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LEARNING RESOURCES PROGRAMS
IN RELATION TO MEDIA INNOVATIONS FOR INSTRUCTION
IN SELECTED COMMUNITY COLLEGES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
David Ray Bender, B.S., M.S.L.S.

The Ohio State University
1977

Reading Committee:
John Belland
Edwin Novak
I. Keith Tyler

Approved by

Advisor
Faculty of Curriculum and Foundations
Dedicated to

Sidney C. Eboch

For one who has left this world, we lament his
passing; for we do not hear his guiding words nor
are we assured by the clasp of his hand; yet,
through our memory, we feel that he is with us;
for where there has been true fellowship, as
there was with him, there is never a parting of
friends.
ACKNOWLEDGMENTS

Appreciation is herewith expressed to Professor John Belland, whose willingness to assume the role of major adviser upon the death of Sidney Eboch, for his inspiration, direction, and guidance made the completion of this dissertation possible. To the members of the doctoral committee, Professor Edwin Novak, and Professor I. Keith Tyler, for their encouragement and assistance, the writer further expresses his appreciation.

The writer is grateful to the community college administrators, learning resources programs staff, instructional staff, and students who participated in this study, for without their contributions this would have been impossible.

Finally, the writer offers tribute to his wife and his sons and daughter for their support and understanding, to his parents for their strength and inspiration, and to his associates who assisted in the completion of this study.
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Studies in Educational Technology. Professors Sidney Eboch, John Belland, and I. Keith Tyler
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>VITA</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Importance of the Problem</td>
<td>6</td>
</tr>
<tr>
<td>Procedures</td>
<td>8</td>
</tr>
<tr>
<td>Assumptions</td>
<td>10</td>
</tr>
<tr>
<td>Limitations</td>
<td>11</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>12</td>
</tr>
<tr>
<td>Organization of the Remainder of the Study</td>
<td>13</td>
</tr>
<tr>
<td>Summary</td>
<td>14</td>
</tr>
<tr>
<td><strong>II. REVIEW OF RELATED LITERATURE</strong></td>
<td>15</td>
</tr>
<tr>
<td>Community College Functions</td>
<td>15</td>
</tr>
<tr>
<td>Learning Resources Programs</td>
<td>20</td>
</tr>
<tr>
<td>Teaching Innovations</td>
<td>27</td>
</tr>
<tr>
<td>Review of Research on Learning Resources</td>
<td>36</td>
</tr>
<tr>
<td>Programs</td>
<td>47</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td><strong>III. METHODOLOGY</strong></td>
<td>49</td>
</tr>
<tr>
<td>Population and Sample</td>
<td>50</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>51</td>
</tr>
<tr>
<td>Mailed Survey</td>
<td>52</td>
</tr>
<tr>
<td>Site Visits</td>
<td>52</td>
</tr>
<tr>
<td>Questionnaire Data Analysis</td>
<td>53</td>
</tr>
<tr>
<td>Site Visit Data Analysis</td>
<td>55</td>
</tr>
<tr>
<td>Guideline Development</td>
<td>55</td>
</tr>
<tr>
<td>Guideline Validation</td>
<td>56</td>
</tr>
<tr>
<td>Summary</td>
<td>58</td>
</tr>
</tbody>
</table>

vi
IV. THE FINDINGS OF THE QUESTIONNAIRE RESPONSES .......................... 59

Community College Profile .................................................. 64
Student Enrollment .............................................................. 64
Faculty Members ..................................................................... 66
Campus Locations ................................................................... 67

Organization of Administration of
Learning Resources ................................................................. 68
Organization ............................................................................ 68
Budget ..................................................................................... 69
Space ...................................................................................... 70
Accessibility to the Facility ...................................................... 71
Professional Personnel ............................................................. 72
Principal Learning Resources Staff Person .............................. 75
Support Personnel .................................................................. 76
Instructional Development Staff ............................................. 77

Arrangement and Accessibility of Learning Resources .............. 80
Materials ............................................................................... 80
Awareness of Program ............................................................ 82
Collection Re-evaluation ........................................................ 82
Handbooks .............................................................................. 83
Teaching Related Activities .................................................... 84
Cooperative Activities ............................................................. 86

Instructional Services ............................................................. 87
Instructional Support ............................................................... 87

Instructional Development ...................................................... 90
Resource Assistance ............................................................... 90
Instructional Areas Using Learning Resources ........................ 91
Instructional Support Success .................................................. 92
Instructional Support Difficulties ............................................. 92
Summary ............................................................................... 93

V. REPORT OF THE FINDINGS FROM THE SEVEN
SITE VISITATIONS .................................................................... 100

Community College Profiles .................................................. 101
Bergen Community College ..................................................... 101
City College of San Francisco .................................................. 103
College of DuPage ................................................................. 106
Greenfield Community College .............................................. 111
Florissant Valley Community College .................................... 112
Lane Community College ...................................................... 115
Prince George's Community College ..................................... 118
<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visit Findings .................................................. 120</td>
</tr>
<tr>
<td>Learning Resources Center Staff and Educational Program .................. 120</td>
</tr>
<tr>
<td>Learning Resources Program and Innovative Instructional Programs ............ 122</td>
</tr>
<tr>
<td>Services Provided Which Relate to Innovative Instruction ........................ 124</td>
</tr>
<tr>
<td>Faculty Involvement in the Development of the Learning Resources Center Program .................. 127</td>
</tr>
<tr>
<td>Evaluation Processes of the Learning Resources Program Services ............. 128</td>
</tr>
<tr>
<td>Faculty Use of Mediated Instruction ..................................... 129</td>
</tr>
<tr>
<td>Faculty Anticipated Use of Mediated Instruction ................................ 130</td>
</tr>
<tr>
<td>Technological Systems Used ................................................ 132</td>
</tr>
<tr>
<td>Characteristics of the Learning Resources Staff ................................ 133</td>
</tr>
<tr>
<td>Instructional Staff and the Learning Resources Program ........................................ 134</td>
</tr>
<tr>
<td>Current Teaching Practices ................................................ 135</td>
</tr>
<tr>
<td>Class Related Student Use of the Learning Resources Program ....................... 141</td>
</tr>
<tr>
<td>Ability to Find Needed Information ........................................ 142</td>
</tr>
<tr>
<td>Learning Resources Program Advisory Committee .................................... 143</td>
</tr>
<tr>
<td>Process for Initiating Innovation ............................................ 144</td>
</tr>
<tr>
<td>Existing Planning Documents .................................................. 147</td>
</tr>
<tr>
<td>Development of the Learning Resources Center Program ...................................... 148</td>
</tr>
<tr>
<td>Interagency Cooperative Activities ............................................. 150</td>
</tr>
<tr>
<td>Learning Resources Administrative Organization ..................................... 152</td>
</tr>
<tr>
<td>Summary ................................................................. 160</td>
</tr>
<tr>
<td>VI. SUMMARY, GUIDELINES, CONCLUSIONS, AND RECOMMENDATIONS ........ 164</td>
</tr>
<tr>
<td>Summary ................................................................. 166</td>
</tr>
<tr>
<td>Concluding Guideline Statements ............................................. 170</td>
</tr>
<tr>
<td>Conclusions ............................................................... 187</td>
</tr>
<tr>
<td>Recommendations ............................................................ 188</td>
</tr>
<tr>
<td>APPENDICES</td>
</tr>
<tr>
<td>A. Questionnaire Field Test Respondents ......................................... 190</td>
</tr>
<tr>
<td>B. Questionnaire on Learning Resources Programs in Relationship to Teaching Innovations in Selected Community Colleges .......................................... 191</td>
</tr>
<tr>
<td>C. Questionnaire Cover Letter ................................................ 206</td>
</tr>
</tbody>
</table>
D. Questionnaire Follow-up Letter ...................... 207
E. Site Visit Interview Guide ......................... 208
F. Services Provided for Faculty and Departmental Use ............................................. 210
G. Learning Resources Program Guidelines ............... 212
REFERENCES ................................................. 232
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frequency Distribution of Regional Response to Initial Questionnaires</td>
<td>62</td>
</tr>
<tr>
<td>2</td>
<td>A Frequency Distribution of Facility Types in Community Colleges by Region</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>Average Student Enrollment by Facility Type</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>Frequency Distribution of Enrollment in Relation to Facility Type</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>Frequency Distribution of Full-Time Student Enrollment by Region</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>Frequency Distribution of Faculty Members in Relation to Facility Type</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>Frequency Distribution of College Location in Relation to Facility Type</td>
<td>68</td>
</tr>
<tr>
<td>8</td>
<td>Relationship of Administrative Unit to Facility Type</td>
<td>69</td>
</tr>
<tr>
<td>9</td>
<td>Frequency Distribution of College Budget Allocation by Facility Type</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>Frequency Distribution of Location of Learning Resources by Facility Type</td>
<td>71</td>
</tr>
<tr>
<td>11</td>
<td>Average Number of Professional Personnel Employed in Learning Resources Programs by Facility Type</td>
<td>72</td>
</tr>
<tr>
<td>12</td>
<td>Number of Professional Personnel Employed in Learning Resources in Relation to Type of Facility</td>
<td>73</td>
</tr>
<tr>
<td>13</td>
<td>Frequency Distribution of Types of Paid Support Personnel</td>
<td>77</td>
</tr>
<tr>
<td>14</td>
<td>Frequency Distribution of Staff Assigned to Instructional Development Activities</td>
<td>79</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Frequency Distribution of Learning Resource Program Clearinghouse Function by Facility Type</td>
<td>81</td>
</tr>
<tr>
<td>16</td>
<td>Frequency Distribution of Professional Collection by Facility Type</td>
<td>82</td>
</tr>
<tr>
<td>17</td>
<td>Frequency Distribution of Learning Resources Handbook Availability by Facility Type</td>
<td>83</td>
</tr>
<tr>
<td>18</td>
<td>Frequency Distribution of Learning Resource Program Policy Statements Availability by Facility Type</td>
<td>83</td>
</tr>
<tr>
<td>19</td>
<td>Frequency Distribution of Learning Resource Program Staff Membership on Curriculum Committees by Facility Type</td>
<td>84</td>
</tr>
<tr>
<td>20</td>
<td>Frequency Distribution of Involvement of Learning Resource Program Staff in Curricular Development Activities by Facility Type</td>
<td>86</td>
</tr>
<tr>
<td>21</td>
<td>Frequency of Student Use of the Learning Resources Centers</td>
<td>141</td>
</tr>
<tr>
<td>22</td>
<td>Student Responses for Ability to Locate Needed Information Within the Learning Resources Collection</td>
<td>142</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>LRC Support Services Role in Curriculum Development</td>
<td>125</td>
</tr>
<tr>
<td>2</td>
<td>Services Provided by Various Areas Within the Learning Resources Center Program</td>
<td>126</td>
</tr>
<tr>
<td>3</td>
<td>Instructional Material Development Process</td>
<td>145</td>
</tr>
<tr>
<td>4</td>
<td>Instructional Material Development Approval Process</td>
<td>146</td>
</tr>
<tr>
<td>5</td>
<td>Organizational Chart for College 11</td>
<td>153</td>
</tr>
<tr>
<td>6</td>
<td>Organizational Chart for College 81</td>
<td>155</td>
</tr>
<tr>
<td>7</td>
<td>Organizational Chart for College 109</td>
<td>156</td>
</tr>
<tr>
<td>8</td>
<td>Organizational Chart for College 118</td>
<td>157</td>
</tr>
<tr>
<td>9</td>
<td>Organizational Chart for College 143</td>
<td>157</td>
</tr>
<tr>
<td>10</td>
<td>Organizational Chart for College 164</td>
<td>159</td>
</tr>
</tbody>
</table>
Chapter I

INTRODUCTION

Arthur Cohen, a college professor and community college consultant on curriculum and instruction, stated that,

The community junior college today represents one of the few unique accomplishments of American education in the twentieth century—expanded educational opportunity for all citizens... For many of its enrollees, it is a stepping stone to the higher learning; for most, it is the last formal, graded, public education in which they will be involved. (33: xv-xvi)

Because of this unique role in providing something for nearly everyone, the community college must develop unique curricular and instructional programs aimed at meeting the needs of its diverse student body. A number of community colleges have been successful in creating a learning environment which is fulfilling student needs. Thus the community college has taken its place in America's educational system.

There are numerous external constraints which are affecting the rapid growth of community colleges. Among these constraints are: population growth, knowledge explosion, increased use of technology and automation, flexible vocational specialization, obsolescence of existing knowledge in specialized areas, and an increase in leisure time. The community college is for all persons who reside within the college's
Many community colleges are developing instructional programs outside the traditional, formal classroom, thus being better able to meet the needs of area residents. Unlike other higher educational institutions, the community college is not a prisoner of past educational expectations or values. As a result, it is freer to experiment, to try the new, to explore innovative programs. One such program is the learning resources system. However, there exists little information on the relationship of learning resources systems to instructional programs in community college settings; the literature which is available is scattered in a wide variety of publications, proceedings, house organs, and conference notes. This fragmentation has made it extremely difficult for persons to understand the technique and developmental stages through which learning resources systems would proceed before they can function in an integral role in the community college's instructional program.

Allen stated in his book on community college libraries that the learning resource program is one of the most important services of the instructional program. In designing instructional programs, consideration must be given to instructional materials from which students will learn as well as to teacher interaction. C. Edward Cavert, Associate Director for Instructional Design, State University of Nebraska Project, mentioned that a major justification for "electronically facilitated instruction" is that it enables the instructor to make learning more manageable and efficient. Professor James Reynolds states that personnel of the learning resources center are primarily concerned with instruction. They are also in an
excellent position to advise fellow instructors on matters of importance in the area of curriculum development. (131:138)

In his book titled, *Community College: A President's View*, Thomas O'Connell claims that the community college should be eager and willing to do instructional experimentations. He further states that these flexible institutions are places where new ideas for learning resources should be tried. (116:1) The learning resources program can only be effective if it provides support facilities, material, and staff for the entire institution. Since each community college is unique in its instructional program, the learning resources program must be reflective of the institution it is designed to serve. This requires continual analysis and development because the needs and programs of the college will change. (103:23)

Community colleges are designed specifically to serve the various needs of the students within the college's service area. Among these are the following, as listed by Monroe: (108:32-45) (1) transfer curriculum, (2) citizenship and general education, (3) occupational training, (4) general studies, (5) adult and continuing education, (6) remedial programs, (7) counselling and guidance, and (8) co-curricular or student-activity function. Monroe indicates that each of these functions becomes the "immediate blueprint" to be used by faculty and administration in planning operational practices, curricula, and various services and activities.

The reasons students attend community colleges are as varied as the seven functions listed by Monroe. He indicates that nearly 75 percent of a typical community college student body select the transfer program;
however, fewer than 25 percent transfer to senior institutions. By 1980 the occupational program may enroll more students than will the transfer curriculum. Because of this emphasis on the practical, applied, and vocational realities, the effectiveness of instruction is critically important and relatively easily proven. (108:32)

The community college attempts to fulfill the seven functions listed by Monroe according to the needs of each student. Bogue (22:22) indicates that general education and vocational programs make the greatest progress toward acquiring personal competencies when the two programs are thoroughly integrated. Effective teaching has major emphasis in community college programs. (24:164) Further, Buchanan states that in the absence of tradition, the community college is free to experiment with new curricula and new teaching-learning practices.

Because of the increasing number of students enrolling in community colleges, the lack of classroom facilities, and the fact that few people are properly prepared for community college teaching due to the lack of teacher training programs, a basic goal of the community college is a commitment to the improvement of instruction. Nelson Henry (65:213) states that a community college is a teaching, not a research, institution. Its accomplishments rest largely upon the effectiveness of its instructional program. Allen (2:8) mentions that due to the lack of specific research on community college learning resources programs, he had to turn to research studies of four-year institutions, public libraries, and secondary schools. Allen further states (2:1) that little research has been conducted on certain aspects of the community college. It becomes crucial that these areas be studied before
instructional programs can be properly designed and administered. The lack of documented material is a major problem when one studies learning resources and its relationship to instructional programs within the community college.

A major goal of this study is to document the role of the learning resources program and its relationship to instructional techniques in community colleges. The learning resources program will not be examined in isolation, because its reason for existing is in direct relationship to the instructional program.

**Statement of the Problem**

A major part of instruction anywhere consists of the materials which convey information to the learner. B. Lamar Johnson states that community colleges must be concerned with procuring and developing teaching and learning materials which will provide for improved learning opportunities. (75:5) Morris (111:25) maintains that the presentation of curricular material by any means does not relieve the instructor from his responsibility of integrating the instructional objectives, teaching procedures, and means for evaluating learner progress into the course. The use of learning resources may contribute little to the quality of instruction unless those resources are selected by the instructor for special learning situations. As suggested in Morris' statement, learning resources refer to all materials used in meeting student needs and the necessary equipment required for their proper utilization.

The learning resources of the community college are influential in the development of the instructional program. Robert Bartlett of the North Central Association of Colleges and Secondary Schools said that an
overriding concern of the commission was that the learning resources program be conceived and developed as an integral part of the educational program of the college. The resulting program must reflect the merging of the learning resources program and the classroom to a greater degree than has ever before been done. (52:41) A source describing the existing patterns of organization, services, and arrangement and the proposing of guidelines in these areas can contribute to the systematic development of learning resources programs in relationship to teaching strategies.

**Importance of the Problem**

To date there have been few studies which address themselves to the learning resources program and the instructional program. An ERIC search identified numerous items which described single programs located in various institutions. Johnson (74, 75) has surveyed innovations in community college instruction. Much of his writing has concentrated on the use of learning resources in the instructional program without dealing directly with the community college's learning resources program itself.

Gooler (57) edited a resource book for community college personnel on the uses of technology in instructional settings. The information presented describes how to do something while few existing community college programs are mentioned. A survey of the existing literature revealed no single source which attempted to describe learning resource programs and their relationship to teaching strategies.

Trends in community colleges' development show the existence of 405 (90:3) colleges in 1960 and 1,165 (5:87) in 1973. Enrollment has
increased from 566,224 (90:3) students in 1960 to 3,144,643 (5:87) in 1973. The community college has become an important educational institution. Its growing importance is reflected in the increase in the number of institutions and the number of students being served.

There is an apparent trend toward students assuming greater responsibility by becoming involved in their instructional activities. Bruce Joyce (82:20) indicates that no single teaching strategy serves the objectives of each individual's learning situation. Instructors should develop teaching alternatives which will assist learners to meet instructional goals. Such instruction places greater responsibility upon the individual learners.

Federal support for learning resources has been generous over the last twenty years. Voight (159:43) stated that learning resources centers have received a major portion of construction funds from Title I of the Higher Education Act of 1963. The Higher Education Act of 1965 provided additional monies for the purchase of materials.

An increasing number of institutions are developing a learning resources program. (3:13) With the increase in combining print and nonprint services into one center, community college personnel need information on how programs have developed and what functions and services have met with success.

This study will examine data on learning resources programs in relationship to teaching strategies found in selected community colleges. Findings from this study will be compiled and analyzed to serve as an organized reference tool for community college program planners.
In order to describe and analyze learning resources programs in community colleges the following questions will guide the inquiry:

1. Are print and nonprint services interrelated on community college campuses? If so, how are they related?

2. What proportion of community colleges use media to provide portions of the instructional program for individual learners (learning resources concept)?

3. What are the learning resources services provided in those community colleges using the learning resources concept?

4. What are the learning resources facilities in community colleges?

5. Which of the services provided directly facilitate instruction?

6. What are the responsibilities of the learning resources staff?

7. What are the patterns of administrative organization for community college learning resources services?

8. What are the patterns of development of learning resources programs in community colleges?

9. Are there patterns of development in relation to organization, facilities, and services which would optimize future community college learning resources program growth?

**Procedures**

A listing of community colleges with both print and nonprint media collections was compiled. Two sources of information were used for ascertaining the names of the colleges. The eighth edition of *American Junior Colleges* lists 587 community colleges in the United States reporting print and nonprint holdings. Since many of these institutions had relatively small holdings in the nonprint area, it was decided to send
the initial questionnaire to those schools having 1,000 nonprint items or more representing more than one type of material. The 1972 Directory of State-Accredited Maryland Colleges and Universities lists sixteen public two-year colleges. After applying the above criteria to these two directories, it was determined that 322 community colleges would be included in the initial phase of this study. A letter and questionnaire were sent to the director of the learning resources center of each college to determine what media facilities and program existed.

The second phase of the study was the selection of a limited number of community colleges with a representative program of services, to be visited and to serve as case studies. Characteristics which were used in selecting these colleges were: geographic distribution of location, range of sizes of the student body and faculty members, variety of instructional strategies, differing services being provided by the learning resources programs, and the range of size and diversity of the collections. The case study sample was selected from those institutions responding to the initial phase. Through interview, observation, and analysis of existing information, data were gathered and recorded with special attention to type and organization of materials in the collection, administrative organization and procedures, staffing patterns, programs of service, extent of use, budgetary conditions, and the relationships to the instructional program.

The last phase of this study was to suggest a set of guidelines based upon the information collected in the first two phases, which could provide assistance to planners, designers, and implementers of community college learning resources programs. A panel of experts in community
college instruction, administration, and learning resources assisted in the establishment of the guidelines. The specific criteria for the selection of the panel members are outlined in Chapter Three.

The completion of the following steps was necessary in order to arrive at the final document:

1. Identify the population.
2. Construct initial questionnaire.
3. Conduct Phase One.
4. Tabulate responses from Phase One.
5. Establish specific criteria for site visits.
6. Notify site visit colleges.
7. Conduct Phase Two.
8. Conduct Phase Three.
9. Report research findings and complete study.

Assumptions

The following assumptions underlie this study:

1. Community colleges are experiencing significant growth and will continue to do so through the 1970's.

2. Instruction is a primary objective of the community college program.

3. Learning resources programs exist, at least to some degree, in many community colleges.

4. The presence of a learning resources program can substantially improve or contribute to the improvement of the instructional program.

5. Learning resources programs are being rapidly and extensively developed by community college personnel on the basis of the prior four assumptions.

6. Little literature or research is readily available to support or guide the extension of learning resources programs being made in assumption number five.

7. Despite the lack of recorded information, reliable data can be gathered by contacting administrators, learning resources personnel, and professional association members.
8. There is no one way to use learning resources in conjunction with the community college's instructional program.

9. A group of knowledgeable people with backgrounds and experience in learning resources and community college activities can validate a set of guidelines for use in the development of a learning resources program.

Limitations

In order that this study might be manageable and meaningful, certain limitations were needed. They were:

1. The study will be confined to community colleges with learning resources programs.

2. The study will not make any value judgments of the superiority of one learning resources program over another, or one institution over another.

3. There is no established pattern or standard against which the data were collected, measured, evaluated, or described other than the basic framework delineated in this study.

4. The study considered only those programs which were operational. Therefore, many interesting programs and facilities still in the developmental stages were excluded.

5. Only those colleges listed in the eighth edition of American Junior Colleges which reported more than 1,000 items representing more than one type of material, both print and nonprint holdings, and those community colleges listed in the 1972 Directory of State-Accredited Maryland Colleges and Universities were selected as institutions to receive the initial questionnaire. (Not included in the study were learning resources programs in private and/or non-public community colleges.)
# Definition of Terms

The following definitions are provided for consistency and uniformity:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audiovisual Center</strong></td>
<td>A unit organized to provide primarily nonprint services and the necessary equipment for proper utilization and distributed upon user request.</td>
</tr>
<tr>
<td><strong>Central Library</strong></td>
<td>A unit organized to provide primarily information in a print format, organized, stored, and retrieved to fulfill user requests.</td>
</tr>
<tr>
<td><strong>Classroom Library</strong></td>
<td>An area maintained in the instructional rooms where materials are shelved without benefit of centralized organization.</td>
</tr>
<tr>
<td><strong>Community College</strong></td>
<td>A publicly supported institution of higher education which offers instruction, both formal and informal, below the baccalaureate degree for high school graduates or post-high school age, and provides a program which reflects the specific needs and interests of the local community.</td>
</tr>
<tr>
<td><strong>Hardware</strong></td>
<td>The necessary technological devices which are required for the proper use of instructional materials.</td>
</tr>
<tr>
<td><strong>Instructional Materials</strong></td>
<td>Any artifact or medium used in instruction which enhances the pupil's understanding and/or appreciation.</td>
</tr>
<tr>
<td><strong>Instructional Program</strong></td>
<td>The totality of experiences and activities, both planned and unplanned, which has an effect upon the learner in producing some desirable behavioral change related to one or more specific goals.</td>
</tr>
<tr>
<td><strong>Instructional Strategy</strong></td>
<td>A way of presenting instructional information and/or conducting instructional activities in light of an analysis of the teacher, the subject content, and students, and then deciding upon the best method for that particular activity.</td>
</tr>
</tbody>
</table>
Learning Resources
Printed and nonprinted instructional materials and the necessary equipment for proper use which are an integral part of learning activities and extend the teaching process by means of either being auto-instructional or which provide essential units of instruction for formal coursework.

Learning Resources Center
A unit organized to provide a full range of instructionally related print and nonprint services encompassing instructional design and development services administered as a single program under the leadership of one director.

Media Center
A unit organized to provide a full range of print and nonprint materials, necessary equipment, and services from the media staff to fulfill user requests.

Office Library
An area maintained in the individual areas provided faculty members where materials are shelved without benefit of centralized organization.

Software
This term designates all forms of media which can be used in the instructional program as contrasted with hardware.

Teaching Innovation
An idea, practice, activity, or event which occurs in an instructional situation which is perceived to be new by an individual or group of individuals.

Organization of the Remainder of the Study
Chapter II reviews the literature of the field with emphasis upon the functions of a community college; learning resources programs; teaching and innovation; and a summary of the related research.

Chapter III contains the methodology used in designing, collecting, analyzing, and validating the research study.

Chapter IV describes the findings collected by the questionnaire with an analysis of these data.
Chapter V presents an analysis of the seven site visits.

Chapter VI contains the summary, concluding guideline statements, conclusions, and recommendations.

A bibliography and appendices follow the last chapter.

Summary

The community college has a unique role to play in developing and providing learning opportunities for students. The use of learning resources is important because of the amount and type of instructional programs being provided to satisfy the needs of the unique population of community colleges. Since the founding of the "first public junior college" in 1901, many problems have been investigated but no study has addressed itself to learning resources and their relationship to instructional strategies. This study was designed to collect data which describe learning resources programs and their relationship to instructional techniques. It will attempt to suggest patterns of learning resources services and provide guidelines for future development of this program area. This will be accomplished by means of a general survey of community college learning resource programs and through site visits to seven representative institutions with varying programs of service. The concluding guideline statements which will be drawn from the analysis of the questionnaires and site visits will be validated by a panel of experts. Assumptions and limitations of the study are given. Key terms are defined and the organization of the remainder of the study is provided.
Chapter II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the related literature pertaining to the development of learning resources programs in relation to media innovations for instruction as found in selected community colleges. Because few research studies have been conducted in this area, the majority of the pertinent literature comes from books, magazine articles, and ERIC documents whose authors provided theories and practices based upon their experiences, rather than from scientific research findings.

This literature review is divided into four major areas. These are: (1) community college functions, (2) learning resources programs, (3) teaching innovations, and (4) a summary of the related research.

Community College Functions

Two-year colleges, both public and private, have been growing at an accelerating rate since the first public junior college was founded in 1901 at Joliet College in Joliet, Illinois. (49:3) Emphasis has always been directed toward teaching, counseling, community relations, open
admissions, ease in accessibility, and instructional innovation. All of these factors have aided the rapid growth of this American institution.

"New two-year colleges are mushrooming at an unprecedented rate, and multipurpose comprehensive programs especially tailored to fulfill a multiplicity of educational needs are evolving." (121:472) Harlacher states that, the community college "is emerging as the most compelling element in this nation's educational structure." (62:69) Gleazer (56:27) writes that there are 937 public two-year colleges and that approximately 12 new institutions are being opened each year. The total student enrollment in 1973 was approximately 3,144,000. Even with the tremendous growth rate in the establishment of new colleges, the Carnegie Commission on Higher Education has predicted that between 230 and 450 new public community colleges will need to be established by 1980. (28:35-39)

Reynolds (131:86) claims that the community where a community college is located benefits. The institution, its students, its faculty and staff all use local consumer products and services. Frequently the campus attracts real estate development, which in turn enhances property value. The college frequently brings certain types of industry into an area. Due to the educational and cultural benefits created, an influx of people to the area is also possible.

**Characteristics:**

Edmund Gleazer, Jr., has provided a profile of the community college by listing thirteen characteristics. They are:

1. A part of higher education in a state plan.
2. Receiving an increasing proportion of financial support from the state.

3. Established and operated under standards set at the state level.

4. Admitting all students who can benefit by a program.

5. Charging little or no tuition.

6. Having almost entirely students who commute.

7. Increasing the number and variety of technical and semi-professional programs.

8. Comprehensive in its programs.

9. Providing services to aid undereducated students of post high school age.

10. Looking to a state-level junior college board for coordination of planning, programs, and services and for state aid.

11. Represented in a state board or council for coordination with other institutions of higher education.

12. Having a separate and distinct district board, facilities, and budget.

13. Locally initiated and controlled, with sufficient state participation to maintain standards. (55:36-37)

Purposes:

Although lists of specific purposes of the community college can be found, such lists have limited value since each community college should reflect local community needs and interests.

The purposes of the community college have been defined by Harlacher, (62:3) Kelley and Wilbur, (86:14) and Monroe. (108:59-180)

There are six purposes represented in the programs of these institutions which appear to be consistent in all three of these listings. The consistent programs from which purposes may be inferred are:
(1) transfer programs, (2) occupational programs, (3) general education, (4) guidance and counseling, (5) community services, and (6) programs for the disadvantaged. However, within the framework of these six program areas, the staffs of each community college build in their own unique ideas, thus enabling it "to become a comprehensive community college." (49:4)

The community college has developed into an institution with its own characteristics. It can no longer be characterized as an extension of a high school program or a watered-down baccalaureate degree program. Gleazer states that the community college should provide a wide variety of programs directed toward fulfilling various needs, interests, and abilities. Programs should be provided for anyone who can benefit from them and be provided at the lowest possible cost. Where this institution is at its best is when it is reaching out to all persons, involving them and making them part of their community college. (55:99) Harlacher claims that a true community college "connotes an institution that has changed from an isolated entity to one seeking full partnership with its community." (62:2)

Evans and Ross also feel strongly about the program development which reflects community needs. "It has been the avowed purpose of the community college to make some form of higher and continuing education available to all persons within the service area if they can benefit from it." (48:216) Cohen and Prihoda (35) state that the community college is in reality an "educational resource center" available to all persons residing within the service area and open to them at all times.
However, the community college must remain constantly aware of the community's changing needs for "these are times of vast change in educational performance, philosophy, and goals." (41:1)

A brief insight into the characteristics of the community college student should be considered here. Monroe (108:183-184) offered several generalizations which are found throughout the literature. (25:11-30)

As a group the community college student is as heterogeneous as the community in which the college is located. The students on the campus closely resemble that of the local high schools—the chief difference being that the college students are a few years older and somewhat more motivated because they are not forced to attend the community college. Since little or no tuition is charged for attendance, there is a tendency for people from lower-middle class families to enroll in community colleges.

"The typical community-college student body has a median age of about nineteen, (108:186) ... In general, male students out-number female students (108:187) ... minority-group students, for the most part, constitute a small fraction of total college enrollment, (108:187) ... community-college students as a group are reported upon consistently in the studies on student characteristics as inferior to four-year students in those abilities which are measured by standardized aptitude tests (108:188) ... The typical full-time day student who just completed his high school education is in a critical stage of development—late adolescence." (108:190).

Cohen (33:43-45) states that the community college student of 1979 will closely resemble those enrolled in the colleges of today. The
social needs of students will be better met through curricular reform. However, each student will still be striving for personal development.

**Learning Resources Programs**

As described in *The Two Year College and Its Students: An Empirical Report* (8) the existing relationship of the learning resources program to the institutional and instructional objectives are: (1) to provide leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing those objectives; (2) to provide an organized and readily accessible collection of materials and supportive equipment needed to meet institutional, instructional, and individual needs of students and faculty; (3) to provide a staff qualified, concerned and involved in serving the needs of students, faculty and community; (4) to encourage innovation, learning, and community service by providing facilities and resources which will make them possible.

Voight (159:30) states that the emergence of the community college learning resources program is a fascinating story about which little is understood as it relates to the existing library system. Voight further states that for the past seventy years, the community college library has been searching for a self-identity, and at last it is emerging into a role of significance.

According to Ducote (42:1) the introduction of any new concept almost always presents problems in understanding the terminology. Therefore, what are learning resources? Are they a place, a concept, or both of these? To some people, learning resources describe a means of integrating media into the instructional process. The concept of
learning resources implies a systematically developed program which allows materials, equipment and techniques to be effectively and efficiently used. That materials used by the instructor will facilitate the teaching process and the students' learning will be enhanced and enriched.

Standards:

In 1930 the American Association of Junior Colleges adopted a set of standards for community college libraries. This document was used only until 1940. (97:20) The Association of College and Research Libraries, a division of the American Library Association, released a set of standards in 1960. These standards began to emphasize quality of materials, services, staff, and so forth as compared to quantity of items provided. (13) Then in 1972, three nationally concerned organizations jointly released the Guidelines for Two-Year College Learning Resources Programs. The emphasis is on quality of program and not on the facility where the resources are housed. The standards are diagnostic and descriptive in nature and were designed to give direction to community college personnel in the development of comprehensive learning resources programs. (9) The community college library is also mentioned in the standards of the major regional accrediting associations. (97:21)

Growth of Learning Resources Center Concept:

The development and growth of the learning resources concept was a long and difficult one. Wheeler (163 and 164) indicates that the community college learning resources program has been neglected. Wheeler states that the literature does not adequately refer to the
library concept, that standard professional tools omit this area, and that standards (prior to 1972) have not provided great assistance in developing the community college learning resources program.

Ducote indicates that it has been difficult to formulate the concept of learning resources and services because of the diversity in purposes and sizes of institutions, the large number of commuting students, the varying course offerings, the willingness of the administration to experiment, and the great divergence found within the student body. (43:1)

Voight (159) also describes the development of the learning resources concept. So long as the community college shared facilities and staff with a high school, the extent of library services were so limiting to the college student that services addressing these specific needs were nearly nonexistent. Before 1950 the two-year colleges had fairly traditional print-oriented collections with almost no provision for the inclusion of nonprint items. During the 1950's community colleges began to discover that traditional library methods and practices were not meeting student needs. Hours of service needed expanding to include evenings, weekends, and summer sessions. Total reliance on the services of another library could not be continued. Returning veterans also helped to create the impetus of moving away from the high schools to separate campus facilities. Whatever the reason for the creation of separate facilities, the community college library was given an opportunity to develop independently and free from restrictions. Until this time the library had as its primary purpose the support of the transfer and vocational curricula offerings. Learning resources staff
with the necessary training and experience were scarce. Searching existing library literature provided little or no assistance for very little had been written regarding the community college library.

Johnson discovered that in the early sixties a sizable number of community colleges were expanding their materials collections to include various types of audiovisual aids. He suggests that many patrons were enjoying the benefits of "one-stop" instructional materials services. (75:42)

Learning Resources and Instruction:

Leaders in the community college field stress the fact that the learning resources program can be greatly enhanced by linking it more closely to the classroom and vice versa. (97:21) The learning resources program must become a catalytic agent to spur both instructors and students into more creative teaching procedures and learning opportunities. To do this, it must have the widest range of resources. Nothing that can be used by students as learning devices or that can be used by teachers as teaching devices is inappropriate for inclusion in the learning resources program collection. (24:167) Hostrop (67:30) claims that no longer can library technology be solely thought of as consisting of only print materials, nor media technology as only non-print materials. In today's centers all educational communications must be merged into one functional program. Veihman (157:283) indicates that it is the trend today in community colleges to combine the media department and library, creating a learning resources center or instructional materials center.
In the community college not only is the learning resources program supportive of classroom instruction, its staff also becomes involved in the preparation of materials, the furnishing of equipment, the operation of autotutorial laboratories, and in actual classroom teaching. The community college learning resources program staff differ greatly from other academic librarians since most academic librarians are not directly involved to any great degree with the instructional program. (159:67)

There was little incentive to emphasize learning resources or encourage use as long as the methods of instruction were restricted to one textbook and lectures provided by the instructor. (159:45) Monroe (108:394) states that this is changing, for most community-college teachers will be using an abundance of educational technology to supplement and enrich classroom instruction. Although the textbook will continue to remain the principal tool of instruction, it will no longer be the sole tool. Learning resources centers, amply supplied with materials and equipment, will become as universal as college libraries. Cavert (30:39) states that instructional media cannot be compatible in an academic atmosphere where they are no more than an appendage to the environment. Their value in any educational system can only be seen in their responsiveness to fulfilling the needs of the individual users. Thus, a total mobilization of all elements may be required to effect the changes required to benefit from using instructional technology.

Therefore, Hostrop (67:15) concludes that a modern learning resources program utilizes all information sources to provide the opportunities which optimize learning. Not only do the new centers act
as storage/retrieval places, but through such organizations as the Library-College movement, the thrust is to take learning to the student, to individualize learning, to use all of man's communicative devices, and to have the center serve as the action-oriented inter-disciplinary crossroads of the campus.

In A Report and Recommendations by the Carnegie Commission on Higher Education it is stated that library and computer costs have been rising considerably more rapidly than other areas of costs. (130:36) However, the Report further suggests that it is undesirable to cut expenditures for learning resources materials, regardless of how tempting it is to do so. (130:19) Voight indicates that community colleges have received considerable funds from Title I of the Higher Education Act of 1963. This Act specified that twenty-two percent of all construction funds be allotted to public community colleges and technical institutes. Learning resources centers were major beneficiaries of construction funds. (159:43) The Higher Education Act of 1965 provided funds for the purchase of learning resources which assist in the improvement of college teaching and counseling. Nearly seventy percent of the allocated 1968-69 funds were used for curriculum development and faculty development. (108:372-373)

Learning Resources Staff:

The role of the community college learning resources staff member has been studied by many groups. The most recent study can be found in "Career Patterns of Community College Librarians." (46) One section in Junior College Libraries (109) is devoted to personnel needs. The learning resources staff must know theories and applications of human
learning, curriculum development, and must be familiar with all types of learning materials. In addition, the staff must be interested in and concerned about the student as an individual with unique qualities, abilities, and educational needs. A thorough understanding of the history, philosophy, objectives, and educational programs found in the community colleges is also needed. There is no rule of thumb for a two-year college learning resources staff member to follow in program development. There is a demand for a new type of librarianship. Even as early as the middle fifties the learning resources staff were being recognized as members of the instructional staff and were assigned to work with the faculty of various departments.

Another function of the learning center staff has been suggested by Kerstiens. In a speech delivered at a National Reading Conference, he proposed using the director of a learning resources program as an academic ombudsman. Ombudsmen are ideal for this type of activity since they are concerned with the academic survival of students, innovative educational materials and techniques and are available to receive clients with academic grievances.

Voight presents in a brief statement what a member of the staff of the learning resources program must be able to do in order to accomplish job responsibilities. A major responsibility is to plan and rapidly provide service which supports innovative instructional programs.

Much of the literature has indicated that little direction was available to assist the community college staff in the development of a learning resources program. More recently, a number of organizations and associations are beginning to make information relative to learning
resources programs available. The American Library Association, Library Administration Division, has available a listing of consultants for library programs in two-year colleges. A number of ERIC documents (for example, 27, 58, 77, 84, 91, 93, 112, 114, 147) contain information on all aspects of program development.

Fusaro states that it is time for all of this nation’s community colleges to develop the learning resources program concept and to move toward the implementation of the library-college concept. (52:44) Language laboratories, study skill centers, television studios, dial access systems, and other facilities provide students expanded opportunities for learning. Fritz Veit claims that there is a growing tendency for all learning laboratories to be administered as a unit of the learning resources program. (158:132)

The learning resources program provides learning activities which have been jointly prepared by instructors and learning resources personnel. Students are able to develop skills and acquire needed knowledge. This is what the center is all about, not a collection of gadgets or software. It is a combination of services and materials with user needs clearly in mind. (159:69)

**Teaching Innovations**

Many things are accentuating the need for improved curricula and innovation in community college instructional practices. Some of these are: (1) increasing numbers of students seeking quality preparation for transferring to university programs, (2) new demands being produced by technological advances, (3) taxpayer revolts, and (4) insistence on operational efficiency. (89:1) The learning resources center and its
program of service must become part of the instructional organization with the responsibility for the development, implementation, dissemination, and evaluation of the information transmission system. These systems must be developed around: (1) the institution's philosophy, goals, and objectives; and (2) the objectives of the students and faculty in terms of the curriculum. (153)

Instructional Design:

Blocker and others state that there are three major concerns with curriculum design: (1) extra-institutional influences, (2) intra-institutional influences, and (3) administrative or mediating influences. (202) Curriculum in its broad definition can be a label for every planned learning activity. (86:93) It can be a sequential arrangement of courses which upon completion prepares one for attainment of an occupational or academic goal. (131) Once a curriculum decision has been made, there are many instructional procedures which will enhance the learning process. (131:119)

A systems approach to instructional design will assist in improving learning. Evans and Neagley state that the systems approach helps because it is based upon well defined, measurable objectives. Measurable objectives are important because nothing can be proven until the results can be accurately measured. This requires that an explicitly defined plan be established to help the learner. This approach assures that the students will be challenged with appropriate, relevant learning experiences. (48:99-101)
Learning:

Ralph W. Tyler lists ten conditions which are essential for learning: (1) The learner must have an opportunity to carry on the new behavior. (2) He must find satisfaction in carrying it on. (3) He must be able to practice the new behavior until it becomes part of his available repertoire of behavior. (4) He must be self-motivated. (5) He must realize that his old ways of behavior are inferior to the new ones. (6) He needs guidance so that the learning period can be shortened. (7) He must have time for practice. (8) He needs to practice the learned behavior in a sequential context so that earlier behavior can be used in a new situation which provides greater depth, complexity, and understanding. (9) He needs standards which are high for him, but also attainable. (10) He needs feedback or evidence of the rate of learning progress so that motivation can be maintained. (108:275)

The learning process becomes a program in which technology, resources, and the instructor are brought together with each functioning in the best possible way — technology taking over many of the routine chores of teaching, continuously evaluating individual progress, and providing quick access to knowledge; learning resources bringing the world into the classroom, taking verbal abstractions and making them concrete; and the instructor leading and guiding students on an individual and small group basis into abstract areas of knowledge. (48:150)
Teaching:

A knowledge of subject matter, media and techniques, is not enough background for teaching according to Kelley and Win. (86:136) One must use this knowledge as a means for creative communications. Teaching strategies and styles consist of methods of presenting information and the ways in which a variety of materials are incorporated into the instructional process. One's mannerisms, imagination, and personality combined with teaching strategies assist in determining teaching effectiveness.

Dubin and Traveggia (41:27) view teaching as a technology which consists of a set of ideas to be communicated, models of the teaching process and implicit assumptions concerning the teaching-learning linkage, and a set of instructional activities which are methods of teaching. Dubin and Taveggia (41:7) list three factors which characterize the teaching-learning process at the college level: (1) voluntaryism on the part of the student in choosing the subjects of instruction; (2) a knowledge base possessed by the student for making judgments about the content and quality of instruction received, judgments which, in turn, influence the voluntary choices made; and (3) the complex of culturally derived expectations and behaviors which comprise what is loosely summarized as the motivation to learn.

Monroe (108:249-251) states that community college instructors are adequately trained to teach their subjects. Since their backgrounds are similar to those of other middle-class Americans, difficulty is often encountered. Middle-class instructors tend to devalue occupational programs and look down upon educational programs for the disadvantaged.
Lower-class attitudes come into conflict with the faculty members' outlook on the value of hard work, diligent study habits, and conformity to college rules and regulations.

One way of bridging the gap between instructor and student is the consideration that human beings possess different abilities and learn differently. Various subject disciplines require different learning experiences. An institution devoted to teaching and learning must use various appropriate procedures in educating students in attendance. (24:14) It must be assumed that the instructional process of the future will be more learner-centered, individual-oriented, and technology based. (30:40)

Joyce (82) claims that models need to be established for teaching regardless at what level of instruction. A model for teaching would be a pattern or a plan which can be used in shaping a course of study or the entire curriculum in selecting instructional materials, or in guiding a teacher's actions. In Models of Teaching, Joyce presents a number of teaching models and analyzes them in terms of their implications for curriculum design, for instructors working with students, and for the development of instructional materials.

Teaching methods and techniques have expanded dramatically by an acceptance of alternatives to the formal lecture approach, and simultaneously the electronics industry has made available a host of new communicative techniques. (86:153) Mayhew (100:185) claims that thousands of experiments have been conducted dealing with teaching methods. Many of the experiments report no significant difference between the experimental process and the more traditional one. However,
students and faculty generally experience a greater degree of satisfaction from participating in the experiments, but the results, as measured by standardized tests, don't assign particular advantage to one over the other. Joyce (82:4) further states that even though the results are difficult to interpret, the evidence to date is not encouraging to those who would hope that a single, reliable, multi-purpose teaching strategy could be used with confidence and that it was the best approach.

Regarding instructional/teaching research, Morris (111:14-15) suggests that often the difficulty lies in the fact that excessive time has been spent looking at variables which have secondary importance to learning. This is why most studies comparing one method with a control group end up with the usual finding of no significant differences; for example, between television instruction and live instruction; between large-class lecturing and small-class lecturing; between textbook reading and programmed instruction. He indicates that researchers might consider three variables which might have greater influence on the findings. These are: (1) environmental variables, (2) task variables, and (3) individual-difference variables. (111:14)

Innovation:

The Committee for Economic Development (36:17) observed that innovation in education, whether it involves the use of new curriculum materials or new educational technology, has become essential if the schools are to be genuinely effective in achieving established goals and objectives. Evans and Neagley (48:122) indicate that resistance to
innovation and change appears to be deeply embedded within the minds of men and is, therefore, most difficult to bring out change.

Havelock indicates that researchers have identified six steps which an individual must go through before an innovative practice is accepted by that person. The six steps are: (1) awareness, (2) interest, (3) evaluation, (4) trial, (5) adoption, and (6) integration. (64:113)

Bender and others (18:105) claim that innovation is an elusive term. What is innovative for one institution might be common practice in another. All innovation is neither good nor effective. In order for innovation to occur, the institution must develop the right type of environment. The environment must encourage faculty members to try new methods and ways for improving their teaching methods. Program evaluation and effectiveness of the new methods in relationship to cost must be done. When these occur, innovation at its very best is allowed to take place.

Havelock states that innovators tend to be intelligent and risk-taking -- they travel and read a lot, and they depend on outside sources for information. He adds a cautionary note by stating that innovators do not usually have a great deal of direct power or influence. (64:119)

A number of examples of innovative practices are discussed throughout the literature (10, 11, 19, 26, 30, 33, 34, 35, 36, 40, 41, 45, 73, 74, 75, 86, 94, 101, 102, 122, 136); this information illustrates a considerable time lapse from the introduction of an innovative practice to its acceptance. Miels (106:51) states that Mort and Cornell found in their investigations that there is a leisurely diffusion rate for
educational innovation. Once an idea has been put forth to fulfill the need of an existing problem, approximately fifty years will pass before complete acceptance occurs.

Innovation in higher education in the last half of the twentieth century was more possible than at any other prior time, due in part to the general affluence of the society and because of technological advances that produced the needed materials. (100:145) Miles (106:2) further stresses the fact that educators need to know why a particular innovation spreads rapidly or slowly, what the causes of resistance to change are in educational systems, and why particular strategies of change succeed or fail.

Johnson, (75:9) Mayhew, (100:148-151) and Miles (106:635-639) all indicate reasons for the adoption of innovative practices. It appears that most innovative methods have been introduced for the purpose of improving instruction. Some innovations were found to provide financial savings. Students need to assume greater involvement in their own education and many of the new methods of instruction permit this flexibility. An innovation which is easily institutionalized is more likely to receive acceptance than the one which requires creativity and cannot be routinely managed and presents a threat to existing practices. (106:638) Rodgers and Shoemaker remind us that the success of any change agent is positively related to the extent to which the agent is able to work through opinion leaders. (134:243)

Community colleges that desire to remain new and alive will be experimenting with innovative practices. New courses and procedures will be introduced regularly and others will be discontinued as they are no longer found to be needed. (48:131)
Rodgers and Shoemaker state that when a system is open to change, the opinion leaders will be more innovative, and when the system is more traditional, leaders are not especially innovative. They indicate that community colleges need to be open institutions in order for innovative instructional practices to be developed and implemented.

Reynolds emphasized that the development of the community college curriculum depends upon innovative and inventive people who will continuously discover new ways of doing things. Today's community colleges are providing their instructors with the necessary materials and equipment which innovation requires.

Hudgins observed that instructional materials clearly play a central role in the instructional process. Materials provide every instructor with the opportunity to extend his effectiveness as a teacher.

A directory of self-instructional materials prepared by community college instructors has been compiled. The December/January 1970 issue of Junior College Journal is devoted to what is occurring in thirteen community colleges across the country. The purpose of the articles was to illustrate representative innovative programs and ideas which have become part of the colleges' learning environment. These thirteen community colleges comprise the League for Innovation in the Community Colleges.

B. Lamar Johnson has investigated instructional innovation in community colleges throughout the country. His latest work, published in 1969, has provided insight into the changes and developments which are affecting the learning process. His findings deal only with community college programs in operation through 1968.
All forms of teaching have value. All instructors must discover methods which express themselves, their subject, and the needs of their students. They must be willing to experiment and to learn new and possibly better approaches. (86:87) Since the community college is not restrained by long-standing traditional practices, unprecedented opportunities exist for innovative changes to occur in all areas of the teaching-learning process. The effective use of new media will assist in the development of these educational programs. (144:274)

Review of Research on Learning Resources Programs

Comprehensive surveys of community college learning resources programs have been conducted in a number of states and several studies have been nationwide. The bulk of research has been aimed at describing specific programs or discussing standards and guidelines in relationship to program development.

One such survey which has provided considerable insight into the learning resources center is a study conducted by Ms. Reeves. Through the use of a questionnaire mailed to 600 community colleges, to which 250 responded, 53 colleges were selected for visits. Besides the basic institutional data collected she requested information in five additional areas: (1) instruction in library use, (2) relations with the outside community, (3) collection-building, (4) staffing and public service, and (5) uses of automation. Through her investigation she discovered notable trends in strong audiovisual services, liberal circulation policies, and limited professional coverage. The services provided by the staff of the centers reveal a mixture between those services offered by a public library and a university library. (127)
In the summer of 1972, Max R. Raines conducted a survey to determine community services and other related programs provided by learning resource centers. This survey was done in cooperation with the American Association of Junior Colleges. The population which was to receive the questionnaire was selected by soliciting nominations of outstanding programs from a mailing made by the American Association of Junior Colleges to their entire membership. Two hundred and thirty-two nominations were received. Those two-year institutions which received three or more nominations were arbitrarily included in the study; therefore, fifty-three programs were sent the questionnaire. Forty colleges responded in time for their data to be included in the final report. One significant conclusion which was made in this study was that the commitment to community involvement was generally limited at that time. However, there was a growing awareness of the need for community services, but neither the instruments nor the responses received warranted a conclusion that an immediate increase in services could be expected. The second part of the study included current services which might provide prototypes for other institutions to adapt. (125)

In addition to the nationwide surveys which are available, a number of states have also attempted to conduct studies regarding various aspects of learning resources center development. The Maryland Council for Higher Education has contracted with the College of Library and Information Services, University of Maryland, to investigate library and campus-wide media services. (71)
A non-comparative survey of the status of the development of educational media in Iowa's Area Community Colleges and Vocational Schools was conducted in 1972. Specific activities included on-campus visits, self-evaluation of the media programs in relationship to established criteria, inventory of resources and services, and local narrative descriptions of the media programs. (87)

The October 1970 issue of the Kentucky Library Association Bulletin reports a survey of Kentucky's community college learning resources centers. A questionnaire was mailed to the twenty-two Kentucky junior and community college libraries. The questionnaire collected data on the following areas: (1) General Information, (2) Finances, (3) Physical Stock Collections, (4) Circulation, (5) Technical Processes, and (6) Buildings and Equipment. The data collected illustrates the fact that with this limited amount of information Kentucky's community colleges appear to be experiencing similar growing pains which are typical nationwide. (60)

A study on multimedia services in community colleges was completed in 1970 by the Survey Committee of the Illinois Library Association. The survey committee included the following aspects in their study of the existing and planned roles of the community college learning resources centers in meeting educational needs of the total institution it is designed to serve. The categories studied were: (1) philosophy, (2) staff, (3) budget, (4) collection, (5) facilities, (6) systems, and (7) services. The report contains specific recommendations that if implemented would enhance the development of the total learning resources program of the community colleges of this state. (70)
A number of studies have been conducted regarding single institutional learning resources programs. Throughout this research study, mention has been made of various community college studies, reports, and articles which have highlighted one college. Therefore, the reader's attention will be directed to only one additional document: a survey of the El Camino College Library. Because of its nature, it has many implications for this investigator's study.

The purpose of the El Camino College survey was to evaluate the relationship of the library and the instructional program. The data collection techniques used were committee observations, interviews, and questionnaire responses from students, faculty, administrators, and members of the library staff. The committee concluded from its investigation that all groups surveyed are aware of the roles of the library, but do not make extensive demands of the library in their courses. There is a general lack of initiative and leadership on the part of faculty and administrators which is required in order to develop the library into a vital part of the instructional program. A major recommendation of the committee was a unification of the administration and operation of the library and audiovisual services under the directorship of a Dean of Instructional Resources. A final conclusion was that the program would be costly, but that the costs could be justified on the basis of improved instruction and student learning opportunities. (66)

Hostrop (68) conducted a survey of library usage at the College of the Desert, Palm Desert, California, during the 1965-1966 school year. A summary of the findings of this study is as follows:
1. Student use of learning resources was largely in response to the fulfillment of course needs.

2. The facilities were largely used as a study hall.

3. The reserve collection loans amounted to less than 12 percent of the loans, while senior institutions indicate that more than half of their loans were made from the reserve collection. However, community college students borrowed from the several collections at the rate of 19 loans for the academic year as contrasted to an average of 12 loans per year for their counterparts in senior institutions.

4. Full-time students borrowed considerably more materials than did part-time students.

5. Nearly 80 percent of the total collection was never loaned during the time of this study.

6. An analysis of individual courses revealed that 25 percent of the courses account for over 95 percent of the loans; therefore, revealing that 75 percent of the courses being offered were requiring few library materials in their instructional requirements.

7. Students who were heavy borrowers fell into two categories. These being: (1) demand — usually for the completion of term paper assignments, and (2) personal fondness for books.

8. The non-user was more likely a male student than female.

9. The non-user was more likely to be living away from home than at home.

10. Scholastic aptitude and abilities were attributes more often associated with users than non-users.

11. The non-user had completed more courses than had users.

12. The non-user worked for pay each week more than did the user.

13. The non-user was likely to be enrolled in courses in agriculture, business, engineering, fire science, foreign languages, mathematics, and police science;
while the user was likely to be enrolled in art history, English and speech; introduction to music; electronic circuitry; health or introduction to health, physical education, and recreation; geology; Western civilization or United States history; an introductory course in philosophy; government, or sociology, or religion of the world, or general psychology.

15. Nearly 90 percent of all graded classes were found to be library independent; meaning that the use of library resources was not extremely important in determining the final course grades. (68:162-165)

The study further indicates that attention must focus on "educational philosophy, the curriculum, the courses, the classes, and—most important of all—the individual instructor and his teaching" methods rather than on student characteristics. (68:166) If one truly believes that a community college exists to teach; that it is free from tradition and, therefore, able to experiment; that humans learn in different ways; that each discipline requires different learning approaches; and that some things cannot be experienced through the printed page, then the learning resources center must become the core around which this revolutionary change will occur. The teaching method will become: teacher, learning resources, and learner. (24:165-166)

During the fall semester of the 1969-1970 academic school year, Allen (2) investigated the use of library programs in three community colleges in Illinois. Through the use of faculty, student, and library entrance questionnaires the data for the study were collected. A total of 1,312 questionnaires was administered.

The following are the findings from this second study. Since Allen administered three separate questionnaires the findings are
grouped according to his three topics — student, faculty, and utilization.

Findings from the student questionnaire responses consisted of the following:

1. Seventy-four percent indicated that utilization of the library was necessary for academic success.
2. Seventy-two percent indicated the resources of the library met their needs.
3. Fifty percent responded that utilization of the library affected their final grade.
4. Seventy-two percent responded they used other libraries in the community in addition to those of the colleges.
5. Thirty percent responded that they entered the library daily, forty-six percent weekly, sixteen percent monthly, and eight percent never entered the facility.
6. Fifty-one percent listed their major reason for coming to the library was to study without using library materials, thirty-five percent to use library materials, eight percent to check out materials, four percent to use audiovisual materials for independent study, and three percent to find a friend.
7. Thirty-two percent had made the most use of the library for the social studies division, twenty-six percent for humanities, twenty-two percent for occupational, seventeen percent for mathematics and science, and three percent for physical education.
8. Sixty percent indicated they had consulted the librarian for assistance at some time.

Findings from the faculty questionnaire responses consisted of the following:

1. Seventy-one percent indicated their teaching techniques were affected because of a lack of library materials.
2. Sixty-two percent indicated they required their students to use the library.

3. Forty-five percent indicated they currently had books or audiovisual materials on reserve in the library.

Utilization of the library by faculty and students consisted of the following:

1. Sixty-one percent listed their primary reason for coming to the library was to study, twenty-two percent came to use the library materials, nine percent came to find a friend, five percent to check out materials, and three percent to use audiovisual materials for independent study.

2. Eighty-nine percent accomplished their intended purpose.

3. Sixteen percent consulted the librarian.

4. Forty-four percent responded they were not using the library for a particular course, fifteen percent for social studies, fourteen percent for humanities, thirteen percent for mathematics and science, thirteen percent for occupational, and one percent for physical education. (2:79-71)

The findings of these two studies closely resemble one another.

A general community college user profile can be produced from these two surveys: a full-time female student, engaged in academic course work, enrolled in courses taught by faculty members with varying degrees of educational development, living with parents, receiving satisfactory grades, and coming from a higher socioeconomic background than the average student.

The following recommendations from Allen's study provide direction for the development of learning resources programs which will become vitally important centers for learning.
1. The evidence within this investigation indicated that more attention should be devoted to meeting the library needs of all students enrolled in the various curricula and those enrolled on a part-time and unclassified basis. The nature of the community colleges is such that they offer programs in the transfer, occupational, general studies, and continuing education curricula. This investigation reveals that the part-time and unclassified students made little use of the library facility.

2. An increase in study facilities should be provided for the community college student in facilities other than the library. A large percentage of students indicated they come to the library to study their own materials. The provision of study lounges outside the library would enable the student to find available study space closer to his classes and at the same time free the library for students desiring to use library materials.

3. Students should be more than encouraged to use library facilities, for as shown by other studies, only encouragement does not increase utilization. The utilization patterns were lower than the attitudes of the faculty and students reflected. Perhaps faculty should give additional attention to developing courses for instruction centered around the library instead of depending on textbooks.

4. Size of the collection is not paramount in determining the effectiveness or quality of the library. Factors as important as size include the following: size of the institution, the geographical location, the attitudes of the students and the faculty, and the age of the institution. Evaluation teams for accreditation should remember that the success of the library is a more adequate measure than the size of the collection. (2:74-74)

Three studies report findings which have implications for the development of the community college instructional program. In 1962, Kelley (85) conducted a study of the practices of the supervision of curriculum and instruction in California public community colleges. He recommended that a comprehensive study of the criteria necessary for directing junior college instruction be made. The burden for improving the curricula was largely that of the deans or directors of instruction,
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who had only recently been added to the organizational structure. These officials could well use a set of criteria in measuring the guidance and success of their roles. His study was designed to find a set of criteria which would assist in the improvement of community college instruction. (85:6)

Crouch (38) investigated a set of criteria which could be used in the construction of community college curricula. He found that whatever criteria are established the curriculum should provide the student the opportunity to study, discuss, and understand his interests, aptitudes, and abilities in relation to appropriate job opportunities. (38:206)
The purposes of Crouch's study were: (1) to investigate bio-socio-psychological characteristics of post-adolescent problems, (2) to derive criteria implied by these problems which could guide curricula construction, (3) to discover to what degree authorities in the field believe such criterion to be of major importance, (4) to determine the extent to which existing curricula meet these criteria, and (5) to recommend standards to community college curricula makers. (38:1)

"The junior colleges of this country are under increasing pressures to educate a large proportion of the student population and to demonstrate more flexibility and versatility in their curricula and instructional practices." Evidence indicates that most two-year colleges are staying well within the boundaries of conventional practices. (89:x)

Keuscher (89) studied ten Southern California community colleges in order to collect data which would enable him to provide indicators as to what type of organizational climate is needed if the colleges' administration desires to have an innovative school. "Administrators who look
to added resources, new facilities, technological gadgetry, or organizational panaceas to bring about the change that is needed ... had best take heed." The characteristics of openness defined and tracked in this study may be of considerably more importance in fostering innovation. (89:xiii)

One research study was concerned with community college library practices. Wheeler (163) describes and identifies ways in which the community college library program can and should be meeting the needs of the institution it is a part of. Through a questionnaire and on-site visits Wheeler concluded that:

1. the way in which the library can best serve the unique needs and functions of a community college program at present is an overall general improvement quantitatively and qualitatively to provide minimal basic library service with attention most urgently needed in the areas of staffing, collection and seating; and

2. many community college libraries are unable to serve their institutions effectively because of lack of funds, although

3. knowledge of techniques of professional library service and of the unique functions of the community college is possessed by the library directors as evidenced by their backgrounds, reports or practices and goals. (163:2)

The Junior College Research Review (a periodical review of research received and processed at the Clearinghouse for Junior College Information) has several research reports on learning resources programs and/or community college instruction. A number of the bulletins (December 1967, April 1968) refer to the need of instruction research.

The October 1968 issue was devoted to the "Junior College Library: An Overview." This was the first analysis of community college libraries
and was based upon twenty documents found in the Clearinghouse collection. The information presented was process oriented and was not an indication of what types of product or outcome criteria the library might be contributing to the college's instructional program. The January 1969 issue of Junior College Research Review was concerned with multimedia instructional programs. The information presented was procedural instead of an assessment of instructional relationships and outcomes.

The curriculum was reported in the April 1967 issue of Junior College Research Review. The reports highlighted were on various programs found at certain community colleges. In June 1967, experimental programs were discussed. The entire February 1970 issue was devoted to the topic of Curriculum. Several issues (October 1970, November 1970, May 1971, June 1971, September 1971) have curriculum implications even though the issues are not directly related. "New Directions in Curriculum Study" was the title of the December 1971 issue which explored various research reports on curriculum developed.

Summary

The literature provided information regarding the functions of a community college and the operational activities which are responsive to community needs; the developmental processes which occurred before the realization of the learning resources programs could become an actuality; the role of teaching and innovations in community colleges; and a review of the related research activities which have involved the learning resources program, instructional activities in relationship to this program, and innovative practices using learning resources.
Mediated instruction is coming of age in the community colleges. Faculty members are designing and producing in cooperation with instructional design specialists instructional packages which are better meeting their students' needs. Too few of the two-year institutions are really committed to innovative experimentation which might meet with success or failure.

The literature stresses the concept of incorporating all resources (print, nonprint, and the equipment for proper use) into one agency. The program of service then must be developed around the needs of each individual community college's goals and objectives.

Based on the literature, the author concludes that if innovation is to become a key element in program development and widely accepted, then the administration, the faculty, the learning resources staff, the students, and the community must dedicate themselves to exploring alternative methods and approaches to teaching and learning. For without the support of all persons involved, the program cannot and will not succeed.
Chapter III

METHODOLOGY

Since the investigator was unable to find in the literature any prior or current comprehensive investigation of the community college learning resources program in relationship to instructional innovation, the study was designed to be exploratory in nature. A primary purpose was to collect a variety of data about the current status of community college learning resources programs. It was believed that a document describing existing services and listing of concluding guideline statements would assist in the systematic development of learning resources programs. The study would further identify promising practices in the organization and implementation of learning resources programs in community colleges, with special attention given to instructional practices perceived to be innovative by community college personnel.

This, then, is a descriptive study of learning resources programs in relation to media innovations for instruction as found in selected community colleges throughout the nation. The approach consists of a preliminary study (population identification, literature review, and questionnaire construction); an investigation stage in which the
responses from the questionnaire will be tabulated and analyzed; a site visit to seven selected community colleges; and the construction of a set of concluding guideline statements illustrating practices and activities occurring in learning resources programs and instructional areas.

Population and Sample:

The focus of the study is upon two-year public community colleges. In order to identify the target population, this researcher used the eighth edition of American Junior Colleges and the 1972 Directory of State-Accredited Maryland Colleges and Universities. American Junior Colleges describes 811 colleges. The 1972 Directory of State-Accredited Maryland Colleges and Universities lists sixteen public two-year colleges. Of the 827 possible colleges, 322 institutions meet the two criteria which were used to identify the sampling population; namely, (1) print and nonprint materials must be available in the learning resources collection, and (2) more than 1,000 nonprint items in more than one format category must also be in the collection.

After examining the descriptive information in the American Junior Colleges, it was found that 587 of the 811 community colleges reported having both print and nonprint materials within their collection. After applying the second criterion the survey population was reduced to 316 institutions. In studying the sixteen public two-year colleges in Maryland, it was discovered that ten of them were already included in the 316 institutions. Therefore, the addition of the remaining six community colleges brought the survey population to 322 public community colleges.
Questionnaire:

In order to survey the 322 selected institutions, a questionnaire was designed. Ideas for the design of the questionnaire were formulated after examining various studies which required the collection of similar information, and from examining ideas and opinions found in the literature relating to community college instructional programs, innovation, and learning resources. Those studies, instruments, or research projects which proved to be most helpful were: Mary V. Gaver, *Services of Secondary School Media Centers: Evaluation and Development*; James W. Liesener, *A Process for Planning School Media Programs: Defining Service Outputs, Determining Resource and Operational Requirements, and Estimating Program Costs*; Edna F. Hinman, *Checklist of Educational Innovation*; W. R. Fulton, *Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities*; and American Library Association and others, *Guidelines for Two Year College Learning Resources Programs*. The criteria for formulating the questions included: (1) requested information not readily accessible from other sources, and (2) information which was relevant to the study.

The draft questionnaire was reviewed by learning resource system and community college experts. Revisions resulting from the experts' opinions were made and the questionnaire was then field tested. For field testing, the questionnaire was mailed to seven administrators responsible for learning resources programs (Appendix A), none of whom was in the final sample. Several comments were received from the field test and were incorporated into the final questionnaire.
Mailed Survey:

Upon receipt of approval of the Doctoral Committee, 322 questionnaires (Appendix B) along with a cover letter (Appendix C) were mailed. One hundred sixty follow-up letters (Appendix D) were mailed one week after the deadline had passed to those institutions not yet responding. The findings for this study were based upon the responses from 150 usable questionnaires from a total return of 175 questionnaires.

Site Visits:

From an analysis of the survey data, seven institutions were selected for a site visit. The general characteristics used in selecting the institutions were as follows: (1) geographic distribution of location, (2) range of sizes of the student body and faculty members, (3) variety of instructional strategies, (4) differing services being provided by the learning resources programs, and (5) range of size and diversity of the collections.

Once the five general characteristics were applied to the 150 community colleges, specific criteria were developed for analyzing the programs. These include:

1. The informational services at the community college must be organized around the Learning Resources Center concept.

2. There must be a staff of at least four professionals and four supportive personnel excluding student assistants.

3. Ten or more services must be provided by the Learning Resources Center staff for both students and faculty.

4. There must be evidence that extensive use of learning resources can be found in at least three curricular areas within the community college program.
5. There must be a definite correlation between these three curricular areas and educational innovation.

The seven community colleges selected for the site visits were:

1. Bergen Community College, Paramus, New Jersey
2. City College of San Francisco, San Francisco, California
3. College of DuPage, Glen Ellyn, Illinois
4. Florissant Valley Community College, St. Louis, Missouri
5. Greenfield Community College, Greenfield, Massachusetts
6. Lane Community College, Eugene, Oregon
7. Prince George's Community College, Largo, Maryland

Following the selection of the seven site visits, each institution was contacted for permission to carry on this project within the college. A site visit guide was developed (Appendix E). An interview was conducted with the person named in the questionnaire as being responsible for the learning resource center program. Other members of the learning resource center staffs also participated in the interview process as well as faculty members involved in innovative instructional practices and college administrators. Time was also spent discussing both the learning resource center program and the instructional program with students. Discussions with all these groups provided further data and insights into the operations of these selected institutions. The results of the site visits are provided in Chapter Five.

Questionnaire Data Analysis:

The data from the questionnaires were analyzed in order to describe the development and implementation of learning resources services in community colleges with special attention to how they support innovative instructional practices. The steps followed include:
1. Tabulate responses according to organization and administration of learning resources facility types.

2. Compile, chart, and analyze responses to each question.

3. Tabulate responses for several questions according to regional accrediting associations.

4. Treat data as percentages and/or averages.

5. Summarize data.

6. Apply responses to questions raised in Chapter One, page 8.

   - Are print and nonprint services interrelated on community college campuses? If so, how are they related?

   - What proportion of community colleges use media to provide portions of the instructional program for individual learners (learning resources concept)?

   - What are the learning resources services provided in those community colleges using the learning resources concept?

   - What are the learning resources facilities in community colleges?

   - Which of the services provided directly facilitate instruction?

   - What are the responsibilities of the learning resources staff?

   - What are the patterns of administrative organization for community college learning resources services?

   - What are the patterns of development of learning resources programs in community colleges?

   - Are there patterns of development, organization, facilities, and services which would optimize future community college learning resources program development?
Site Visit Data Analysis:

An analysis of the data collected during the seven site visits was done so as to confirm or amplify data on especially promising practices in developing and implementing learning resources services in community colleges with special attention to innovative instruction. The steps followed were:

1. Compile and analyze responses to site visit questionnaire.
2. Prepare a profile for each of the sites visited.
3. Report data reflecting the following points:
   a. Type and organization of materials
   b. Administrative organization and procedures
   c. Staffing patterns
   d. Programs of service
   e. Extent of use
   f. Budgetary conditions
   g. Relationship of learning resources program to the instructional program.
4. Report responses according to similar and dissimilar items.

Guideline Development:

The final phase was to analyze the data from the review of literature, questionnaires, and site visits in order to generate a set of concluding guidelines which illustrated techniques and styles of cooperative program development between the learning resources program and instructional program. Three steps were followed:

1. Compare similar responses from questionnaire and site visits.
2. Compile items found in majority of responses.

3. Categorize the guideline entries under the following headings:
   a. General
   b. Personnel
   c. Functions
   d. Public Relations
   e. Instructional Development

Guideline Validation:

Upon the completion of the concluding guideline statements, the statements were sent to the panel of experts for review. Five criteria were used in selecting the five panel members. The criteria were:

1. Individual must be currently involved in the community college field.

2. Individual must be recognized by his or her peer group as being an authority in the community college field. This was determined by having been recognized as a consultant and having published materials in the learning resources area.

3. Individual must have had experience in planning and/or conducting learning resource programs in two-year community colleges, or

4. Individual must have had experience in planning and/or conducting innovative instructional programs in two-year community colleges.

5. Individual must be able to respond to the draft guidelines within three weeks' time from date of mailing.

The process followed in obtaining the panelists were:

1. Contact national learning resources associations for existing list of consultants for learning resources programs in community colleges.

2. Examine "Brief List of Consultants for Library Programs in Two-Year Colleges," June 1971, containing
22 names made available by the Library Administration Division of the American Library Association, and June 11, 1976 letter from Clint Wellington, Director of Research and Communications, Association for Educational Communications and Technology, containing five names.

3. Examine Education Index, Library Literature, and Resources in Education (ERIC) to determine whether or not these individuals had published material relating to community college learning resources programs or instructional innovation. Thirteen individuals had published materials.

4. Select five individuals to serve as the panel of experts, taking into consideration geographical location and job responsibilities. The five panelists were:

- Joleen Boch
  Director of Library Services
  College of the Canyons
  Valencia, California

- Boyd Bolvin, Associate Dean of Instruction: Learning Resources
  Bellevue Community College
  Bellevue, Washington

- John H. Carmichael, President
  Westmoreland County Community College
  Youngwood, Pennsylvania

- Dorothy T. Johnson, Coordinator
  Library Technology
  Cuyahoga Community College
  Cleveland, Ohio

- James O. Wallace, Librarian
  San Antonio College
  San Antonio, Texas

The five panelists were asked to respond to the concluding guideline statements by checking either the agree or disagree column. The statements were based upon the assumption that learning resources personnel were already providing services in the areas of accessibility
of resources, reference or information referral, consultation/planning with faculty and students, and instruction in the use of the learning resources program.

After checking the appropriate response, the panelists were asked to provide comments which would help to clarify their responses. The last page of the guideline statements provided the panelists the opportunity to add criteria which were not stated in one of the five areas. The responses provided by the panel of experts were compiled.

All of the data collected were summarized and recommendations made. The concluding guideline statements provided the conclusions drawn from the findings of the questionnaires, site visits, and review of the literature.

Summary

The preliminary phase consisted of identifying the population which was to receive the initial questionnaire. The questionnaire was then constructed so that data could be collected for use in the next phase. The questionnaire was used to discover what was being done in the learning resources program in relation to media innovation in various curricular disciplines. During the second phase, the questionnaire responses were tabulated and analyzed. These data permitted selection of the seven community colleges to be visited. An interview form was used during the site visits in order to be consistent in writing the final report. A set of concluding guideline statements which would be of assistance to planners, designers, and implementers of community college learning resources programs was developed with the aid of a panel of five experts.
Chapter IV

THE FINDINGS FROM THE QUESTIONNAIRE RESPONSES

The purpose of this study was to determine the role and function of learning resources programs in community colleges in relation to media innovations for instruction. Guidelines for the development of learning resource programs which support instructional strategies were developed from the data collected by the questionnaire, from the site visit data, and from the review of the literature.

The findings in this portion of the study were based upon the responses from 150 usable questionnaires from a total return of 175 questionnaires. The usable questionnaires represented 47 percent of those questionnaires mailed to the directors of learning resources programs across the country.

The respondents were asked to identify the organizational and administrative title of their learning resources from one of the following descriptions: (The numbers to the left indicate the number of responses and the percent of the total 150 colleges.)
<table>
<thead>
<tr>
<th>No.</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>65</td>
<td><strong>Learning Resources Center (LRC):</strong> A unit organized to provide a full range of instructionally related print and nonprint services encompassing instructional design and development services administered as a single program under the leadership of one director.</td>
</tr>
<tr>
<td>24</td>
<td>16</td>
<td><strong>Media Center (MC):</strong> A unit organized to provide a full range of print and nonprint materials, necessary equipment, and services from the media staff to fulfill user requests.</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td><strong>Central Library (CL):</strong> A unit organized to provide primarily information in a print format, organized, stored, and retrieved to fulfill user requests.</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td><strong>Audiovisual Center (AVC):</strong> A unit organized to provide primarily nonprint services and the necessary equipment for proper utilization and distributed upon user request.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td><strong>Classroom Library:</strong> An area maintained in the instructional rooms where materials are shelved without benefit of centralized organization.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td><strong>Office Library:</strong> An area maintained in the individual areas provided faculty members where materials are shelved without benefit of centralized organization.</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td><strong>Eight community colleges had separate Central Libraries and Audiovisual Centers, but elected to respond jointly to the above two titles. A separate category was added to reflect these responses (CL-AVC).</strong></td>
</tr>
</tbody>
</table>

The seven colleges checking the Other category of facilities included the following: three tutorial/skills laboratory centers; two having a media center and central library; one learning resource center except for books and microfilm and a separate central library containing microfilm; and one Instructional Resource Center with a separate library.
Since no one elected to respond to descriptors five and six, these two titles were eliminated from further mention in this study. For convenience, the six facility types were referred to on the tables in this chapter by their initials.

Responses to each question were tallied according to the above six facility types — individually and as a total group. For several items on the questionnaire, the responses were also tallied according to their regional accrediting association. Regional titles and states were as follows:

**New England Association of Colleges and Secondary Schools, Inc. (N. E.):**
- Connecticut
- Maine
- Massachusetts
- New Hampshire
- Rhode Island
- Vermont

**Middle States Association of Colleges and Secondary Schools (M):**
- Delaware
- District of Columbia
- Maryland
- New Jersey
- New York
- Pennsylvania

**Southern Association of Colleges and Schools (S):**
- Alabama North Carolina
- Florida South Carolina
- Georgia Tennessee
- Kentucky Texas
- Louisiana Virginia
- Mississippi

**North Central Association of Colleges and Secondary Schools (NC):**
- Arizona Michigan Ohio
- Arkansas Minnesota Oklahoma
- Colorado Missouri South Dakota
- Illinois Nebraska West Virginia
- Indiana New Mexico Wisconsin
- Iowa North Dakota Wyoming
- Kansas
Northwest Association of Secondary and Higher Schools (NW):
Alaska
Idaho
Montana
Nevada
Oregon
Utah
Washington

Western Association of Schools and Colleges (W):
California
Hawaii

Each of the six regional accrediting associations has played a role in the development of community college learning resources programs. Standards relating to the learning resources programs were developed and used during accreditation team visits. It is appropriate to report several basic findings according to regions.

Table 1
Frequency Distribution of Regional Response to Initial Questionnaire

<table>
<thead>
<tr>
<th>Community Colleges</th>
<th>Regions</th>
<th>N.E.</th>
<th>M.</th>
<th>S.</th>
<th>N.C.</th>
<th>N.W.</th>
<th>W.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number receiving questionnaire</td>
<td></td>
<td>11</td>
<td>71</td>
<td>85</td>
<td>74</td>
<td>19</td>
<td>62</td>
<td>322</td>
</tr>
<tr>
<td>Number responding</td>
<td></td>
<td>6</td>
<td>31</td>
<td>45</td>
<td>34</td>
<td>8</td>
<td>26</td>
<td>150</td>
</tr>
<tr>
<td>Percent Responding</td>
<td></td>
<td>54</td>
<td>44</td>
<td>53</td>
<td>46</td>
<td>42</td>
<td>42</td>
<td>47</td>
</tr>
</tbody>
</table>

In most regions the responses were representative proportionately to the number of community colleges receiving the questionnaire. The southern region represented 27 percent of the total population surveyed. However, 30 percent of the responses to the questionnaire were from the Southern region.
Table 2

A Frequency Distribution of Facility Types in Community College by Region

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Regions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.E.</td>
<td>M.</td>
</tr>
<tr>
<td>LRC</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>MC</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>CL</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>AVC</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CL-AVC</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>31</td>
</tr>
</tbody>
</table>

Two out of every three community colleges responding indicated they had a Learning Resource Center facility. Within the regions the highest concentration of responses, ranging from 50 to 74 percent, to type of facility was the Learning Resources Center. The Western region had the greatest variety of facilities with six different types reported. The North Central region reported that 74 percent of its community colleges had Learning Resources Centers, which comprised the highest concentration of this facility type.

The remainder of this chapter is divided into five sections which correspond to the same sections which appeared in the questionnaire:

1. Community College Profile
2. Organization and Administration of Learning Resources
3. Arrangement and Accessibility of Learning Resources
4. Instructional Services
5. Instructional Development
These five sections are followed by a summary of the most frequently given responses to the 71 questions. Most responses are reported as percentages. In several questions the average figure and the range is significant.

Section 1

Community College Profile

Student Enrollment:

The enrollment of the 146 community colleges responding to question three ranged from 144 to 16,522 full-time students. The number of part-time students ranged from 25 to 50,000 in the 133 responding community colleges.

Table 3

Average Student Enrollment by Facility Type

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Facility Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC</td>
<td>MC</td>
</tr>
<tr>
<td>Full-time</td>
<td>2,915</td>
<td>3,193</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,899</td>
<td>4,755</td>
</tr>
<tr>
<td>Total Response</td>
<td>97</td>
<td>23</td>
</tr>
</tbody>
</table>
Table 4

Frequency Distribution of Enrollment in Relation to Facility Type

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>1-1000</td>
<td>23</td>
<td>32</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1001-2000</td>
<td>31</td>
<td>14</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2001-3000</td>
<td>11</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3001+</td>
<td>32</td>
<td>34</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>88</td>
<td>23</td>
<td>20</td>
<td>9</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Colleges reporting an Audiovisual Center, a Central Library/Audiovisual Center, and Other facility types had larger full-time and part-time enrollments, mainly 2001 full-time and 3001+ part-time or above. On the other hand, the Learning Resources Center, Media Center, and Central Library facility type enrollments were spread among all four enrollment categories. The part-time enrollment figures reveal that all averages were higher than they were for full-time enrollment.

Table 5

Frequency Distribution of Full-Time Student Enrollment by Region

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>N.E.</th>
<th>M.</th>
<th>S.</th>
<th>N.C.</th>
<th>N.W.</th>
<th>W.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1000</td>
<td>1</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>1001-2000</td>
<td>4</td>
<td>6</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>2001-3000</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>3001+</td>
<td>0</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>4</td>
<td>17</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>30</td>
<td>43</td>
<td>34</td>
<td>8</td>
<td>25</td>
<td>146</td>
</tr>
</tbody>
</table>
Of the 146 responding community colleges more than one third (37 percent) had a full-time enrollment of more than 3000 students. The Western region reported 68 percent of its colleges in this category. The Northwest and North Central regions had 50 percent and 44 percent respectively which also represented the largest concentration of responses from these colleges in any of the population categories.

The New England and Southern regions had the largest concentration of responses in the 1001-2000 category, while the Middle region had the highest concentration of responses (37 percent) in the 0-1000 category.

Only 13 percent of the responding colleges had full-time enrollments between 2001-3000. The only other region showing a distinguishing percentage was the New England region. Of the six responding schools, 67 percent were in the 1001-2000 category, while there were no responses in the 3001+ category.

Faculty Members:

The range of responses to the number of full-time faculty was 13 to 1,245. The average for the 145 colleges responding was 143 faculty members.
Table 6

Frequency Distribution of Faculty Members in Relation to Facility Type

<table>
<thead>
<tr>
<th>Number of Faculty</th>
<th>Facility Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC</td>
<td>MC</td>
</tr>
<tr>
<td>1- 25</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>26- 50</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>51- 75</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>76-100</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>101-125</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>126-150</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>151 +</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Average</td>
<td>144</td>
<td>140</td>
</tr>
</tbody>
</table>

For the 140 colleges responding the part-time faculty average was 13.4. In community colleges with all facility types except the Media Center, the average for part-time faculty was lower than for full-time. The responses ranged from 2 to 1,109.

The responses to the number of full-time and part-time faculty members were divided into categories of 25 up to 150+. The largest concentration of answers was in the category of 150+ with 35 percent of the full-time and 33 percent of the part-time responses in this category. Four facility types had their highest concentration of full-time responses in this 150+ category.

Campus Locations:

Of the 150 community colleges responding, 139, or 93 percent, were on permanent, separate campuses. Six colleges were on partially
temporary campuses and five of the colleges were on completely temporary campuses. Campus location by facility type found the greatest concentration of each type on permanent separate campuses.

Table 7

Frequency Distribution of College Location in Relation to Facility Type

<table>
<thead>
<tr>
<th>Location</th>
<th>Facility Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC</td>
<td>MC</td>
</tr>
<tr>
<td>Metropolitan</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Suburban</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Rural</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>24</td>
</tr>
</tbody>
</table>

Almost half (47 percent) of the responding community colleges reported that they were located in a suburban setting. The largest concentration of responses by facility type also appeared in the suburban location. Other college locations reported were: urban, small town/industrial, multi-campus, and outlying industrial/commercial zones.

Section 2

Organization and Administration of Learning Resources

Organization:

The learning resources on the campuses responding were administered as one unit in three out of every four instances. It should be noted that there was a distinct division between the responses of the Learning Resources Centers and Media Centers and the four remaining facility
types. The Learning Resources Center and Media Center programs were generally administered as one unit, while the Central Library, Audiovisual Center, Central Library/Audiovisual Center, and Others were almost exclusively administered as two or more units. The administration of facility type by full-time enrollment indicated that nearly 75 percent of all students were enrolled in institutions where the learning resources were administered as one unit.

Table 8
Relationship of Administrative Unit to Facility Type

<table>
<thead>
<tr>
<th>Unit</th>
<th>Facility Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC</td>
<td>MC</td>
</tr>
<tr>
<td>One</td>
<td>89</td>
<td>19</td>
</tr>
<tr>
<td>Two or More</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>24</td>
</tr>
</tbody>
</table>

Budget:

The pattern of allocating budgetary amounts for learning resources was similar throughout the six regions. More than half of the participating colleges (70) allocated between 4 and 7 percent of the college's total budget to learning resources. This category (4-7 percent) included the highest percentage of responses in each region.

The 132 community colleges responding to this question averaged 5.5 percent of their total college budget allocated to learning resources for all purposes. The range for the Learning Resources Center
was from one to twelve percent. The Learning Resources Center was slightly above the total average with 5.6 percent of its budget being allocated to learning resources.

Table 9
Frequency Distribution of College Budget Allocation by Facility Type

<table>
<thead>
<tr>
<th>Percentage of Budget</th>
<th>Facility Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC</td>
<td>MC</td>
</tr>
<tr>
<td>Under 3%</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>4-7%</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>8-11%</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>12-15%</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>21</td>
</tr>
</tbody>
</table>

More than half of the full-time students were enrolled in community colleges which allocated between 4 and 7 percent of their total budget to learning resources.

Space:

The 128 facility types responding to this question occupied an average of 28,107 square feet. The Learning Resources Center had an average of 29,831 square feet, while the Media Center averaged 19,850 square feet. Central Libraries had the largest square footage average of 35,244 square feet. The smallest average of 3,945 square feet was in the Audiovisual Center facility type. The range of square footage was from 882 to 129,262 square feet.

Nearly 62 percent of the community colleges in this study reported that their learning resources were centralized. However, the Central Library, Central Library/Audiovisual Center, and Other had the greatest
percentage of answers in the decentralized category while the Learning Resources Center, Media Center, and Audiovisual Centers had a range of 66 percent to 78 percent in the centralized category.

Table 10

Frequency Distribution of Location of Learning Resources by Facility Type

<table>
<thead>
<tr>
<th>Location</th>
<th>Facility Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC</td>
<td>MC</td>
</tr>
<tr>
<td>Centralized</td>
<td>65</td>
<td>18</td>
</tr>
<tr>
<td>Decentralized</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>23</td>
</tr>
</tbody>
</table>

Accessibility to the Facility:

Almost 95 percent of the 150 community colleges responded that their learning resources were available during class hours. There was more variety in responses to the availability of facilities during evening and weekend time when classes were not being held. One hundred and one community colleges, or 67 percent, responded that learning resources were available during evening and weekend hours.

Responses to availability during vacation and holidays also showed some variety. Totally, 92 community colleges, or 61 percent, responded "Yes" with the Central Libraries showing only 30 percent "Yes" responses, while the Audiovisual Centers and Central Library/Audiovisual Centers responded that 100 percent of their facility types were available during vacation and holidays.
Professional Personnel:

Table 11

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Facility Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LRC</td>
<td>MC</td>
</tr>
<tr>
<td>Full-Time</td>
<td>6.5</td>
<td>4.0</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2.14</td>
<td>2.0</td>
</tr>
</tbody>
</table>

The number of full-time professional personnel in the learning resources programs ranged from 1 to 45 persons. The average number of professional staff was 6.33. The largest number of responses (38 percent) was in the 4-6 category, with 33 percent of the responses in the 1-3 category. Only two of the 12 colleges reporting 13 or more full-time professional staff were not in the Learning Resources Center facility type.

In every facility type, except the Media Center, the greatest number of responding community colleges did not employ any part-time professionals. This represented 49 percent. However, in those community colleges having Media Centers 60 percent employed between one and three part-time professionals. Totally, 42 percent of the responding colleges employed between one and three part-time professionals.
Table 12

Number of Professional Personnel Employed in Learning Resources in Relation to Type of Facility

<table>
<thead>
<tr>
<th>No. of Personnel</th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>45</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1-3</td>
<td>28</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4-6</td>
<td>38</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>7-9</td>
<td>14</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10-12</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>13-15</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16+</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>95</td>
<td>23</td>
<td>20</td>
<td>9</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

In reporting the number of professional staff by regions, the Western and Southern regions reported their mode of responses in the lowest grouping of one to three professional staff. In all other regions, the mode appeared in the four to six professional staff category.

In the New England region no college reported more than six staff members, and the Northwest region had only two participating colleges with more than six staff members. The Western region had 42 percent of its colleges with seven or more professional staff including 11 percent (three colleges) with 16 or more staff.

More than seven out of every ten colleges reported between one and six full-time professional staff members regardless of what percentage of the total budget was allocated for learning resources. Half of the colleges employing between one and three full-time staff allocated between 4 and 7 percent of their college budget on learning resources,
while slightly more than half of the colleges employing four to six professional full-time staff allocated between \( \frac{4}{7} \) and 7 percent.

Those colleges employing one to three full-time staff more frequently had full-time enrollment figures under 2,000. Those colleges employing four to six full-time staff showed 50 percent of their schools enrolling below 2,000 students and 50 percent above 2,000 full-time students.

Eighteen of 24 schools employing ten or more full-time professional staff enrolled more than 3,000 full-time students.

More than half (52 percent) of all the professional staff of the 148 community colleges surveyed were employed by a 12-month contract. Almost a fourth (24 percent) were employed by a 10-month contract. Over 90 percent of the community colleges did extend faculty rank to learning resource staff members. The number of staff having faculty rank ranged from 0 to 21 staff members. The greatest concentration of answers ranged from one through seven (77 percent) with 17 percent of the community colleges responding to having three staff with faculty rank, the highest response to any one figure. The average was \( \bar{x} = 4.74 \) staff members with faculty rank per community college.

In examining the responses by the facility type, the figures closely resemble those for the 141 community colleges in total. Over 73 percent of the Learning Resources Centers reported between one and seven of their staff had faculty rank.

Seven out of every ten learning resource personnel were not assigned additional responsibilities outside the program area. Those additional responsibilities that were assigned included teaching,
college committees, inter-collegiate committees, grant procurement, advising students, and general administrative assignments.

**Principal Learning Resources Staff Person:**

Director was the title used by more than 55 percent of the responding colleges to designate the principal learning resources staff member responsible for the learning resources program. Almost 17 percent of the colleges used the title of Librarian. The seven other titles which had varying responses ranging from one percent to 8 percent included chairperson, coordinator, dean, dean assistant, dean associate, other, and no one.

In analyzing the titles by regions, the responses were very similar to those for the total population. The Western region showed the most diversity with responses under nine different titles with only 34 percent using Director to designate the principal learning resources staff member.

In analyzing the titles by full-time student enrollment categories, the title Director represented the greatest percentage of the responses. These responses ranged from 47 percent in the 3001+ category to 71 percent in the 2001-3000 category.

This principal learning resources staff member reported to the Academic Dean in almost 58 percent of the colleges responding. Most of the other colleges reported to a Vice President or some other administrator. In all six regions, this principal staff member reported to an Academic Dean in more than 52 percent of the responding colleges. Three out of every four such staff members had a 12-month contract.
In over 88 percent, of 131 community colleges, the principal staff member was responsible for the development of the annual budget. This trend was also evident in looking at the responses by facility type. In the community colleges where the principal staff member was not responsible for budget, the dean, finance department, director, administrative committee, president, business manager, or vice-president was responsible for developing the annual budget. No matter what percent of the total annual budget was allocated for learning resources, the greatest concentration of responses indicated that the principal learning resource staff member was responsible for budget preparation.

Support Personnel:

Almost seven out of every ten colleges employed some full-time clerks and/or technicians in the learning resources facility. More than half of these colleges employed between one and six clerks or technicians full time. Nine out of every ten colleges did not hire any full time students and eight out of every ten colleges did not hire any full-time aides or other type of support personnel.
Table 13

Frequency Distribution of Types of Paid Support Personnel

<table>
<thead>
<tr>
<th>Number of Personnel</th>
<th>Aides</th>
<th>Clerks</th>
<th>Technicians</th>
<th>Students</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>0</td>
<td>117</td>
<td>118</td>
<td>41</td>
<td>112</td>
<td>50</td>
</tr>
<tr>
<td>1-3</td>
<td>24</td>
<td>16</td>
<td>52</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>4-6</td>
<td>5</td>
<td>4</td>
<td>30</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>7-9</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>10-12</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13-15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>16+</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>No. of Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employing Help</td>
<td>36</td>
<td>32</td>
<td>109</td>
<td>38</td>
<td>100</td>
</tr>
<tr>
<td>Average No. for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Those Employing</td>
<td>5.0</td>
<td>7.6</td>
<td>5.5</td>
<td>2.7</td>
<td>3.9</td>
</tr>
</tbody>
</table>

More than 75 percent of the community colleges reported that they did not employ aides, clerks, technicians, or other part-time supportive staff. Approximately 68 percent responded that they did employ part-time students. Community colleges that did employ part-time staff usually employed between one and three persons.

The colleges that employed students (37 percent) employed 16 or more students. The 101 colleges that employed part-time students averaged 17 students each.

Instructional Development Staff:

Totally, 78 percent of the community colleges responding did not have professional staff assigned full-time to instructional development activities. Of the 33 colleges having full-time staff assigned, 31
responded that there were between one and five professional staff members assigned to full-time instructional development activities.

The Learning Resources Center facility type reported 79 percent not having any professional full-time staff assigned to instructional development activities. The Media Centers, Central Libraries, and Audiovisual Centers reported between 90 and 100 percent with no one assigned to instructional development. The Central Library/Audiovisual Centers had 63 percent of its colleges with professional staff members assigned and the Other facility type had 86 percent of its colleges with professional staff assigned to instructional development activities.

On the other hand, 63 percent of the community colleges responded that professional staff was assigned part-time to instructional development activities. Over half of the responding colleges had between one and five staff members assigned part-time to instructional development activities with an average of 2.34 each.

In looking at the responses by facility type, colleges with Learning Resources Centers and Media Centers reported less than 40 percent of their centers with no professional staff assigned part-time to instructional development activities, while colleges with the Central Library, Audiovisual Center, Central Library/Audiovisual Center, and Other types reported over 57 percent of their colleges had no professional staff assigned part-time to instructional development activities.

Overwhelmingly, each region, except the Western Region, responded that no learning resources professional staff was assigned full-time to instructional development activities. The percentages ranged from
100 percent in New England to 76 percent in the North Central region. The total of 115 responses represented 78 percent of the 148 responding colleges. The Western region, however, showed 40 percent with one to five learning resources professional staff assigned full-time to instructional development activities.

More than half of the colleges responding to each region assigned between one and five learning resource professional staff part-time to instructional development activities. The range was from 50 percent of the Southern and Northwestern region to as high as 83 percent of the Northeast region.

Table 14

Frequency Distribution of Staff Assigned to Instructional Development Activities

<table>
<thead>
<tr>
<th>Professional Staff</th>
<th>Non-Professional Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>63</td>
</tr>
<tr>
<td>Average</td>
<td>2.34</td>
</tr>
<tr>
<td>Full-Time</td>
<td>22</td>
</tr>
<tr>
<td>Average</td>
<td>1.78</td>
</tr>
</tbody>
</table>

Professional staff were assigned part-time to instructional development activities with more frequency than non-professional staff. More than 60 percent of the professional staff were assigned part-time, while only 29 percent of the non-professional staff were assigned part-time.
Staff, professional and non-professional, were assigned part-time more frequently than full-time to instructional development activities. Full-time assignment for professional staff occurred only 13 percent of the time.

Section 3

Arrangement and Accessibility of Learning Resources

Materials:

In the 97 community colleges 73 percent responded that materials were grouped by format and filed on open shelves and there was variety in percentages in the breakdown by facility type. Slightly more than 57 percent of the Central Library/Audiovisual Center and Other types said "Yes," while the Learning Resources Centers, Media Centers, and Central Libraries "Yes" responses ranged from 71 percent to 85 percent. The Audiovisual Centers had a 100 percent "Yes" response to this question.

Eight out of every ten community colleges responded that there was not an interfiled open shelf arrangement of learning resources at their college. However, the Central Library, Audiovisual Center, and Other facility types reported positive responses ranging from 33 percent to 50 percent. Community colleges with Central Library/Audiovisual Centers, and 10 out of 15 Media Centers, reported no interfiled open shelving. The Learning Resources Centers reported 17 percent interfiled open shelving.

Nine out of every ten community colleges reported that all materials were easily accessible for use. In addition, all but one of
the 150 community colleges reported that equipment was easily accessible for use within the learning resources facility. With two exceptions, equipment was accessible for classroom use, and there was provision for the preview of materials in the responding community colleges.

All but two of the responding 148 community colleges did arrange for faculty interlibrary loans. However, only 84 percent of the colleges arranged student interlibrary loans.

Three out of every four of the 150 community colleges used bulletins to tell staff about new acquisitions. Other methods, less frequently used, included sending materials to departments, displays, sending catalog cards or book catalogs to departments, and releases in campus newspapers.

<table>
<thead>
<tr>
<th>Table 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency Distribution of Learning Resource Program Clearinghouse Function by Facility Type</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>90</td>
<td>18</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>126</td>
</tr>
<tr>
<td>Equipment</td>
<td>87</td>
<td>15</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>114</td>
</tr>
<tr>
<td>Total Colleges</td>
<td>98</td>
<td>24</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>150</td>
</tr>
</tbody>
</table>

In 85 percent of the colleges the learning resources program served as a clearinghouse for all requests for new materials. In 78 percent of the colleges the learning resources program served as a clearinghouse for requests for new equipment.
Table 16
Frequency Distribution of Professional Collection by Facility Type

<table>
<thead>
<tr>
<th></th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td>81</td>
<td>20</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>4</td>
<td>121</td>
</tr>
<tr>
<td>Not Available</td>
<td>17</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>24</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>150</td>
</tr>
</tbody>
</table>

More than eight out of every ten of the responding 148 colleges reported that a professional collection was available for faculty use. All of the Central Library/Audiovisual Centers had such collections.

Awareness of Program:

More than eight out of every ten community colleges informed their personnel of learning resources and materials through Bibliographies. Three out of every four colleges said they used Orientation Sessions to inform personnel of their program. More than half of the colleges reported using Displays, Reports, Inservice Sessions, Office Meetings, and Conferences.

The most frequent method of informing the administration of the learning resource program needs was through Reports. Over 93 percent of the responding colleges used this method. Office Meetings were used in more than 85 percent of the colleges. Some of the Other methods used less frequently included: budget requests, personal contacts, conferences, program proposals, and newsletters.

Collection Re-evaluation:

Never Materials Available was the most frequently used reason for re-evaluating the learning resources collection. Almost 97 percent of
the colleges reported using this method. The use of Changing Curriculum Content was also extensively used by 90 percent of the colleges in re-evaluating their collection. New Teaching Techniques were considered by over 78 percent of the colleges in re-evaluating their collection. Several other reasons for re-evaluation included: circulation, collections of nearby institutions, student/faculty demands, self-evaluation, new curriculum and institutional objectives.

Handbooks:

In two-thirds of the 150 colleges responding, a faculty handbook was available which described all facets of the learning resources program. Slightly more colleges (7 out of every 10) reported that student handbooks were available.

Table 17

Frequency Distribution of Learning Resources Handbook Availability by Facility Type

<table>
<thead>
<tr>
<th></th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Handbook</td>
<td>71</td>
<td>14</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>103</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>76</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>108</td>
</tr>
<tr>
<td>Total Colleges</td>
<td>98</td>
<td>24</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>150</td>
</tr>
</tbody>
</table>

Table 18

Frequency Distribution of Learning Resource Program Policy Statements Availability by Facility Type

<table>
<thead>
<tr>
<th></th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>81</td>
<td>17</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>120</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>24</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>148</td>
</tr>
</tbody>
</table>
Policy statements governing the operation of the learning resources program were readily available for faculty, student, and administrator use in more than 80 percent of the colleges.

Teaching Related Activities:

Approximately 60 percent of the colleges reported that the learning resource program staff did participate as members of the teaching team by presenting materials and/or information in classroom settings. Every facility type reported more colleges which included learning resources staff on teaching teams than did not. The Central Library/Audiovisual Centers had the greatest number with 75 percent of the staff participating as teaching team members.

In the New England, Southern, North Central, and Northwest regions the responses to this question of participation as teaching team members were evenly divided between "Yes" and "No," with the Northwest region's eight responses being divided slightly unevenly with five "Yes" and three "No's." However, in the Middle and Western regions there was a greater percentage of "Yes" answers with 71 percent and 73 percent respectively.

Table 19

Frequency Distribution of Learning Resource Program Staff Membership on Curriculum Committees by Facility Type

<table>
<thead>
<tr>
<th></th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>114</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>24</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>150</td>
</tr>
</tbody>
</table>
More than three-fourths of the responding community colleges reported the staff of the learning resources program did serve on curriculum committees. The highest percentage (100 percent) of involvement was reported by the Audiovisual Centers while the Media Centers had the lowest percentage (63 percent) of involvement.

The learning resource professional staff served on Curriculum Committees in 66-80 percent of the New England, Southern, North Central, and Western regions. The Northwest region, however, showed only 50 percent "Yes" answers while the Middle region had the highest "Yes" responses with 90 percent.

Almost nine out of every ten of the colleges said "Yes" that planning with faculty members made the learning resources program staff informed about future assignments and needs. The range was from 79 percent of the Media Centers to 100 percent in the Audiovisual Centers and Central Library/Audiovisual Centers. Only 13 percent of the colleges felt their learning resources staff were heavily involved in planning curricular changes and teaching-learning innovations. The remaining colleges were almost evenly divided in their responses between "slight" (46 percent) and "moderate" (41 percent) involvement in planning curricular changes and innovations. There was some variation when analyzed by facility type.
Table 20

Frequency Distribution of Learning Resource Program Staff Involvement in Curricular Development Activities by Facility Type

<table>
<thead>
<tr>
<th>Amount</th>
<th>LRC</th>
<th>MC</th>
<th>CL</th>
<th>AVC</th>
<th>CL-AVC</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slight</td>
<td>39</td>
<td>13</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>Moderate</td>
<td>45</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Heavy</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>22</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>146</td>
</tr>
</tbody>
</table>

There is less consistency among responses by regions to the question of involvement. Three regions (Middle, Southern, and Northwest) had the greatest percentage of responses in the "slight" category. The other regions (New England, North Central, and Western) had their highest percentage of responses in the "moderate" category.

Cooperative Activities:

More than three-fourths of the 146 colleges that responded reported that the staff of their learning resources program were involved in cooperative activities with other community groups and organizations through conferences and visits. Approximately one-third of the colleges reported involvement through reports, bibliographies, program exchange, and several other methods which included: consortia, workshops, union lists of resources, loan of resources, speaker's bureau, and professional organizations.
Section 4

Instructional Services

Instructional Support:

In the section titled "Instructional Services," 22 types of services were listed. The respondents were asked to check the learning resource program services that were, in their judgment, offering direct instructional support. The respondents were to indicate if the service was: (1) not provided, (2) provided to any faculty member, and (3) provided to the department. In the second and third sections of each question, the respondent was to indicate whether faculty or department use was: (1) non-existent, (2) light, (3) medium, or (4) heavy. One of the purposes of Questions 46-67 was to assist in the selection of site visits through an indication of the range and variety of instructional services being provided.

Since the majority of persons chose not to respond to the department use of the various services, a discussion by department is not included. It was indicated that since the service was provided directly to the faculty, the departments were also being indirectly served. The individual responses may be found in Appendix F. The discussion of faculty use will be summarized by the extent of usage rather than question by question. Only those facility types whose responses differ greatly from those of the total group will be discussed in detail.

Of the 22 instructional services listed, six were provided to faculty members by more than 90 percent of the community colleges. These most popular services and the level of usage included:
1. Ordering new nonprint materials on request — medium to heavy usage.

2. Having available audiodiscs or tape recording on request for individuals from specific classes — medium to heavy usage.

3. Having available visual materials on request for individual assignments for specific classes — medium to heavy usage.

4. Producing audio recordings in any format — evenly divided between medium and heavy usage.

5. Providing consultation on materials needed in special subject areas — medium to light usage.

6. Providing instruction in the use of learning resources program — medium to light usage.

Five services provided to faculty had a response from 80-89 percent of the colleges and six other services offered to faculty had responses from 70-79 percent of the colleges. Therefore, 77 percent of the services listed in the questionnaire were provided by more than 70 percent of the responding community colleges.

These additional services and their usage provided by three-fourths or more of the colleges included:

1. Ordering new nonprint materials on request — medium to heavy usage.

2. Placing print materials on closed reserve for specific classes — medium to heavy usage.

3. Producing copy slides or regular slide sets for use in instruction — medium to heavy usage.

4. Producing overhead transparencies — even usage in all three categories: light, medium and heavy.

5. Providing video tape recordings for individual viewing assignments for specific classes — medium to light usage.

6. Providing consultation on resources needed for units of instruction — light and medium usage.
7. Providing services whereby materials can be adopted to fill the college's instructional program — light and medium usage.

8. Producing video tape recordings — light to medium usage.


10. Preparing special bibliographies on request — light usage.

11. Providing services whereby materials can be adapted to fill the college's instructional program — light usage.

Two-thirds of the colleges provided production of learning packages and experienced generally "light" usage.

Approximately only one-third of the colleges offered the following three services and reported either "light" or "non-existent" usage:

1. Observing students in the Center for purposes of sharing with faculty information about interests, needs, and habits of study and reading behavior.

2. Providing a program whereby instructional materials and methods can be evaluated according to their teaching effectiveness.

3. Providing a listing of community resources which support the college's instructional program.

The production of computer-assisted instruction programs was little used. Only 18 of the 143 colleges responding provided this service. Eleven of these 18 colleges had Learning Resources Centers, while two colleges each had Media Centers or Central Libraries. The remaining three had Other facility types.

The Learning Resources Centers, Media Centers, Audiovisual Centers, and Central Library/Audiovisual Centers responses to these 22 statements on instructional services were very similar to those for the total population. The Central Libraries showed only ten of the services being
offered by more than 70 percent of its colleges. The Other types of facilities had the lowest percentage of its colleges providing any one service.

Section 5

Instructional Development

Resource Assistance:

More than nine out of every ten community colleges in this survey responded that staff of the learning resources program worked with faculty members in assisting them with the integration of instructional resources into the teaching-learning process. Eleven ways in which this assistance could be given were listed and the responses were varied.

Almost 80 percent of the colleges responded that assistance was given faculty members as well as departments and units. The greatest number of responses for each of the six facility types was for this type of assistance.

Four other methods of assisting faculty with integration of instructional resources used by more than 50 percent of the colleges included:

1. Assistance given on a first-come-first-served basis.

2. Assistance not charged to the individual or instructional unit since the budget of the learning resources program was sufficient to cover all costs.

3. Assistance given in the production and use of materials which were used outside the learning resources program facilities.

4. Assistance provided faculty members in all phases of producing learning packages.
Assistance given according to number of students; assistance given to departments or units only, not to individual faculty members; assistance given for required courses first as opposed to elective courses; and cost of assistance willing to be shared by faculty or departments or units all had a very low response (1-3 percent). Eight of the 12 responses to these four areas were from the Learning Resources Center facility type.

Instructional Areas Using Learning Resources:

Twenty-seven (27) different areas of response categorized the answers to the question: "In your judgment, what are the specific departments or courses on which your learning resources program has had the greatest effect directly on instruction?" Some responses were grouped for the ease of discussion.

The fields of Health Careers (43 percent), Social Studies (43 percent), Science (41 percent), Language Arts (31 percent), Business (24 percent), Humanities (21 percent), Fine Arts (17 percent), Mathematics (12 percent), Foreign Languages (7 percent), and Vocational Education (5 percent) were most directly affected by the learning resources program. The remaining 17 areas had four or fewer responses. They included the following, in alphabetical order: architecture, automotive programs, agriculture, cosmetology, counseling, drafting, electronics, engineering technology, home economics, landscaping, law enforcement programs, library/media technology, mechanics, physical education, public and community services, real estate, and veterinary science.
Instructional Support Success:

Three main factors stood out among the 19 different responses as to "What was considered your greatest success in supporting or influencing instruction?"

Learning resources personnel and faculty cooperation were important in supporting or influencing instruction in more colleges than any other factor mentioned. Nearly 39 percent of the colleges stated this factor while it was reported by 60 percent of the Learning Resources Center facility type.

Offering a full range of services was another important supporting factor in 26 percent of the colleges. The third most frequently mentioned item considered important in supporting or influencing instruction was media design, development, and production. This item was mentioned by almost 20 percent of the colleges, while 23 percent of the colleges with Learning Resources Centers mentioned this item.

Individualized instruction was mentioned by 7 percent of the colleges. The remaining 15 items had five or fewer responses. Some of these included: mediated instruction, administrative support, student use and involvement, and public relations.

Instructional Support Difficulties:

Nineteen (19) major difficulties in supporting or influencing instruction were listed by the 148 responding colleges. Four difficulties elicited responses from more than 16 percent of the colleges. Approximately one-third of the total population mentioned budget difficulties — an area which had a high response from each of the six facility types.
Faculty resistance to change was second highest on the list, with one out of every four of the community colleges responding. All six facility types reported difficulties in this area.

The third most frequently mentioned difficulty was an insufficient number of learning resources staff. Nearly one-fifth of the community colleges mentioned this problem. Notable numbers of responses appeared in the Learning Resources Center, Central Library, and Central Library/Audiovisual Center facility types.

More than 16 percent of the colleges mentioned limited faculty usage as a major difficulty. From this point on, the responses to further difficulties represented less than 9 percent of the total population. Some of the additional difficulties included: lack of administrative support and attitude, lack of sufficient time, use of traditional instruction, and inadequate facilities.

**SUMMARY**

The average enrollment of the 150 community colleges responding was 3,124 full-time students and 4,248 part-time students. In each facility type the greatest number of responses was in the category of 3001+ students.

The average number of faculty members employed in the community colleges was 143 full-time and 131 part-time. In each facility type the greatest number of responses was in the category of 151+ faculty members.

Over 92 percent of the colleges were housed completely on a permanent, separate campus and 47 percent of the colleges were located in suburban areas.
In 65 percent of the responses the organization and administration of the learning resources was identified as a Learning Resources Center. Sixteen percent of the colleges indicated that they had Media Centers. The learning resources were administered as one unit 74 percent of the time. Ninety-eight percent of the colleges responding had either a Learning Resources Center or a Media Center.

The percentage of the total college budget allocated to learning resources for all purposes ranged between 4 and 7 percent in almost half of the colleges. The average percentage allocated to purchase learning resources was 5.5 percent.

The average square footage occupied by Learning Resource Centers for their programs was 28,107 square feet. Over 45 percent of the colleges responded that they allocated 24,000 or more square feet for the learning resources program. In more than 60 percent of the colleges, the total space assigned to the learning resources program was in one building.

Of the colleges responding, almost 95 percent indicated that their learning resources were available during class hours, while 67 percent indicated that the resources were available for evening and weekend use during times classes were not being held. The resources were available during vacation and holiday periods in over 60 percent of the colleges.

The average number of paid professional personnel working in the learning resources program was 6 full-time and 2 part-time for those colleges hiring part-time personnel. Of the colleges responding, 38 percent had between four and six full-time personnel and almost half of
the colleges had no part-time paid professional personnel. More than half of the professional staff worked on a 12-month contract.

In 92 percent of the colleges responding, the learning resources staff had faculty rank and status. The responses indicated an average of 5 professional staff in the 130 colleges granting this faculty rank and status to the learning resources professional personnel. In 70 percent of the responses, it was indicated that key learning resources personnel were not assigned additional responsibilities not related to the operation of the learning resources program.

The most frequently mentioned title of the principal learning resources staff member responsible for the program was Director. This principal staff member reported to the Academic Dean in almost 60 percent of the colleges and their contract year was 12 months in three-fourths of the community colleges. In over 88 percent of the responses, the principal learning resources staff member was responsible for the development of the learning resources program's annual budget.

The number of paid support personnel, not including professional staff, varied. Of the colleges responding, approximately eight of every ten did not employ full-time aides, students, or any other type of full-time support personnel. However, over 70 percent of the colleges did employ full-time clerks; those that did employ clerks averaged 5 clerks. Two-thirds of the colleges employed full-time technicians with an average of 4 each.

The number of colleges not employing part-time paid support personnel such as aides, clerks, technicians, or other was above 75 percent in each instance. However, 67 percent of the colleges did employ part-time student help, averaging 17 part-time students each.
In over 60 percent of the colleges responding, professional staff members in the learning resources program were assigned part-time to work on instructional development activities with faculty members. Only 22 percent of the colleges reported that professional staff worked full-time on instructional development activities. Thirty percent of the colleges reported that non-professional staff was assigned part-time and 12 percent assigned full-time to instructional development work with faculty members.

Materials were grouped by format and were filed on open shelves in three-fourths of the colleges, and almost 20 percent indicated that materials, regardless of format, were interfiled on open shelves. All materials were made easily accessible for use in more than nine of every ten of the colleges. Equipment to utilize these materials was available for use within the learning resources areas and classrooms. Almost 94 percent of the colleges provided preview of materials. Interlibrary loans were arranged for faculty in over 98 percent of the colleges and for students in over 84 percent of the colleges.

The most popular forms of informing community college personnel of learning resources programs and materials was through bibliographies (82 percent), orientation sessions (75 percent), and displays (68 percent). The administration was informed of the needs of the learning resources program through reports and office meetings.

The most popular method for re-evaluating the collection by the staff was in terms of newer materials available (97 percent) and changing curriculum content (90 percent).
In over two-thirds of the colleges a faculty handbook was available and over 70 percent had a student handbook available which fully described all facets of the learning resources program. Policy statements governing the operation of the program were readily available for faculty, student, and administrator use in 71 percent of the colleges.

The community college staff was informed of new acquisitions most frequently through bulletins (76 percent). In 85 percent of the colleges the learning resources program served as a clearinghouse for all requests for new materials and in 78 percent as a clearinghouse for all requests for new equipment. Of the colleges responding, 82 percent made available for faculty use a professional collection of materials.

In 60 percent of the colleges the staff of the learning resources program participated as a member of the teaching team. The staff of the learning resources program was involved most frequently in cooperative activities with other community groups and organizations through conferences (77 percent) and visits (77 percent). Over three-fourths of the colleges responding indicated that learning resources staff served on curriculum committees. Nine out of every ten of the institutions reported that planning with faculty members helped to keep the staff of the learning resources program informed about future assignments and needs. The responses were nearly equal between "slight" and "moderate" learning resources staff involvement in planning curricula changes and teaching-learning innovations.

Of the 22 instructional services listed, six of these services were provided to faculty members by more than 90 percent of the community colleges and reported generally "medium" usage. The most popular services included: (1) ordering new print materials on request,
(2) having available audiodiscs or tape recordings on request for individuals from specific classes, (3) having available visual materials on request for individual assignments for specific classes, (4) producing audio recordings in any format, (5) providing consultation on materials needed in special subject areas, and (6) providing instruction in the use of the learning resources program.

Five services provided to the faculty had a response of 80-89 percent and six other services offered to faculty had responses from 70-79 percent of the colleges. Therefore, 77 percent of the services offered were being provided by more than 70 percent of the responding colleges.

Four services with the lowest number of responses from colleges offering the services to any faculty member included: (1) production of computer-assisted instruction programs, (2) observation of students in the Center for purposes of sharing with faculty information about interests, needs, and habits of study and reading behavior, (3) provision of a program whereby instructional materials and methods could be evaluated according to their teaching effectiveness, and (4) provision of a listing of community resources which support the college's instructional program.

The staff of the learning resources program in over nine out of every ten colleges worked with faculty members to assist them in integrating instructional resources into their teaching. In their most often used form these services included: (1) assistance given to individual faculty members as well as departments and units (80 percent), (2) assistance given in the production and use of materials which were used outside the learning resources program facilities (62 percent), and
(3) assistance provided faculty members in all phases of producing learning packages (56 percent).

The most frequently mentioned departments or courses upon which the learning resources program had the greatest instructional impact included health careers, social studies, and science.

Colleges considered their greatest success in supporting or influencing instruction to be the cooperation between the learning resource staff and the teaching faculty and the full range of services they offered. Budget difficulties, faculty resistance to change, and insufficient staff were indicated as the major difficulties in supporting or influencing instruction by the learning resources program staff.
Chapter V

REPORT OF THE FINDINGS FROM THE SEVEN SITE VISITATIONS

The information contained in this chapter resulted from the seven site visits. As a result of these visits, a clearer picture of current community college learning resources programs emerged. Observations of the learning resources programs, interviews with learning resources center administrators, staff members, and students provided descriptive information obtainable only through a site visit.

The seven selected community colleges provided a representative sampling of elements which were believed to be desirable in a sound learning resources program. The criteria used to select the seven site visit locations were described on pages 52-53 in Chapter Three - "Methodology." There were many elements considered essential for inclusion in any learning resources program. However, the organization and arrangement of these elements varied. Two important factors which appeared in each successful program were the ability of the Learning Resources Center staff to be people-oriented and the ability to work with various groups and individuals.
Community College Profiles

A profile of each of the seven community colleges visited is provided to acquaint the reader with the location, population, objectives and organization of the colleges and their programs.

Bergen Community College
Paramus, New Jersey
Sarah K. Thomson, Chairman
Library and Learning Resources Department

The campus is located upon a 167 acre site on what formerly was the Orchard Hills Country Club. The new campus was officially opened for instruction on December 13, 1972. Located in a suburban environment adjacent to New York City, the college enrolls approximately 3,500 full-time and 4,500 part-time students.

In a September 1965 report to the State Board of Education, made by the New Jersey State Commissioner of Education, it was stated that there was sufficient and reliable evidence of the need for a County College in Bergen County and that the County was financially able to construct and operate the proposed College. The College was projected to fulfill immediate and long-range educational needs of the citizens of the community.

The primary aims of Bergen Community College were to:

1. Make two-year college education available to members of the Community.

2. Provide full and part-time students with diversified programs of studies leading to a variety of educational and vocational goals.

3. Offer programs of scholastic, vocational, personal and community counseling.
4. Use the resources of the institution to meet local needs.

5. Supplement educational opportunities in the County and State. (169)

Bergen Community College subscribes to the comprehensive community college concept which brings education beyond the high school level to all who can profit from it. It is also dedicated to the ideal that special services, such as continuing education programs, cultural activities and counseling, should be made available to the entire community.

Bergen Community College realizes the need to develop and educate citizens prepared to meet the varied demands of a dynamic, technological age and to prepare young people and adults to undertake the obligations of intelligent citizenship and family life. The College offers diversified and useful educational experiences to meet its responsibilities to the individual and to society. High academic standards are maintained so that the student can transfer easily to the four-year college or be prepared for immediate and effective employment.

The College is aware of its total obligation to the student body and to the community-at-large. It serves as a cultural center dedicated to learning and service. Bergen Community College holds frequent lectures, symposia, musical and dramatic presentations, as well as exhibiting film festivals and workshops of general interest which encourage broad community participation. The College's proximity to centers of learning and areas rich in cultural activity enables it to draw fully on these resources while making its own contributions to them. Symbolic of this philosophy and purpose is the Library and Learning
Resource Center which is located at the functional and geographical center of the campus. It is the intellectual nucleus around which the College's educational programs revolve. The chairman for the Library and Learning Resource Center was the fourth person to be hired as the College began a year of development and organization prior to its first day of classes in September 1968.

The primary emphasis of the faculty is on effective instruction of students. Research and writing to reinforce instructional activities is important. Since the general welfare of the student is of paramount importance, emphasis on individual advisement and counseling is fundamental to the College's philosophy. Faculty members are selected not only for their academic qualifications and experience, but also for their interest in maintaining close student-teacher relationships that will enable students to develop their full potential. To reach this goal, student counseling services are centralized under the Dean of Students.

Bergen Community College has been approved as an institution of higher learning by the New Jersey State Department of Higher Education, and is fully accredited by the Middle States Association of Colleges and Secondary Schools.

City College of San Francisco
San Francisco, California
Mrs. Iole Matteucig, Assistant Dean
of Library Services

The City College of San Francisco was established in 1935 and was founded to meet a sustained demand by the people of San Francisco to establish a public institution of higher learning that offered instruction on both the university and semi-professional levels.
Instruction began in August 1935 in temporary facilities at the University of California Extension Division Building at Galileo High School. Approximately 1,500 students were in attendance during the first semester. Escalating enrollment forced the use of other temporary facilities, and by 1939 classes were meeting in 22 locations. To overcome these difficult conditions, the San Francisco Board of Education approved a building program designed to meet the future needs of the College.

Acquisition of a 56-acre campus in Balboa Park, which is located south of the downtown area, marked the completion of the first step in this program. The first buildings had been planned for an enrollment of 2,500, but by 1940 approximately 3,200 students were in attendance. The national defense program and the subsequent entry of the United States into World War II led to a decline in enrollment, but by 1947 the influx of high school graduates and returning veterans swelled the student body beyond 5,500. To provide more classroom space, the College scheduled evening classes in a nearby school and acquired the United States Navy Waves Separation Center, which adjoined the campus.

Provision of funds by the San Francisco Unified School District, principally through school-bond elections and State and Federal grants, enabled the College to continue its building program in order to accommodate enrollment, which, in the spring of 1974, totaled approximately 14,000 students in the Day Division and approximately 6,500 students in the Evening Division.

City College of San Francisco is dedicated to the belief that higher education should make generally available whatever intellectual
training people need and seek. It takes a responsibility as well for the general intellectual development of its graduates. Its curriculum is comprehensive and diverse.

The College offers two-year programs of study to meet the needs of its students and the city whose name it bears. In common with other schools of this kind, it offers the first two years of instruction leading to the Bachelor's degree, while meeting educational needs not satisfied by universities, liberal arts colleges, or technical institutes. This special combination of services is reflected in the nature of the College, the diversity of its functions, the number and variety of its curricula, and its sensitivity to the educational requirements of those whom it serves. The College makes its opportunities available, tuition free, to all resident high school graduates and to other mature resident persons prepared to undertake college work. Non-residents of California, under the State Education Code, are required to pay tuition.

Within its resources, City College of San Francisco seeks to provide opportunities for each of its students to acquire and develop intellectual, ethical, social, and physical competencies so that they may live rich and useful lives.

In offering these opportunities, the College intends:

1. To make the student aware of the disciplines that have occupied men's minds and to make him sufficiently familiar with at least one of them so that he will have both material and method for thought.

2. To assist the student in preparing for a career.

3. To bring forth in the student a facility in the languages of words and numbers so that he may communicate with his fellow men and develop an awareness of man's contribution to the world's cultures, past and present.
4. To assist the student in his physical development through the improvement of his physical skills, and in increased health knowledge so that he may enjoy the benefits of physical and mental well-being to the fullest extent possible.

5. To provide the student with sufficient awareness and understanding of American political principles and their development for him to become a socially concerned and just citizen.

6. To create an environment in which students of diverse backgrounds may attain the satisfaction of living to full capacity as individuals and as members of a broader community. (170)

City College also intends to provide educational opportunities appropriate to the interests and needs of an ever-changing community.

The program of studies offered by the City College of San Francisco is accredited by the Western Association of Schools and Colleges. In addition, semi-professional curricula are accredited, approved, or recognized by specialized agencies.

College of DuPage
Glen Ellyn, Illinois
Richard L. Ducote, Dean of Learning Resources

DuPage County lies directly west of Chicago. Great changes in county growth and characteristics have taken place in recent years and continued changes will have an important bearing upon the educational needs of the citizens. The district of the College of DuPage (DuPage County and small portions of Will and Cook Counties) had originally developed as primarily residential; however, within the past few years industrial development has far outpaced projections and now occupies a prominent place within the area growth pattern. Many diversified small
industries, large manufacturers, numerous service industries, and several research centers have located within DuPage County.

Following the passage of the Junior College Act in the Illinois General Assembly in 1965, the voters of 10 high school districts in DuPage County acted favorably on December 4, 1965, to create a junior college to serve the residents of the area. Soon several additional districts voted to be annexed into the District. These additions made the College of DuPage District one of the most populous districts in Illinois outside the City of Chicago, with its citizens numbering more than 700,000.

In September 1967, the college opened with an enrollment of 2,619 students. By 1974 the college's enrollment had grown to more than 12,000.

In September 1969, after holding classes in rented facilities for two years, most of the college operation moved to interim campus buildings. Satellite teaching stations, including many district high schools for the continuing education program, are used as a method of bringing educational opportunities to all district residents.

During the summer of 1971, College of DuPage discarded the traditional organizational structure of discipline lines, e.g., English Department, Humanities Department, and was reorganized into a cluster system by forming a series of small colleges, each of which provides a comprehensive educational program for its students. This plan supports the belief that the individual student's needs are met best through a more intimate and personalized atmosphere inherent in the small college cluster organization. There are seven Cluster Colleges. One, Alpha, is an experimental college enrolling about 200 students in non-traditional
studies. Another, Extension, is organized to offer courses and programs in off-campus locations throughout the District. The other five are staffed to enroll about 1,200 full-time equivalent students each, making it possible for students and faculty to work closely together in achieving educational goals. This allows for greater personal attention to students by faculty. Each of the colleges offers a comprehensive program of curricular offerings including studies leading toward university transfer, career orientation, and general and continuing education.

After identifying his career interest, a student can expect to find one or another of the colleges with a complete program able to fulfill his need. Each college features areas of emphasis and offers related courses supporting such programs.

In addition to Alpha and Extension, the colleges and areas of career emphasis are:

- DELTA -- Physical Science and Related Technologies, Humanities and Vocational
- KAPPA -- Business
- OMEGA -- Media
- PSI -- Human Services
- SIGMA -- Health

The College is accredited by the North Central Association of Colleges and Secondary Schools. College of DuPage is evaluated yearly by the Illinois Community College Board by submitting a detailed "Application for Recognition" and a "Report of Selected Data and Characteristics of Illinois Public Junior Colleges." In addition, the
college receives a formal visit from members of the staff of the State Board at least every fifth year.

A permanent campus is being developed on the college's 273-acre site. Construction of a seven-building complex will take place in phases with the first phase having been completed in 1973.

College of DuPage is dedicated to the service of the community. Created by the community's need for the variety of educational programs that only a comprehensive junior college can supply, the college is committed to offer a full range of programs. The college will perform its functions best by providing each student with:

1. the maximum educational development of which he is capable;
2. the opportunity to examine critically the issues of a dynamic society;
3. opportunities for leadership and participation in group decision-making;
4. recognition of individual and social rights and responsibilities;
5. an opportunity for experiences which increase his understanding of our cultural heritage;
6. an opportunity to acquire a useful vocational skill;
7. opportunities for vocational and leisure-time experiences;
8. guidance in the formulation of personal career goals. (171)

The college must be responsible not only to the needs of the students but also to the needs of the community. Hence, it will seek to stimulate the intellectual and cultural life of the community, attempt to meet the employment needs of local businesses and institutions, and invite local participation in the formulation of its programs.
College of DuPage is committed to:

1. guaranteeing to every individual equality of opportunity through education experiences adjusted to his level of readiness; and

2. assisting in the satisfaction of human needs and in the resolution of societal problems which exist and/or evolve. (171)

As a student-centered and future-oriented institution of higher learning, the college is:

ACCESSIBLE to an ever-increasing proportion of community members.

COMPREHENSIVE in terms of the provisions established to meet the changing individual and community needs and the objectives of the institution. In everything that it seeks to do, the college must strive to be open, receptive, participative and flexible.

COMMUNITY-CENTERED in its service concepts and orientation, in its control and support, in its interests and in its approaches to evolving service opportunities.

COMMITTED to supplementing societal efforts to promote life-long learning and change on the part of community members. (171)

The College provides the following services: general education programs suitable to a wide variety of students; university-parallel course offerings; specific career programs; developmental programs to assist students in achieving academic proficiencies; advising and counseling; and public service programs.

The College of DuPage believes it is essential that the college:

- functions as an integral part of the community;

- involves the community in the fulfillment of its mission;

- establishes goals and objectives that focus on future horizons, changing conditions and evolving needs;
Greenfield Community College
Greenfield, Massachusetts
Margaret E. C. Howland, Chairman
Division of Learning Resources

Greenfield Community College is located in a rural setting in the beautiful and historic Pioneer Valley of Western Massachusetts. It is one of fifteen community colleges operating under the authority of the Massachusetts Board of Regional Community Colleges and supported by the Commonwealth of Massachusetts.

Opening in September 1962 with 125 students, the college, which is located on an 80-acre site, now has a current enrollment of 1,400 full-time and 361 part-time students. Greenfield Community College moved into its $16.5 million permanent facility in August 1974. The building is terraced up a hillside and has five levels in the Core area which houses executive offices, the college library, computer center, AV center, TV center, college store and cafeteria. The north and south academic wings contain six faculty-student modules which serve as gathering places and focal points for college activities. Exterior multilevel courtyards provide a relaxing surrounding.

The present construction was built to accommodate 1,500-2,000 students. Plans for future construction include physical education facilities and an auditorium.

The college offers a comprehensive program of studies and related supporting services. The services of the college are available to
students of varying ages, both full-time and part-time. The instructors
make use of many strategies, recognizing that students learn in various
ways.

The college is dedicated to offering quality education at the
lowest possible cost to students in the region and from other sections
of the Commonwealth. Enrollment is open to out-of-state students.

Greenfield Community College is accredited by the New England
Association of Schools and Colleges. It is served by an Advisory Board
of regional residents appointed by the Governor.

Greenfield Community College believes in people -- in their
dignity, individuality and diversity, in their freedom to think and to
explore, in their need for knowledge and continuing growth and in their
responsibility to contribute positively to society. The college motto
expresses the essence of that philosophy: The right to think -- the
will to learn.

The community college's mission includes the provision of programs
for students desiring transfer to the upper division of a baccalaureate
degree program, and programs designed to prepare students for a variety
of career positions in which an associate degree is necessary or
desirable. To this end, there are currently 16 associate degree
programs being offered. The instructional program is organized around
six divisions -- one being Learning Resources. (172)

Florissant Valley Community College
St. Louis, Missouri
Betty Duvall, Associate Dean,
Instructional Resources

The fourteen year history of Florissant Valley Community College as
a member of the Junior College District of St. Louis is characterized
by rapid growth, educational innovation, and a tradition of community services.

Committed to the idea of a comprehensive community college system, determined citizens participated in efforts to bring about the creation of institutions to meet post-secondary educational needs of the community. Enabling legislation was enacted by the Missouri Legislature and in 1962, the Junior College District was approved by district voters.

Three colleges resulted — Florissant in suburban north county, Forest Park in the city of St. Louis, and Meramec in the southwest part of the county. Since 1962, each college has greatly expanded its operations, beginning with rented buildings, moving to temporary campus structures, and finally to modern, well-equipped permanent facilities.

Florissant Valley Community College opened in February 1963 and offered only evening courses. More than 250 students enrolled in those first classes taught at an area high school. The enrollment grew to 750 the following semester. February 1975 found the enrollment of full-time students just over 3,000 and part-time students at nearly 5,200.

A permanent campus location was purchased in 1963 and construction of temporary buildings began. During the next four years, the temporary structures, with several additional trailers, served the college as classrooms, offices, and student centers.

In 1965, district voters approved a $47.2 million bond issue, at that time the largest bond issue of its type ever passed, to construct permanent structures on the three campuses. Construction at Florissant Valley began in April 1966, and the first three buildings were in use in the 1967-68 winter. The gradual shift from temporary buildings to permanent structures continued throughout the next three years.
Each of the three colleges within the District is headed by a Vice President who reports to a District-wide President. Overall District policies and procedures are established through a management-by-objectives program.

As a comprehensive community college district, the Junior College District of St. Louis is concerned with the post-high school educational needs of the community it serves. The District accepts its responsibility for leadership and purposes to develop and maintain a collegiate program sufficiently flexible to adjust to the changing educational needs of the area. To fulfill these needs, the District offers academic, technical-vocational, and cultural courses, all directed toward the betterment of the student, and thus of the community.

Florissant Valley is dedicated to quality instruction and, therefore, to the continuing improvement of instruction and of the functions that facilitate teaching and learning. It promotes instructional and institutional research as a means of improving its ongoing functions. To assist in reaching its instructional goals, Florissant Valley Community College has established the following:

**College Level Curricula**
- offers courses and curricula at the college level only, except for certain developmental work intended to prepare high school graduates (or the equivalent) for college-level curricula.

**Two-Year Programs**
- offers courses normally taught in the lower division (first and second year) of senior colleges and universities, together with occupational curricula that can normally be completed within two calendar years of college level work.

**Serving the Community**
- a community college is responsive to the educational, cultural, civic, recreational, and other needs of the immediate community.
Open to All
- an open-door college and accepts any resident of the district who is a high school graduate (or the equivalent) regardless of high school record or placement test score. However, the college reserves the right to guide the placement of students into courses and curricula that seem appropriate considering specific preparation.

Comprehensive Offerings
- a comprehensive college. Through its college and university parallel curricula, its occupational programs, its developmental program, its continuing education offerings, and student services, it attempts to meet the needs of students with a wide range of abilities, interests, and goals. (173)

Florissant Valley Community College is fully accredited by the North Central Association of Colleges and Secondary Schools.

Lane Community College
Eugene, Oregon
H. Keith Harker, Associate Dean,
Learning Resource Center

Lane Community College was established in 1964 as a public, two-year coeducational institution. The District encompasses a 5,000 square mile area which includes Lane County, stretching from the Pacific Ocean to the Cascade Mountains. The college serves a population of about 237,000 persons. The college's enrollment is approximately 6,100 full-time students.

As one of Oregon's 13 publicly supported community colleges, Lane operates under the general direction of the Oregon Board of Education. The State Board handles requests for legislative appropriations, establishes standards for distribution of that support, and creates and implements guidelines for instructor and course approval.
On its 282-acre suburban Eugene campus, the college has 655,000 square feet under one roof. The modern $25 million campus was dedicated in 1969. It has been cited for its ease of access for the handicapped and for its landscaping. Construction monies were generated from local taxes and state and federal grants. Outreach centers are maintained in three locations and a skills center is located in one community.

The College offers a comprehensive curriculum which includes more than 40 technical-vocational and 60 college transfer programs. The College is truly a part of its community. Its students range in age from the teens to the retirement years and they use the College throughout life for initial training, refresher courses, retraining, and for avocational, recreational, and cultural pursuits and for community betterment activities.

The College places educational opportunities within the financial, geographic, academic and psychological reach of its community. Its tuition is low, its teaching locations are within close commuting distance, its remedial facilities and student-centered faculty reflect concern and interest for each student.

Lane Community College provides a wide range of career education and training suitable to varying levels of competency in preparation for employment in technical and vocational fields. Lane offers lower-division college transfer courses which parallel the requirements of the State System of Higher Education. General courses, community services and programs, and extra-curricular activities are offered for those who desire to broaden their educational and cultural experiences or to continue life-long learning.
Lane Community College provides developmental and remedial education which affords opportunities for entry into other areas. Lane offers continuing education courses to provide for job improvement, apprentice-related instruction, occupational extension, and personal growth. Counseling services to assist students and residents of the community in self-evaluation and attainment for their personal and educational goals are provided. Numerous cultural activities are offered to the residents of the College region.

Lane Community College's growing national reputation has earned it membership in the League for Innovation in the Community College. As a member of the League, Lane Community College participates with America's best community colleges in the exchange of innovative ideas and practices. The College is accredited by the Northwest Association of Secondary and Higher Schools.

Lane serves more than 20,000 individuals each year in credit and adult education classes. The 1973-74 enrollment for credit programs was 10,317; for adult education it was 11,398. Unduplicated head count, estimated, for the college's first nine years — 1965-1974 — was 99,545. That included 48,541 in credit programs and 51,004 in adult education.

The typical credit student is a Lane County resident, Caucasian, freshman, male, single, age 25, who attends school full-time. That profile emerges from an analysis of the 6,750 individuals who enrolled in the Fall term 1974 for one or more credit courses. The students were 58 percent male and 64 percent of the total were attending full-time. A larger share of the men, 68 compared to 58 percent for women, were attending full-time. (174)
Prince George's Community College
Largo, Maryland
Leah K. Sekritz, Director,
Learning Resources

Largo, now rural in character, is being affected by rapid suburban growth. Once relying upon small town commerce and an agriculture system based upon tobacco and truck farming, the area has rapidly broadened its economic base to include research and government service industries. The area's close proximity to the District of Columbia has stimulated growth. With a growing population, now numbering over 750,000, Prince George's County claims a proud historical background, and looks forward to meeting the challenges of the future in all areas of social, cultural, and business activities.

Prince George's Community College started in a high school building in 1958 with only evening course offerings which were almost exclusively in the college transfer program area. Prince George's Community College began operation with an initial enrollment of 185 students, 12 faculty members, a Dean, and a Director of Student Personnel. The first associate of arts degrees were given in June of 1960, by which time both faculty and student body had doubled in size. In 1964, plans for a permanent campus at Largo were approved. It was not until 1967 when Prince George's moved onto its permanent campus that career programs were developed. Today the college enrolls almost 10,000 students at its 150-acre site.

Programs of study are organized around two options: (1) liberal arts and sciences (transfer), and (2) technical and career education (career). The college provides extensive assistance to students in planning a program of study. Prince George's Community College is
dedicated to the provision of an environment where learning opportunities are available to all members of the community who wish to take part can do so. The college provides additional workshops, seminars, and conferences through its Community Services area.

Prince George's Community College operates under the following guidelines:

**Philosophy**

1. Creation of a total educational environment and commitment in helping each student realize his maximum potential.

2. Assuming leadership in responding to community needs in the face of a changing society.

**Objectives**

1. Implementation of effective learning programs, by awareness of new developments in curricula, teaching methods, and teaching tools.

2. Maintenance of close student-faculty relationships.

3. Encouragement of individual thought and action in each student.

4. Enlargement of the student's understanding of mankind's history and experience, and development of a student's perspective of himself and his relation to society.

**Programs**

1. Academic transfer programs to four-year colleges and universities.

2. Technical, vocational, and para-professional programs culminating with an associate of arts degree.

3. Extracurricular activities for enlargement of the student's interests.

4. Activities for adults who desire personal enrichment along with a continuing education.
5. Service programs responding to community problems and needs. (175)

The College was accredited by the Maryland State Department of Education in 1972 and by the Middle States Association of Colleges and Secondary Schools.

Site Visit Findings

During the visits an attempt was made to observe as many different aspects of the learning resources program as possible. The following responses to the questions contained in the Site Visitation Questionnaire (Appendix E) provided a detailed descriptive statement of current activities in seven representative community college learning resources programs across the country.

The learning resources staff were asked 14 questions, the faculty were asked three questions, and two questions were directed to students. The results of the site visits were reported according to very similar (6 or 7 colleges), similar (5 colleges), and dissimilar (4 or less colleges) responses to the 19 questions which were asked during each visit. Responses were very similar in 13 of the 19 questions. In two questions the responses were similar and responses to four of the questions showed varied or dissimilar responses.

VERY SIMILAR RESPONSES

Learning Resources Center Staff and the Educational Program:

The staff of all seven learning resources programs visited played an important role in the development and support of the community colleges' educational programs. In six of the seven colleges visited, the
professional staff members in the learning resources program held faculty rank and status. In the one institution where faculty rank was not granted, the Learning Resources Center staff were considered professional staff and could be given multi-year contracts. All seven of the colleges had professional staff assigned on a part-time basis to instructional development.

There existed on all seven campuses two types of activities by which the Learning Resources Center staff supported and assisted in the development of educational programs. These were: (1) consultative services, and (2) direct teaching activities.

1. Consultative services were provided through:
   - resource acquisitions
   - service and program awareness activities with faculty
   - programs on equipment and material use
   - production services
   - previewing services
   - instructional development activities

2. Direct teaching activities were:
   - inservice programs for teaching and administrative personnel
   - graduate credit courses relating to the use of media taught by local college personnel and held in the LRC
   - working with faculty on a one-to-one or small group basis
   - library/media technology programs taught by some LRC staff
   - overload teaching assignments

All seven of the administrators stated that their position in the administration of the college had some bearing on the effectiveness of the Learning Resources Center program in the instructional program. In six of the seven colleges the director of the learning resources program met frequently with fellow administrators for the purpose of designing curricular change, establishing campus-wide policies and procedures,
and planning future directions for all programs within the college. Members of the Learning Resources Center staff were actively involved in faculty affairs.

The administrators expressed concern that there was still need for further development of the Learning Resources Center staff's involvement in the educational program. One administrator stated: "There exists the need for selling the learning resources program through an active public awareness campaign. The LRC staff needs to talk with the total college community." When this is accomplished, there will be greater and more extensive ties between the Learning Resources Center program and the educational program within the community college field.

Learning Resources Program and Innovative Instructional Programs:

The relationship of the learning resources program to innovative instructional programs, at least in concept, was consistent among the seven campuses visited. The administrators of the programs stated that making materials and equipment readily accessible for faculty use was extremely important in supporting any type of innovative instructional activities. Local production services were a function which supported innovative instructional methods. Two college programs had developed a production room for faculty use.

The process and procedure by which this relationship between the program and innovative instruction was carried out varied greatly. Some procedures included:

1. Faculty planning of their own courses and content, then requesting learning resources support services.

2. Learning Resources Center staff going to faculty with ideas and resources.
3. Having Learning Resources Center staff positions entailing specific responsibility for working with faculty members and instructional change, i.e., media utilization consultants or advisors, instructional technologists.

4. Having the director of the learning resources program serve on curriculum and other campus-wide committees so as to provide ideas on innovations.

5. Setting aside from Learning Resources Center budget funds for innovative projects (mainly materials).

Two administrators voiced differing opinions as to what should be included in the Learning Resources Center program in order to provide innovative instructional support activities. One individual claimed that all functions which provided direct campus-wide instructional support should be included in the learning resources program. Another director stated that there was danger of making the Learning Resources Center too inclusive; the Learning Resources Center should remain a service agency and leave instructional design and development to others.

There was a positive relationship between the learning resources program and innovative instructional programs. The process varied greatly but many instructional areas were making more effective use of learning resources. The following were specific areas within the learning resources program which supported innovative practices:

- Television services
- Independent learning activities
- Developmental learning laboratories
- 16mm film distribution services
- Audio-tutorial laboratories
- Computer-assisted instruction
- Computer-managed instruction
- Video taping
- Slide/tape packaging
- Filmstrip collections
Services Provided Which Relate to Innovative Instruction:

On all seven campuses services were provided by the Learning Resources Center staff which were directly related to innovative instruction. Three directors stated that no specific service was more related to innovative instruction than another. All seven learning resources programs had provided an open environment, with no barriers placed between the patron and needed resources. This resulted in continued growth and support of the learning resources program.

The following two charts were taken from the Learning Resource Center Handbook, 1974, of one of the community colleges visited. Each of these charts indicated types of services being provided by the Learning Resources Center staff which supported instructional innovation.

Depending on the organizational structure of the remaining six community college learning resources programs, the services found in the two charts were being provided in varying degrees.
The LRC assists in the evaluation of existing programs and design of new curriculum.

Library
- Bibliographic services (book)
- Assist with research and reference
- ERIC materials
- Print and micro-print media resource assistance

Audiovisual
- Bibliographic service (non-book)
- Types of equipment available and its strength and limitations (some photographic production)
- Resource assistance for nonprint materials in curriculum design
- Facilities design for media usage

Electronic Production
- Audio and video production on and off campus
- Re-play audio and video through IRS
- Resource person for video program development
- Facilities design for video usage
- Live classroom transmission

Printing-Graphics
- Resource for production of workbooks, manuals, brochures, handbooks, etc.
- Resource for production of visuals for projection, charts, maps, diagrams, schematics, etc.

Study Skills Learning Center
- Staff resources -- design and develop small group and individually prescribed instruction from remedial through accelerated programs.

Instructional Technology
- Curriculum development, media design and evaluation
- Proposal writing -- consulting, personalized instruction

This assumes we have adequate personnel to perform these services, particularly bibliographic service and reference service.
### LRC

#### Archives

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<td></td>
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<td>Materials</td>
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</tbody>
</table>

*Would be in conjunction with the instructional technologist.

Figure 2: Services Provided by Various Areas Within the Learning Resources Center Program
Additional services provided in this area were:

- Faculty consultation
- Flexible approach to instructional development
- Community services
- Information retrieval system
- Computer-assisted learning center
- Media production areas
- Career/guidance information project
- Book catalog
- Integrated media on open shelves

On six of the campuses visited, the learning resources program supports learning labs which were located in various divisions throughout the college. Most of the materials provided in the learning labs were commercially prepared; however, more and more locally produced packages were being developed. On the seventh campus, which does not heavily support divisional learning laboratories, an instructional media area was being developed within the Learning Resources Center. This will house a listening/viewing area with carrels and appropriate equipment.

From the range and variety of service provided on each of the seven college campuses, it was concluded that the learning resources program was truly performing as an instructional service agency. Another director summarized the relationship of the Learning Resources Center's services to innovative instruction by claiming that "innovative ideas are given a chance to live. Teaching faculty have led, pulled, pushed the learning resources staff and vice versa."

Faculty Involvement in the Development of the Learning Resources Center Program:

Administrators of the learning resources programs stated that the majority of faculty members were very supportive and committed to the use of the learning resources program. One administrator emphasized
that during budget cutbacks the faculty's support caused the learning resources budget to be increased in order to provide needed resources and services. Six of the seven administrators indicated faculty use of the program ranged from 33 percent to 98 percent.

There were many ways in which the faculty became involved in the development of the Learning Resources Center's program. Some of these included:

1. Faculty often suggested topics or specific titles of new materials to be purchased although the final selection decisions rest with the learning resources program staff.

2. More than 50 percent of the faculty requested or were involved in service from the production unit on a regular basis.

3. Schedules of the learning resources staff in all seven colleges provided for time to be spent with faculty members to plan methods of using materials in the teaching-learning process.

4. Faculty and learning resources staff established an open relationship which was developed through cooperative activities, such as meetings with division chairpersons, individual or group staff conferences, workshops, and committee meetings.

5. Faculty involvement was also influenced to some degree by physical size of the college and the location of the learning resources program in relation to the instructional area.

Evaluation Processes of the Learning Resources Program Services:

The procedures which were used for the continuous assessment of the services provided by the staff of the learning resources program were staff and product evaluations. Other than staff evaluations, most other assessment/evaluation was done on an informal basis. Six of the seven colleges had a formalized staff performance evaluation process. The
openness of the learning resources program in six institutions enabled student, faculty, staff, administrative, and learning resources personnel to provide, on a systematic basis, input regarding the effectiveness of the Learning Resources Center. In discussions with the administrators, it was stated that very little substantial systematic evaluation of services or products was done. Statistical information was kept in all seven institutions. Two colleges extensively used a computer to analyze the collected data.

User questionnaires and surveys had been used on four of the seven campuses. However, the administrators of three of these programs felt that the results received were not extremely useful. Few persons ever responded. Thus, informal methods of providing responses were found to be more effective.

Faculty Use of Mediated Instruction:

According to statistics from each college, the proportion of community college faculty using mediated instruction over the past three years had increased. All seven of the institutions reported that with more and more faculty turning to the use of media, effective mediated instruction would continue to grow. Over the past three years there had been more opportunity for faculty in all seven colleges to get practical media experiences which resulted in success with student learning rates and comprehension.

The administrators of the learning resources programs stated that after concentrated work with several faculty members, these individuals were able to encourage other staff members to incorporate media into their teaching. There existed a small number of faculty members who
would never use media, but for the majority media had become an important teaching method.

Types of services which support mediated instruction which have experienced greatest increase over the past three years were:

- Local production
- Listening/viewing
- Graphics
- Computer-assisted instruction
- Video taping

Faculty Anticipated Use of Mediated Instruction:

The administrators of the seven programs were in total agreement with the concept that the proportion of faculty members using mediated instruction would increase over the next three years. Reasons for this projection were based upon the following statements:

1. Media were being extensively used and were becoming a way of life.

2. Media could only increase since more and more teachers were using media or were "ready to jump into the media bag."

3. Inservice opportunities were provided for staff development in the basic and more innovative techniques of media usage.

4. Administrators were committed to the use of media by teachers.

5. Faculty members were encouraged and reimbursed for taking courses offered at area colleges and universities which led to advanced degrees.

6. Faculty were becoming more conservative than they were ten years ago. However, in the return to the more traditional approaches, staff were extremely open and receptive to try new techniques and strategies in the use of media.

7. There was emphasis being placed upon the use and development of learning materials in the staff evaluation/assessment process.
8. Production staff were becoming more involved in planning, designing, and producing learning materials.

9. Statistical information provided illustrated a growth pattern in the use of media — print materials, 16mm films, slides, transparencies, video and audio tapes, television programming, and information retrieval systems.

10. All units within the learning resources program indicated an increase in the number of requests for services.

11. There was increased use of commercially prepared materials in addition to a growing interest in locally produced materials.

However, in spite of these optimistic remarks, several cautionary statements were made. If learning resource services decline, staff would stop using the learning resources program. There were constraints which may place barriers between the learning resources program and the user; these were decreasing budgets, limited staff, and inadequate facilities.

In discussing the types of mediated resources which would receive increasing use, the administrators of the programs offered the following:

1. The distribution of 16mm films would continue to grow as the most heavily used type of media.

2. Video taping would account for a considerable portion of the increased growth in mediated instruction. The taping would be done on location; however, the use of studio taping would also increase.

3. Slide/tape packages and transparencies would receive greater use because of their ease in local production.

4. Microforms will be more extensively used in community colleges. Back issues of periodicals and several special programs were most frequently available in microform.

5. Locally produced audio cassettes would also receive greater use. Their ease in distribution make them more flexible than previously developed systems.
Technological Systems Used:

There existed technological systems at all sites visited. A number of these systems or services were either directly within or supported by the learning resources program. Some of these included:

1. Computer-assisted instruction was being used in four institutions. In two other colleges, plans were being developed whereby CAI would be added as an instructional strategy. The content areas using computer-assisted instruction were general science, social studies, math, sociology, physics, dental health, remedial course in math and English, English-as-a-Second Language, library technology courses, and nursing programs.

2. Data processing was used as an administrative tool in all seven colleges. In five institutions the learning resources programs were using data processing. Services consisted of: on-line circulation, reports, generation of bibliographies, inventory control, evaluation information, statistical record keeping, and book generated catalogs.

3. Dial access had one of the most varied responses among the seven sites. Three colleges had planned for the installation of a system within the Learning Resources Center. One center never installed the system due to a negative faculty reaction. The other two colleges installed a system, one of which was later sold to another institution. The only college which had a dial access system made extensive use of it. Their listings consisted of commercially and locally prepared programs and the offerings were constantly being expanded.

A major reason for the lack of interest in a dial access system was that the needs of a commuter campus could not be served by a non-portable system. Cassettes had replaced this system making a more usable and flexible service.

4. Five community colleges had campus radio stations or access to air time on locally owned stations. In two institutions plans are underway to provide a limited number of course offerings via the radio.

5. Six of the seven colleges had campus production facilities for locally produced television programs. Three of the facilities were within the learning resources program, while the remaining three were in
the area of mass communication or broadcasting. Three campuses had full color production studios. Two of the other colleges were considering the installation of color capability. Two of the colleges used video tapes as their distribution systems, while the other four colleges had campus-wide closed circuit systems.

The one institution without campus facilities produced three programs in cooperation with two national television networks. Video cassettes served as their distribution system.

6. Two learning resources programs were providing word processing services. This provided an alternative to limited secretarial assistance within each campus-wide program area.

**Characteristics of the Learning Resources Staff:**

The characteristics of the learning resources staff indicated a fairly homogeneous group. The learning resources program staff in six of the seven colleges was relatively young. Six of the seven colleges required a master's degree for all professional positions.

The job experiences of the learning resources staff prior to entering the community college field were quite diverse. Four of the seven administrators stated that the majority of their staffs came from public schools. Other types of media related positions were from public libraries, college and academic libraries, including community colleges, special libraries, and graduate schools.

Job descriptions for professional learning resources staff existed in four of the seven community colleges. These description statements were contained in the policy/procedure manuals. Most faculty handbooks contained general statements applicable to learning resources staff since they are members of the general faculty.
The administrators indicated the learning resources staff were people who knew how to work well with other persons. This skill enabled them to sell the learning resources program more successfully.

**Instructional Staff and the Learning Resources Program:**

The instructional staff of each college played an important role in the development of the learning resources program. Some reasons that encouraged this increasingly important role of faculty included the following:

1. An open atmosphere in the Learning Resources Center encouraged the exchange of ideas, requests for services, and more frequent use of resources by the faculty. The faculty felt that they were encouraged to request resources and services.

2. In all of the colleges, the faculty indicated that they were making more extensive use of learning resources than ever before. Most faculty thought media was a priority item and an important part of instructional planning.

3. The faculty of three colleges stated that the Learning Resources Center advisory committee was a positive factor for providing faculty input into the development of the program. Input from other types of college-wide committees and meetings was a valuable mechanism for channeling information.

4. Three institutions had full-time staff assigned as material utilization specialists or instructional technologists. Through cooperative activities with these individuals, the learning resources program would continue to grow.

5. In five of the seven institutions the faculty stated that after they had roughly designed what they wanted, the learning resources staff became involved with shaping the development of the new program.

6. Most of the faculty interviewed expressed the belief that as success was gained in one program, it would cause growth and expansion in other programs. Since faculty usually asked what was available and not what
could be purchased or developed, instructional development reflected the services and collection of the existing center.

Current Teaching Practices:

Innovative teaching practices currently in use, or being considered in the seven colleges' instructional programs, reflected use of all media formats and were found in all subject areas. The administrators stated that innovation implied the better use of existing technology and materials. In one college faculty members designed their own instructional programs, learning packages, courses with open entry/exit options, and programmed learning materials; therefore, innovative teaching practices were a natural result. This college had a national reputation in the area of instructional innovation and faculty were encouraged to design innovative programs.

The descriptive information which follows is illustrative of the types of innovative programs in various curricular areas. Throughout all seven site visits, students and faculty members were observed using media.

1. Study Skill Centers or Laboratories

   a. On all seven campuses independent study centers had been established. These centers were usually supportive of one curricular area. Depending upon the curricular area, the centers served varying purposes — enrichment, reinforcement, tutorial, or basic instruction.

   b. A communications skill center had been developed on one campus. The center contained locally produced learning packages on language arts. Students enrolled in the technical/vocational program primarily used the center.
c. Another campus had developed an extensive study skills center as part of the learning resources program. The primary focus of the center was to meet the needs of individuals in reading and study skills related areas, such as math, foreign languages, nursing, history, science, music, and business.

d. On still another campus a learning skills project had been developed outside the Learning Resources Center. The purpose of the project was to offer student support services in the areas of identifying learning problems, counseling, providing basic or advanced tutorial assistance, and coordinating program activities with the instructional staff.

e. Career information centers had been established on three community college campuses. Each of these had been developed in cooperation with the learning resources program. Two of the programs were computerized.

f. One college had established a Developmental Learning Laboratory. The laboratory provided students the opportunity to use a wide variety of materials on varying levels of difficulty. Media used in the laboratory were computer programs, programmed learning materials, audio tapes, slides, filmstrips, and printed materials.

g. Nursing laboratories had been developed on all seven campuses. The focus of these laboratories was skills development through hands-on experience and technical oriented knowledge received through exchange of concepts and information. These centers extensively used media in most formats. One college was using a number of PLATO programs via the computer. Simulated exercises were carried out in all programs.

h. One campus had established an instructional laboratory. Housed in this center were developmental and technical learning materials. Three areas which most heavily used the laboratory were nursing, secretarial science, and engineering technology.

Centers developed on other campuses, not reflected in the above examples, were founded in nearly all curricular areas. The following listing is illustrative of the wide variety which existed: hotel-motel management, horticulture, math, business, social studies, and home
economics. One college had established a developmental laboratory's committee responsible for coordinating all related activities. The learning resources program had representation on this committee.

2. **Health Related Programs**

In addition to the learning centers established in the nursing programs there were a number of examples of innovative teaching practices in health related programs. The dental health program in one college had developed learning resource packages. The Radiologic Technology program in another college had made extensive use of video cassettes.

3. **Career/Technical Programs**

Law enforcement courses on three campuses used media. The video tape recorder was used for location shooting which was later used for classroom simulation activities. One program used 16mm films in classroom instruction.

The fire prevention courses in one campus used the portapak for recording material for later classroom use. This was found to be a most effective means for simulating real life experiences to the students.

In one college the business division had developed open entry/exit programs in the areas of shorthand, typing, and office practices. The office practices courses in another college were self-paced individualized training units.

One college was involved in a tri-state regional television project. The project, consisting of middle-management techniques, was aimed at inservice training for public employees. The programs will be distributed
via cable television. The college faculty were planning and developing
the series while a commercial television network provided design and
production services.

Other career/technical courses using innovative teaching practices
included:

a. Marketing courses used television for viewing
selling practices and techniques.

b. Manufacturing technology program had developed a
slide/tape package which presented an orientation
to this program area.

c. Data Processing course used a 16mm film on the
five basic components of a computer system.

d. Air frame and power plant courses developed open
entry/exit programs.

e. Home economics course had developed a slide/tape
orientation package.

f. Engineering programs used simulation activities.

g. Electronics technology program developed a self-
paced individualized instruction program for first-
year students.

h. Library media technology courses used media
extensively.

4. Physical Science

Individualized instructional packages, video tapes, slide/tape
packages, transparencies, filmstrips, 8mm film loops, and television
programs were all extensively used in science instruction. Three
colleges had developed audio tutorial biology laboratory programs.

5. Physical Education/Recreation

Faculty members teaching various courses in physical education made
extensive use of media. Because of heavy use and demand, a small
collection of materials had been loaned to the department for a skills development area.

6. **Humanities**

Foreign language departments were making considerable use of audio tapes in all seven colleges. Tapes had been extremely effective in English-as-a-second language programs. The 16mm film had been widely used in foreign language instruction. Another college was using computer programs on career planning for students learning English-as-a-second language. Most administrators stated that English programs made extensive use of all media. Individualized instructional materials, video tapes, slide/tape packages, audio tapes, 16mm films, and discs were most frequently used.

The speech and communications courses made extensive use of media. In three of the colleges visited the television facilities were a part of the communication/broadcasting department. There existed close cooperation between the Learning Resources Center and related instructional programs in all six institutions which had television studios.

7. **Math**

Types of media observed in math classrooms were: audio tapes, video tapes, television programs, transparencies, individualized instructional packages, and remedial programs used via the computer.

8. **Social Studies**

Social studies faculty members used slide/tape packages, discs, 16mm films, transparencies, filmstrips, and video tapes. One faculty
member had developed two television series which were done in cooperation with two national commercial television stations.

Psychology instructors in one college used commercial television programs for case study work. The psychology area in another institution made extensive use of individualized instructional packages.

Several additional items of information were received which further indicated other innovative teaching practices in use on community college campuses. One learning resources director stated that he had a listing of nearly 45 projects requesting Learning Resources Center staff assistance. Two colleges prepared newsletter type publications which summarized instructional development activities. Both of these provided insight into new and innovative ideas which were being planned and implemented.

One college was studying the possibility of installing a high speed television distribution system. The system had the capability of transmitting 10 hours of programming in six minutes. The college felt that the system had unlimited potential for distributing television instruction to distant locations.

One college was planning to begin a home-bound tele-lecture program next year. Regularly scheduled classes would be broadcasted for students who could not come to campus.

Another college was studying the possibility of providing courses over the college's FM radio station. Currently, three courses were
being designed for airing next Spring. If cable television were to come to the area, this would be an alternative which would probably have greater appeal.

**Class Related Student Use of the Learning Resources Program:**

Students were using the learning resources program for class related assignments. During the seven site visits students were questioned in the Learning Resources Center, lounge areas, halls, and various other places about their use of the learning resources program. On one visit, the author was not able to talk with a sufficient number of students since the visit occurred during faculty inservice and student registration. However, the statistical information provided by the director indicated that on the average 4,300 patrons used the Learning Resources Center per day.

During the other six visits, 171 students were asked about their class related use of the learning resources program. The following chart indicates the statistical information which was received.

**Table 21**

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<th>Frequency</th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Total</th>
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<td>Students</td>
<td>81</td>
<td>69</td>
<td>21</td>
<td>171</td>
</tr>
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<td></td>
<td>47.4</td>
<td>40.3</td>
<td>12.3</td>
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In all of the centers visited, students and faculty were making use of the resources of the learning resources program. The main reading areas were crowded with patrons doing many types of information related activities. Through observation the physical facilities appeared to be adequate for the number of patrons using the center in four of the seven colleges visited. The total space available in the learning resources programs ranged from 7.2 to 23.2 square feet per pupil.

**Ability to Find Needed Information:**

When using the collection of the learning resources program, students were most frequently able to find their needed information. The following chart indicates the responses made by the 171 students who were asked this question during the site visits.

**Table 22**

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<th>Frequency of Use</th>
<th>Ability to Locate Resources</th>
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<tr>
<td></td>
<td>Never</td>
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<tr>
<td>Daily</td>
<td>0</td>
</tr>
<tr>
<td>Weekly</td>
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<tr>
<td>Monthly</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

The six colleges where mechanical counting devices had been installed at the access points indicated that the number of persons entering the center increased each month. Along with this fact, the
Learning Resources Center staff stated that students and faculty made greater use of the collections and services since they were able to locate needed resources.

In one institution visited where classes were not in session, the Learning Resources Center staff indicated that the majority of student use was class related. However, students were beginning to request materials and assistance in locating recreational/self-interest items. From the circulation and use records kept, it could be concluded that patrons were finding their needed information.

**SIMILAR RESPONSES**

**Learning Resources Program Advisory Committee:**

There was a committee which served in an advisory capacity to the Learning Resources Center staff in five of the seven sites. The purposes of the advisory committees could be summarized in the following statements: The committee made recommendations for the improvement of service; for the support of innovation; suggested procedures for evaluating the effectiveness of services rendered; recommended policies which guided institutional development; assisted in the allocation of the materials and equipment budget; reviewed and recommended special program/grant requests; and provided input into the growth and development of the program as it related to the total college. This meant that each member served as a liaison person between the Learning Resources Center and the area being represented, thus providing a systematic means for communications.
The committee consists of staff representatives from the various divisions/departments, administrators, and students. However, only two of the colleges visited included students as active committee members. The membership of the committee was selected in a number of ways — one was appointed by the President, three were elected or chosen by their divisions or departments, and in one instance they were members of the Representative Assembly's Standing Committee on the Learning Resources Center. The student representatives were appointed through the Student Body Organization.

It appeared from the comments made that the majority of the members were chosen because of their interest, knowledge, or use of the learning resources program. However, their impact upon the development of the program had not been extremely effective.

If one statement were to be made relative to the advisory committee, it would be that they were strictly advisory on policies and issues and provided a sounding board between the Learning Resources Center staff and the college.

The two institutions not having advisory committees felt that through individual consultations and workings with departments, the needed input was provided. These two colleges in particular felt that a committee structure often hampered the flow of communications.

Process for Initiating Innovation:

The process for initiating innovation in these seven community colleges appeared rather consistent. Generally, there existed no systematic process for instructional development. Each person involved
in designing or re-designing courses did it on his own and in his own way. One college had a process established; however, it was not strictly followed.

Released time from instructional teaching assignments was available in five colleges. In three instances, it was indicated that release time was not frequently granted. It was stated that if instructional development was to occur, release time was a necessity.

Three colleges had budgeted monies for developing instructional materials. One college had set aside one percent of the college’s yearly instructional budget, while another had made approximately \$50,000 available.

The following diagram shows the process by which instructional material development was initiated using the services of the learning resources program.

```
Initiator (student, faculty, administration, community, curriculum committee)
   | Problem
   | LRC
   | Materials Search
   | Find
   | Cannot Find
   | Purchase
   | Produce
   | Not interested in producing
   | Use
   | Use
   | Drop
   | Attempt to find another solution

Figure 3: Instructional Material Development Process
```
One college faculty member favored a team approach to instructional development, including members of the Learning Resources Center staff. The Learning Resources Center provided materials and supportive services when needed.

There existed a review process on all seven campuses for initiating innovative changes. On most campuses academic freedom was extended to faculty teaching in approved courses, thus enabling them to update content and change basic structure without approval. A standardized approval process for new courses or programs in the seven colleges appeared as follows:

![Diagram of Approval Process]

(Arrows indicate approval at various stages. Can be returned to a stage for further study. Parentheses indicate that not all institutions require Board approval. Dotted line indicates that in some cases a higher institution-wide committee should react to proposed changes.)

Figure 4: Instructional Material Development Approval Process

The institutional committees were more concerned with instructional change. Before approving courses, they examined program needs, growth patterns, and community needs. A long-range assessment process needed to be implemented.

On one campus there was no structure which dealt with instructional development. Instead, all faculty members were involved in the process. A unit within one of the learning resources programs had requested that a curriculum design committee be established. The committee would
consist of faculty members, production staff from the Learning Resources Center, and a curriculum designer.

Anyone who wanted to try something new was encouraged to do so. This attitude prevailed throughout the seven campuses. Instructional improvement was reflected through requested resources, requested services, and student and faculty needs. On one campus several faculty indicated that they would like to have production facilities for faculty use. They felt this would aid in initiating innovation. The Learning Resources Center was providing excellent service in this area, but the faculty believed it was good to become involved in developing their own materials. Later these materials could be refined and perfected by the Learning Resources Center staff.

DISSIMILAR RESPONSES

Existing Planning Documents:

The type of planning documents which existed in the seven colleges was one of the four areas where responses varied considerably. In addition to the difference in content, the process in which the short and long-range goals and objectives of the learning resources program was developed was also quite different. Some of these differences included:

1. Although all seven institutions had short-range documents, only four had plans which projected activities for three or more years. Two institutions stated that there did not exist any systematic planning process on their campus.

2. Four of the seven colleges had portions in campus-wide documents pertaining to the learning resources program objectives.
3. Another college had a district-wide planning program which included management-by-objectives, participatory management, and three-year objectives for the district, college, and areas/disciplines.

4. Five of the seven institutions prepared an extensive annual report which presented a narrative overview of the learning resources program along with statistical substantiation. Two colleges had recently prepared self-study reports for regional accreditation visits.

5. Procedure manuals were found in four of the seven institutions. However, the information contained in these handbooks varied greatly.

6. Two college-wide faculty handbooks contained a section on the philosophy, services, policies, staff, and hours. Brochures were available for students and faculty in all seven colleges. Once again, these documents varied considerably, ranging from a brief overview to a lengthy document describing the entire learning resources program.

7. Learning resources staffs were actively involved in formulating planning documents in five of the seven institutions. The two institutions not having a systematic planning process did not have extensive staff input for drafting college-wide goal and objective statements.

**Development of the Learning Resources Center Program:**

The processes through which the Learning Resources Center programs developed within the seven community colleges varied greatly. In three of the colleges the learning resources program originated as a unified print and nonprint program. In all three instances, there existed from the beginning complete support and total commitment to the Learning Resources Center concept from the President and Board of Trustees. Learning resource services in these three colleges began in temporary facilities. Once in permanent facilities, the services, functions, and
resources were expanded. In one of these three colleges, the library technical assistance program formed a department within the learning resources program.

On another campus library services were established prior to audiovisual services. As equipment began to accumulate there existed no centralized organization. Several faculty suggested the need for centralized services which resulted in the formation of the Audiovisual Services Program. The college employed an audiovisual person at the same level as the Head Librarian. Both individuals reported to the Dean of Faculty. Since the software was already included in the holdings of the library, the audiovisual person handled equipment distribution and local production. The library and audiovisual center were eventually consolidated into the Division of Learning Resources with the librarian being named Director. Television production was the last unit to be created within this college's Learning Resources Center.

At the opening of the three remaining community colleges, library services and audiovisual services were formed separately. However, in two of these, the programs had been unified since the early 1960's. This consolidation enabled expansion in services and increase in staff size. Once again, the support of the administration played a major role in the creation of the learning resources program. However, the faculty, national trends, and concern expressed by the library and audiovisual personnel were factors instrumental in causing the consolidation of learning resources.
Interagency Cooperative Activities:

The types of interagency cooperative activities provided by the seven Learning Resources Center programs varied greatly. All seven were involved, at differing degrees, in activities at the community and state levels. However, only three of the colleges were extensively involved in cooperative projects beyond their own state boundaries.

In the area of community services the largest number of activities reflected the use of the community college resources by area residents. The collection of the centers was available for in-center use in all seven institutions. In four institutions local residents could borrow materials. Area schools had been involved in borrowing films and other materials. In four of the seven colleges videotaping services were available for community use.

In one institution the local public library's microfilm catalog of holdings was being purchased. This would assist in preventing unnecessary duplication within the two collections and would assist users doing bibliographic search. Another college and public library were doing a consumer information program using a mobile unit. In still another college there existed cooperative purchasing and processing between the community college and other area libraries.

Three of the colleges were part of a district community college system. In all cases, the various campuses were engaged in cooperative activities which consisted primarily of the loaning of resources and program development.
Two institutions made extensive use of local commercial radio stations. In addition to public relation types of programming, courses were provided to area residents. Two colleges were actively involved in sharing television programs with other area colleges.

At the state level the approach to cooperative activities changed from direct patron services to informational exchange activities. This involved association, consortium, and meeting related types of activities. Six of the seven colleges were involved in activities sponsored by the state educational library agency. In three instances this involved interlibrary loan networks. In one state the state library had provided assistance in processing materials but was forced to discontinue the service because of the lack of funds.

The three community colleges involved in cooperative projects beyond their own state boundaries developed programs which met local needs and then the programs were released for national use. Two colleges developed television programs which resulted in nationwide distribution. One of these colleges produced two 16mm films which are now being sold on a commercial basis. The other institution produced three television series which were aired as part of educational programming viewed on two national television networks. Currently, this college is involved in a tri-state middle management television inservice training project.

One college was actively involved in two projects which brought national recognition to their campus. One project was concerned with the improvement of the learning environment and program opportunities through its membership in the League of Innovation. The second project
consisted of three colleges participating in the development and production of learning resources program packages in consumerism, health science, and business education. These three programs will be added to other existing programs and will be distributed via a high speed transmission system. This project is known as ACCESS.

Learning Resources
Administrative Organization:

The administrative organization of the learning resources programs varied considerably. Five of the administrators of the programs reported to an academic dean within the overall college administration. Two heads of Learning Resources Center programs reported to vice-presidents — one for academic affairs and the other with college-wide responsibility. In all seven institutions the administrators of this program were members of the administrative staff. This provided opportunity for exchange of program ideas and open communication.

Since there existed such variance in the seven organizational patterns, their organizational structure and appropriate accompanying information will be provided. The colleges were identified by the control number assigned to their initial questionnaire.

Community College - 11

The organizational structure of this program had separated materials production and utilization from technical services. This had enabled the material utilization consultants to work with the faculty in all stages of instructional development. (See page 153 for organization chart.)
Figure 5: Organizational Chart for College II
In this college the learning resources program had a written "Charter and Agreement for the Learning Resource Center." Included in the Charter was a section which described the seven areas included in the Learning Resources Center. Each area was headed by a specialist who was responsible for the daily operational decisions of the specific area; i.e., budget, personnel, and procedures. The following seven areas made up the Learning Resources Center.

1. **Audiovisual Services** includes acquisition, circulation, inventory, and minor maintenance of equipment and non-book materials as well as some non-book instructional materials production for the instructional staff of the college.

2. **Electronic Production** provides for the development, production, and distribution of audio and video programs relating first to instruction then to other areas and programs of the college.

3. **Instructional Technology** provides the following services for the instructional programs of the college: testing and evaluation of media programs and equipment, consultation, proposal writing, and curriculum development.

4. **Library Services** include acquisitions, cataloging, reference assistance, circulation of book and non-book materials for curriculum support and for the benefit of students, instructional staff, administration of the college, and community patrons.

5. **Printing and Graphics Services** are designed to meet the following priorities with relation to the printing and/or graphic design of materials: first, instructional needs; second, administrative needs; third, student and staff needs.

6. **Study Skills Learning Center** meets the instructional needs of a wide variety of special students from developmental through accelerated programs and are specifically designed for each individual.
7. The purpose of the Administrative Section of the Learning Resources Center is to: (1) provide an atmosphere of cooperation and a vehicle for teamwork, (2) coordinate that team in the solution of instructional and institutional media related problems, (3) assure conformity to the policies of the Board of Education and the college administration. The LRC Administration also provides archival services including acquisition, processing, and making the official records of the college available for research.

Community College - 81

There existed three units which were administered by a person in charge. The heads of these areas worked primarily with faculty and students engaged in instructional activities. The organization chart was:

![Organization Chart](image)

- **Director, Learning Resources Program**
- **Selection, Acquisitions Processing**
  - All materials on campus are purchased and processed through this unit.
- **Distribution and Utilization**
  - The major service activities involve the following: reference work, reserve material, orientation activities, and materials circulation.
- **Production and Equipment Distribution**
  - Services in this Unit involve television production, graphics, photography, and equipment bookings and delivery.

Figure 6: Organizational Chart for College 81

Printing services were not part of the learning resources program. The administrator of the program believed that this was more of a service area to the administration and that instructional support services were secondary.
The Learning Resources Center combined the services of the College Library and Audiovisual Department. The following organizational chart indicated the staff structure:

There existed six departments within the Learning Resources Center. These departments were public services, acquisitions and cataloging, computer-assisted learning center, listening center, center of independent learning, and audiovisual/production area. Video taping and television programming were handled by the Department of Broadcasting.

The learning resources program served as an academic support system for the entire college. The head of the media utilization section indicated that if the program was to work, the structure must be simple and permit the staff to provide services as easily and readily as possible. The following shows this organizational chart.
The policies and structure of the center had been kept as liberal and few as possible to enable maximum service. Three service departments functioned within the Division of Learning Resources. These were the Library, the Audiovisual Center, and the Television Center. In addition, the Division offered courses in Audiovisual Media and Library Science which lead to an Associate in Science degree in Media Technology. Each of the three had a person responsible for supervising the area. The organization chart was:
A proposal was made to add computer-assisted instruction to the learning resources program. There was being added to the library unit an instructional media area with carrels and appropriate equipment. This was to bring individualized instructional capabilities to the Center.

The learning resources program was headed by an associate dean for instructional resources. This college was a part of a community college district. At the district level there was a Coordinator for Instructional Resources who provided services, mainly book catalog, centralized ordering, and 16mm film circulation, but had no administrative responsibility. There existed three departments within the campus' instructional resources division. Each of these departments was chaired by an individual selected by departmental staff members. There was no pay differential for serving in this capacity. The organization chart for the Division of Instructional Resources was:
Figure 10: Organizational Chart for College 164
The purpose of Chapter Five was to present data collected during the seven site visits. Learning resources staff, teaching faculty, administrators, and students provided responses to certain portions of the site visit questionnaire.

The information was collected and reported according to "very similar," "similar," and "dissimilar" responses. Thirteen of the 19 questions asked provided "very similar" responses, two questions had "similar" responses, and four questions had "dissimilar" responses.

It may be concluded from the responses that even though the community colleges had diverse settings and administrative patterns, many similarities existed in providing a comprehensive learning resources program related to innovative instruction. These similarities are summarized in the following paragraphs.

The characteristics of the learning resources staff were similar. Staff tended to be young, worked well with people, had a master's degree, and had previous library experience in public schools, public libraries, or academic libraries. These staff were involved in the development and support of the college's educational programs through consultative services and direct teaching activities.

Since the services provided by the Learning Resources Center affected innovative instruction, it was necessary for a good relationship to exist between the learning resources program and staff and the innovative instructional programs and their staff. Many of the Learning Resources Center services did relate to innovative instruction. Most important of these services was consultation with faculty and creating
an environment conducive to innovative instruction. Also very important was providing equipment and assistance for local production of instructional materials.

For a comprehensive learning resources program to aid innovative instruction, it was recommended that all forms of media should be available. Nearly all instructional areas in the seven colleges were using media. All Learning Resources Center administrators indicated innovation implied the better use of existing technology and materials.

Despite the importance of innovation on each campus, the process for initiating innovation was non-systematic. Several colleges did allow release time and three colleges budgeted money for instructional development services. A review procedure for newly designed courses was found to be necessary on each campus.

The majority of faculty on each campus were involved in the learning resources program. Several methods for such involvement were observed on these seven campuses. Faculty helped select and use materials necessary for instructional development projects. Faculty served on college-wide committees which related to the learning resources program and were involved in many forms of informal exchange of ideas. Faculty committed to innovative instructional programs regarded media as a priority item.

The result of a comprehensive learning resources program was that faculty use of media increased. This increase was due in part to the availability of a greater variety of learning resources and a change in the instructional approach. A great majority of faculty felt this increase in the use of media would continue.
Learning resources program advisory committees existed in five of the colleges. These committees encouraged communication between the Learning Resources Center staff and the faculty or departments.

The importance of evaluation of the Learning Resources Center services was not evident through a systematic approach. The assessment was done on an informal basis. Administrators felt it important to keep an open atmosphere and a good relationship with the faculty so this informal evaluation could continue.

Technological systems were important on all of the community college campuses. All of the Learning Resources Centers used data processing. Most centers were involved in radio and all centers were involved with television programming. Some colleges were using computer-assisted instruction.

Nearly half of the students interviewed used the Learning Resources Center daily and another 40 percent used the center on a weekly basis. Students were most frequently able to find the information they needed. Most requests were class related; however, there were being requested more recreational and self-interest materials.

Most variance occurred in the area of planning documents. Short-range documents were found in all colleges but long-range plans were found in only four colleges. Five colleges prepared annual reports. The contents of these documents varied but the objectives were similar—a plan for an extensive and useful learning resources program.

Learning Resources Centers developed from various backgrounds such as unified programs, library services only, and two separate units of library and audiovisual services. However, ultimately the concept of
a Learning Resources Center developed. Faculty, staff, and administrators indicated this was the best facility to aid in instructional development.

The administrative patterns of the learning resources programs varied. The titles of the administrator of the program varied. However, this individual was a member of the college’s administration.

The Learning Resources Centers were all involved in interagency cooperative activities. However, the types of activities varied greatly from materials borrowing to the exchange of locally developed instructional programs. Several colleges were also involved in intra-state cooperative projects.
Chapter VI

SUMMARY, GUIDELINES, CONCLUSIONS, AND RECOMMENDATIONS

This study was designed to collect and analyze data which described community college learning resources programs and their relationship to teaching innovations. Since the founding of the first public community college in 1901, many problems have been studied and examined but no single extensive study has addressed itself to learning resources programs. This study has provided data on the learning resources program — its services, facilities, staff, organization, and instructional related activities.

The investigation for this study was divided into three phases. The first phase was to identify the target population, construct the initial questionnaire, conduct questionnaire survey, and tabulate and analyze the collected data. The establishment of specific site visit criteria statements, selection of seven site visit locations, and the analysis of collected data constituted the second phase. The third phase of the study was to develop a set of concluding guideline statements with the assistance of a panel of five experts within the community college field.
The data collected in Phase One - "Questionnaire on Learning Resources Programs in Relationship to Teaching Innovations in Selected Community Colleges" - was reported according to five subdivisions: (1) Community College Profile, (2) Organization and Administration of Learning Resources, (3) Arrangement and Accessibility of Learning Resources, (4) Instructional Services, and (5) Instructional Development.

After applying the pre-established site visit selection criteria to the information found as a result of the analysis of the questionnaires, seven community colleges were selected. The colleges were selected on the basis that they provided a representative sampling of learning resources program components which were believed to be desirable in order to provide a sound program. The information presented indicated that there were many elements which were essential for inclusion in a learning resources program. However, the organization and arrangement of these elements could be handled in various ways according to the needs of each local institution.

Synthesizing the findings from the questionnaires and seven site visits enabled the drafting of a set of guidelines for the development of community college learning resources programs. Because of the complexity of the data and the extensiveness of the list of guideline statements, it was decided to submit the statements to a panel of five experts. Their reactions assured that the guidelines were not taken out of context nor that their meaning would be misinterpreted by persons in the field. Five criteria were established to assist with the selection of the panel (see page 56) of experts. The comments and reactions
received from the panel are reported in the second section of this Chapter - Concluding Guideline Statements.

In order to make the presentation of the data manageable, this Chapter is divided into four parts: (1) Summary, (2) Concluding Guideline Statements, (3) Conclusions, and (4) Recommendations.

**Summary**

There were nine questions investigated in this study. The questions are used here to organize the summary of the findings.

1. Are print and nonprint services interrelated on community college campuses? If so, how are they related?

   One hundred and twenty-two of the responding 150 community colleges were providing print and nonprint services from one facility type. The section of the questionnaire pertaining to the "Arrangement and Accessibility of Learning Resources" indicated that faculty and students were receiving print and nonprint services.

2. What proportion of community colleges use media to provide portions of the instructional program for individual learners (learning resources concept)?

   Over 93 percent of the responding 150 community colleges indicated that media were used in providing instruction for individual learners. Learning Resources Centers comprised 65 percent of the responding colleges and Media Centers comprised 16 percent. Only 7 percent of the responding colleges indicated having a Central Library facility type where the primary function was to provide print materials.

3. What are the learning resources services provided in those community colleges using the learning resources concept?

   More than 75 percent of the Learning Resources Centers provided the following services:

   - New print materials ordered on request
   - New nonprint materials ordered on request
   - Special bibliographies prepared on request
   - Print materials placed on closed reserve for specific classes
- Instructor request audiodisc or tape recordings made available as listening experiences for individuals from specific classes
- Instructor request that visual materials such as slides, filmstrips, or motion pictures made available as individual viewing assignments for specific classes
- Video tape recordings for individual viewing assignments for specific classes
- Production of copy slides or regular slide sets for use in instruction
- Production of overhead transparencies
- Production of audio recordings in any format (disc, reel-to-reel, cassette, and so forth)
- Production of video tape recordings
- Provide services whereby materials can be adapted to fill the college's instructional program
- Consultation on materials needed in special subject areas is provided
- Consultation on resources needed for units of instruction is provided
- Instruction in the use of the learning resources program is provided
- Guidance in listening/viewing is provided
- Provide services whereby materials can be adopted to fill the college's instructional program

4. What are the learning resources facilities in community colleges?

Ninety-three percent of the colleges had permanent facilities. The Learning Resources Center facility type was administered as one unit in 90 percent of the responding colleges. This facility had an average of almost 30,000 square feet. Two-thirds of the Learning Resources Centers indicated that the total space assigned to learning resources was located in one building. As was observed during the site visits, the centers appeared to be adequate for the number of patrons using the facility in four of the seven colleges.

5. Which of the services provided directly facilitate instruction?

The learning resources program administrators indicated that making materials and equipment readily accessible for faculty use was extremely important in supporting any type of instruction. Programs should provide an open environment with no barriers placed between the patron and needed resources. The following services were found to directly facilitate instruction. These are major services and not a complete list of every service available.
- Faculty consultation
- Flexible approach to instructional development
- Community services
- Information retrieval system
- Computer-assisted learning center
- Media production areas
- Career/guidance information projects
- Book catalog
- Integrated media on open shelves
- Resource assistance for nonprint materials in curriculum design
- Audio and video production
- Learning laboratories
- Diversified collection of materials

6. What are the responsibilities of the learning resources staff?

The learning resources staff played an important role in the development and support of the community colleges' educational programs. Staff in most Learning Resources Centers held faculty rank and status. There existed two types of activities by which the Learning Resources Center staff supported and assisted in the development of educational programs. These were:
(1) Consultative Services, and (2) Direct Teaching Activities.

Consultative Services were provided through:

- resource acquisitions
- service and program awareness activities with faculty
- programs on equipment and material use
- production services
- previewing services
- instructional development activities
- membership on curriculum committees
- cooperative activities with community groups

Direct Teaching Activities were:

- inservice programs for teaching and administrative personnel
- member of teaching team in classroom setting
- working with faculty on a one-to-one or small group basis

Seven out of every ten learning resources personnel were not assigned responsibilities outside the learning resources program. Only one out of every five staff were assigned full-time to instructional development. However, three out of every five had part-time instructional development responsibilities.
Three colleges involved in the site visits had full-time staff assigned as material utilization specialists or instructional technologists.

7. What are the patterns of administrative organization for community college learning resources services?

The administrative organization of the learning resources programs varied considerably. The administrators of most programs reported to an academic dean or vice president. The administrator was titled Director in more than half of the colleges. Four of the colleges involved in the site visits used the term Dean in their title for the chief administrator in the learning resources program. These administrators were members of the administrative staff and held faculty rank and status.

The patterns of organization ranged from a two division operation with a librarian and an AV coordinator reporting to the Dean of Library Services to an organization whereby seven specialists headed separate areas and were responsible for daily operational activities. These seven areas included: audiovisual services, electronic services, library services, instructional technology, printing and graphics, study skill center, and administrative section. Several colleges expanded the two division set-up by including a division for television or library technical assistants instruction department. Other colleges had separate divisions for circulation and distribution, technical services, or materials production.

8. What are the patterns of development of learning resources programs in community colleges?

The patterns of development of a learning resource program were varied. In the sites visited, three college learning resource programs originated as a unified print and nonprint program. From the beginning there existed complete support and total commitment to the Learning Resources Center concept from the president and board of trustees.

On one campus library services were established prior to audiovisual services. As equipment began to accumulate, the Audiovisual Services program was formed. Eventually the two programs were consolidated into the Division of Learning Resources.

During the early development of the three remaining community colleges, library services and audiovisual services were formed separately. However, eventually the programs were unified to enable the expansion in services and increase in staff size.
Faculty and administrative support, national trends, and concern of library and audiovisual personnel are factors instrumental in causing the consolidation of learning resources.

9. Are there patterns of development, organization, facilities, and services which would optimize future community college learning resources program development?

Throughout this study, the researcher attempted to observe and recognize patterns that make a Learning Resources Center accomplish excellent results and encourage and aid innovative instruction. It can be concluded that there are patterns of development, organization, facilities, and services which optimize the growth of a learning resources program. Descriptive characteristics of these patterns are detailed in Chapter Four and Chapter Five. The concluding guideline statements drawn from these chapters serve as a summation of the promising factors found in learning resources programs examined in this study.

**Concluding Guideline Statements**

The purpose of this phase of the study was to generate a set of concluding guideline statements from the data collected from the initial questionnaires and seven site visits which might assist in the greater use of Learning Resources Center materials in the instructional program. These guidelines were designed to assist planners, designers, and implementers of community college learning resources programs. These concluding guideline statements are not intended to define the exact procedure for developing a learning resources program. Their purpose is to list specifically factors that could optimize the growth and development of a learning resources program.

The guidelines were based upon the assumption that learning resources personnel were already providing services in the areas of
accessibility of resources, reference or informational referral, consultation/planning with faculty and students, and instruction in the use of the learning resources program.

Because of the complexity of the data, a panel of five experts assisted in substantiating the merit of each statement. The panelists were selected on a nationwide basis according to the criteria established in Chapter Three. Consideration was given to differing job responsibilities. The panel members represented the following areas: one community college president, one instructor, and three administrators of learning resources programs.

The guidelines (Appendix G) were divided into five areas. These were: general, personnel, functions, public relations, and instructional development. Fifteen major statements and fifty sub-points were presented to the five panel members. The panelists were asked to check either the agree column, which indicated that they felt the guideline statement should be provided by a community college learning resources program, or to check the disagree column, which indicated that the service should not be a part of a learning resources program. The panelists were also asked to provide comments which would help in clarifying their responses or provide directions for planners, designers, and implementers of learning resources programs.

The last section of the guidelines presented to the panelists asked them to list additional criteria which were not stated in one of the five areas. Two panelists provided three additional items. These were:
A. General:

Instructional development and production consultation should be a new statement added to the learning resources support area.

D. Public Relations:

The public (the communities served by the community college) should also be informed. An effective learning resources program meets learning needs of students, instructional needs of faculty, and the continuing education needs of the community.

E. Instructional Development:

At least one member of the professional staff of the Learning Resources Center should have the necessary expertise to assist faculty in the following activities:

- Writing performance or behavioral objectives.
- Developing instructional strategies.
- Selecting appropriate media (print and nonprint) to be used with the strategies in achieving the objectives.

The concluding guideline statements are organized according to the five major areas as presented in the "Learning Resources Program Guidelines" (Appendix G). The main fifteen items with their sub-points are then presented. The main items and sub-points are grouped according to: (1) those statements which received Unanimous Support, (2) those receiving four Favorable Reactions, and (3) those which were in Contention (three or less positive responses). In several instances the main items were not rated; therefore, their appearance in the listing will depend upon the majority response of their sub-point. Comments provided by the five panelists are included when their remarks add substantially to the clarification of an item.
I. **General**

A. Learning resources should be organized as a single program under the leadership of one director.

**UNANIMOUS SUPPORT**

**Comments:**

- Director is a specific title — many people are Assistant Dean, Chairman, etc. Use "administrator."
- This should, however, be an option for each institution. Organizational structure is not as significant as accomplishing the other objectives.

E. The following services represent the core of support provided by learning resources to faculty members:

1. Consultation regarding needed materials and services.

**UNANIMOUS SUPPORT**

**Comments:**

- Yes, but this guideline should extend to the total program -- not just to materials and services.

2. Instruction in using the learning resources program

**UNANIMOUS SUPPORT**

3. Preview of materials

**UNANIMOUS SUPPORT**

**Comments:**

- Equipment and everything else.

4. Ordering new materials on request

**UNANIMOUS SUPPORT**

**Comments:**

- Do not limit to "on request." The Department also has a collection building responsibility that only the director and his personnel can do. This is also a service to faculty and staff and students.

5. Securing interlibrary loans

**UNANIMOUS SUPPORT**

9. Local production services, including production staff and budgetary support for innovative instructional materials

**UNANIMOUS SUPPORT**

10. Production of audio and visual experiences in a variety of formats

**UNANIMOUS SUPPORT**
11. Providing recordings of audio and/or visual experiences as class assignments to be completed in the learning resources facilities  \(\text{UNANIMOUS SUPPORT}\)

Comments:
- What about those activities that are not class assignments?

12. Inservice training in the use of educational media  \(\text{UNANIMOUS SUPPORT}\)

13. Providing an evaluation process for measuring the effectiveness of the services being offered by the learning resources program  \(\text{UNANIMOUS SUPPORT}\)

6. Maintaining a "professional collection" for faculty use  \(\text{FAVORABLE REACTION}\)

Comments:
- These materials could be housed in a separate room or area, or they could be integrated into the general print and nonprint collections of the Center. The latter approach makes these materials available to more users—both students and faculty.
- In general educational topic related materials should be the responsibility of the instructors.
- As a separate (collection) no—having the professional materials in the collection yes.

7. Providing closed reserve services  \(\text{FAVORABLE REACTION}\)

Comments:
- Reserve services are usually controlled, but not closed.

8. Providing duplicating and printing services to support instruction  \(\text{IN CONTENTION}\)

Comments:
- An optional element which could be provided but is not mandatory where alternatives are provided.
- Depends upon institution and institutional organization. This requires considerable discussion. Can be a major headache and bone of contention for faculty and staff which LRC doesn't need and which detracts from basic (core) LRC program. On the other hand, can strengthen (give power) to LRC.
- I think they are a natural extension of the Learning Resources Center.

B. All facilities for learning resources, with the possible exception of storage areas, should be located in one building. IN CONTENTION

Comments:

- Most should, but such facilities as learning laboratories, lecture halls for multi-media presentations, etc., can be and sometimes should be elsewhere.
- An exception might possibly be a TV studio. Also, take into consideration multi-campus operations -- each campus having an LRC which, of course, should be located in one building.
- As the principal component of a campus-wide learning resources program, there should be a well-equipped Learning Resources Center. In addition to that learning resources, services, and facilities should be decentralized whenever it best serves the needs of students and faculty to do so.

C. Space allocations for learning resources program should equal approximately 8,000 square feet for each 1,000 full-time students enrolled. IN CONTENTION

Comments:

- I have no comment on this. I checked agree since it seems appropriate. Assume that 8,000 square feet for each 1,000 students includes all space, including storage, production, office, etc., for LRC.
- Space needs to be considered using variables such as instructional modes being used, number of teachers, whether LRC includes learning assistance, etc. Small colleges need more ASF per student than large colleges.
- I disagree because (1) I have seen no research on this and (2) I suspect that for more complex institutions it may be too low. Certainly it is less than our present space (which is overcrowded) per FTE. Space totals should be related to program as well as to students (for example, is a television production facility needed with more than one studio).
- I currently have less than 32,000 square feet in which to conduct an integrated library-audiovisual media program for 4,000 full-time equivalent (FTE) students (approximately 8,000 headcount). This is not adequate for an effective learning resources program. Crowded conditions exist, especially in the media services area
of our library media center. 8,000 square feet per 1,000 FTE students might be adequate, if additional space were provided for TV studio, functions, and for dial-access cable-TV, and similar systems.

D. The budget for learning resources should be approximately five percent of the total college budget. IN CONTENTION

Comments:

- Here again I think this 5 percent figure may be relative. If you use the 5 percent figure why not suggest workable alternatives based upon such factors as size, population, kind of instructional strategies, etc.
- Need more because of comprehensive nature of the program -- library alone used to be 5 percent. Suggest at least 7-8 percent.
- Assume this includes salaries, capital equipment and operating expenses.
- Five percent is totally inadequate for a viable, effective, integrated learning resources program. Seven percent should be considered minimal; ten percent or more would be my recommendation. The now outdated 1960 ALA Standards for Junior College Librarians called for five percent of the budget for print materials only -- plus an additional amount for AV materials and equipment.

II. Personnel

H. The professional staff of the learning resources program should:

6. Serve as catalyst in encouraging the teaching faculty to use creative and varied instructional methods UNANIMOUS SUPPORT

3. Have assigned time for instructional development assistance to the teaching faculty FAVORABLE REACTION

Comments:

- If, by instructional development, you mean a demonstration of how the LRC can enhance, support, expand instruction, yes.
- This is too important to be left to chance.

4. Serve on curriculum committees to provide liaison to the learning resources program FAVORABLE REACTION
Comments:

- Very important.
- This committee's function is not design, but approval after the design has been developed. If this is true, generally there would be no need for LRC staff to serve on it. LRC staff should be in at the designing stage.

5. Be involved in the development and writing of proposals for off-campus funding

Comments:

- Should have input, however. LRC (people) often struck with supporting grants which are oddball projects and which they weren't committed as to funds for LRC to help implement the project.
- And, hopefully, working with an experienced grant writer hired by the college for this purpose.

1. Have rank, status, and benefits of other college employees

Comments:

- Rank, status, and benefits of other Faculty and professionals.
- With the exception of the "principal professional," (Director, Associate Dean, or Dean of Learning Resources), all of the professional staff of the learning resources program should have faculty rank and status.

2. Be assigned to learning resources program operations exclusively (i.e., not hold split assignments with other administrative or instructional duties)

Comments:

- While generally I would agree, there are advantages many times from split assignments which should not be ignored — in such assignments, adequate time should be scheduled away from learning resources duties.
- True for administrator — not rest of professional staff. I have had many other instructional responsibilities and found this to be a satisfying thing as well as helping to truly integrate the learning resources program into the total instructional program.
Comments:

- Very important.
- This committee's function is not design, but approval after the design has been developed. If this is true, generally there would be no need for LRC staff to serve on it. LRC staff should be in at the designing stage.

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- True for administrator -- not rest of professional staff. I have had many other instructional responsibilities and found this to be a satisfying thing as well as helping to truly integrate the learning resources program into the total instructional program.
Conceptually I agree; however, politically and practically I don't agree. It depends on the college and the personalities involved, history, geography, funding, union or not, of the college, etc., etc.

7. Have twelve-month contracts

**Comments:**

- This depends upon organizational pattern of institution.
- Desirable as they are, alternatives should be provided for travel, family, and advanced educational opportunities.
- Except in small colleges.
- CC's heavy in year-round teaching-learning.
- If the professional staff (other than the "principal professional") has faculty rank and status, the regular contract should be for nine months -- with extended contracts offered individual professionals when necessary.

G. The Director (principal professional) of the learning resources program should:

1. Be a member of the college administrative team with appropriate rank and title

**Comments:**

- Important to be above department or division head status.
- If a member of college administration, individual may not hold rank if college policy dictates, as is case in many CC's.
- I think it is extremely important for the "principal professional" to be a part of the top administrative team in the college (the one that is the major decision-making body). The rank and title of Associate Dean, or Dean of Learning Resources, might be needed to ensure membership on this important team.

3. Develop the learning resources program annual budget

2. Report to the dean or vice-president with the college-wide responsibility for academic leadership
Comments:

- Guidelines relative to this should be carefully considered. The person reported to may have academic leadership, but may not be sympathetic to or conversant with LRC principles. He may not know enough about the total operation to be supportive or take direct action.

- Or directly to the President of the college. The latter is especially important, if the "principal professional" is not a member of the top decision-making administrative team of the college.

4. Have a twelve-month contract

Comments:

- This may depend upon the organizational pattern of the institution and I think your guidelines should make note of that. Inter-sessions? Summer sessions? Etc.

- In small schools, eleven months may be sufficient.

- Twelve-month contract is not needed if no summer program and if less than 1,500 FTE in regular term.

F. Staffing in the learning resources program should be based upon the following:

1. One professional staff member for each 25 full-time faculty members or 500 full-time students

Comments:

- Quantitative standards, wherever stated, should reflect alternatives (a. b. c.)

- Where added services are provided additional professionals may be needed beyond this minimum.

- Many colleges have high ratios of FT to PT faculty. This is a ratio that is expanding throughout the country as budgets get tight. What implications for your ratio above?

- Not possible.

- Seems O.K.

2. Approximately one clerical/technical staff member for each professional staff member

Comments:

- Seems O.K.
- Fiscally impossible, and not desirable. At least 3 to 1. Keep professionals doing professional work!
- There should be a minimum of two clerical/technical (support) staff members for each professional staff member. A three-to-one ratio is preferred.

3. One part-time student assistant for each 150 students enrolled

Comments:
- Somewhat high for larger institution. For example, this would mean 140 for us, about 15 percent above our usable maximum for student positions.
- Part-time could mean 1-15 hours per week -- too much of a variable to comment. We use 200 hours per week for 1,600 FTE.

III. Functions

I. Some of the basic functions of the learning resources program include:

1. Serving as a clearinghouse for all college-wide purchases of instructional materials and equipment

Comments:
- Important
- "... all college-wide purchases of instructional materials and equipment" -- a strong statement, needs modification. Some purchases of instructional materials are best left with individual departmental budgets.
- If you mean library books, periodicals, audiovisual materials, and audiovisual equipment. The LRC should maintain an up-to-date inventory (including location) of these items.

2. Coordinating study skill centers or laboratories established to assist in student learning activities

J. Some suggested policies of the learning resources program include:

2. Making equipment for proper use of materials accessible for use within the learning resources area and classrooms

UNANIMOUS SUPPORT
Comments:

- What about other areas?

1. Grouping materials by format and filing them on open shelves for easy patron access

Comments:

- Not necessarily; formats may be mixed according to subject, interest, ease of access, etc. Rethink this one.
- A consistent organization of materials is necessary but not all formats should be either on open or closed shelves, as may be reserve books.
- Prefer integrated shelving.
- Grouping materials by format is preferred over grouping materials (print and nonprint) by classification system. Although one can "browse" among books, some "preview" or "listen" to audiovisual materials. Knowing where audiovisual materials are stored is more important than how they are stored. (The catalogs can list the locations.) Some of these materials might best be stored in cabinets or in racks, etc., rather than placed or filed on open shelves.

3. Opening the learning resources center during all class hours, evenings, weekends, and holidays for use by students, faculty, and area residents who are not enrolled at the community college

Comments:

- This guideline should indicate the difficulties inherent in this kind of scheduling.
- Generally the widest numbers of hours open consistent with need is desirable. Certainly a minimum of 60 hours is needed; at all times when there are classes or when usage justifies the library should be available.
- First priority is to enrolled students. Then, if funds permit, opening at hours and days mentioned. Should be based on a cost-benefit analysis, e.g., the additional cost of openings suggested.
- Need depends upon local circumstances — availability of other library facilities, etc.
- Only if there is enough staff to keep the Learning Resources Center adequately staffed on weekends and during holidays. I feel it is important to have a professional staff member on duty each hour the LRC is open.

IV. Public Relations

K. The community college administration and personnel should be informed of the Learning Resource Center's:

1. functions

Comments:

- "Informed" - "aware" — suggest little positive action. Reword this guideline so that it reflects definite, strong action.
- LRC Director must have as one of his major functions the selling of the LRC to the rest of the college — especially the President and Business Manager.

2. services

3. programs

4. materials

5. needs

Comments:

- Use faculty to help. Don't embarrass the President or Business Manager crying all the time to everyone about your needs. Don't use overkill here — be selective. Priority needs and then go after through a carefully-thought-out PR campaign.

L. This communication should be accomplished by means of:

1. annual report

Comments:

- Provided other departments prepare them.
- Should be innovative, e.g., not a traditional report loaded with statistics, otherwise very few people will read it. May need two versions — short punchy easily and quickly read — and a lengthy professional report for immediate boss.
2. statements of short and long-range goals
   UNANIMOUS SUPPORT

3. policy statements
   UNANIMOUS SUPPORT

4. faculty and student handbooks
   UNANIMOUS SUPPORT

   Comments:
   - Newsletters

5. advisory committee
   UNANIMOUS SUPPORT

6. reports and office meetings
   UNANIMOUS SUPPORT

7. bibliographies
   UNANIMOUS SUPPORT

8. displays
   UNANIMOUS SUPPORT

9. orientation sessions
   UNANIMOUS SUPPORT

10. inservice sessions
    UNANIMOUS SUPPORT

M. The learning resources program should be a participating member of existing or future cooperatively established networks which will insure maximum accessibility and availability of instructional resources and services
    UNANIMOUS SUPPORT

   Comments:
   - Very important.
   - Please specify; this may be limited by geographic, demographic, legal aspects, etc., etc.

V. Instructional Development

N. Instructional development should be encouraged by providing the following:

7. The provision that the teaching faculty have the freedom to develop their own course content and use methods befitting themselves which will meet the college's instructional goals and objectives
    UNANIMOUS SUPPORT

   Comments:
   - Insofar as it comes under the aegis of the LRC.
- But consistent with departmental syllabi and catalogue course descriptions.
- Except that all instructors of the same course (e.g., English 101) should have the same objectives — may use different methods.

9. The development of a process whereby locally produced/prepared instructional materials are evaluated UNANIMOUS SUPPORT

1. The establishment of teams of individuals possessing different competencies, experiences, and training for the purpose of designing instructional programs FAVORABLE REACTION

Comments:
- Budget-wise — this will be a tough one to implement.
- If staff and budget permit.
- This seems to me not to be the responsibility of the LRC staff, but rather a function of the instructional management. LRC can provide support. LRC can establish teams of the individuals on its own staff.

2. The allocation of a certain percent of the college's budget for instructional development activities FAVORABLE REACTION

Comments:
- Not the usual practice at this time.
- Who provides this? What is the LRC function in its provision?

3. The granting of release time from instructional teaching assignments to faculty members engaged in major instructional development activities FAVORABLE REACTION

Comments:
- LRC cannot provide this.

4. The provision of personal recognition needs to be made to faculty and members of the learning resources program FAVORABLE REACTION
6. The establishment on each college campus of a review process for initiating instructional change flexible enough to allow each person to design or re-design programs  

FAVORABLE REACTION

Comments:

- Are you stating this as a responsibility of the LRC? If so, I strongly disagree.

8. The establishment of an inservice program which will assist in training staff in the process and procedures to be used in designing instructional innovation  

FAVORABLE REACTION

Comments:

- As I see it, designing instructional innovation (whatever that means) is not the true function of the LRC. That function belongs somewhere else in the structure of the college. Once design is accomplished, or during the process, the LRC lends its support, expertise, consultation, etc.

5. That a portion of the teaching faculty evaluation from relate to the use of media within a classroom setting  

IN CONTENTION

Comments:

- This negates the whole purpose of the effective use of media as a support to the teaching function.
- Not a 100 percent requirement for 100 percent of the faculty.

0. Activities which are essential for achieving success in supporting or influencing instruction are:

1. cooperation between Learning Resources Center staff and the college faculty  

UNANIMOUS SUPPORT

2. offering a full range of services  

UNANIMOUS SUPPORT

Comments:

- What are full range of services?

3. designing, developing, and producing media  

UNANIMOUS SUPPORT
4. writing proposals seeking outside
funding for use in instructional
development activities

Comments:
- Good, but not essential.
- Only to the extent that the LRC staff is already over-
burdened if they are doing all the activities
mentioned in this study. Ideally, a grants office
will assist, LRC will work on it to a degree, and
individual faculty members will provide maximum input.
- In these days of restrictive budgets and limited local
funding, obtaining outside funding becomes
increasingly important if one is to be very effective
in furthering instructional development activities and
be able to maintain a dynamic and viable learning
resources program.

Summary

A number of factors can be found in an analysis of the reactions
and comments made by the panelists which should be of assistance to
planners, designers, and implementers of community college learning
resources programs. As stated, the guideline statements were taken from
the responses received from the one hundred and fifty usable initial
questionnaires returned and the seven site visits. The five panelists
reaction to sixty-five statements — seventeen statements in the General
Category; fourteen in the Personnel Category; five in the Functions
Category; sixteen in the Public Relations Category; and thirteen in
the Instructional Development Category. In tabulating the panelists'
responses, thirty-six statements received unanimous support, fifteen
received favorable reactions, while fourteen statements were in
contention.

The greatest diversity of opinion between the proposed guidelines
and the panel members appeared in the statements containing numerical
quantities. The Functions Area received the highest proportion of negative responses, while the Public Relations Area received unanimous support and Instructional Development received very favorable reactions.

Conclusions

Several general conclusions can be drawn from the findings of this study:

1. Currently there exists in community colleges a movement toward the combination of print and nonprint materials in one center, a full range of instructionally related activities under the direction of one administrator.

2. The learning resources staff are becoming more involved in participating as members of the community college teaching team by presenting materials and information in classroom settings.

3. The patterns for developing, administering, and organizing a learning resources program vary considerably.

4. The learning resources program is becoming increasingly concerned with community related activities.

5. Through a regional examination and comparison of community college learning resources programs, little difference of program characteristics, development, and services could be found.

6. There is a wide variation in the processes by which media innovations for instruction are initiated.

The entire focus of this study has been centered around the fact that the community college learning resources program provides an important service which is rapidly becoming an integral part of the college's instructional program which itself is designed around student and faculty needs. Increasingly, the staff of the learning resources program are considered members of the college's instructional team and are providing innovative, diverse, and quality services.
Recommendations

This study generated the following recommendations for further research on the subject of community college learning resources programs:

1. That a detailed study be done relative to student perceptions of the community college learning resources program.

2. That for the purpose of comparison, a similar study, or replication of this study, should be conducted within the next five years.

3. That community college learning resources programs be developed around the concluding guideline statements with ongoing study and examination to determine the practicality of the guidelines.

4. That research be conducted relative to the evaluation of locally produced instructional materials.

5. That more detailed study be given to the role performed by learning resources staff in instructional development activities.

6. That a study be conducted relative to the procedures and processes by which a community college learning resources program relates to a national networking system as being developed by the National Commission on Library and Information Science.

7. That a study be conducted to determine factors underlying the success of one community college's learning resources staff in assisting the teaching faculty in the design of instructional packages and the failure of the learning resources staff of other institutions to perform this task successfully.

Since the founding of the first public community college in 1901, many problems have been studied and examined, but no single extensive study has addressed itself to the learning resources program—its services, facilities, staff, organization—as related to instructional practices. The data collected throughout this study substantiates the premise that there does exist a relationship between teaching practices
and the learning resources program. The data indicated that there are many elements which are essential for inclusion in a learning resources program. However, the organization and arrangement of these elements can be handled in various ways according to the needs of the local institution. The information contained in this study will be of assistance to planners, designers, and implementers of community college learning resources programs.
APPENDICES
APPENDIX A

Questionnaire Field Test Respondents

Mary Jane Bond  
Coordinator, Audiovisual Services  
Lakeland Community College  
Mentor, Ohio  44060

Virginia Brown  
Director, Learning Resources Program  
Miami University, Middletown Branch  
Middleton, Ohio  45042

Lloyd Gentry  
Director, Instructional Resources and Services  
Belleville Area College  
2500 Carlyle Road  
Belleville, Illinois  62221

Duane Paulson  
Director of Learning Resources  
Sauk Valley College  
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Dixon, Illinois  61021

Robert Sutherland  
Director of Learning Resources  
Southwest Virginia Community College  
P.O. Box SVCC  
Richlands, Virginia  24641

Peter Thompson  
Head Librarian  
Lakeland Community College  
Mentor, Ohio  44060

Frank S. Wilder  
Coordinator of Learning Lab and AV Department  
Danville Community College  
1009 Bonner Avenue  
Danville, Virginia  24541
Questionnaire on Learning Resources Programs in Relationship to Teaching Innovations in Selected Community Colleges

David Ray Bender
Doctoral Candidate
The Ohio State University
Columbus, Ohio

February 1975
Instructions

1. Please read the entire questionnaire before starting to fill it out. Doing so will save you time and effort.

2. Appropriate members of the learning resources staff and instructional staff should be involved in completing the questionnaire.

3. In all cases, data and information should be supplied for the 1973-1974 school year.

4. In every instance, please base your responses on information which reflects the elements as found in your program. The intent of this study is not to compare one community college against another.

5. Please return the completed questionnaire by March 1, 1975.
Community College Profile Section

1. Name and address of community college:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. Name and title of person completing this questionnaire:
   ______________________________________________________
   ______________________________________________________

3. Current enrollment of this community college:
   ____________ Full-time
   ____________ Part-time

4. Current number of faculty members employed in this community college:
   ____________ Full-time
   ____________ Part-time

5. This college is currently housed:
   ____________ Completely on a permanent, separate campus
   ____________ Partially on a temporary campus
   ____________ Completely on a temporary campus

6. This college location would be best described as:
   ____________ Central metropolitan
   ____________ Suburban
   ____________ Rural
   ____________ Other (specify)
Organization and Administration of Learning Resources (Learning Resources as used in this questionnaire includes all media used in any one of the six facilities described in question seven.}

7. Please read the following descriptions and check the description which best fits your own situation:

_____ 1. **Learning Resources Center**: A unit organized to provide a full range of instructionally related print and nonprint services encompassing instructional design and development services administered as a single program under the leadership of one director.

_____ 2. **Media Center**: A unit organized to provide a full range of print and nonprint materials, necessary equipment, and services from the media staff to fulfill user requests.

_____ 3. **Central Library**: A unit organized to provide primarily information in a print format, organized, stored, and retrieved to fulfill user requests.

_____ 4. **Audiovisual Center**: A unit organized to provide primarily nonprint services and the necessary equipment for proper utilization and distributed upon user request.

_____ 5. **Classroom Library**: An area maintained in the instructional rooms where materials are shelved without benefit of centralized organization.

_____ 6. **Office Library**: An area maintained in the individual areas provided faculty members where materials are shelved without benefit of centralized organization.

_____ 7. Other (specify):

8. The learning resources on this campus are:

_____ Administered as one unit

_____ Administered as two or more units

9. What is the percentage of the total college budget allocated to learning resources for all purposes?

__________________% of the total college budget
17. The number of paid support personnel, not including professional staff is:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technicians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (not indicated above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Are any key learning resources personnel assigned additional responsibilities not related to the operation of the learning resources program? (E.G. instructional load, management of book store)

___ Yes (Please describe additional assignments): __________

                                                                                       
                                                                                       
___ No

19. How many professional staff members in the learning resources program have faculty rank and status?

____________________ (number having faculty rank and status)

20. How many professional staff members in the learning resources program are assigned to instructional development work with faculty members?

____________________ Part-time assignment on instructional development activities

____________________ Full-time assignment on instructional development activities
10. What is the approximate square footage occupied by learning resources for all purposes?

___________ total square feet

11. Is the total space assigned to learning resources located in one building?

____ Yes

____ No

12. The number of paid professional personnel working in the learning resources program:

___________ Full-time personnel

___________ Part-time personnel

13. Most of the professional staff are on contracts for:

____ 9 months  _____ 11 months

____ 10 months  _____ 12 months

14. The title of the principal learning resources staff member who is responsible for all the service is: ______________________

15. To whom in the community college administration does the principal learning resources staff member report?

_____ 1. President

_____ 2. Vice-President (with overall campus responsibility)

_____ 3. Vice-President (with specific responsibility). Please indicate area of responsibility: ______________________

_____ 4. Academic dean

_____ 5. Other (specify): ______________________

16. The contract for the principal learning resources staff member is:

____ 9 months  _____ 11 months

____ 10 months  _____ 12 months
21. How many regular staff members, not in professional classifications, are assigned to instructional development work with faculty members?

| | Non-professional staff on part-time instructional development |
| | Non-professional staff on full-time instructional development |

22. Is the principal learning resources staff member responsible for the development of the learning resources program's annual budget?

- Yes
- No (If No, who is responsible for developing the budget?)

23. Which of the following apply to the hours learning resources are available for use by your patrons? (More than one may apply.)

- Available during class hours
- Available for evening and weekend use during times classes are not being held
- Available during vacation and holiday periods

Arrangement and Accessibility of Learning Resources:

24. Materials are grouped by format and are filed on open shelves.

- Yes
- No

25. Materials, regardless of format, are interfiled on open shelves.

- Yes
- No

26. All materials are made easily accessible for use.

- Yes
- No (If No, please explain): ____________________________

_________________________
27. Equipment for proper utilization of materials is made accessible for use within the learning resources areas.

    ____ Yes   ____ No

28. Equipment for proper utilization of materials is made accessible for classroom use.

    ____ Yes   ____ No

29. Preview of materials is provided.

    ____ Yes   ____ No

30. Inter-library loans will be arranged:

    ____ Yes   ____ No (For faculty members)
    ____ Yes   ____ No (For students)

31. The community college personnel are informed of learning resources programs and materials through:

    ____ Bibliographies
    ____ Conferences
    ____ Displays
    ____ Exhibits
    ____ Orientation sessions
    ____ Reports
    ____ Inservice sessions
    ____ Office meetings
    ____ Other (specify): ________________________________

32. The community college administration is informed of the needs of the learning resources program through:

    ____ Reports
    ____ Office meetings
    ____ Other (specify): ________________________________
33. The staff of learning resources is continually re-evaluating the collection in terms of:

- Changing curriculum content
- New teaching techniques
- Newer materials available
- Other (specify): __________________________

34. A faculty handbook is available which fully describes all facets of the learning resources program.

- Yes   - No

35. A student handbook is available which fully describes all facets of the learning resources program.

- Yes   - No

36. Are policy statements governing the operation of the learning resources program readily available for faculty, student, and administrator use?

- Yes   - No

37. The community college staff is informed of new acquisitions through:

- Bulletins
- Releases in campus newspaper
- Displays
- Materials sent to Departmental Offices for examination
- Copy of catalog card or book catalog is sent to Departmental Offices of faculty member

38. The learning resources program serves as a clearinghouse for all requests for new materials.

- Yes   - No
39. The learning resources program serves as a clearinghouse for all requests for new equipment.

   Yes       No

40. A professional collection of materials is made available for faculty use.

   Yes       No

41. The staff of the learning resources program participates as a member of the teaching team -- presenting materials and information in classroom settings.

   Yes       No

42. The staff of the learning resources program is involved in cooperative activities with other community groups and organizations through:

   - Conferences
   - Visits
   - Reports
   - Bibliographies
   - Program exchange
   - Other (specify):

43. Staff of the learning resources program serve on curriculum committees.

   Yes       No

44. Planning with faculty members keeps the staff of the learning resources program informed of future assignments and needs.

   Yes       No
45. To what extent is the staff of the learning resources program involved in planning curricula changes and teaching-learning innovations?

- Slightly (less than 10 involvements per learning resources staff per year)
- Moderately (from 11 to 20 involvements per learning resources staff per year)
- Heavily (over 21 involvements per learning resources staff per year)

**Instructional Services:**

Please check your judgment on the amount of services listed below which you offer direct instructional support.

<table>
<thead>
<tr>
<th>Services</th>
<th>Faculty use of the services is generally</th>
<th>Departmental use of the services is generally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Provided</td>
<td>Non-existent Light</td>
</tr>
<tr>
<td></td>
<td>Provided to faculty member</td>
<td>Provided to department</td>
</tr>
<tr>
<td></td>
<td>Light</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>Heavy</td>
</tr>
<tr>
<td></td>
<td>Light</td>
<td>Heavy</td>
</tr>
<tr>
<td></td>
<td>Light</td>
<td>Medium</td>
</tr>
</tbody>
</table>

46. New print materials ordered on request

47. New nonprint materials ordered on request

48. Special bibliographies prepared on request

49. Print materials placed on closed reserve for specific classes

50. Instructor request audiodisc or tape recordings made available as listening experiences for individuals from specific classes

51. Instructor request that visual materials such as slides, filmstrips, or motion pictures made available as individual viewing assignments for specific classes
52. Video tape recordings for individual viewing assignments for specific classes

53. Production of copy slides or regular slide sets for use in instruction

54. Production of overhead transparencies

55. Production of audio recordings in any format (disc, reel-to-reel, cassette, and so forth)

56. Production of video tape recordings

57. Production of computer-assisted instruction programs

58. Guidance in listening/viewing is provided

59. Production of learning packages

60. Observe students in the Center for purposes of sharing with faculty information about interests, needs, and habits of study and reading behavior

61. Provide program whereby instructional materials and methods can be evaluated according to their teaching effectiveness

62. Provide a listing of community resources which supports the college's instructional program

63. Provide services whereby materials can be adopted to fill the college's instructional program
64. Provide services whereby materials can be adapted to fill the college's instructional program

65. Consultation on materials needed in special subject areas is provided

66. Consultation on resources needed for units of instruction is provided

67. Instruction in the use of the learning resources program is provided

<table>
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<tr>
<td>Not Provided</td>
<td>Provided to any faculty member</td>
<td>Provided to department</td>
</tr>
</tbody>
</table>

Instructional Development:

68. The staff of the learning resources program works with faculty members in assisting them with the integration of instructional resources into the teaching-learning process.

- Yes (If your answer is Yes, please complete the following.)
- No (If your answer is No, please go to question #69.)

- Assistance is given under priorities determined in advance
- Assistance is given on a first-come-first-served basis
- Assistance is given to departments or units only, not to individual faculty members
- Assistance is given to individual faculty members as well as departments and units
Assistance is given according to the number of students to be served

Assistance is given first to required courses as opposed to elective courses

Assistance is given only to those faculty members or units willing to share the cost

Assistance is charged to the individual or instructional unit on a cost basis

Assistance is not charged to the individual or instructional unit since the budget of the learning resources program is sufficient to cover all costs

Assistance is given in the production and use of materials which will be used outside the learning resources program facilities

Assistance is provided faculty members in all phases of producing learning packages

(If additional space should be needed in answering the following, please use additional sheets of paper.)

69. In your judgment, what are the specific departments or courses on which your learning resources program have had the greatest effect directly on instruction?

<table>
<thead>
<tr>
<th>Departments of Instructional Units:</th>
<th>Specific Course Numbers and Titles:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

70. What do you consider your greatest success in supporting or influencing instruction?
71. What are major difficulties in supporting or influencing instruction?

Thank you for completing this questionnaire. Please place it in the stamped envelope and return it to me by March 1, 1975.
Dear Respondent:

Would you extend the courtesy of your cooperation by completing and returning the attached questionnaire? This doctoral study concerns the learning resources services of community colleges and their relationships to instruction. It is a national study of a selected sample; therefore, your responses are of special importance.

The questionnaire is presented in five sections as follows: (1) Community College Profile, (2) Organization and Administration of Learning Resources, (3) Arrangement and Accessibility of Learning Resources, (4) Instructional Services, and (5) Instructional Development. The questionnaire takes approximately 40 minutes to complete. Additional copies are enclosed (a) for your personal file, and (b) for a colleague of yours (if you direct only part of the library or audio-visual services).

A stamped, addressed envelope for return of the questionnaire is enclosed. All responses will be grouped, and no person or institution will be identified in the study without written permission of the respondent. A separate card is enclosed if you desire a copy of the results; please fill in the complete address for forwarding the findings.

Thank you very much for the cooperation and assistance you have given.

Sincerely,

David R. Bender
Assistant Director
Dear Respondent:

On February 3, 1975 a questionnaire was mailed to you requesting your assistance in helping me with my doctoral research. The purpose of the questionnaire is to collect data which reflect ways in which community college learning resources programs are supporting instructional innovation. If you did not receive the questionnaire, please let me know and another copy will be sent to you immediately. Your response is needed in order to complete this phase of my study.

As the first letter indicated, neither you nor your institution will be identified by name. The study is not a comparative one.

I will appreciate your cooperation in expediting this study by giving prompt and careful attention to the questionnaire.

Sincerely,

David R. Bender
Assistant Director
APPENDIX E

SITE VISIT

INTERVIEW GUIDE

Name of Community College

Date of Visit

Learning Resources Staff

1. What type of planning documents exist in this community college which illustrate the short-range, long-range goals and objectives of the learning resources program?

2. What is the role that the staff of the learning resources program plays in the educational program?

3. What is the relationship of the learning resources program to innovative instructional programs?

4. Of all the services provided by the Learning Resources Center staff, which are directly related to innovative instruction?

5. What were the processes through which the Learning Resources Center program developed within this community college?

6. What is the nature and extent of faculty involvement in the Learning Resources Center program?

7. What is the learning resources administrative organization in this community college?

8. Is there a committee which serves in an advisory capacity to the Learning Resources Center staff?

   Yes  No

If there is, how was it selected and what is its function?

9. What procedures are used for the continuous evaluation of the services being provided by the staff of the learning resources program?

10. In your opinion, has the proportion of faculty in your community college been using mediated instruction over the past three years increased?, decreased?, or remained the same?
11. In your opinion, will the proportion of faculty in your community college be using mediated instruction over the next three years?
   Will it increase?, remain the same?, or decrease?

12. What technological systems are being used in this community college?
   a. Computer-Assisted Instruction
   b. Data Processing (Instruction/Administrative)
   c. Dial Access

13. What are the characteristics of the learning resources staff?

   Education
   Experience
   Age

14. What types of interagency cooperative activities are being provided by the Learning Resources Center program?

15. What is the role that the instructional staff plays in the development of the learning resources program?

16. What innovative teaching practices are currently being used or are being considered for use in the college's instructional program?

17. What is the process for initiating innovation in this community college?

18. How often do you use the learning resources program for class related assignments?

   _____Daily   _____Weekly   _____Monthly

19. When you need to use the learning resources program, are you able to find the information you need?

   D  _____Never  _____Seldomly  _____Frequently  _____Always
   W  _____Never  _____Seldomly  _____Frequently  _____Always
   M  _____Never  _____Seldomly  _____Frequently  _____Always
## APPENDIX F

### Services Provided for Faculty and Departmental Use

<table>
<thead>
<tr>
<th>Title</th>
<th>Services</th>
<th>Faculty use of the services is generally</th>
<th>Departmental use of the services is generally</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Learning Resources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Provided</td>
<td>Provided to any faculty member</td>
<td>Provided to department</td>
</tr>
<tr>
<td>46. New print materials ordered on request</td>
<td>7</td>
<td>133</td>
<td>36</td>
</tr>
<tr>
<td>47. New nonprint materials ordered on request</td>
<td>5</td>
<td>121</td>
<td>50</td>
</tr>
<tr>
<td>48. Special bibliographies prepared on request</td>
<td>13</td>
<td>116</td>
<td>29</td>
</tr>
<tr>
<td>49. Print materials placed on closed reserve for specific classes</td>
<td>9</td>
<td>133</td>
<td>31</td>
</tr>
<tr>
<td>50. Instructor request audiodisc or tape recordings made available as listening experiences for individuals from specific classes</td>
<td>4</td>
<td>140</td>
<td>33</td>
</tr>
<tr>
<td>51. Instructor request that visual materials such as slides, filmstrips, or motion pictures made available as individual viewing assignments for specific classes</td>
<td>5</td>
<td>139</td>
<td>31</td>
</tr>
<tr>
<td>52. Video tape recordings for individual viewing assignments for specific classes</td>
<td>21</td>
<td>121</td>
<td>34</td>
</tr>
<tr>
<td>53. Production of copy slides or regular slide sets for use in instruction</td>
<td>19</td>
<td>123</td>
<td>30</td>
</tr>
<tr>
<td>54. Production of overhead transparencies</td>
<td>16</td>
<td>119</td>
<td>31</td>
</tr>
<tr>
<td>55. Production of audio recordings in any format (disc, reel-to-reel, cassette, and so forth)</td>
<td>7</td>
<td>137</td>
<td>34</td>
</tr>
<tr>
<td>56. Production of video tape recordings</td>
<td>20</td>
<td>119</td>
<td>36</td>
</tr>
<tr>
<td>Services</td>
<td>Faculty use of the services is generally</td>
<td>Departmental use of the services is generally</td>
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<tr>
<td></td>
<td>Not Provided</td>
<td>Provided to any faculty member</td>
<td>Provided to department</td>
</tr>
<tr>
<td>57. Production of computer-assisted instruction programs</td>
<td>125</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>58. Guidance in listening/viewing is provided</td>
<td>26</td>
<td>110</td>
<td>31</td>
</tr>
<tr>
<td>59. Production of learning packages</td>
<td>39</td>
<td>99</td>
<td>31</td>
</tr>
<tr>
<td>60. Observe students in the Center for purposes of sharing with faculty information about interests, needs, and habits of study and reading behavior</td>
<td>84</td>
<td>53</td>
<td>16</td>
</tr>
<tr>
<td>61. Provide program whereby instructional materials and methods can be evaluated according to their teaching effectiveness</td>
<td>81</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>62. Provide a listing of community resources which supports the college's instructional program</td>
<td>93</td>
<td>47</td>
<td>18</td>
</tr>
<tr>
<td>63. Provide services whereby materials can be adopted to fill the college's instructional program</td>
<td>26</td>
<td>108</td>
<td>41</td>
</tr>
<tr>
<td>64. Provide services whereby materials can be adapted to fill the college's instructional program</td>
<td>18</td>
<td>113</td>
<td>39</td>
</tr>
<tr>
<td>65. Consultation on materials needed in special subject areas is provided</td>
<td>2</td>
<td>139</td>
<td>39</td>
</tr>
<tr>
<td>66. Consultation on resources needed for units of instruction is provided</td>
<td>7</td>
<td>134</td>
<td>39</td>
</tr>
<tr>
<td>67. Instruction in the use of the learning resources program is provided</td>
<td>5</td>
<td>139</td>
<td>45</td>
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</tbody>
</table>
APPENDIX G

LEARNING RESOURCES PROGRAM GUIDELINES

David Ray Bender
Doctoral Candidate
The Ohio State University
Columbus, Ohio

November 1976
LEARNING RESOURCES PROGRAM GUIDELINES

Introduction

The community college learning resources program should have basic resources which support the institution's purposes and programs. Such resources should be available in a well-equipped facility which encourages maximum use by the campus community. A competent professional staff should be available to assist in the use of resources. The collection of print and nonprint materials should be organized for easy access and adequate hours of service should be maintained.

As used throughout this study learning resources are defined as printed and nonprinted forms of recorded information and the necessary equipment for proper utilization. A learning resources center is a unit organized to provide a full range of instructionally related print and nonprint service encompassing instructional design and development services administered as a single program under the leadership of one director. The community college is a publicly supported institution of higher education offering instruction, both formal and informal, below the baccalaureate degree for persons who are either high school graduates or post high school age, and provides a program which reflects the specific needs and interests of the local community.

The purpose of these guidelines is: to assist planners, designers, and implementers of community college learning resource programs. The guidelines were based upon information collected through the preliminary questionnaire and site visits.

Directions

1. Listed below are statements which describe elements which might be found in a community college learning resources program.

2. Following each statement appears two columns—agree and disagree. If you believe that the statement should be a part of the learning resources program, place a check in the agree column. If you feel it should not be a part of the learning resources program, place a check in the disagree column.

3. Use the comment space to explain or qualify any of your responses which you believe need explanation.

4. All responses will be treated confidentially. The study will not identify any person or college to any statements being reported.
GUIDELINES

I. General

1. Learning resources should be organized as a single program under the leadership of one director.  
   Comments:

2. All facilities for learning resources, with the possible exception of storage areas, should be located in one building.  
   Comments:

3. Space allocations for learning resources program should equal approximately 8,000 square feet for each 1,000 full-time students enrolled.  
   Comments:
4. The budget for learning resources should be approximately five percent of the total college budget.

Comments:

5. The following services represent the core of support provided by learning resources to faculty members:

a. Consultation regarding needed materials and services

Comments:

b. Instruction in using the learning resources program

Comments:

c. Preview of materials

Comments:
<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>d. Ordering new materials on request</td>
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<td>___</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>e. Securing interlibrary loans</td>
<td>___</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>f. Maintaining a &quot;professional collection&quot; for faculty use</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>g. Providing closed reserve services</td>
<td>___</td>
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<tr>
<td>Comments:</td>
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<td></td>
<td>Agree</td>
<td>Disagree</td>
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<tr>
<td><strong>h. Providing duplicating and printing services to support instruction</strong></td>
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<tr>
<td><strong>Comments:</strong></td>
<td></td>
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<tr>
<td><strong>i. Local production services, including production staff and budgetary support for innovative instructional materials</strong></td>
<td></td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td><strong>j. Production of audio and visual experiences in a variety of formats</strong></td>
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<tr>
<td><strong>Comments:</strong></td>
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<tr>
<td><strong>k. Providing recordings of audio and/or visual experiences as class assignments to be completed in the learning resources facilities</strong></td>
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<td><strong>Comments:</strong></td>
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</table>
1. Inservice training in the use of educational media

Comments:

m. Providing an evaluation process for measuring the effectiveness of the services being offered by the learning resources program

Comments:

II. Personnel

6. Staffing in the learning resources program should be based upon the following:

a. One professional staff member for each 25 full-time faculty members or 500 full-time students

Comments:

b. Approximately one clerical/technical staff member for each professional staff member

Comments:
c. One part-time student assistant for each 150 students enrolled

Comments:

7. The Director (principal professional) of the learning resources program should:

   a. Be a member of the college administrative team with appropriate rank and title

   Comments:

   b. Report to the dean or vice-president with the college-wide responsibility for academic leadership

   Comments:

   c. Develop the learning resources program annual budget

   Comments:
d. Have a twelve-month contract

Comments:

Agree  Disagree

8. The professional staff of the learning resources program should:

a. Have rank, status, and benefits of other college employees

Comments:

Agree  Disagree

b. Be assigned to learning resources program operations exclusively (i.e., not hold split assignments with other administrative or instructional duties)

Comments:

Agree  Disagree

c. Have assigned time for instructional development assistance to the teaching faculty

Comments:

Agree  Disagree
<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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d. Serve on curriculum committees to provide liaison to the learning resources program

Comments:

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<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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e. Be involved in the development and writing of proposals for off-campus funding

Comments:

<table>
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<tr>
<th>Agree</th>
<th>Disagree</th>
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f. Serve as catalyst in encouraging the teaching faculty to use creative and varied instructional methods

Comments:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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g. Have twelve-month contracts

Comments:
III. Functions

9. Some of the basic functions of the learning resources program include:
   a. Serving as a clearinghouse for all college-wide purchases of instructional materials and equipment

      Comments:

   b. Coordinating study skill centers or laboratories established to assist in student learning activities

      Comments:

10. Some suggested policies of the learning resources program include:
   a. Grouping materials by format and filing them on open shelves for easy patron access

      Comments:
<table>
<thead>
<tr>
<th><strong>b.</strong> Making equipment for proper use of materials accessible for use within the learning resources area and classrooms</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>c.</strong> Opening the learning resources center during all class hours, evenings, weekends, holidays for use by students, faculty, and area residents who are not enrolled at the community college</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
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</table>

### IV. Public Relations

11. The community college administration and personnel should be informed of the learning resources center's:

<table>
<thead>
<tr>
<th><strong>a.</strong> functions</th>
<th>Agree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>Comments:</td>
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<tr>
<th><strong>b.</strong> services</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
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<tr>
<td>Comments:</td>
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</table>
c. programs

Comments:

Agree | Disagree
--- | ---

--- | ---

d. materials

Comments:

Agree | Disagree
--- | ---

--- | ---

e. needs

Comments:

Agree | Disagree
--- | ---

--- | ---

12. This communication should be accomplished by means of:

a. annual report

Comments:

Agree | Disagree
--- | ---

--- | ---
b. statements of short and long-range goals

Comments:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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c. policy statements

Comments:

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<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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</table>

d. faculty and student handbooks

Comments:

<table>
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<tr>
<th>Agree</th>
<th>Disagree</th>
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e. advisory committee

Comments:

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<tr>
<th>Agree</th>
<th>Disagree</th>
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<td></td>
<td>Agree</td>
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<tr>
<td>f. reports and office meetings</td>
<td></td>
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<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>g. bibliographies</td>
<td></td>
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<td></td>
<td>Comments:</td>
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<td>h. displays</td>
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<td></td>
<td>Comments:</td>
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<tr>
<td>i. orientation sessions</td>
<td></td>
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<td></td>
<td>Comments:</td>
</tr>
</tbody>
</table>
j. inservice sessions

Comments:

13. The learning resources program should be a participating member of existing or future cooperatively established networks which will insure maximum accessibility and availability of instructional resources and services.

Comments:

V. Instructional Development

14. Instructional development should be encouraged by providing the following:

a. The establishment of teams of individuals possessing different competencies, experiences, and training for the purpose of designing instructional programs

Comments:
b. The allocation of a certain percent of the college's budget for instructional development activities

Comments:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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</table>

c. The granting of release time from instructional teaching assignments to faculty members engaged in major instructional development activities

Comments:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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</table>

d. The provision of personal recognition needs to be made to faculty and members of the learning resources program

Comments:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
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</table>

e. That a portion of the teaching faculty evaluation form relate to the use of media within a classroom setting

Comments:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td>f. The establishment on each college campus of a review process for initiating instructional change flexible enough to allow each person to design or re-design programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>g. The provision that the teaching faculty have the freedom to develop their own course content and use methods befitting themselves which will meet the college's instructional goals and objectives</td>
<td></td>
</tr>
<tr>
<td>h. The establishment of an inservice program which will assist in training staff in the process and procedures to be used in designing instructional innovation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>i. The development of a process whereby locally produced/prepared instructional materials are evaluated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comments:</td>
</tr>
</tbody>
</table>
15. Activities which are essential for achieving success in supporting or influencing instruction are:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

a. cooperation between learning resources center staff and the college faculty

Comments:

b. offering a full range of services

Comments:

c. designing, developing, and producing media

Comments:

d. writing proposals seeking outside funding for use in instructional development activities

Comments:
POSSIBLE ADDITIONAL CRITERIA

If you feel there are potential criteria not included within the five previously stated areas, please list them under the appropriate section below:

A. General:

B. Personnel:

C. Functions:

D. Public Relations:

E. Instructional Development:
References


71. Interview with Margaret Chisholm, Dean, College of Library and Information Services, University of Maryland, on March 18, 1974.


92. Lane, Cleve W., and Lewis, Robert B. Guidelines for Establishing and Operating an Adult Learning Laboratory. Raleigh: North Carolina State University, 1971.


**COLLEGE MATERIALS**


175. Prince George's Community College. *Largo Campus Master Plan (March 1972)*. Largo, Maryland.