "The expanding role of the Learning Resource Center programs in the community college is to encourage innovation, learning, and

⁵Harlacher, p. 34.

community service by providing facilities and resources which will make them possible."⁶ "Every two year college, whether privately or publicly supported, has a responsibility to help meet the resource material needs of the larger community in which it resides. Attention is placed on ways in which each college can serve that community."⁷ "Factors to be considered when developing facilities requirements from the program specifications include projections of the student enrollment, the extent of community service, growth in the varieties of service, growth of materials collections, staff needs, and the impact of curricular development and technological advances."⁸ As shown here, the interpretation of community service as a term and as a function has been left up to the discretion of educators and has accordingly produced a variety of definitions and programs.

This study was also limited in scope. The Learning Resource Centers examined for analysis were only those in Iowa's fifteen Area Community Colleges.

Importance of the Problem

"In modern American society, it has become apparent that high school education is often not enough. More and more people need and want more and more education in order to compete and advance on the job, to function as an informed citizen, and to provide a better home life. It is the unique function of

⁶"Guidelines for Two Year College Learning Resources Programs," College and Research Libraries News, December, 1972, p. 307.

⁷Ibid., p. 308.

⁸Ibid., p. 312.

the community college to make post high school education available to people of all ages, experience, and background by providing instruction at little or no cost."⁹

Nationally, the community services provided by community colleges are often the most highly praised but, at the same time, the least defined and understood functions of the institutions. Community service programs vary widely among colleges, and many different definitions for community service can be found in the literature of the junior college movement. In part, the differences result from the differing needs of the communities the colleges serve. But, of equal importance is the fact that these differences reflect the lack of a clear philosophical base on which to rest the community services programs.

This study reflects the status quo of the community service programs operating in Iowa's Area Community Colleges. Of major concern and importance is the role of the Learning Resource Centers in providing this type of service. By examining provisions, definitions given the term community service, and formal policies governing community service, this study has revealed problems encountered by various Learning Resource Centers in developing and maintaining a community service program. Results seem to indicate a need to coordinate programs, establish policy, and determine a community services definition that all Learning Resource Center staff in the Community Colleges will find workable.

Definition of Terms

While it is not totally agreed upon, community service has been defined as "educational, cultural, and recreational services which an

⁹Wheeler, pp. 2-3.

educational institution may provide for its community above and beyond regularly scheduled day and evening classes."¹⁰ This was the definition used in the study.

Community College - a publicly supported two year institution locally controlled and providing multi-purpose and comprehensive educational programs for students of all ages and of widely diverse background.

Learning Resource Center - an area or combination of areas in the Community College where information sources, audio-visual equipment, and services from media staff are accessible to students, school personnel, and the school community.

REVIEW OF RELATED LITERATURE

Very little material has been written on the community college Learning Resource Center (LRC) and community service in Iowa. To the author's knowledge, this study was the first conducted in Iowa to examine the status of community service in the Community College LRCs. For this reason, most of the literature reviewed examined the LRC and community service on a national level. Because this literature provided a substantial background regarding the development of the community college, the LRC, and the community service concept, it was included in the context of this research.

The community service concept in education emerged in 1945 "with the return of World War II veterans eager to take advantage of educational opportunities provided through government extended

¹⁰Harlacher, p. 12.

benefits."¹¹ Because of the availability of junior colleges in home towns and the desires to remain with families, the veterans poured into these colleges. Their expressed desires for vocational and technical programs necessitated the provision of more areas in terminal education.

During this time community leaders first became aware of the potentials offered by the two year college. It was felt that if a two year college was truly to become a community college it must offer those courses in the curriculum which the local community needed. Adult and developmental programs were added to the offerings of the institution in addition to the academic, vocational, or technical curricula, and new courses were added to meet the adult requirements in the more traditional subject areas. Out of this awareness of community needs the junior college became the community college.

In the face of this new concept the two year college library encountered many problems and new responsibilities. The library became an important, essential service agency of the college in support of new philosophies and objectives. "There was no rule of thumb for a two year college librarian to follow in the development of collections and services. The demand was for a new type of librarianship."¹²

In 1960, Helen Ripplier Wheeler¹³ conducted a study of 198

¹¹Harriett Genung and James O. Wallace, "The Emergence of the Community College Library," Advances in Librarianship, ed. Melvin J. Voigt, (New York: Seminar Press, 1972), p. 38.

¹²Ibid.

¹³Helen Ripplier Wheeler, The Community College Library - A Plan for Action, (Connecticut: The Shoe String Press, 1965).

community colleges with enrollments of 500 or more students to obtain a picture of then, current community college library practice, in order to identify and describe the ways in which the community college library can and should best serve its institution's programs. This survey was also intended to be used as a guide in implementing the American Association of Junior College standards for junior college libraries of 1960. Inquiries were made to determine what the library director saw as the unique needs and functions of the community college district, which characteristics applied to his own college program and its community, and the specific ways in which the library supported the college's role. The library director was also asked to state what he felt to be the greatest problem areas in community college programming, within the institution in general, and what improvements he would like to incorporate into his library program in the future.

From this data Wheeler formulated her "Plan for Action" for community college libraries. The following items were included in her list as criteria for successful community college library programs.

1. The overall library reflects the curriculum, objectives, and functions of the local community college.
2. The library collections and services are appropriate for any non-curricular learning experiences of the local institution.
3. The library collection and services are appropriate for any specialized functions of the local institution.
4. The library is administered efficiently and effectively within the policies of the local community college.

Also from her study appeared a list of illustrative ways in which community college library programs supported the unique functions of

their institutions as reported by library directors. Those illustrative ways directly related to the community services function were listed as follows.

1. By having special technical books for community sponsored apprenticeship programs.
2. By having materials on the economic activities of the area and the historical records of the area.
3. By having a flexible materials collection.
4. By serving as a community cultural center.
5. By providing any resident with library reference use.

From her research Ms. Wheeler concluded that the community college as a whole has grown to include four basic functions: (1) preparation for advanced study, (2) vocational education, (3) general education, and (4) community service. Its unique comprehensive function and varied student body also created a need for a strong guidance program. The local community college derived its needs from the needs of its particular community, and carried them out in varying degrees with varying emphasis on curriculum using a variety of techniques. Construction of the library program was found to be dependent on the knowledge of the characteristics of the community college served.

In 1967, the American Association of Junior Colleges authorized a study to examine specifically the community services provision in sixty five college districts throughout the United States. The study, directed by Ervin L. Harlacher, was concerned with the provision of community service by the college in general and did not indicate the

role of the LRC in providing this service. The study examined the community dimension at the community college level with the following purposes in mind.¹⁴

1. To identify and report the nature and scope of community services programs currently being provided by the United States' community colleges.

2. To identify and describe exemplary community service programs and/or activities in community colleges in the United States.

3. To identify and report problems, issues, and trends in community college programs of community services.

4. To identify and recommend the appropriate role of the American Association of Junior Colleges in the development and/or expansion of community college programs of community services.¹⁵

After completing the research Harlacher concluded the study by indicating the status of the community service provision in the colleges studied, and by also predicting seven directions in which this emphasis on community service could lead. His conclusions were as follows: (1) The community college is the most rapidly growing element of higher education in America. (2) The community service function, while still emerging, is the element that may best fit the community college for a unique and highly significant role in future patterns of education. (3) The community college itself has emerged in response to recognized community needs rather than to needs of a select class. (4) The community college chinks the educational panorama and offers enrichment to all citizens of the surrounding community area.

¹⁴ Ervin L. Harlacher, The Community Dimension of the Community College, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1969).

¹⁵ Ibid., p. v.

(5) More than other colleges, the community college is able to respond to the problems of community life, which while not new, are newly acknowledged. (6) No aspect of any higher educational program shares the ability of the community services program to adapt to the changing mileau in which educational programs will be required to function.

(7) Through its program of community services, the community college will insert into the life stream of its people forces that can change, revise, unify, and stimulate the individual, the organization, and ultimately, the tone of mind of the entire community.¹⁶

Seven major trends in community service were also predicted by Harlacher. (1) The community college will develop aggressive multi-service outreach programs designed to truly extend its campus throughout the entire district. (2) The community college will place increased emphasis on community education for all levels and all ages. (3) The community college will utilize a greater diversification of media in meeting community needs and interests. (4) The community college will increasingly utilize its catalytic capabilities to assist its community in the solution of basic educational, economic, political, and social problems. (5) The community college will be increasingly concerned about the cultural growth of its community and state. (6) The community college will place greater emphasis on interaction with its community. (7) The community college will increasingly recognize the need for cooperation with other community and regional agencies.¹⁷

¹⁶Harlacher, pp. 107-108.

¹⁷Ibid., pp. 70-107.

In determining roles the LRCs play in providing community service the roles of the LRCs were examined in a broader context as defined by educators and professional organizations.

The AAJC-ACRL (American Association of Junior Colleges-Association of College and Research Libraries) "Guidelines for Two Year College Library Learning Resource Centers"¹⁸ defines the role of the LRC as (1) providing leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing objectives, (2) providing an organized and readily accessible collection of print and nonprint materials needed to meet institutional, instructional, and individual needs of students and faculty, (3) providing a qualified, concerned, and involved staff in serving those needs of students, faculty, and community, and (4) encouraging innovation, learning and community service by providing facilities and resources which will make these possible.

More specifically, these guidelines indicate service to the community should be provided as follows:

The Learning Resources Programs cooperate in the development of area, regional, and state networks, consortia, or systems. Every two year college whether privately or publicly supported has a responsibility to meet the resource material need of the larger community in which it resides. Attention is placed on ways to serve that community, in turn the community serves as a reservoir of material and human resources which can be used by the college.¹⁹

The Learning Resources Center provides for larger community needs beyond the immediate needs of the institution. The center

¹⁸"Guidelines for Two Year College Learning Resources Programs," College and Research Libraries News, December 1972, p. 307.

¹⁹"AAJC-ACRL Guidelines for Two Year College Learning Resources Programs," College and Research Libraries News, October 1971, p. 267.

has a continuing responsibility for serving as a resource for local business and industry, for the collection and preservation of community history, for the accumulation of local statistical data, and for promotion and augmentation of other types of library service. This responsibility is shared with other local libraries and needs to be coordinated with them. Charges for extensive community services may sometimes be appropriate when demands impinge on institutional needs.²⁰

The American Association of Community and Junior Colleges and the Association of College and Research Libraries have recognized that the LRCs are likely to play a major part in the expanding role of community colleges in the area of community services. For this reason they sponsored a survey of fifty outstanding LRCs in the junior college field to assess the nature and extent of developments in community service by selected LRCs.²¹

Max R. Raines directed the survey and found community involvement expanding in a variety of areas. For example, at Wharton City Junior College, Wharton, Texas, the fine arts division of the college and the LRC have cooperated in promoting various kinds of cross cultural programs. Foreign students have been encouraged to exhibit materials which illustrate phases of the cultures of their countries. The general public has not only been invited to visit the exhibits, but also to contribute to them.²²

Several LRCs reported that they maintain career information systems that operate on a community wide basis. Lane Community College at Eugene, Oregon, has a computer-based occupational bank that provides current information on career opportunities. A librarian and a

²⁰"AAJC-ACRL Guidelines..." pp. 277-278.

²¹Fritz Veit, The Community College Library (Westport, Connecticut: Greenwood Press, 1975).

²²Ibid., p. 153.

counselor staff this program, which has the cooperation and support of schools, employment agencies, social agencies, and other community organizations.²³

Some LRCs have developed programs to collect, codify, and package information dealing with political, legal, and administrative problems affecting the community. The legislative reference service offered at the Bellevue Community College, Bellevue, Washington, is one such program. This program is managed by the reference librarian and is available to faculty, students, and also to any member of the community.²⁴

Other developments have been learning resource packages for persons enrolled in nontraditional studies, homemakers, and the handicapped. A few LRCs have created interagency information exchanges to alert community organizations to work being done by other community organizations.

One of the most comprehensive programs designed to reach the general public originated in the Coast Community College District in California. The district operates KOC-TV in cooperation with others. The station provides college level programs, programs for the elementary, and secondary levels, programs for the general community, and a municipal service program. The LRCs are important elements in this approach to reaching the public of the Coast Community College District and the centers are open to all people of the district.²⁵

²³Veit, p. 153

²⁴Ibid., p. 154.

²⁵Ibid., p. 154.

Currently under discussion in the Iowa Department of Public Instruction are the "Suggested Evaluation Guidelines to Accompany Departmental Rules on Learning Resource Centers" as they apply directly to the Area Community Colleges.²⁶ Once approved, this set of guidelines will be the first developed to govern the operation of the LRCs in Iowa Community Colleges. Presently the only guidelines defining the role of the LRC at the community college level in use in Iowa are the 1972 AAJC-ACRL Guidelines. In the Department of Public Instruction's suggested guidelines the only reference made to the community service function of the LRC is located under Rule 5.5(4) Expenditures: "Libraries or LRCs serving institutions with an active community services program provide additional allocations to the LRC to meet the needs of these programs."²⁷

The study most beneficial and most directly related to the writing and design of this research surveyed the extent to which library service was provided to community users in 689 publicly and privately supported junior colleges throughout the United States. The study was conducted by the Committee on Community Use of Academic Libraries of the Association of College and Research Libraries and was directed by E. J. Josey.²⁸ Of the 689 junior colleges queried 308 responded. The questionnaire probed various facets of community use and also included questions to provide in-depth information on two

²⁶"Suggested Evaluation Guidelines to Accompany Departmental Rules on Learning Resource Centers," (Des Moines: Department of Public Instruction, November 1, 1974), pp. 1-8.

²⁷Ibid., p. 8

²⁸E. J. Josey, "Community Use of Junior College Libraries-A Symposium," College and Research Libraries, XXXI (May, 1970), pp. 185-197.

year colleges in reference to size of collection, library staff, student enrollment, faculty size, and geographical area. These data were included to aid in reaching possible conclusions or assumptions about services offered.

The first twelve questions on the questionnaire examined borrowing privileges, in-building use privileges, and the restrictions placed on members of the community regarding these privileges. Results showed that 91 percent of the colleges allowed in-building use of library materials by persons other than students, faculty, staff, and their immediate families. Only 70 percent of the colleges allowed circulation of materials to persons other than students, faculty, staff, and their immediate families. The most cited reasons for not extending borrowing privileges were (1) library materials were insufficient for other than college personnel, and (2) difficulty relating to control (i.e. getting books back). For those colleges extending the borrowing privilege to qualified outsiders, the restriction indicated most often on circulating materials was that reserve materials could not be checked out.²⁹

The Josey study also examined types of service extended to different community groups. The groups in question were (1) high school students, (2) students from other colleges, (3) teachers and clergy, (4) other professionals, (5) residents of the college district, and (6) alumni. Provisions for this group varied, and high school students appeared to be the group most often denied borrowing and in-building use privileges.³⁰

²⁹Josey, p. 189.

³⁰Ibid., p. 189.

The most surprising data of all appeared in answer to the question: "Does your library have a written policy concerning library use by persons not connected with the college?"³¹ Twenty nine percent of the schools replied yes. Sixty nine percent indicated there was no written policy. Reasons given for the absence of a written policy were: "We have never felt the need for it...the few requests made are usually from alumni or friends." "An excellent Carnegie library makes these requests very infrequent."³² Several schools also indicated that a written policy was under consideration but not yet formulated.³³

The remainder of the survey was devoted to finding factual information about the college and community under investigation. This data and that previously recorded were then used to reach the following conclusions and assumptions: (1) The most popular reason for not allowing borrowing was the collections had insufficient material. (2) Most of the two year colleges have not formulated policy statements which govern library use by outsiders. (3) Of all the categories of outside users, high school students were least welcome. (4) Most of the institutions surveyed do not meet American Library Association standards in terms of collection and staff. (5) While most of the institutions offer some kind of service, a varied and multi-colored picture emerged.³⁴

Questions from this study were adapted to fit this author's survey of Learning Resource Centers in Iowa's Area Community Colleges. Responses to the Josey study served as a base for the formulation of

³¹Josey, p. 187

³²Ibid.

³³Ibid., p. 188.

³⁴Ibid., pp. 196-197.

hypotheses to be tested in this research.

A Summary

The community service concept as it exists today is subject to a varied number of interpretations. Research in the area is limited nationally and, to the author's knowledge, is non-existent regarding Iowa and the community college. State and national guidelines for the Learning Resource Centers have listed community service as a definite function, however, few coordinated state and national service programs exist.

METHODOLOGY

This study was limited to the fifteen Iowa Area Community Colleges. The list of these schools was obtained from the Department of Public Instruction's publication, Data on Iowa's Area Schools.³⁵

Data were collected through the use of a questionnaire similar to the one used in the E. J. Josey study.³⁶ Because the area surveyed in this research differed from the population surveyed in the Josey study, additional questions were included in the questionnaire and established questions in the Josey study were adapted to fit the needs and purposes of the author's study. (see Appendix B).

The questionnaire contained twenty one questions in all. The first seven questions examined the types of service extended to community members and types of community groups served. The next ten questions examined LRC facilities in terms of collection size, the number of staff members, student enrollment, and geographical area served. The last four questions examined philosophical and practical interpretations of the community service function by the directors of the LRCs. A letter of explanation regarding the study was sent to each director of the Learning Resource Centers, (see Appendix B). In the case of split campuses, where two or more LRCs are maintained, a questionnaire was sent to the director of each center. The research analysis was concerned primarily with those responses from the Learning Resource Centers of the

³⁵"Data on Iowa's Area Schools," (Des Moines: Department of Public Instruction, 1974-1975).

³⁶E. J. Josey, "Community Use of Junior College Libraries - A Symposium," College and Research Libraries, XXXI (May, 1970), pp. 185-197.

fifteen Area Community Colleges main campuses. Information received from the eleven attendance centers was included in the research report, but was not analyzed. The author's original intention was to gather information from the attendance centers to support the data received from the main campuses. The assumption was that policies and practices by the Learning Resource Centers in the attendance centers regarding community service would reflect the policies and practices formulated by the main campuses in the respective Areas. This was not the case. Therefore, although not originally intended as a population sample to be analyzed in the research, the findings relating to the attendance centers warranted treatment and are summarized and presented in the text and Appendix.

An initial questionnaire was pretested in an informal interview situation, October 2, 1975, at Hawkeye Institute of Technology, Waterloo, Iowa, and Area VII Community College. Mr. Bill Andrews, director of the LRC, and Bob Chittenden, cataloger, took part in the interview. The questions used in the interview were those proposed for use in the final questionnaire. After the interview the data received were examined to determine if additional questions should be added to the final questionnaire, or if existing questions should be revised. Wording in some of the questions was revised in order to clarify meaning, and definitions for four terms used in the questionnaire was provided.

The final questionnaire was mailed to each LRC director March 15, 1976. The time limit for responding was set at three weeks. Follow up letters were mailed to those centers not responding on April 7, 1976, and again on April 19, 1976. April 23, 1976 was set as the final date for return of the questionnaires.

ANALYSIS OF THE DATA

Fifteen questionnaires were mailed to the Learning Resource Centers directors at the main campuses. Twelve of the fifteen were returned for an 80 percent response rate. Eleven questionnaires were mailed to LRC directors at the supplemental Area Community Colleges attendance centers. Ten of the eleven questionnaires were returned for a 90 percent response rate. Overall, of the twenty six questionnaires sent, twenty two were returned for an overall response rate of 85 percent. The only conclusion to be made about the four Learning Resource Centers not responding was that the questionnaire was relatively long and directors may not have found the time necessary to complete it.

After the data were collected, the results were tabulated on a blank questionnaire. The data were categorized and percentages computed. The findings have been presented in five main categories to reflect the characteristics of the community service function as it exists in the Community College Learning Resource Centers and to aid in the discussion of the hypotheses as they relate to each category. The categories included: 1.) Use and circulation of materials by non-community college persons. Under this category Hypotheses One and Two will be discussed. 2.) Policies governing use and circulation. Hypothesis Three will be discussed in relation to this category. 3.) General information, including numbers of volumes, numbers of titles, populations served, LRC staff, and hours open. Hypothesis Six will be examined in relation to this category. 4.) Numbers of users, books used, and books borrowed. 5.) Definitions of the term community service. Under this category Hypotheses Four, Five, and Seven are discussed.

Use and Circulation of Materials by Non-Community
College Persons

Table 1 (page 26) shows that all directors of the Learning Resource Centers at the main campuses granted permission for in-building use of library materials by persons other than community college students, faculty, staff, and their immediate families. However, when questioned about service to specific groups, two directors replied that high school students were denied in-building use of materials. Eight directors indicated that for those persons qualified for in-building use of library materials there were no restrictions placed on this use.

Table 1 also shows that eleven directors indicated their LRCs allowed circulation of library materials to persons other than community college students, faculty, staff, and their immediate families. One director indicated that the borrowing privilege was not extended. Five directors indicated high school students were denied the borrowing privilege, four indicated that alumni could not borrow materials, three directors indicated community residents could not borrow materials, two indicated students from other schools or colleges were denied this privilege, and two directors indicated that area residents were denied the borrowing privilege. Four of the directors indicated that for those persons qualified to borrow materials there were no restrictions on that service. Others indicated restrictions on the borrowing privilege to be "reserve materials may not be checked out", and "journals may not be checked out".

Hypothesis One, "All Iowa Area Community College Learning Resource Centers will allow in-building use of library materials by members of the general public", was accepted. The second hypothesis, "All Learning

Resource Centers will allow circulation of library materials to members of the general public, but in 70 percent of these the borrowing privilege will be restricted in some way", was rejected. One Learning Resource Center did not allow library materials to circulate to members of the general public, and 66 percent restricted borrowing in some way.

Policies Governing Use and Circulation

Table 2 (page 27) shows that no Learning Resource Center required a fee for the privilege of borrowing materials. In only one instance was a deposit of \$5.00 required. Eight directors indicated that an application or registration form was required of all non-community college persons before extending library privileges. Four replied a form was not necessary. Six directors indicated that a written policy governing library service to non-community college persons existed. Six directors indicated no such existing policy. Of those directors indicating the existence of such a policy - not one of those policies had been officially adopted by the board or governing body. The person, in all cases, most responsible for the writing of the policy was the LRC director. None of the directors was aware of any legal strictures preventing their LRC from servicing persons not connected with the college. Seven directors indicated that Interlibrary Loan service was provided to the non-community college user.

Hypothesis Three, "70 percent of the Learning Resource Centers will have no written policy concerning library use by persons outside the college community", was rejected. Only 50 percent of those directors responding indicated the lack of a written policy concerning service to non-community college persons.

Table 1
Use and Circulation of Materials by Non-Community College Persons

		NO.	%			NO.	%
1.	A.	Is permission granted for in-building use of library materials by persons other than community college students, faculty, staff, and their immediate families?		YES:	12	100	
				NO:	0	0	
	B.	If answer to 1. A. is yes: What persons may use materials in-building? Check all that apply.					
		NO.	%		NO.	%	
		High school students	10 83	Community residents	12	100	
		Students from other schools or colleges	12 100	Alumni	12	100	
				Area residents	12	100	
	C.	If answer to 1. A. is yes: What restrictions, if any, are placed on the use of materials? Check all that apply.					
		NO.	%		NO.	%	
		No restrictions	8 67	Some materials restricted for use	4	33	
		Must make application	8 67				
		Limited hours for use	1 8				
					NO.	%	
2.	A.	Is circulation of materials permitted to persons other than community college students, faculty, staff, and their immediate families?		YES:	11	92	
				NO:	1	8	
	B.	If answer to 2. A. is yes: What persons have the borrowing privilege? Check all that apply.					
		NO.	%		NO.	%	
		High school students	7 58	Community residents	9	75	
		Students from other schools or colleges	10 83	Alumni	8	67	
				Area residents	10	83	
	C.	If answer to 2. A. is yes: What restrictions, if any, are placed on the borrowing privilege? Check all that apply.					
		NO.	%		NO.	%	
		No restrictions	4 33	Journals may not be checked out	3	25	
		Reserve materials may not be checked	7 58	Must sign usage agreement	1	08	
		No renewal privilege	0 0				
		Materials to community "on call"	1 8				

Table 2
Policies Governing Use and Circulation

		NO	%
3. A.	Is a fee required of non-community college persons for the privilege of borrowing?	YES	0
		NO	12 100
B.	Is a deposit required of non-community college persons for the privilege of borrowing?	YES	1 8
		NO	11 92
4.	Is an application or registration form required of all non-community college persons before extending library privileges?	YES	8 67
		NO	4 33
5. A.	Does a written policy exist concerning Learning Resource Center use by non-community college users?	YES	6 50
		NO	6 50
B.	If answer to 5. A. is yes: Who was responsible for writing the policy?		
	LRC director		3 25
	Director, and Dean of Media Services		1 8
	IMC Supervisor		1 8
	LRC Faculty Committee and LRC director		1 8
6.	Are there any legal structures, such as an Education Code or institutional regulations, which would prevent the LRC from servicing persons not connected with the college?	YES	0 0
		NO	12 100
7.	Is service provided to the non-community college user through Interlibrary Loan?	YES	7 58
		NO	5 42

Numbers of Volumes/Titles, Populations Served,
Staff, and Hours Open

Table 4 (see Appendix A) is a comparison of figures representing the categories stated in the side-heading. The information was included in the text of the questionnaire to provide one means of illustrating the differences among Area Community College Learning Resource Centers. Findings were also used to test Hypothesis Six, "50 percent of the Learning Resource Centers will not stay open additional hours to provide service to persons outside the college community." This hypothesis was rejected. Only one of twelve LRCs (less than 9 percent) stayed open fewer than forty five hours per week. Analysis of data presented on Table 4 was not a part of this study, but findings did reveal great variety among Community Colleges LRCs in terms of volumes, titles, populations served, staff, and opening hours. As examples: the number of full time supportive staff varied from 0 at one institution to 7.5 at another; the numbers of volumes varied from 2,260 at one community college LRC to 34,461 at another; and the student population served varied from 572 students to 3,417 students.

Numbers of Users, Books Used, and Books Borrowed

Directors were asked to answer questions in this category as they would pertain to a "typical day". For questions 8 and 9 five number choices were provided: "0", "1-4", "5-9", "10 or more", or "varies greatly-not estimable". For question 10 seven choices were provided: "0", "1-4", "5-9", "10-19", "20-29", "30 or more", and "varies greatly-not estimable". The responses by the directors are shown in Table 3. The table reflects the total of twelve responses for each question.

There was no hypothesis tested in this research that would directly relate to the information in Table 3. However, the data gathered here *further explained CC variations* ~~proved significant~~ and is presented and analyzed in the summary and conclusion section of this paper.

Table 3

Numbers of Users, Books Used, and Books Borrowed

-
-
8. Estimate the number of non-community college LRC users on a typical day.
- 1-4: 5
not estimable: 7
9. Estimate the number of books used in the LRC by non-community college users on a typical day.
- 1-4: 3
not estimable: 9
10. Estimate the number of books borrowed by non-community college users on a typical day.
- 0: 1
1-4: 2
not estimable: 8
borrowing prohibited: 1
-
-

Definitions of the Term Community Service

In order to obtain a comprehensive view of how directors defined community service and interpreted it as a function, four questions were asked: 1.) "What interpretation or definition has been given the term 'Community service'?" 2.) "In what area(s) of community service should

efforts be concentrated?" 3.) "What obstacles, if any, have been encountered in administering a community service program?", and 4.) "Describe, briefly, those community service programs in which the LRC is directly or indirectly involved." Directors were asked to answer these questions as they applied to the existing Learning Resource Center program.

Responses to the questions are listed exactly as they were written by the directors. No effort was made to synthesize answers. The author's purpose in this study was to show the variety of interpretations and definitions that do exist. Answers appear under the appropriate question.

What interpretation or definition has been given the term

"community service"? 1.) "Since our library belongs to a tax supported institution and is the most likely source of technical information in the area, we believe we have a responsibility to provide information and/or materials for loan to the taxpayers-any member of the community requesting it." 2.) "Most pressing of all efforts of this IMC is to discover and define the types of service to give the community. When this is accomplished then efforts can be made to provide the services necessary." 3.) "While no written policy exists defining community service, the library at _____, has, wherever possible, tried to fulfill requests from the community for books, periodicals, reference service, etc. These requests have not been too numerous and in no way have interfered with the full-time students utilization of materials." 4.) "Community service has always meant the concept of service to our

community and area whenever possible. This is mandated in law that we carry through with this concept. We feel that whomever needs our services in our area; business, high schools (students and faculty), government, etc., we make every effort to fulfill those needs."

5.) "Providing access to all aspects of the LRCs program of services. No restrictions are placed on this factor. At present, the _____ does not actively solicit patrons from outside the college community, but we do not deter use by community residents outside the college community." 6.) "Provision of LRC materials, collections, equipment, and media production facilities to any non-profit governmental, educational, or service function, group or individual in merged area _____."

In what area(s) of community service should efforts be concentrated? 1.) "Return of materials." 2.) "All too often, the main barrier to good community service is tradition. I think it was very well put at the Governor's Conference in 1970. The conference was called "Libraries Without Walls." 3.) "Service to especially the smaller communities within the merged area is especially important, as they do not have the advantage of large public libraries. These are the people that need the greatest degree of help." 4.) "We feel that the greatest emphasis should be placed on service to the Adult and continuing education students in Area _____. This group of people can be more easily reached than other area residents and the program of services of the LRC can be explained to them in their classes so that they might become cognizant of the LRC."

What obstacles, if any, have been encountered in administering a community service program? 1.) "Return of materials." 2.) "Difficulty in maintaining a collection of print material adequate enough to serve area residents requests." 3.) "The distance and expense of following-up on loan return problems." 4.) "Tradition." 5.) "Decentralization of the media collection presents the greatest barrier to providing a community service program. With 85% of the collection housed outside the central LRC it is often difficult to procure the media while the patron is in the center. This fact could deter community residents from using our resources."

Describe, briefly, those community service programs in which the LRC is directly or indirectly involved. 1.) "Locating and providing information." 2.) "Providing materials and equipment on a loan basis to governmental, educational, and civic groups. Providing services of LRC (those provided to students) to any walk-in resident from the area. Support materials and equipment to all adult education programs in the area." 3.) "Area wide use of many of the films in our film library, as well as other multi-media materials. They are used by schools, senior citizens, clubs, and professional groups. Area citizens have used and do use out library collection of books. We simply make out a patron checkout card for them, have them fill out an address/phone number card, and then they are set to check out any of our materials. We have also done in-service training through our community education division, for small public libraries. We have worked with them primarily in the area of reference but have also assisted in other areas as well." 4.) "Union list of periodicals. Co-op." 5.) "A.B.E.,

G.E.D., high school." 6.) "There are no specific programs, but rather open access for all community patrons to all LRC services. In other words, we feel we are too small to advertise services to the community at large because if their use (sic) were to become substantial our collection would stand the chance of becoming seriously depleted, making it impossible to serve our primary clientele."

The variety in the numbers of answers for each of the four questions mentioned above resulted from selective response on the part of some LRC directors. This selectivity may have been caused by the length of the questionnaire. Directors may have found themselves short of time to complete it in full. Some directors also indicated that a response for the first question included coverage of two or more questions. Another possibility for a poor response rate to the questions could possibly be that the community service programs in which the LRC is involved are not developed to the extent where definite answers can be formulated for the questions.

Hypothesis Five predicted "There will be no established definition or interpretation (statewide) by the Area Community College Learning Resource Centers for the term 'community service'". In view of the variety of answers and approaches taken by directors in answering questions eighteen through twenty one on the questionnaire, this hypothesis was accepted. Hypothesis Four, "In 60 percent of the Iowa Area Community Colleges the only provision for community service offered by the Learning Resource Centers will be through Adult or Continuing Education Programs; and Hypothesis Seven, "80 percent of the directors of the Learning Resource Centers will feel their centers should increase their efforts in providing service to the community," could be neither

accepted or rejected. Because of the limited amount of information provided by LRC directors in answer to questions pertaining to programs, and increased efforts of individual LRCs, neither hypothesis could be properly tested.

Table 5 (see Appendix A) presents the information received from those questionnaires sent to the supplemental Area attendance centers. In planning the study it was felt that the information received from the directors of the attendance centers would duplicate the data offered by the directors of the main campuses LRCs. This was not the case. Within the individual Area policies and practices of community service varied. As a group, findings concerning the attendance centers varied from those of the main campuses. Data from the attendance centers are presented here as supplemental information to offer a greater, overall perspective of community service in all LRCs associated with Iowa's Area Community Colleges.

Data showed that all attendance centers allowed in-building use of library materials by high school students. Two of the directors of the LRCs at the main campuses indicated this group was denied in-building use of materials. The majority of the attendance center (82 percent) placed restrictions on some materials for use by qualified outsiders, as compared to 33 percent of the main campuses exercising some form of restriction on materials to qualified persons. In those attendance centers extending the borrowing privilege, no group (high school students, students from other schools or colleges, alumni, community residents, and/or area residents) was denied the borrowing privilege. Five attendance centers had written policies. Four did not. One attendance center was the only center with an officially adopted policy.

SUMMARY AND CONCLUSIONS

Iowa state law concerning ^{the} the Area Community College organization dictates that community service is one of ten educational opportunities and services to be provided by the Area Community Colleges. The purpose of this study was to investigate the current status of community service in the Learning Resource Centers of Iowa's fifteen Area Community Colleges through examination of definitions given the community service function, provisions for community service, and formal policies governing community service programs as determined by each Learning Resource Center director.

The problem statements examined included: 1.) Does agreement exist among the directors of the Learning Resource Centers in Iowa's fifteen Area Community Colleges as to the definition and functions signified by the term "community service". 2.) What provisions for community service have been developed by the Learning Resource Center in terms of programs, hours of opening, and clientele served?

The data for the study were collected through the use of a questionnaire directed to the LRC directors. After the data were collected the results were tabulated on a blank questionnaire and percentages computed. Findings were analyzed and presented in five main categories: use and circulation of materials by non-community college persons; policies governing use and circulation; numbers of users, books used, and books borrowed; general information including numbers of volumes, titles, population figures, LRC staff, and hours of opening; and definitions of the term community service.

The following hypotheses were tested and accepted: "All Iowa Area Community College Learning Resource Centers will allow in-building use of

library materials by members of the general public," and "There will be no established definition or interpretation (statewide) by the Area Community College Learning Resource Centers for the term 'community service'". Hypotheses tested and rejected included: "All Learning Resource Centers will allow circulation of library materials to members of the general public, but in 70 percent of these the borrowing privilege will be restricted in some way." One Learning Resource Center responded that library materials were not circulated to the general public.

"70 percent of the Learning Resource Centers will have no written policy concerning library use by persons outside the college community." The number of LRCs with no written policy numbered six, or 50 percent. "50 percent of the Learning Resource Centers will not stay open additional hours to provide service to persons outside the college community." Only one in twelve (less than 9 percent) of the LRCs stayed open less than 45 hours per week. Two hypotheses could be neither accepted or rejected because of the type of data provided by directors in answers to questions examining the hypotheses. These hypotheses were "In 60 percent of the Iowa Area Community Colleges the only provision for community service offered by the Learning Resource Centers will be through Adult or Continuing Education programs", and "80 percent of the directors of the Learning Resource Centers will feel their centers should increase their efforts in providing service to the community. Failure to elicit the necessary information here can be attributed to the questionnaire format. Directors were asked to supply an objective answer where a simple yes or no response would have proved sufficient.

The following conclusions were formulated after examination of the data relating to the role of the Learning Resource Centers in Iowa's

Area Community Colleges in providing community service. 1.) In those Learning Resource Centers permitting in-building use and circulation of materials to members of the general public, high school students emerged as the group most often denied use or borrowing privileges. 2.) The formal adoption by the Board of a written policy governing community service by the Learning Resource Centers is virtually non-existent (one attendance center indicated formal adoption of the written policy). 3.) Figures indicated by directors assessing the number of users, books used, and books borrowed on a typical day, tend to reflect a lack of consistent use and circulation of materials by non-community college users. 4.) While most of the Learning Resource Centers offer some type of community service, the type of service and extent of service varies greatly.

This study was intended to provide a clear picture of the status of the community service function in Iowa's Area Community Colleges. The findings could possibly indicate a need to coordinate programs, establish policy, and determine a community services definition that all LRC directors in the Community Colleges could find workable. One of the directors responding to the questionnaire used in the study voiced such a need, "Most pressing of all efforts of the IMC is to discover and define the types of service to give the community. When this is accomplished then efforts can be made to provide the services necessary." Results of this research indicate a general difference in theory, policy, and practice regarding the community service function in the Learning Resource Centers of Iowa's Area Community Colleges.

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BIBLIOGRAPHY

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APPENDIX A
COMPARISON TABLES

Table 4

Numbers of Volumes/Titles, Populations Served, Staff, and Hours Open

AREA	VOLUMES	TITLES	STUDENT POPULATION	LOCAL COMMUNITY POPULATION	AREA COMMUNITY* POPULATION	FULL-TIME PROFESSIONALS
I	-	-	-	-	221,527	1
II	30,796	24,600	1,455	30,491	136,629	3.5
III	26,657	24,000	-	-	81,437	2
IV	2,260	2,200	642	4,535	71,145	1
V	-	-	2,400*	-	168,787**	6*
VII	12,060	6,724	1,982	132,916	208,829	2
IX	5,702	3,248	572	142,687	265,333	2
X	28,600	28,450	3,400	110,000	326,919	3.5
XI	34,461	-	3,417	12,000	547,797	4
XII	7,385	4,152	1,195	85,925	180,566	5
XIV	18,319	18,000	864	8,600	101,223	3
XVI	21,056	21,026	800	40,000	116,822	2
FULL-TIME CERTIFIED PROFESSIONALS			FULL-TIME SUPPORTIVE STAFF		TOTAL HOURS OPENED PER WEEK	
1			1.5		51	
2.5			7.5		60	
-			-		60	
1			0		35	
6**			3**		55	
2			2		47.5	
2			3		60	
3.5			5		71	
4			5		60	
3			2		45	
3			4		65	
2			2		56	

* Figures for this column were obtained from DPI's publication "Opportunities in Iowa's Area Schools", 1974-1975.

** Represent the combined figures for campus and attendance centers.

Table 5

A Summary of Community Service Policies and Practices
in the Area Community College Attendance Centers

	NO.	%
1. Allowed in-building use of library materials by persons outside the college community.	11	100
2. Allowed high school students to use library materials in-building.	11	100
3. Restricted some materials for use in-building	6	55
4. Limited hours for materials use	4	36
5. No restrictions on materials use	2	18
6. Allowed circulation of materials	7	63
7. No restrictions on groups allowed to borrow materials	11	100
8. Restricted circulation of reserve materials	5	45
9. Required a fee	0	0
10. Required a deposit	1	9
11. Required an application or registration form	3	27
12. Had written policies	5	45
13. Had the written policy formally adopted by the board	1	9
14. Provided service through Interlibrary Loan	4	36

NOTE: No reason was given by the two attendance centers for not extending the borrowing privilege.

APPENDIX B
COMMUNITY SERVICE QUESTIONNAIRE

Library Science Department
University of Northern Iowa
Cedar Falls, Iowa 50613
March 15, 1976

The purpose of this study is to examine the current status of the community service function in Iowa Area Community Colleges. Of major concern will be the role of the Learning Resource Centers in providing this type of service.

By examining definitions given the community service function, provisions for community service, and formal policies governing community service programs in existence at the area, state, and national levels, I hope to reveal some of the problems encountered by various state and area media agencies (not to mention the individual LRC) in developing and maintaining a community service program. I feel that my findings should reflect the need to coordinate community service programs, establish policy, and determine a community services definition that all LRC directors will find workable.

This research is a part of the graduate requirements for the Library Science Department at the University of Northern Iowa. The questionnaires are being mailed to all directors or supervisors of the LRC's in all attendance centers. Your assistance in the research will be greatly appreciated. I ask that you return the completed questionnaire to me by April 1, 1976.

Thank you. Results of the study will be made available to all directors upon request by July, 1976.

Sincerely,

Renee Voorhees
Graduate Assistant

COMMUNITY SERVICE QUESTIONNAIRE - DIRECTIONS AND DEFINITIONS

1. Please answer all questions as they pertain to the Learning Resource Center in the attendance center - not to the college as a whole.
2. Please answer all questions in reference to policies in force on January 1, 1976.

* * *

1. Community resident - any resident of the town (or nearest town) in which the community college (or attendance center) is located.
2. Area resident - any resident of the AREA as designated by the 1965 legislation permitting the development of a statewide system of post-secondary educational institutions.
3. Local community - the town (or nearest town) in which the community college (or attendance center) is located.
4. Area - that portion of the state designated by the 1965 legislation as a merged area authorized to develop area schools.

IOWA AREA COMMUNITY COLLEGES
COMMUNITY SERVICE QUESTIONNAIRE

1. A. Is permission granted for in-building use of library materials by persons other than community college students, faculty, staff, and their immediate families?

Yes No

If the answer is Yes - answer B and C below.
If the answer is No - answer D below.

- B. If answer to 1. A. is yes: what persons may use materials in-building? Check all that apply.

High school students
 Students from other schools or colleges
 Alumni
 Community residents
 Area residents

- C. If answer to 1. A. is yes: What restrictions, if any, are placed on the use of materials? Check all that apply.

No restrictions
 Must make application
 Limited hours for use
 Some materials restricted for use
 Other restrictions (Explain)

- D. If answer to 1. A. is no: What is the reason for this decision? Check all that apply.

Insufficient materials for other than college personnel
 Inadequate staff to provide service
 Basic policy that materials should be used only by college personnel
 Belief that service to general public would be disservice to community public and school libraries
 Other reasons (Explain)

2. A. Is circulation of materials permitted to persons other than community college students, faculty, staff, and their immediate families?

Yes No

If the answer is Yes - answer B and C below
If the answer is No - answer D below

2. B. If answer to 2. A. is yes: What persons have the borrowing privilege? Check all that apply.

High school students
 Students from other schools or colleges
 Alumni
 Community residents
 Area residents

- C. If answer to 2. A. is yes: What restrictions, if any, are placed on the borrowing privilege. Check all that apply.

No restrictions
 Reserve materials may not be checked out
 Shorter loan period
 No renewal privilege
 Journals may not be checked out
 Other restrictions (Explain)

- D. If answer to 2. A. is no: What is the reason for this decision? Check all that apply.

Insufficient materials for other than college personnel
 Inadequate staff to provide service
 Basic policy that materials should be used only by college personnel
 Belief that service to general public would be disservice to community public and school libraries
 Difficulties relating to control, i.e. getting books back
 Other reasons (Explain)

3. A. Is a fee required of non-community persons for the privilege of borrowing?

Yes No Amount (if applicable) _____

- B. Is a deposit required of non-community college persons for the privilege of borrowing?

Yes No Amount (if applicable) _____

4. Is an application or registration form required of all non-community college persons before extending library privileges?

Yes No

5. A. Does a written policy exist concerning Learning Resource Center use by non-community college users?

Yes No

If the answer is Yes - answer B and C below
 If the answer is No - skip to question 6

- B. If answer to 5. A. is yes: Who was responsible for writing the policy? (Give title(s) or position(s))

5. C. If answer to 5. A. is yes: Has the written policy been officially adopted by the Board or Governing Body?
- _____ Yes _____ No
6. Are there any legal strictures, such as an Education Code or institutional regulations, which would prevent the LRC from servicing persons not connected with the college?
- _____ Yes _____ No
7. Is service provided to the non-community college user through Interlibrary Loan?
- _____ Yes _____ No
8. Estimate the number of non-community college LRC users on a typical day.
- _____ a. 0 _____ c. 5-9 _____ e. varies greatly - not estimable
 _____ b. 1-4 _____ d. 10 or more
9. Estimate the number of books used in the LRC by non-community college users on a typical day.
- _____ a. 0 _____ c. 5-9 _____ e. varies greatly - not estimable
 _____ b. 1-4 _____ d. 10 or more
10. Estimate the number of books borrowed by non-community college users on a typical day.
- _____ a. 0 _____ c. 5-9 _____ e. 20-29 _____ g. varies greatly - not estimable
 _____ b. 1-4 _____ d. 10-19 _____ f. 30 or more
11. A. Using the most recent inventory figures, indicate the number of book volumes in the LRC.
- _____ No. of volumes _____ Date of inventory
- B. Using the most recent inventory figures, indicate the number of book titles in the LRC.
- _____ No. of titles _____ Date of inventory
12. Using the most recent registration figures, indicate the number of full time students enrolled at the college (or individual attendance center).
- _____ No. of students _____ Registration period
13. Using the most recent population census figures, indicate the size of the local community served.
- _____ Population _____ Census date
14. Using available figures, indicate the size of the Area served.
- _____ Population
15. Indicate the number of full time, professional staff employed in the LRC.
- _____
- Indicate how many of these professionals are certified professionals. _____
16. Indicate the number of full time, equivalent, supportive staff employed in the LRC.
- _____
17. Indicate the total number of hours the LRC is open per week.
- _____

ANSWER THE FOLLOWING QUESTIONS AS THEY APPLY TO THE EXISTING LRC PROGRAM....

18. What interpretation or definition has been given the term "community service"?
19. In what area(s) of community service should efforts be concentrated?
20. What obstacles, if any, have been encountered in administering a community service program?
21. Describe, briefly, those community service programs in which the LRC is directly or indirectly involved. (Use back if necessary).