ABSTRACT
        This comparison of the results of two surveys of
library instruction programs in California academic libraries,
conducted in 1974 and in 1980 by the California Clearinghouse on
Library Instruction, includes discussions of the number of survey
returns by library type; teaching methods used for library
instruction; materials used to teach course-related instruction,
formal credit courses, self-paced credit instruction, and non-credit
instruction; libraries by type in 1980 reporting instructional
activities such as self-guided tours and library handbooks; and use
of audiovisual media by library type. These survey results are also
compared with those of two national surveys reported by Project LOEX
(Library Orientation/Instruction Exchange) in 1973 and in 1979.
Eleven tables and four references are provided, as well as a copy of
the 1980 questionnaire and a list of nine commercially published
texts used in library instruction courses. (RBF)

LIBRARY INSTRUCTION ·IN CALIFORNIA ACADEMIC
LIBRARIES: THE -STATE OF THE ART

by

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and

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Library Instruction in California Academic Libraries:

The State of the Art

by

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This paper compares the results of two survevs of library instruction programs in California academic libraries, conducted in 1974 and 1980. Findings indicate that, during this six-year period, library instruction activities have spread from large libraries into small ones, including branch libraries on large university campuses. Activities reported include course-related instruction, formal and self-paced courses for credit, and non-credit instruction. The role of audiovisual media in library instruction is also explored.

Over the past ten years, numerous changes have taken place in California academic libraries. Centralized cataloging networks such as OCLC, bibliographic searching by computer, and greatly increased use of microforms are but a few of the increasingly commonplace innovations in our libraries.

While many of the changes in academic libraries depend on new technology, the "library instruction movement" depends instead on an increased aware- ness among librarians of their role in the educational process.

Since 1974, the California Clearinghouse on Library Instruction has encouraged the development of instructional programs by providing a forum for librarian-instructors to exchange ideas and experiences. Clearinghouse activities have included seminars, workshops, newsletters, and publications such as the Directory of Library Instruction Programs in California Academic Libraries. [2] In addition, the CCLI maintains depositories of materials used in all types of instructional programs, at UCLA (Southern California) and at San Jose State University (Northern California).

In 1974 and again in 1980, the CCLI conducted surveys of academic libraries throughtout the state concerning their library instruction programs. The results of both surveys were compiled into directories which described instruction programs and named contact persons in all responding institutions.[1,2] (Appendix A is a copy of the 1980 survey form.)

There was a modest increase (21%, from 112 to 136) in the total number of libraries reporting between the 1974 and 1980 survey. A decrease in the number of community colleges reporting was offset by an increase in replies from branch libraries on large campuses, especially in the University of California system.

Table 1 gives an analysis by type of library of the returns from both surveys.

Table 1: Libraries responding to survey

	1974 survey		1980 survey	
	# of libraries reporting	% of total	# of libraries reporting	% of total
Community College	56	50	44	32
CSUS	19	18	20	15
UC	8	6	36	26
Private/Religious	29	26	36	26
Total	112		136	

The instructional activities of California academic libraries can be classified into four major categories: course-related instruction; formal courses for credit; self-paced instruction for credit; and non-credit instruction. In addition, many libraries offer such services as self-guided tours, library handouts, point of use instruction, and computerized literature search demonstrations. Audio visual media also play a significant role in California library instruction programs. The remainder of this article will explore in detail the activities of California academic libraries in each of these areas, both in 1974 and in 1980.

The most prevalent form of library instruction in our universities and colleges is course-related instruction. The commonest activities of this type are guest lectures by a librarian, either in the regular classroom or in the library; orientation tours of the library; and exercises requiring students to use their library skills. According to the 1980 survey, library lectures to classes are offered by 71%, conducted tours by 82%, and exercises by 40% of our academic libraries. Table 2 summarizes these findings, and Table 3 presents a

comparison with the 1974 survey results. (Note: the 1974 survey data do not separately identify the three types of course-related instruction, but give only aggregate numbers and percentages.)

Table 2: Course - Related Library Instruction (1980)

	Library lectures		Conducted tours		Exercise Assignments	
Type of Library	# of libraries reporting	% of total	# of libraries reporting	& of total	# of libraries reporting	% of total
Community College	29	66%	35	80%	21	48%
CSUC	17	85	19	95	10	50
UC	30	83	29	81	5	14
Private/Religious	21	58	29	81	18	50
All	97	71	112	82	54	40

Table 3: Course - Related Instruction in 1974 and in 1980

(Includes Library Lectures, Conducted Tours, and Class Exercises)

	1974		1980	
Type of Library	# of libraries reporting	% of total	% of libraries reporting	% of total
Community College	48	86%	39	89%
CSUC	15	79	19	95
UC	6	75	33	92
Private/Religious	20	69	31	86
All	89	79	112	90

As these results indicate, course-related instruction has grown steadily in popularity in all types of California academic libraries; it is now nearly universal.

While course-related instruction is now much more widespread than in 1974, the increase in popularity of formal courses for credit is much more modest.

(Formal courses are regularly scheduled lecture courses, generally taught by librarians, for which students receive one or more credits.) Introductory formal courses are now offered by 47 libraries (35% of those reporting); in 1974 37 libraries (33%) offered introductory courses. Table 4 offers a comparison between the results of the two surveys in this area.

Table 4: Introductory Formal Courses

Type of Library	1974		1980	
	# of libraries reporting	% of total	# of libraries reporting	% of total
Community College	18	32%	21	48%
CSUC	9	47	9	45
UC	6	75	7	19
Private/Religious	6	21	10	28
All	37	33	47	35

A number of libraries offer formal courses giving library instruction in the literature of particular subject fields. Law librarians, of course, traditionally teach the legal research course required of first-year students in most law schools. Other academic libraries also offer specialized courses in the major field to both graduate and undergraduate students. The subjects most commonly taught are music (4 libraries), science and technology (4 libraries), art (3 libraries), and animal science, business administration, education, history, political science, and social sciences (2 libraries each). In 1974, 13 libraries (12%) offered such courses; in 1980, that figure had increased to 19 libraries (14%). The materials used most frequently in teaching formal courses are a textbook

or handbook, and exercises. (Adiovisual media are also popular; their use will be treated later.)

Although a mojority of librarians use a commercially published text, a substantial number use handbooks produced locally. Jean K. Gates' <u>Guide to the Use of Books and Libraries</u> is the most popular commercial text in use today, as was its earlier edition in 1974. Worksheets, with exercises on specific reference sources to be completed by the student, are the most frequently used learning tool, with tests and quizzes also popular. Many libraries solicit feedback about the quality and relevance of their instruction with an evaluation form. Table 5 provides a statistical overview of the materials used in formal courses.

Table 5: Materials Used to Teach Formal Course

(Except Audiovisual Media) in All libraries Surveyed

*Commercial Texts	1974	1980
Campbell	–	2
Cook	2	2
Enoch Pratt	2	–
Gates	10	10
Gore	–	3
Katz	–	3
Knight	–	2
Lolley	–	2
Turabian	1	4
Locally developed syllabus	10	18
Worksheets	16	44
Tests, quizzes	10	42
Evaluation form	27	32

*See appendix B for full bibliographic information on these texts.

While the percentage of reporting libraries offering formal courses for
credit increased slightly between 1974 and 1980, the percentage offering self-
paced instruction declined slightly. (The absolute numbers of libraries offering
both types of programs increased, however.)

Most self-paced instruction uses a workbook format, usually adapted from
Miriam Dudley's Library Instruction Workbook, used in UCLA's College Library since
1973. This workbook has been widely adapted the world over, due in large part to
its ease of adaptability and Miriam Dudley's generosity in assisting other
librarians who wish to establish such programs.

Because self-paced instruction can reach large numbers of students with a
minimum amount of instruction time from the library staff, it is especially
attractive to universities with large enrollements. Table 6 presents statistics
on self-paced instruction in detail.

Table 6: Self-Paced Library Instruction

Type of Library	1974 # of libraries reporting	% of total	1980 # of libraries reporting	% of. total
Community College	13	23	13	30
CSUC	3	16	1	5
UC	2	25	4	11
Private/Religious	2	7	4	11
All	20	18	22	16

The complex system required for collating and grading, as well as the need to generate large numbers of questions, may discourage libraries from establishing workbook programs. Miriam Dudley is most generous in assisting other librarians who wish to establish workbook programs. Her expertise and willingness to share materials eliminate many of the hurdles encountered in program implementation. By 1980, three libraries had established subject specialized workbook programs -- Mount St. Mary's College (nursing), University of California, Riverside's Bio-Agricultural Library (sciences), and University of the Pacific (psychology).

At this time, most library instruction which is not course-related is optional for students. However, because college and university faculty and administrators are becoming more and more concerned with the need to teach lifelong learning skills, they are increasingly requiring that students receive some form of library instruction during their course of study. In some cases, graduate or undergraduate students in a given department are required to take a course in the literature of the field in question. For example, students majoring in crop science, food industries, or animal science at California Polytechnic State University, San Luis Obispo, are required to take a one-unit library course. In other cases, basic library instruction becomes a component of the general education program required of all undergraduates. At some institutions, such as California State University, Dominguez Hills, the requirement is a separate library course. At other, a "co-requisite" library component is obligatory for students as part of a required course. For example, Miriam Dudley's Library Instruction Workbook is required of all students in the basic English course at UCLA. Although only ten libraries now offer required courses, the fact that two of these became obligatory in 1980-81

suggests that required library instruction may eventually become a trend in California universities and colleges. Table 7 presents statistics for required and co-requisite library instruction courses of all types in 1974 and in 1980.

Table 7: Required and Co-requisite Library Instruction Programs

(Basic and Advanced)

Type of Library	1974	1980
Community College		1
CSUC	4	6
UC	1	3
Private/Religious	1	0
All	6	10

Non-credit instructional programs of various types are also offered by California academic libraries. Workshops and seminars, both general and in specific fields, are offered by approximately one-fifth of the libraries surveyed. For example, Napa City-County Library and Napa College Library cooperatively offer a four-session, non-credit seminar on library resources. California State University, Long Beach, offers a 5-hour general seminar, as well as 2-hour seminars in biology and chemistry. The General Library at University of California, Riverside, offers two-hour seminars in such topics as administration, government information and research, and sociology. Term paper clinics, in which librarians combine teaching library search strategy with a review of important principles of English composition, were not reported in the 1974 survey. By 1980, however, they had become fairly popular, being reported by 17 (13%) of the reporting libraries. Table 8 offers an overview of non-credit library instruction in California in 1974 and in 1980. While community colleges showed a sharp drop in the incidence of such programs (from 20% to 9% of libraries reporting), all types of four-year institutions exhibited an increase.

Table 8: Non-Credit Formal Instruction

| | 1974 | | 1980 | |
Type of Library	# of libraries reporting	% of total	# of libraries reporting	% of total
Community College	11	20%	4	9%
CSUC	6	32	9	45
UC	3	38	4	11
Private/Religious	3	10	6	17
All	23	21	23	16

A number of other instructional activities--self-guided tours, library handbooks, and point of use instruction--were reported in 1980, but not in 1974. However, since the 1974 questionnaire did not mention them, it would be unwise to assume that they did not exist at that time. A self-guided tour is a brochure or audio tape used to guide individual users through the library. Self-guided tours, popular in all types of academic libraries were reported by 30% of the libraries responding in 1980. A library handbook is a general guide to a library which describes its facilities, services, and regulations. Handbooks are now used primarily at small institutions--community and private four-year colleges--possibly because of the expense of printing and frequency if updating which would be required in large libraries. Point of use instruction, placed near a particular tool, describes its use and organization. Printed handouts, posters, and audiovisual materials have all been used in this way. One service which is more definitely an innovation is the demonstration of online bibliographic searching, now offered by a number of libraries. Table 9 gives statistics for these various services at libraries reporting in 1980.

Table 9: Number of Libraries Reporting Other Instructional Activities (1980)

Type of Library	Self-guided tours	Library handbooks	Point of Use Instruction	Computer search demonstration
Community College	10	5	1	0
CSUC	8	1	1	0
UC	14	0	2	5
Private/Religious	9	6	1	3
All	41	12	5	8

Audiovisual media play a significant role in California library instruction programs. Because commercial producers of audiovisual educational materials offer very few library instruction programs appropriate to higher education, most of the programs utilized are produced locally by librarians. Therefore, the types of materials used most often are those which can be made most easily. Slides, transparencies, and audio tapes are not only easy to make and use, but also relatively inexpensive, whereas films require considerable expertise of both the producer and the librarian-instructor showing them. Filmstrips, while not really difficult to make or show, cannot be updated as easily as can slide sets. The most popular media, according to both surveys, were slides and slide/tape programs, with over one third of the reporting libraries using them. Between 1974 and 1980, the use of slides decreased in community college libraries (from 32 libraries in 1974 to 23 in 1980); but increased in CSUC, UC, and private college libraries. Unfortunately, use of transparencies was not included in the 1974 survey form. However, 20% of the libraries reporting in 1980 indicated using them in their instructional programs.

There was little change in the use of audio tapes, which are commonly utilized in self-guided tour programs. In both surveys, slightly over one-fifth of the libraries reporting used audio tapes. Videotapes are becoming increasingly popular, especially in UC and CSUC libraries. In 1974, 8 libraries reported using videotapes; by 1980, that figure had increased to 17 libraries. The use of films and filmstrips reported by both surveys was very limited. Films were used by 5 libraries in 1974, and by only 2 in 1980. Use of filmstrips was reported by 3 libraries in 1974, and by 5 in 1980. Table 10 presents a summary of the statistics for use of audiovisual materials.

Table 10: Use of Audiovisual Materials in Library Instruction

Type of Library	1974 Slides		Transparencies		Audio Tapes		Video Tapes		Films		Film strips		1980 Slides		Transparencies		Audio Tapes		Video Tapes		Films		Filmstrips	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Community College	32	57	-	-	9	16%	4	7%	3	5%	3	5%	23	52%	6	14%	10	23	5	11%	1	2%	4	9%
CSUC	6	32	-	-	3	16	2	11	2	11	-	-	7	35	8	40	5	25	7	35	-	-	1	5
UC	2	25	-	-	6	75	1	13			-	-	11	31	11	31	7	19	5	14	1	3	-	-
Private/ Religious	2	7	-	-	3	10	1	3			-	-	7	19	2	6	1	3	-	-	-	-	-	-
All	42	38%			21	19	8	7%	5	4%	3	3%	48	35%	27	20%	23	17%	17	13%	2	1%	5	4%

15

16

- 13 -

To conclude, it is interesting to compare the results of the two California

surveys with those of two national surveys reported by Project LOEX (Library

Orientation/Instruction Exchange) in 1973 and in 1979.[5,6]   Although all categories

used in the four surveys are not equivalent, a number of comparisons can be made.

(Table 11 presents the results of all four surveys.) Course-related instruction

was found in all four surveys to be the most popular method; both the LOEX and

CCLI surveys showed a substantial increase in course-related teaching between

1973/74 and 1979/80. Formal credit courses were reported by a substantial minority

in all four surveys. However, the percentage increase over the six-year period was

more substantial in the LOEX surveys (from 22% to 42%) than in the CCLI surveys

(from 33% to 35%). Neither pair of surveys found a substantial change in the

popularity of self-paced instruction, and both indicate a small but growing minority

of institutions with required library instruction. The 1973 LOEX survey did not

report noncredit formal instruction, but in 1979 LOEX reported a percentage sub-

stantially higher than did CCLI in 1980 (33% for LOEX, compared to a combined

total of 17% for CCLI). While reported use of audiovisual media is more extensive

in both LOEX surveys than in the CCLI surveys, the relative popularity of specific

types of media is nearly the same. Slides and slide tapes are most often used,

followed in order of popularity by transparencies, audio tapes, and video tapes.

(The one exception: audio tapes (17%) were slightly more popular than transparencies

(15%) in the 1973 LOEX survey.) Filmstrips were found to be just as popular

as videotapes by the LOEX surveys (11% in 1973 and 13% in 1979), while they were

much less popular according to the CCLI surveys. Films were found to be the

least popular medium by all four surveys.

Because the LOEX surveys represent libraries which are due-paying members of a national library instruction clearinghouse, one would anticipate substantially higher rate of incidence of all instructional programs from them, than from the CCLI mail surveys, which required all California academic libraries. It is therefore somewhat surprising that the relative incidence of instructional activities is so similar.

Summary

A comparison of two surveys of library instruction programs in California academic libraries reveals that instructional activities increased in all types of libraries between 1974 and 1979. Most common is course-related instruction, including guest lectures by a librarian, orientation tours of the library, and library excercises. In absolute numbers, more libraries offered both formal (credit) and self-paced courses in 1980 than in 1974; however, the percentages of reporting libraries offering those programs remained nearly unchanged. Slide-tape programs were the most popular audiovisual materials according to both surveys. Transparencies, not reported in the 1974 survey, were the second most popular type of media in 1980. Other types of media, in order of popularity (1980 results), were audio tapes, video tapes, filmstrips, and films. A trend toward some form of required library instruction seems to be emerging. Comparison with two national surveys of library instruction programs reported by Project LOEX (Library Orientation/ Instruction Exchange) in 1973 and 1979 indicate that trends in library instruction in California parallel national trends.

Table 11:   Comparison between the LOEX (National) and CCLI (California) Surveys (All Types of Libraries)

Activity, Mode of Instruction, or Medium Used	LOEX 1973 (N=139)		CCLI 1974 (N=112)		LOEX 1979 (N=830)		CCLI 1980 (N=136)	
	#	%	#	%	#	%	#	%
Course related orientation			89	79%				
Library Lectures	102	73%	—	—	790	95%	97	71%
Conducted Tours	105	76	—	—	670	81	112	82
Excercises	49	35	—	—	318	38	54	40
Formal Credit Course	30	22	37	33	347	42	47	35
Self-Paced Workbooks	19	14	20	18	90	11	22	16
Required Library Instruction	—	—	6	5	200	24	10	14
Noncredit Instruction								
Workshops/Seminars	—	—	23	21	274	33	6	4
Term Paper Clinics	—	—	—	—	173	21	17	13
Audiovisual Media:								
*Slides	27	20	42	38	145	17	48	35
Slide/Tape Programs	47	43	—	—	306	37	—	—
Transparencies	21	15	—	—	330	40	27	20
Audio tapes	24	17	21	19	204	25	23	17
Video tapes	15	11	8	7	105	13	17	13
Film	8	6	5	4	53	6	2	1
Filmstrips	15	11	3	3	106	13	5	4

*The figures for California combine the use of slides and slide/tape programs

- 16 -

20

1. California Clearinghouse on Library Instruction, *Everything You Ever Wanted to Know About Library Instruction* (San Diego, 1974).

2. Kathleen Coleman and Esther Grassian, *Directory of Library Instruction Programs in California Academic Libraries* (San Diego: California Clearinghouse on Library Instruction, 1980).

3. Mary Butterfield, "Project LOEX Means Library Orientation Exchange," *RQ* 13:39-42 (1973).

4. Carolyn Kirkendall, "Library Use Education: Current Practises and Trends," *Library Trends* 29:29-37 (1980).

SURVEY OF THE CLA CLEARINGHOUSE ON LIBRARY INSTRUCTION

Please photocopy this form and complete for each distinct program of instruction in your institution, e.g., for branch libraries oh campus.

Check all items which apply. Attach separate sheets if necessary.

____Community College
____State College or University
____University of California
____Private
____Religious
____Other (specify)

Name of Institution_____
Full Mailing Address_____
_____
_____
_____
Telephone_____

1. What is the mode of instruction in your library?

____Single lecture
____Term paper clinic
____Formal course
____Workbooks
     ____General

     ____Subject specific
____Excercises, assignments for a
     specific course

____Media (specify type)
____Instruction for faculty
____Tours

     ____Conducted

     ____Self-guided
____Instruction for staff
____Other (specify)

2. If there is a credit course

a. Credit granted by
     ____Library
     ____Library school
     ____Academic department (specify)
     ____Extension
     ____Other (specify)

b. How many units of credit? ____semester ____quarter

c. Course taught by
     ____Librarians
     ____Library faculty
     ____Library school faculty
     ____Other faculty (specify)
     ____Other

d. Is it a required course? ____yes ____no

     If yes, which students are required to take the course?

e. Is it a subject-specialized course? ____yes (specify)_____ ____no

f.   How long has this course been offered? ___years

g.   How many students (estimate) have taken course since its inception?

_____

h.   What kinds of materials are used in teaching this course?

___Worksheets	___Tape cassettes
___Tests, quizzes	___Slides/tapes
___Handbook	___Transparencies
___Evaluation form	___Videotapes
___Textbooks (list titles)	___Other (specify)
___Scripts	

Please send us a copy of the course description as it appears in your college or university catalog and two sets of any written materials used for the course, together with any additional written description of your experiences with this course.

Please give name of contact person for formal course _____

3.   Modes of instruction other than formal courses (Please list using items identified in Question 1).

MODE	MATERIALS USED (see list under Ques. 2h)	CONTACT PERSON
a.		
b.		
c.		
d.		

Attach additional sheets if necessary.

Please send 2 copies of all relevant materials used in connection with instructional modes described above.

Are you interested in purchasing a copy of the new CCLI Directory when it is completed (expected Summer 1980)? ___yes ___ no

Please return this survey to:

Kathleen Coleman
Reference & Instructional Services
University Library
San Diego State University
San Diego CA 92182

23

APPENDIX B: COMMERCIALLY PUBLISHED TEXTS USED IN LIBRARY INSTRUCTION COURSES

Campbell, William G., and Stephen V. Ballou. Form and Style: Theses, Reports,
    Term Papers, 5th ed. Boston: Houghton Mifflin, 1978.

Cook, Margaret. The New Library Key, 3rd ed. New York: Wilson, 1975.

Enoch Pratt Free Library, Baltimore. Reference Books: a Brief Guide, 8th ed.
    by Marion Bell and Eleanor Swidan. Baltimore: 1978.

Gates, Jean. Guide to the Use of Books and Libraries, 4th ed. New York:
    McGraw-Hill, 1979.

Gore, Daniel. Bibliography for Beginners, 2nd ed. Englewood Cliffs. NJ:
    Prentice-Hall, 1973.

Katz, Wm. A. Your Library: a Reference Guide. New York: Holt, Rinehart, and
    Winston, 1979.

Knight, Hattie. The 1-2-3 Guide to Libraries, 5th ed. Dubuque, Iowa: Wm. C.
    Brown, 1976.

Lolley, John L. Your Library; What's in it for You? New York: Wiley, 1974.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations,
    4th. ed. Chicago: University of Chicago Press, 1973.