1978


William Charles Buchanan

Louisiana State University and Agricultural & Mechanical College

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A STATUS STUDY OF THE LIBRARY-LEARNING
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COMMUNITY COLLEGES OF ALABAMA.

THE LOUISIANA STATE UNIVERSITY AND
AGRICULTURAL AND MECHANICAL COL., ED.D., 1978

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A STATUS STUDY OF THE LIBRARY-LEARNING RESOURCE CENTERS
IN THE PUBLIC JUNIOR AND COMMUNITY COLLEGES OF ALABAMA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of

Doctor of Education

in

The Department of Education

by

William Charles Buchanan
B.A., Belmont College, 1964
M.Ed., Middle Tennessee State University, 1967
M.S.L.S., Louisiana State University, 1971

May, 1978
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ABSTRACT

The purposes of this study were (1) to determine the present status of the library-learning resource centers in the public junior and community colleges of Alabama; (2) to denote quantitative, comparative criteria for evaluation which might be used by the State of Alabama in developing guidelines for its junior and community college library-learning resource centers; (3) to identify strengths and weaknesses in the library-learning resources programs; (4) to identify innovative practices, concepts, and emerging trends; (5) to compare the current status of library-learning resources programs in Alabama public junior and community colleges with "Guidelines for Two-Year College Learning Resources Programs," published by the Association of College and Research Libraries in 1972. Since its beginning in 1963, the Alabama Junior and Community College System has been seriously deficient in evaluation and guidance of community college learning resource centers. Inquiries revealed no such information was available in the offices of the State Department of Education, Division of Vocational Education and Community Colleges.

In order to accomplish the purposes of this study, appropriate information was solicited from the director or head librarian of each of the twenty public junior and community college library-learning resource centers in the state. Responses were received from eighteen of the twenty colleges.

Data were gathered by means of a survey instrument which asked for information on staff, collection, facilities, philosophy, and budget.
Items included on the instrument were determined by the writer's experience as Director of Learning Resources in two of Alabama's community colleges, a review of the literature, and survey instruments from similar status studies.

Information submitted by the respondents was recorded. Each item of each section on the survey was listed and the responses of each college tabulated. From this data, two profiles were developed of the eighteen Alabama junior and community colleges: (1) a state profile of the library-learning resource centers and (2) a profile of individual learning resource centers.

Tabular form was employed to depict graphically the data obtained in the study. The discussion form was used to denote strengths and weaknesses and to present innovations, concepts, and emerging trends. The "Guidelines for Two-Year College Learning Resources Programs" were used as a basis for comparison of the profiles. Recommendations and observations based upon evaluation of the data obtained in the study and upon comparisons with the "Guidelines for Two-Year College Learning Resources Programs" were presented. No attempt was made to evaluate junior and community college library-learning resources or programs.

The current status of Alabama learning resources programs corroborates the most prevalent practices, trends, and concepts found in the literature and in the few status studies of two-year college learning resource centers in other states. Most of the institutions in Alabama followed the trend toward full-service integrated learning resources programs. Evidence of knowledgeable leadership existed, but there were problems in implementation of the learning resources concept. As researchers found in earlier studies, library staffs possessed the knowledge
of techniques but were unable to provide maximum service due to lack of funds, staff, collections, and facilities.
Chapter 1

INTRODUCTION

During the past decade there has been unprecedented growth and change in American education. The community junior college movement has been considered one of the most dynamic innovations in higher education in this country and has been one of the major reasons for growth in American education (Nieball, 1975).

The community colleges in the United States at the present time represent a unique and dynamic educational concept. The community college movement, developing since 1946, with its flexibility, open admissions, community liaison, and diversified programs has grown to represent almost half of the total entering college population (Thomson, 1975).

Institutional growth of the two-year college entered a boom period in the decade of the 1960's, mainly because of the emergence of the community college concept. According to Bushnell (1973) the unprecedented growth of public community colleges during the last decade -- a 300 percent increase in enrollment and a doubling of the number of institutions -- attested to the popularity of these remarkable institutions. Twenty years ago community colleges were being asked to prove themselves worthy of the name of higher education. The tremendous growth of the two-year institution was due, in great part, to its curricular relevance, accessibility, and adaptability to constantly changing societal needs (Palinchak, 1973). Nieball (1975) concluded
that economic, social, and educational forces strongly influenced the
development of the junior college as well as the demands made by large
numbers of both adults and young people for further education at the
community college level. Thornton (1966:32) wrote:

In the brief course of its growth as a part of the American
school system, the community junior college has accumulated
very few outworn traditions. Its development alongside, rather
than within, the main stream of secondary and collegiate educa­
tion may have saved it from some of the defects of both types.
At any rate, the individual colleges and the movement as a
whole have maintained a high degree of adaptability and flexi­
bility.

The junior college has been called a new social invention which
came into being and evolved in response to societal needs (Gleazer, 1966).
In less than ten years the community college has found its place within
the framework of higher education. Harlacher (1969:107) stated that
"the community services function, while still emerging as a major aspect
of the program of these colleges, is the element that may best fit them
for a unique and highly significant role in future patterns of American
education."

Within a short period of time the junior college has made a
tremendous impact on American education and has achieved an identity of
its own. Kelley (1970:v) contended: "In American education, the twen­
tieth century may be known to history as the 'Century of the Community
Junior College.'" Bushnell (1973:7) stated: "Others see it as 'one
of the few unique accomplishments of American Education in the twentieth
century."

Within this educational concept, another phenomenon came into
being -- the learning resource center. Known by various names, and
comprised of various organizational patterns and philosophies, the
learning resource centers have been remarkably similar in their emphasis on concern for the learner, and their support of the teaching-learning process (Thomson, 1975).

Gunselman (1974) noted that the learning resource center of a community college was one of the most fascinating and challenging educational developments in decades. Because the impact of the community college is recent, its learning resources program has remained free of tradition that has deterred innovations in education for a hundred years.

According to Johnson (1966) increasing recognition is being given today to the fact that the library in the junior college has unique responsibilities, problems, and opportunities which distinguish it from libraries in other educational institutions. There are numerous reasons for this uniqueness. Among the most evident reasons are: (1) teaching is limited to freshman and sophomore courses; (2) offerings in the technical-vocational areas are prominent in the curricula; (3) most students live at home and commute to classes; and (4) public junior colleges are becoming comprehensive "open-door colleges" which serve a heterogeneous student population.

A review of the literature has shown that a number of studies have been based on the major premise that the learning resources concept is relatively new. Therefore, the most prevalent need is for an overall general improvement quantitatively and qualitatively to provide the minimal basic library services. Gleazer (1966:266) stated: "Of all aspects of junior college development, less attention has been given to the junior college library than to any other part of the institutional program."
Inherent with the expanding role and development of community college learning resources has been the continuing need for assessment and evaluation of the various components of such programs. A few studies have been completed either by or for state departments of education. These were conducted primarily to assess the conditions of their institutions. Studies conducted by Arizona State University in 1968 and by the Minnesota Higher Education Coordinating Commission in 1969 were surveys which dealt with such areas as the role of learning resources programs, organization and administration, staff, materials, facilities, budgets, services, and emerging trends and concepts. Other studies such as Wolf (1971), Berning (1974), and Nieball (1975) have presented various interpretations of the "Guidelines for Two-Year College Learning Resources," published by the Association of College and Research Libraries in 1972.

Thus, a review of the literature revealed little research has been done nationally on community college learning resource centers. No status study has been done on Alabama community college learning resource centers. There was a definite need for a survey study to provide information relative to the current status of library-learning resources programs in the junior and community colleges of Alabama.

THE PROBLEM

Statement of the Problem

This study was designed to provide comprehensive information about the library-learning resources programs in the publicly supported junior and community colleges of Alabama.
The purposes of this study were (1) to determine the present status of the library-learning resource centers in the public junior and community colleges of Alabama; (2) to denote quantitative, comparative criteria for evaluation which might be used by the State of Alabama in developing guidelines for its junior and community college library-learning resource centers; (3) to identify strengths and weaknesses in the library-learning resources programs; (4) to identify innovative practices, concepts, and emerging trends; (5) to compare the current status of library-learning resources programs in Alabama public junior and community colleges with "Guidelines for Two-Year College Learning Resources Programs," published by the Association of College and Research Libraries in 1972 (hereinafter referred to as the "Guidelines").

Delimitation of the Study

1. This study attempted to include the library-learning resource centers of all the public junior and community colleges in the State of Alabama.

2. All privately supported junior colleges and two-year technical institutes were excluded.

3. This study was limited to a survey designed to gather information representing the present status of these library-learning resource centers.

Significance of the Study

The community college has not received the attention deemed necessary by some researchers. Almy (1965:126) contended that "it is a sad but true statement there is little in the literature concerning
junior college libraries. Although such material is available on junior colleges, their libraries usually go unmentioned."

With the most dramatic growth in education taking place at the community college level, many states have felt the need for systematic planning and guidance in the development of learning resource centers. Surveys have been done to provide a basis for developing the learning resource center and for determining standards as guidelines during their growth. A few studies have been completed either by or for state departments of education to determine the current library situation in their respective states.

This study was conceived to gather information relative to the current status of library-learning resources in the public junior and community colleges of Alabama. The Alabama State Department of Education, Division of Vocational Education and Community Colleges, gathered and published statistics in many areas of junior college educational activities in the state, but current data on libraries in public junior colleges had been limited in scope and had been concerned mainly with annual library and institutional budget appropriations and expenditures. Since its beginning in 1963, the Alabama Junior and Community College System has been seriously deficient in evaluation and guidance of community college learning resource centers. Each learning resource center has been developed according to the philosophy, concepts, training, and wishes of its administration and staff. Alabama has not developed (1) a statement of philosophy for learning resource centers; (2) standards and criteria for evaluation of learning resource centers; (3) a multimedia survey to identify innovative practices, concepts, and emerging trends; (4) a comparative analysis of current status of these programs with the "Guidelines for Two-Year College Learning Resources Programs."
In 1971 this writer experienced the critical need for relative information and state guidelines in setting up a library-learning resource center in one of Alabama's new community colleges. Inquiries revealed that information was not currently available in the offices of the State Department of Education, Division of Vocational Education and Community Colleges. A survey study was definitely needed to provide quantitative, comparative criteria for evaluation which might be used in developing guidelines for Alabama's junior and community college library-learning resource centers. The purpose of this investigation was to add significantly to the information available about public junior and community library-learning resource centers in Alabama.

THEORETICAL FRAMEWORK

Definition of Terms

Library-Learning Resource Center (LRC). In this study the terms "library" and "learning resource center" were used interchangeably. The use of any one of these terms refers to an administrative unit which integrates all of the library, audiovisual, instructional development, and production personnel and facilities, and all of the instructional content materials, both print and non-print, available on each campus, regardless of location or organizational pattern.

Learning Resources Program. An Administrative configuration within the institution responsible for the supervision and management of Learning Resources Units, regardless of the location of these components within the various physical environments of the institution.

Junior College, Community College, Two-Year College. Unless specified otherwise, this writer's use of these terms is considered
interchangeable. The use of any one of these terms refers to an institution of higher education, either comprehensive or specialized, which offers less than a baccalaureate degree and which requires its students either to be high school graduates or to be beyond high school age.

Audiovisual, Library. On the survey instrument, these terms were used separately when information was requested to distinguish print from non-print materials and services.

Production. The design and preparation of materials for institutional and instructional use. Production activities may include graphics, photography, cinematography, audio and video recording, and preparation of printed materials.

Professional Staff. Personnel who pursue responsibilities requiring professional training at the graduate level and experience appropriate to the assigned responsibilities.

Supportive Staff. Personnel who assist professional staff members in duties requiring specific skills and special abilities. Their training may range from four-year degree programs to certificates or extensive training in a given area or skill.

Assumptions

The basic assumptions of this investigation were:

1. Accurate data about junior college library-learning resources programs in Alabama could be obtained by valid data-gathering techniques.

2. The "Guidelines" provided valid criteria relating to learning resources programs in the two-year college.

3. Innovative practices and concepts in the learning resources programs existed and could be identified.
SOURCE AND TREATMENT OF DATA

Source of Data

This investigator conducted a study by the descriptive survey method to gather data, to assess the existing status, and to ascertain current practices and procedures in Alabama public junior college library-learning resources programs in relation to the "Guidelines for Two-Year College Learning Resources Programs."

In order to accomplish the purpose of this study, appropriate information was solicited from each public junior college library-learning resource center in the State of Alabama. Information was gathered by means of a questionnaire (see Appendix B). The questionnaire was formulated by Berning (1974) with professional assistance from librarians and educators. This survey instrument, "Colorado Junior College Learning Resource Center Survey," was used in a survey of learning resources programs in Colorado. To provide for suitability to the State of Alabama, the instrument was revised with construction based mainly on information derived from this writer's experience as administrator of library-learning resource centers in two of Alabama's junior colleges. Advice was sought from other librarians and administrators in the public junior colleges of Alabama. This instrument asked for both statistics and judgments from respondents.

The data for this study were solicited from the director or head librarian of each of the twenty public junior college library-learning resource centers in the state. The list of junior and community colleges included in the survey is given in Appendix C. Alabama has six institutions which have "community college" as part of their official names. Fourteen institutions are named "junior colleges."
Of the twenty questionnaires distributed, eighteen were completed and returned to the investigator within two months. The two remaining library-learning resource center directors indicated that they would not be able to comply with the request due to the lack of information on their part and time for the task. As a result, the total response was 90 percent.

The depiction of the present status of learning resource centers is based on the survey of these areas:

- Institution (General Information)
- Range of Philosophy of the LRC Services
- Staff of LRC
- Budget
- Collection
- Physical Facilities (Work and Staff Areas)
- Physical Facilities (Service)
- Automation
- Audiovisual Equipment
- Dial Access Information Retrieval System
- Television
- Lecture Halls

**Treatment of the Data**

Information submitted by the respondents was recorded. Each item of each section on the survey was listed and the response of each college tabulated. From this data two profiles were developed of the eighteen Alabama junior colleges: (1) a state profile of the learning resource centers and (2) a profile of individual learning resource centers.
Tabular form was employed to depict the data obtained in the study. The discussion form was used to denote strengths and weaknesses and to present innovations, concepts, and emerging trends.

The "Guidelines" were used as a basis for comparison of the profiles. The "Guidelines" were significant because (1) the approach is by program rather than facility, and (2) the work is the joint effort of three national organizations -- The Association of College and Research Libraries of the American Library Association, the American Association of Community and Junior Colleges, and the Association for Educational Communications and Technology (Association of College and Research Libraries, 1972).

Diagnostic and descriptive in nature, these "Guidelines" gave direction to two-year colleges desiring to develop comprehensive learning resources programs. This document provided criteria for information, self-study, and planning, not to establish minimal (or accreditation) standards. The "Guidelines" represented recommended practices and should be governed by the purposes and objectives of each college.

Recommendations and observations based upon evaluation of the data obtained in the study and upon comparisons with the "Guidelines" were presented. No attempt was made to evaluate junior college library-learning resources or programs.
Chapter 2

REVIEW OF RELATED LITERATURE

In surveying the literature an attempt was made to synthesize the more relevant research findings in order to help explain and clarify the theoretical basis for the present study. The purpose of this chapter was to review those studies which were closely related to the interests and purposes of this investigation.

BACKGROUND AND CONCEPT OF LEARNING

RESOURCE CENTERS

The community college movement has been of paramount importance to the field of higher education in the past decade, and the community college's growth will certainly not diminish over the next decade (Allen, 1973). This movement, together with more effective communication, newer technology, and the resulting influence of the teacher-learning process, emphasizes the ever-increasing role of the library-learning resource center.

Giles (1975:50) concluded: "Since this decade of 'newer media' paralleled a decade of rapid growth and development in community colleges, community college libraries have tended to be on the 'cutting edge' of change."

At the community college level, Stone (1970) found some of the earliest and best uses were made of the new media both as a teaching tool and as a tutorial medium in the library or resource center.
Shores (1968) concluded that the purpose of the library-college or community college concept was to increase the effectiveness of student learning, particularly the use of library-centered, independent study with a "bibliographically expert" faculty.

Haro (1975) formulated that the two-year colleges, because of their greater flexibility in the development of educational programs, have been able in the last ten years to relate to their respective communities. Terwilliger (1974) added that in the community college, the learning resource center has developed from a sense of mission. The community college has no inherited tradition to restrict projected goals. Thus, there is no universal model for a learning resource center. The existence of many forms reflect the varying needs of different campuses.

According to Trinkner (1965) the ideal junior college library of the mid-twentieth century is building an image of its own. A significant trend is the emerging image of providing housing for all types of materials and equipment.

LITERATURE ON STATUS STUDIES

The extensive change in the library concept of the two-year college level would seem to make that unit a natural target for much research. This appears not to be the situation. The junior college library field remains largely unexplored and needs more investigation.

Reeves (1973:7) provided additional support for this contention: "Most of the meager literature produced so far about junior college libraries, if not describing specific libraries, deals with standards or guidelines."
Wolf (1971) summarized the situation:

One measure of development of junior college libraries is the extent to which they have been researched and indications of that research appear in the literature. Evidence of this development should be readily available in the professional journals, doctoral level research and textbooks. When one searches for this evidence in the field of community colleges, one finds a literal deluge of writings on the colleges, but little has been written about their libraries.

Research in the form of dissertations has been limited in the number conducted in the area of junior and community college learning resources. Parker (1961) developed a bibliography of dissertations on the junior colleges between 1940 and 1960. The project revealed 225 research studies and only one was concerned with the library. Eyman (1973) in a compilation of dissertation titles accepted by accredited library schools from 1930 to 1972, listed no study specifically about junior college libraries. Nieball (1975) conducted a dissertation study at Texas Woman's University which was a comparative analysis of learning resources in the public junior colleges of Texas. This study was one of few studies conducted since Eyman's (1973) compilation.

A review of the literature revealed very few status study surveys. Wolf (1971) found that a recognition of the need for and the value of basic status studies as the foundation for evaluation of junior college libraries has developed slowly but steadily during the development of the community college movement.

Expressing the need for status studies, Eells (1936:206) stated: "They [status studies results] tell what junior college libraries are, not what they should be." He further stated: "We need to know where we are [norms] before we can make intelligent progress toward where we should be [standards]."
Most of the available surveys such as Arizona (1968), California (1968), and Minnesota (1969) were done either by or for state departments of education to assess conditions of their institutions. Very few studies were concerned with junior college libraries. Major emphasis was placed on evaluation of elementary and secondary school libraries.

In 1965, Michigan State Department of Education issued a report of a survey conducted by private researchers that was designed to gather information to be used as the basis for developing a statewide program for community college library improvement (Nelson, 1965). Berning (1974) in a dissertation at the University of Northern Colorado conducted one of the few status studies dealing entirely with learning resource centers of public community colleges. The study was designed to determine the present status of community college learning resource centers in Colorado and thereby to provide basic information that could be used by the state in formulation of guidelines that would aid in the founding of new and the developing of current learning resource centers in the state. The study revealed that the two-year learning resource centers were striving for identity as full serviceable learning resource centers. Lack of funds was the major obstacle in achieving this identity.

In a comparative analysis study of the learning resources programs in Texas, Nieball (1975) revealed that inadequacies in staff, faculty, financial support, student interest, faculty interest and co-operation, and audio-visual and library program integration were the principal obstacles in the development of more effective resources programs.

Bohls (1971) reflected this same contention in a survey of developmental patterns in junior colleges in Texas. This survey revealed
that major deficiencies in development of media programs and library services can be traced to lack of budgetary commitment, effective logistical support, poor design of facilities, and lack of knowledgeable leadership.

In a status survey of the instructional media centers in California, Graves (1972) revealed the greatest assets were staff and faculty and the greatest concern was to increase size of the professional supportive staff.

Vogel (1974) in an investigation of media development in community colleges stated that administrative patterns for media services of two-year colleges were varied, but the trend seemed to be toward a full-service integrated learning resources concept. The chief problem was lack of funds to finance a full-service learning resources program.

In surveying changing patterns of library service in five California junior colleges, Brundin (1971) found the most significant influences promoting progressive change in the five junior college libraries, apart from the accreditation requirements and available resources, were the individuals directly involved with providing library services -- the staff. Carty (1959:492) stated: "Everyone realizes that the library is more than a room full of books -- it is only as effective as the personnel in charge." Laffin (1966:226) agreed by stating: "Ultimately, however, the worth of any college library is the responsibility of the librarian."

The deficiencies in staff, collections, facilities, and budgets are not new phenomena. In an early survey study of appraisal of current practice in community college libraries, Wheeler (1964) found library staffs possessed knowledge of techniques but were unable to serve due to
lack of funds. Johnston (1958) conducted a survey of 128 junior college libraries in the Southeast and revealed that shortage of staff and inadequate buildings were the two problems of concern to most junior college librarians.

While most researchers investigating the status of community college libraries contend that staff, facilities, collection, and budget are deficient, Allen (1970:35) stated:

"There are many factors affecting the community college library, both within and without the institution. The ratio of books per pupil, the total size of the collection, and the number of square feet per student have traditionally been measurements of adequacy. This investigation, however, indicates that the following factors might be even more important: age of institution, the attitudes of the faculty, attitudes of the students, geographical location of the institution, and the institution's internal climate. Only future research will determine what elements in the library program are decisive in learning."

Research has revealed a number of factors which contribute to problems in effective learning resources programs. Besides the ones previously mentioned, philosophy of purpose is thought to be a leading factor in the role and development of learning resources programs. One writer contended that the role and development of the library are tied to the institution's fiscal support and philosophical attitude toward libraries. Where the library is an integral part of the learning process, the college librarians will be thoroughly integrated into the total college program (Christensen, 1967).

SUMMARY

A survey of the literature confirmed the preliminary assumption that few studies have been attempted to determine the status of learning resources programs at the junior and community college level. There was
a definite need for a study of this nature. The literature did reveal that the dynamic community college movement contributed to the two-year college's changing profile in general, and the library-learning resource center in particular needed investigation if the state departments of education and local education administration are cognizant of new and innovative practices, concepts, and emerging trends. Various states have done surveys to identify strengths and weaknesses in their junior college library programs. Thus, evidence indicates most community college learning resource centers are striving for identity as full serviceable learning resource centers but lack the staff, collections, facilities, and budget to establish a fully structured resource center.
Chapter 3

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

As previously mentioned, two-year colleges constituted one of the most dynamic sectors in North American higher education. The increasing number of students and the growing number of new junior and community colleges reflected a tremendous concern toward extension of universal higher education. This growth could be attributed partially to new societal demands on education. To meet these needs many changes were made in higher education. One of the most evident areas for change has been the library. Current trends in community colleges have moved toward the combining of library and media (audiovisual) services into a single operation known by several titles: library and learning resource center, the instructional media center, or the educational development center (Thomson, 1975). These centers have moved away from collections of only print materials to also include non-print materials. Production of materials, as well as the collecting and servicing of prepared content materials, has become a vital function of the new concept in learning resources programs.

Although there was diversity among institutional patterns, all two-year institutions needed qualitative recommendations based on professional expertise and successful practices in learning institutions which could be used for self-evaluation and projective planning (Association of College and Research Libraries, 1972). The "Guidelines"
were recognized on the national level as the most appropriate document for developing learning resources programs. The "Guidelines" were used as the basis for comparison and analysis of data obtained for this investigation because they were the most current authoritative source.

The primary objectives of this study were to determine the present status of the junior college library-learning resource centers in the State of Alabama and to denote quantitative, comparative criteria for evaluation which might be used by the state in developing guidelines for its library-learning resources programs.

To accomplish the purposes of this study, a survey instrument which was developed by Berning (1974) was revised by this investigator with permission granted by Berning (1974). The instrument was sent to the head librarians and directors of library-learning resources programs in Alabama junior colleges (see Appendix C). Responses were received from eighteen of twenty institutions. Information provided by the respondents was tabulated in order to identify a collective and individual profile. Statistical results of each item were entered with each item along with coded names of each learning resource center that responded (see Appendix C).

A verbal overview of the detailed tabulation found in Appendix C is presented in this Chapter. The most prominent features of the various programs were summarized and totaled. A status profile of the public junior college library-learning resource centers in the State of Alabama was developed. No attempt was made to evaluate the specifics. Observations and recommendations are presented in Chapter 4.
DESCRIPTION OF APPENDIX C

Appendix C represents the survey with the results of the responses. Therein the reader is given a detailed tabulation of the current status of the public junior college library-learning resource centers in the State of Alabama.

Not all eighteen respondents supplied data for every questionnaire item; consequently, the number of responses varied according to the tabulations for each specific question. Thus, if the total number of responses to any question was not equal to the total number of colleges that returned the questionnaire, the interpretation was that only those noted responded to that question.

The number of colleges responding to a check-response request was entered before the statement with the coded list of those responding entered below. If a Yes-No reply was asked for, the total number of responses to each was entered along with a coded list of those responding to each response immediately below.

Charts and tables were constructed for the sections of the questionnaire that asked for numerical figures. Individual response figures and grand totals were entered to present a profile.

To expedite tabulating, the following code was used to identify the colleges responding. For the general institutional information and the verbal overview of the tabulations, an abbreviated title of each college was used.

<table>
<thead>
<tr>
<th>Code</th>
<th>Name of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Alexander City State Junior College</td>
</tr>
<tr>
<td>B</td>
<td>S. D. Bishop State Junior College</td>
</tr>
<tr>
<td>Code</td>
<td>Name of College</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>BR</td>
<td>Albert P. Brewer State Junior College</td>
</tr>
<tr>
<td>C</td>
<td>John C. Calhoun State Community College</td>
</tr>
<tr>
<td>CV</td>
<td>Chattahoochee Valley Community College</td>
</tr>
<tr>
<td>E</td>
<td>Enterprise State Junior College</td>
</tr>
<tr>
<td>F</td>
<td>James H. Faulkner State Junior College</td>
</tr>
<tr>
<td>G</td>
<td>Gadsen State Junior College</td>
</tr>
<tr>
<td>GW-D</td>
<td>George C. Wallace State Community College - Dothan</td>
</tr>
<tr>
<td>GW-H</td>
<td>George C. Wallace State Tech Community College - Hanceville</td>
</tr>
<tr>
<td>GW-S</td>
<td>George C. Wallace State Community College - Selma</td>
</tr>
<tr>
<td>J</td>
<td>Jefferson State Junior College</td>
</tr>
<tr>
<td>JD</td>
<td>Jefferson Davis State Junior College</td>
</tr>
<tr>
<td>L</td>
<td>Lurleen B. Wallace State Junior College</td>
</tr>
<tr>
<td>NE</td>
<td>Northeast Alabama State Junior College</td>
</tr>
<tr>
<td>NW</td>
<td>Northwest Alabama State Junior College</td>
</tr>
<tr>
<td>P</td>
<td>Patrick Henry State Junior College</td>
</tr>
<tr>
<td>S</td>
<td>Snead State Junior College</td>
</tr>
<tr>
<td>SU</td>
<td>Southern Union State Junior College</td>
</tr>
<tr>
<td>TL</td>
<td>Theodore Lawson State Community College</td>
</tr>
</tbody>
</table>

**INSTITUTIONS (GENERAL INFORMATION)**

Four types of two-year institutions in Alabama were identified: (a) public junior colleges, (b) public comprehensive community colleges (distinct technical and two-year transfer divisions), (c) independent or private junior colleges, and (d) public technical institutes or technical colleges, with a combined total of forty-eight institutions.
As early as 1958, the Committee on Higher Education of the Alabama Education Commission recommended a system of junior colleges for Alabama. Legislative Act Number 888 approved on September 8, 1961, authorized a governing body and gave permission for this governing body to locate a site for, operate, and manage a public junior college somewhere in Franklin, Marion, or Winston County. The junior college established under this act was named Phil Campbell in Franklin County (The History of Alabama State Junior Colleges, 1974). Legislative Act Number 590 approved September 16, 1963, authorized the Phil Campbell Junior College Board of Trustees the right to petition to become a state junior college under the provisions of Act 93. Thus, the Phil Campbell Junior College was renamed Northwest Alabama State Junior College and became the first public junior college in Alabama. One month later, on October 9, 1963, the Alabama State Board of Education designated ten more junior college centers.

Act Number 142, October 2, 1965, gave the first official documented designation of an official name for a junior college. The present names of the junior colleges were essentially the same, except for four which were later designated as community colleges.

As shown in Table 1, most of Alabama public junior colleges were established since 1965. Although two institutions had been in existence since 1922 and 1935, originally they were established as religiously sponsored colleges. Southern Union State Junior College was founded in 1922 by the Christian Church and became a public junior college in January, 1964. Snead State Junior College was founded in 1935 as a Methodist institution and was donated to the state in August, 1967. Of the eighteen colleges responding to this survey, the founding years
TABLE 1
DATE OF ESTABLISHMENT, AND NUMBER OF ALABAMA PUBLIC JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>Date of Establishment</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920 to 1930</td>
<td>1</td>
</tr>
<tr>
<td>1930 to 1940</td>
<td>1</td>
</tr>
<tr>
<td>1940 to 1950</td>
<td>0</td>
</tr>
<tr>
<td>1950 to 1960</td>
<td>0</td>
</tr>
<tr>
<td>1960 to 1965</td>
<td>1</td>
</tr>
<tr>
<td>1965 to 1970</td>
<td>14</td>
</tr>
<tr>
<td>1950 to 1975</td>
<td>2</td>
</tr>
<tr>
<td>1975 to 1977</td>
<td>1</td>
</tr>
<tr>
<td>Total Number of Institutions</td>
<td>20</td>
</tr>
</tbody>
</table>

as public institutions extend from 1963 to 1976. The newest community college was George C. Wallace State Tech Community College at Hanceville, established in 1976. Thus, the period of most rapid growth for Alabama public junior colleges had been from 1965 to 1977.

Only one institution, Southern Union, had a multi-campus. There were campuses at Wadley and Lanett. Almost all of the other junior colleges operated one or more extension centers out of their main campuses.

Three junior college campuses had urban locations, while three had suburban settings and twelve were in rural areas. The public junior colleges were widely dispersed through the state. Figure 1 shows the geographic location of the twenty public junior colleges in Alabama. The concentration of public junior colleges was in the sparsely populated
Figure 1

STATE JUNIOR AND COMMUNITY COLLEGE SYSTEM

LEGEND ON PAGES 26 AND 27
Legend for Figure 1

1. Alexander City State Junior College  
   Post Office Box 699  
   Alexander City, Alabama 35010

2. S. D. Bishop State Junior College  
   351 North Broad Street  
   Mobile, Alabama 36603

3. Brewer State Junior College  
   Highway 43, North  
   Fayette, Alabama 35555

4. John C. Calhoun State Community College  
   P. O. Box 2216  
   Decatur, Alabama 35601

5. Chattahoochee Valley State Community College  
   Suite 300  
   1119 Broad Street  
   Phenix City, Alabama 36867

6. Jefferson Davis State Junior College  
   Brewton, Alabama 36426

7. Enterprise State Junior College  
   P. O. Box 1300  
   Enterprise, Alabama 36330

8. James H. Faulkner State Junior College  
   P. O. Box 880  
   Bay Minette, Alabama 36507

9. Gadsden State Junior College  
   George Wallace Drive  
   Gadsden, Alabama 35903

10. Patrick Henry State Junior College  
    Box 646  
    Monroeville, Alabama 35215

11. Jefferson State Junior College  
    2601 Carson Road  
    Birmingham, Alabama 35215

12. T. A. Lawson State Community College  
    3060 Wilson Road  
    Birmingham, Alabama 35221
13. Northeast Alabama State Junior College  
P. O. Box 159  
Rainsville, Alabama 35986

14. Northwest Alabama State Junior College  
Phil Campbell, Alabama 35581

15. Snead State Junior College  
P. O. Drawer D  
Boaz, Alabama 35957

16. Southern Union State Junior College  
Wadley, Alabama 36276

17. George C. Wallace State Community College  
Napier Field  
Dothan, Alabama 36301

18. George Corley Wallace State Community College  
P. O. Box 1049  
Selma, Alabama 36701

19. Lurleen B. Wallace State Junior College  
P. O. Drawer 1418  
Andalusia, Alabama 36420

20. George C. Wallace State Tech Community College  
P. O. Box 250  
Hanceville, Alabama 35077
areas in the Northern one-third and Southern one-third of Alabama. Of
the twenty junior colleges, only seven were located in Central Alabama,
while the remaining thirteen were located in the Northern and Southern
portions of Alabama.

Student enrollments in responding institutions ranged from a
low of 251-500 full-time equivalent at Patrick Henry, to a high of 2501
or more full-time equivalent at Calhoun, Gadsden, and Jefferson State.
Ten colleges had student FTE's from 1000 to 2000. Gadsden, Calhoun, and
Jefferson State had the highest total enrollments, highest student FTE,
and these institutions also had the highest faculty FTE, 101 or more.
The total number of faculty ranged from twenty-five or less on two
campuses, to 101 or more on three campuses. One-third of the respond­
teents had between 26-50 FTE faculty members (see Table 2).

All of the eighteen respondents had tenure policies. The
Alabama State Department of Education had a uniform written tenure
policy which was published in a policies and procedures handbook. This
policy governed all community and junior colleges, but it did not in­
clude other institutions of higher education in Alabama which were
governed by their own trustees and had their own tenure policies. After
a junior college faculty member was employed for the fourth consecutive
year and had signed a written contract, tenure was granted automatically.

A uniform written faculty salary schedule based on years of col­
lege teaching experience and degrees held was also contained in the
policies and procedures handbook of the Alabama State Department of Edu­
cation. The salary schedule specified maximum salaries for each of five
steps. This policy means that all junior colleges were not required to
pay the maximum figure for each step, but were permitted to negotiate a
salary with the employee.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Students Total Count</th>
<th>Students FTE</th>
<th>Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander City</td>
<td>1501-2000</td>
<td>1501-2000</td>
<td>51-75</td>
</tr>
<tr>
<td>S. D. Bishop</td>
<td>1501-2000</td>
<td>1501-2000</td>
<td>---</td>
</tr>
<tr>
<td>John C. Calhoun</td>
<td>3501 or more</td>
<td>2501 or more</td>
<td>101 or more</td>
</tr>
<tr>
<td>Chattahoochee Valley</td>
<td>2001-2500</td>
<td>1501-2000</td>
<td>26-50</td>
</tr>
<tr>
<td>Enterprise</td>
<td>1001-1500</td>
<td>1001-1500</td>
<td>26-50</td>
</tr>
<tr>
<td>Faulkner</td>
<td>2001-2500</td>
<td>1501-2000</td>
<td>51-75</td>
</tr>
<tr>
<td>Gadsden</td>
<td>3501 or more</td>
<td>2501 or more</td>
<td>101 or more</td>
</tr>
<tr>
<td>George C. Wallace-Dothan</td>
<td>3501 or more</td>
<td>2001-2500</td>
<td>76-100</td>
</tr>
<tr>
<td>George C. Wallace-Hanceville</td>
<td>1001-1500</td>
<td>501-1000</td>
<td>26-50</td>
</tr>
<tr>
<td>George C. Wallace-Selma</td>
<td>1501-2000</td>
<td>1001-1500</td>
<td>26-50</td>
</tr>
<tr>
<td>Jefferson State</td>
<td>3501 or more</td>
<td>2501 or more</td>
<td>101 or more</td>
</tr>
<tr>
<td>Lurleen B. Wallace</td>
<td>501-1000</td>
<td>501-1000</td>
<td>26-50</td>
</tr>
<tr>
<td>Northeast Alabama</td>
<td>1501-2000</td>
<td>1501-2000</td>
<td>25 or less</td>
</tr>
<tr>
<td>Northwest Alabama</td>
<td>1001-1500</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Patrick Henry</td>
<td>501-1000</td>
<td>251-500</td>
<td>25 or less</td>
</tr>
<tr>
<td>Snead State</td>
<td>1501-2000</td>
<td>1001-1500</td>
<td>51-75</td>
</tr>
<tr>
<td>Southern Union</td>
<td>1501-2000</td>
<td>1001-1500</td>
<td>---</td>
</tr>
</tbody>
</table>
RANGE OF PHILOSOPHY OF THE LRC SERVICES

The range of philosophy of library-learning resource center services in the public junior colleges of Alabama was consistent with the learning center concept. All eighteen respondents indicated collections of printed materials and seventeen indicated audiovisual materials collections. Evidence indicated, however, that the learning resource programs had not yet reached a complete integration of and balance between print and non-print media. Two of the learning resource centers had no basic audiovisual equipment housed in their buildings but had completely separate facilities for audiovisual functions. Two learning resource centers had audiovisual equipment and materials as a part of their collections but had separate administrations and facilities for production, supervision, and implementation of audiovisual services.

The "Guidelines" stressed well-defined statements of purposes and objectives of both the college and the library-learning resources programs. According to the "Guidelines," "More than almost any other element in the institution, learning resources programs express the educational philosophy of the institution they serve," (Association of College and Research Libraries, 1972). Evidence indicated that the Alabama junior college learning resource centers did support the curriculum in materials and services. Fifteen of the respondents indicated that their centers provided production of materials for the institutional programs. Eight colleges had philosophies which followed the innovations and emerging trends of the learning center concept. Developmental and skills labs, videotape, audio and visual systems of instruction were a part of these learning resource centers.
The philosophy of learning resource center services of a majority of directors of Alabama library-learning resource centers concurred with the "Guidelines" in the following areas:

1. Learning Resources programs exist to facilitate and improve learning.

2. Learning Resources programs, like the instructional staff, are an integral part of instruction.

3. Learning Resources programs provide a variety of services as an integral part of the instructional process, (Association of College and Research Libraries, 1972).

The "Guidelines" expressed explicitly the need for the role of community service of learning resource programs in junior and community colleges:

Every two-year college, whether privately or publicly supported, has a responsibility to help meet the resource material need of the larger community in which it resides, (Association of College and Research Libraries, 1972).

Eleven respondents extended charge-out privileges to persons in the community for the same period of time as to students, while seven permitted in-building use of the collection only. All respondents seemed well oriented to community service by providing the use of their facilities and services to the community.

One area in which Alabama public junior college learning resources programs did not subscribe to the "Guidelines" philosophy was in the cooperative arrangements for sharing through interlibrary loan, networks, and consortia. According to the "Guidelines": "Learning resources programs cooperate in the development of area, regional, and state networks, consortia or systems." (Association of College and Research Libraries, 1972). Only six of the learning resource centers extended special use privileges to all students attending colleges in
Alabama. Fewer institutions used the services of consultants from other institutions or agencies in their learning resources programs. Knowledge as well as skills of other professional librarians and outside consultants was not shared through consortia or state networks.

**STAFF**

According to the "Guidelines," the responsibilities and functions of library-learning resources programs within the institutional framework should be clearly defined. There should be a written statement of policy defining the status of the chief administrator and heads of library-learning resources programs. The effectiveness of services provided depends on the understanding of staff, administrators, faculty, and students of the responsibilities and functions as they relate to the institution (Association of College and Research Libraries, 1972).

Since the survey instrument did not request specific information concerning the responsibilities and functions of learning resource center staff, there was no indication of how closely Alabama's library-learning resources programs followed the "Guidelines."

Three of the respondents indicated the library and audiovisual services were administered as two separate units. The chief administrator of separate library units were directly responsible to the Dean of Instruction. Chief administrators of the audiovisual units were directly responsible to administrative officers with three different titles: Director of Developmental Learning, Director of Developmental Studies, and Director of Learning Lab. Chief administrators of thirteen learning resources programs which were administered as single units reported directly to Academic Deans or Deans of Instruction. One of the
respondents reported directly to the President. The "Guidelines" recom-
mended that to function adequately, the chief administrator of a library-
learning resources program should report to the administrative officer
of the institution responsible for the instructional program, and should
have the same administrative rank and status as other campus administra-
tors with similar institution-wide responsibilities (Association of

TABLE 3

CHIEF ADMINISTRATIVE OFFICERS IN ALABAMA PUBLIC
JUNIOR COLLEGES TO WHOM LIBRARY-LEARNING
RESOURCES DIRECTORS ARE RESPONSIBLE

<table>
<thead>
<tr>
<th>Chief Administrative Officer of the College</th>
<th>Number of Library-Learning Resources Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>1</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>4</td>
</tr>
<tr>
<td>Dean of Instruction</td>
<td>12</td>
</tr>
<tr>
<td>Total Colleges Reporting</td>
<td>17</td>
</tr>
</tbody>
</table>

The "Guidelines" recommended that the chief administrator should
be at the level of dean or vice president and should be responsible for
the overall coordination of the learning resources program (Association
administrators of Alabama's learning resources programs varied greatly.
Five library-learning resources chief administrators had the title of
Director of Learning Resource Center, two had the title of Director of
Library Services, one had the title of Associate Dean of Learning Re-
sources, and four had the title of Librarian or Head Librarian.
Administrative titles ranged from Associate Dean of Learning Resources to Librarian, as shown in Table 4.

TABLE 4

TITLES OF THE CHIEF ADMINISTRATORS OF THE LEARNING RESOURCES PROGRAMS IN ALABAMA PUBLIC JUNIOR COLLEGES

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Learning Resource Center</td>
<td>5</td>
</tr>
<tr>
<td>Head Librarian</td>
<td>4</td>
</tr>
<tr>
<td>Director of Library Services</td>
<td>2</td>
</tr>
<tr>
<td>Librarian</td>
<td>2</td>
</tr>
<tr>
<td>Associate Dean of Learning Resources</td>
<td>1</td>
</tr>
<tr>
<td>Chief Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Library Director</td>
<td>1</td>
</tr>
<tr>
<td>Total Colleges Reporting</td>
<td>16</td>
</tr>
</tbody>
</table>

All chief administrators had the professional degrees of Master of Arts or Master of Science in Library Science. Two chief administrators of Alabama learning resource centers had Doctor of Education degrees.

Professional library and audiovisual personnel in all responding institutions had faculty status. This policy coincided with the recommendations of the "Guidelines": "Every professional staff member has faculty status, faculty benefits, and obligations," (Association of College and Research Libraries). There was wide variation in the number of professional library and audiovisual personnel who had administrative rank. Twelve colleges had professional library personnel or professional audiovisual personnel with no administrative rank. Four institutions had
one professional library personnel with administrative rank, and one institution had two or more librarians with administrative rank. Alabama public junior college library-learning resources programs did not follow closely the suggested criteria set forth in the "Guidelines" concerning administrative rank and status of learning resources chief administrators.

The recommended practices in the "Guidelines" were not intended to be construed as an effort to superimpose an administrative or organizational pattern upon an institution. The "Guidelines" were more concerned with functions as they relate to the instructional program rather than with specific organizational patterns (Association of College and Research Libraries, 1972).

Table 6, Appendix C, presents data concerning the size of staff in the library-learning resource centers of responding institutions. Ten junior colleges had 1-2 librarians (including head librarian) and eight had 3-4 professional audiovisual personnel (including head of audiovisual). The philosophy of the "Guidelines" was that each college should have the number of library-learning resources personnel necessary, in types of job classifications and training to adequately meet its own institutional objectives. The number and types of staff varied greatly in Alabama library-learning resources programs.

All respondents except one indicated that professional library and audiovisual personnel were eligible for tenure. Since there was a state tenure policy for all professional personnel in Alabama public junior colleges, evidence indicated the one untenured audiovisual person was not a professional one.
One of the eighteen respondents indicated that salary of librarians and audiovisual personnel was determined by private negotiation with administration. As previously mentioned, the State of Alabama had a uniform salary schedule which indicated maximum figures for each step. Private negotiation was permitted.

**BUDGET**

The "Guidelines" emphasized the role of learning resource administrators in planning the budget:

> It is the responsibility of the chief administrator to see that each unit of a Learning Resources Program receives due attention in the budget and that the allocation of funds is based on sound principles of management (Association of College and Research Libraries, 1972).

In fifteen of the programs surveyed, the director of learning resources programs had the major responsibility of preparing the fiscal budget. Three of the respondents involved the entire professional staff in planning the budget. One junior college librarian was assisted by other professors on campus.

The "Guidelines" stated: "Adequate budget, essential to provide good services, is based upon needs of the curriculum and functions of the learning resources program." (Association of College and Research Libraries, 1972). The "Guidelines" emphasized the importance of budget planning in this statement: "The administrative head should plan the budget in consultation with unit or departmental heads and have sufficient time to present and explain budget requests to college administration," (Association of College and Research Libraries, 1972).

No library-learning resource center received less than 3 percent of the institution's total budget, and two received 9 percent or more.
Approximately one-half of the total respondents received from 3-4 percent of the total budget for learning resources. The colleges were divided in their opinion as to whether their budget was adequate or inadequate in supporting the college instructional program. Eight learning resources budgets were adequate to support the instructional program. One center's budget was more than adequate. Seven colleges had budgets which were inadequate, and one college had a wholly inadequate budget for learning resources. The same institutions which received at least 5 percent were the same colleges which indicated that their budgets were adequate to support the college instructional program.

The "Guidelines" recommended:

Separate categories are maintained in the budget for salaries, student wages, purchase and rental of all types of materials and equipment, production of instructional materials, supplies and contractual services (including data processing services), repairs, replacement and new equipment, travel of staff to professional meetings, and other related items (Association of College and Research Libraries, 1972).

Expenditure breakdown can be found in Appendix C, Table 7. This data showed that amounts of financial support for library-learning resources programs varied considerably. Individual amounts for learning resources programs ranged from $202,878 (Chattahoochee Valley), to $40,322 (Patrick Henry). Chattahoochee Valley had the largest budget but not the largest student enrollment. Evidence indicated Chattahoochee Valley's high budget for learning resources was due to large one-time allocation from the Alabama State Legislature for new and developing institutions. Chattahoochee Valley opened in 1974, and was currently constructing a new campus with new equipment and new materials being purchased. Patrick Henry had the lowest budget and the lowest student enrollment.
The expenditures for salaries shown in Appendix C, Table 7, indicate much variance. Salaries usually constituted the largest expenditure of any budget. The salary percentage of each respondent was calculated. The colleges were also calculated collectively. The percentage of the library-learning resource center budgets allocated for salaries ranged from 32.6 percent to 84 percent. One junior college spent less than 50 percent on salaries. The mean of all respondents was 63.6 percent. A high of $68,829 for professional salaries was budgeted at Gadsden, which also had the highest salary expenditure ($56,512) for non-professional personnel. The lowest expenditure for both professional and non-professional salaries was Patrick Henry with $26,352 and $7,420, respectively.

Chattahoochee Valley reported the highest budget for printed materials with a total of $88,650. Patrick Henry's expenditure for print materials was lowest with $5,050. Non-print budgets ranged from $500 to $48,000. Chattahoochee Valley's high expenditure for both print and non-print materials reflected the previously mentioned developing institutions factor. The low expenditures for binding in Alabama learning resource center budgets were indicative of extensive microfilm collections. Most of the learning resource centers microfilmed periodicals rather than bound them. There were no expenditures for automation because funds for computer time were included in budgets of the computer centers or other departments.

The total area expenditures for Alabama library-learning resources programs indicated a leveling off for the older well-established institutions and large one-time expenditures for new and developing institutions. The ratio of print to non-print expenditures represented an emerging trend
toward strong media and instructional development programs. This trend was indicative of the total learning resources concept.

Attention was called to the number of Alabama library-learning resource centers which did not keep figures on their budgets. Three institutions did not respond to the area budget expenditures section of the survey instrument because of lack of information on their part. One college referred the request for budget information to the business office. Another was not sure of the amount for learning resources due to a lump-sum expenditure for one year.

COLLECTION

The cataloged collection of seventeen Alabama junior college library-learning resource centers included both print and non-print materials. The number of printed volumes ranged from 8,500 (George C. Wallace-Hanceville) to 52,065 (Southern Union). The total number held by the eighteen respondents was 536,720. Gadsden and Jefferson State had approximately 50,000 volumes each and housed the largest collections of print and non-print materials of all the junior colleges in Alabama.

Total periodical titles of the respondents numbered 8,221. The lowest count was 75 (Bishop), while Southern Union had the largest (3,511). Only three colleges had less than 200 periodical titles.

According to the "Guidelines," newspapers included in the library-learning resources collection should "reflect community, national, and worldwide points of view." Backfiles of several newspapers should be maintained either in print or microfilm to provide adequate news coverage to meet the needs of students and faculty (Association of College and Research Libraries, 1972).
Alabama junior college library-learning resource centers subscribed to 260 newspapers. Two colleges had less than ten. Chattahoochee Valley and George C. Wallace-Hanceville each subscribed to eight newspapers. Bishop subscribed to twenty-seven newspapers.

Non-print materials of some form were found in seventeen reporting learning resource centers. Three colleges had separately administered audiovisual departments and had mostly microfilm, microfiche, and disc recordings in their libraries. The individual non-print holdings ranged in number from 502 at Patrick Henry to 10,301 at Gadsden. The total items in the ten non-print categories numbered 73,900.

**PHYSICAL FACILITIES**

**Work and Staff Areas**

Physical facilities for work and staff areas are included in Table 11, Appendix C. Not all respondents checked each blank for sizes of areas, but checked the adequacy of the areas in general. The largest number of respondents found amount of storage area to be inadequate. The most adequate area in size was processing. The most frequently checked size for various areas was 500 or less square feet. Sixteen of the eighteen respondents believed that work areas were arranged so that processing of materials proceeds in uninterrupted flow of work. The "Guidelines" emphasized that work and service areas "should have an internal arrangement which is planned with consideration as to flexibility, relationship between areas, and function, with particular attention to staff needs," (Association of College and Research Libraries, 1972).

Since the Alabama junior and community college system was established primarily since 1965, eleven respondents were involved in
developing final plans. Two learning resource center respondents were never involved in developing specifications. Alabama junior colleges followed the "Guidelines" in the development of building specifications for learning resource centers: "Planning of new or expanded facilities is accomplished with the participation and concurrence of the chief administrator in all details and with wide involvement of users and staff," (Association of College and Research Libraries, 1972). The "Guidelines" further stated:

The chief administrator and his staff work with the architect and the administration in every decision and have prime responsibility in the functional planning of the facility. Staff, faculty, student representatives, and others who will utilize the facilities should be consulted (Association of College and Research Libraries, 1972).

The involvement of chief administrators and staff was an emerging trend in developing construction plans for learning resource center facilities. The older buildings were designed by architects with involvement of presidents and academic deans.

Service

Data on service oriented physical facilities are found in Table 12, Appendix C. The total seating capacity of the eighteen respondents was 4,654. Patrick Henry (125) had the smallest seating capacity, and Jefferson State (600) had the largest number of seats. No junior college had less than 100 seats. Percentages of FTE that could be seated averaged one-fourth of student body, or twenty-five percent. Thirteen colleges had seating capacities adequate for present purposes.

The "Guidelines" stressed that "the physical facilities provide a wide variety of learning and study situations," (Association of College and Research Libraries, 1972). Provisions should be made for facilities
for programmed learning equipment, isolated study carrels, group study, and lounge areas. Sufficient and well-arranged areas should be available for use of instructional equipment as well as materials for browsing, individualized instruction, and media production (Association of College and Research Libraries, 1972).

Alabama learning resources programs adhered to the "Guidelines" by providing a wide variety of learning and study situations. Eleven learning resource centers had conference rooms. Seventeen colleges provided facilities for students to use tape recorders and record players. Eleven junior colleges did not have service facilities constructed and arranged to provide for future building expansion.

AUTOMATION

Seven library-learning resource centers in Alabama junior colleges indicated some processes as being automated. The largest number of junior colleges had automated circulation procedures. Inventory was automated in three institutions. Twelve of the fifteen responding colleges had computers which were funded through budgets of computer centers or departments other than learning resource centers. Five of the learning resource centers were allowed suitable time on the computer.

AUDIOVISUAL EQUIPMENT

The "Guidelines" recommended: "Necessary instructional equipment is available at the proper time and place to meet institutional and instructional objectives," (Association of Colleges and Research Libraries, 1972). The "Guidelines" further recommended that "centralized and distribution control of all equipment is essential to the effectiveness of

All respondents except Patrick Henry and Southern Union had audiovisual equipment in their learning resource centers. These junior colleges operated completely separate audiovisual centers under separate administrations. The total number of pieces of audiovisual equipment held by all responding learning resource centers was 1,903. Gadsden had the largest number of items (356). The least number of audiovisual equipment was owned by Northeast. There were twenty-eight items in the Northeast collection. Of the items, standard cassette recorders were most common (213), and information access systems were the least common. Within a single category, projectors were the most popular. All respondents had some of the various sizes of projectors.

The second part of the questionnaire asked only for a check before the equipment owned and not the number owned. No single item of audiovisual equipment was owned by all of the eighteen respondents. Sixteen library-learning resource centers owned a microfilm reader, the item with the highest number of checks. Paper cutters (fifteen) and Xerox machines (fourteen) were other common pieces of equipment. Photo modifiers, animation stands, and process cameras were less common in Alabama learning resource centers.

DIAL ACCESS INFORMATION RETRIEVAL SYSTEM

None of the eighteen respondents in Alabama library-learning resource centers had dial access information retrieval systems. Lack of funds was the primary reason dial access was unavailable in the library-learning resources programs in the State of Alabama. Several
of the respondents indicated some interest was shown in implementing a dial access system in the past, but funds were not available.

TELEVISION

Brewer, Calhoun, and Gadsden had campus-wide closed circuit television systems. All had master distribution control for broadcasting prepared programs. Jefferson State had a television system, but not a campus-wide system. Brewer's system was black and white and color. Calhoun, Gadsden, and Jefferson State had color systems. None of the respondents had monitors in all of the classrooms. Calhoun and Gadsden had monitors in 33 percent of the classrooms. Calhoun had two-way communication between studio and classroom. Gadsden produced 25 percent of its programs for television. Calhoun produced 50 percent, and Brewer produced 100 percent of television programs locally. None of the three institutions belonged to a group of colleges for sharing of programs.

LECTURE HALLS

Eight colleges had media equipped lecture halls. The total number was twelve on all campuses. George C. Wallace-Hanceville and Northwest had seating capacities of 151 or more in lecture halls. Brewer and Gadsden were lowest with seating of fifty or less. The majority of respondents had front screen projection booths. Three colleges had rear screen projection capabilities. No junior college had a student station response system. Five different titles were listed for persons responsible for production and maintenance of media for the lecture halls.
SUMMARY

The purposes of this study were (1) to determine the present status of the library-learning resource centers in the public junior and community colleges of Alabama; (2) to denote quantitative, comparative criteria for evaluation which might be used by the State of Alabama in developing guidelines for its junior and community college library-learning resource centers; (3) to identify strengths and weaknesses in the library-learning resources programs; (4) to identify innovative practices, concepts, and emerging trends; (5) to compare the current status of library-learning resources programs in Alabama public junior and community colleges with "Guidelines for Two-Year College Learning Resources Programs."

The descriptive survey method was used to gather data, to assess the existing status, and to ascertain current practices and procedures in Alabama public junior college library-learning resources programs in relation to the "Guidelines." Data were gathered by a survey instrument sent to all the junior colleges in Alabama. Eighteen of the twenty institutions responded.

The data received from the eighteen respondents were tabulated. From this data two profiles were developed: (1) a state profile of the learning resource centers and (2) a profile of individual learning resource centers. This composite profile is found in Appendix C.

A verbal analysis of the status profile is presented in Chapter 3. Strengths and weaknesses were pointed out in analysis. Trends in learning resources programs were identified. Areas which were major components of learning resources programs were denoted and the current status was compared with the "Guidelines."
Chapter 4

OBSERVATIONS AND RECOMMENDATIONS

This Chapter presents observations and recommendations made by this writer. These observations and recommendations were based on criteria for self-evaluation, planning, and development contained in the "Guidelines." The review of related literature and the writer's experience as an administrator of library-learning resource centers in two of Alabama's junior colleges provided additional bases for the observations and recommendations.

OBSERVATIONS

As previously mentioned, the "Guidelines" were diagnostic and descriptive in nature and had been prepared to give direction to two-year colleges desiring to develop comprehensive learning resources programs. These "Guidelines" were not designed to superimpose an administrative or organizational structure upon an institution. There was no expectation that every institution should be forced into the same mold. The "Guidelines" were concerned with functions related to the instructional program rather than specific organizational patterns (Association of College and Research Libraries, 1972).

Variance of instructional purposes and objectives in Alabama junior colleges presented great difficulty in determining the adequacy of learning resources and services. In words of the "Guidelines":


A statement describing adequate learning resources and services has been difficult to formulate for such institutions because of factors such as the widely diversified purposes and sizes of the institutions -- public and private, the high proportion of commuting students, the comprehensiveness of the curricula, the willingness of administrators and faculty to experiment unhampered by tradition, and the heterogeneity of background among those enrolled (Association of College and Research Libraries, 1972).

The current status of Alabama learning resources programs corroborated the most prevalent practices, trends, and concepts found in the literature and in the few status studies done of two-year college learning resource centers in other states. Most of the institutions were following the trend toward full-service integrated learning resource programs. Only two colleges provided separately administered print and non-print materials and services.

The survey revealed quantitative, comparative criteria for evaluation which might be used by the State of Alabama in developing guidelines for its junior college learning resource centers. The use of this information will depend upon administrative evaluation of the data as appropriate in assessing the current status.

INSTITUTIONS (GENERAL INFORMATION)

At the time of this study, Alabama had twenty public junior and community colleges, three private junior colleges, and twenty-four public technical institutes, with a combined total of forty-seven two-year institutions. Alabama junior colleges had been in existence since 1922 as private institutions. The first public junior college was created in 1963 at Phil Campbell, Alabama. Seventeen institutions opened their doors between 1965 and 1976, a period of most rapid growth.
Most of the junior colleges were located in rural areas. Three institutions were located in urban locations. The concentration of public junior colleges was in the Northern one-third and Southern one-third of the state.

RANGE OF PHILOSOPHY

All library-learning resource centers in Alabama junior colleges had books and other printed materials. Seventeen colleges had audiovisual materials. Evidence indicated, however, that the learning resource centers had not yet reached a complete integration of and balance between print and non-print media. Two of the learning resource centers had no basic audiovisual equipment housed in their buildings, but had completely separate facilities for audiovisual functions. Two learning resource centers had audiovisual equipment and materials as part of their collections, but had separate administrations and facilities for production, supervision, and implementation of audiovisual services.

Emphasis was placed on the number of print volumes held in learning resource center collections. Some of the reasons for this continuing concern with the number of print materials were: (1) competitiveness among junior colleges in number of volumes; (2) curriculum emphasis on print rather than non-print materials; (3) retention of Southern Association of Colleges and Schools accreditation standards requiring quantity as well as quality.

The status profile revealed that there was a trend to include non-print materials in Alabama junior college collections. Eight colleges had philosophies which followed the innovations and emerging trends of the full-service learning resources concept. Developmental skills labs,
videotape, audio, and video systems of instruction were a part of these library-learning resource centers. The Alabama centers were striving to provide a variety of services as recommended in the "Guidelines." Evidence of this effort was demonstrated in the high number of learning resources programs which had media production services. Fifteen colleges provided services to the community in the use of materials in their learning resource centers. The "Guidelines" stressed that every two-year college had a responsibility to help meet the resource needs of the community (Association of College and Research Libraries, 1972).

Alabama junior colleges did not follow the "Guidelines" in cooperative arrangements for sharing. Only six extended special use privileges to all students attending colleges in Alabama. The rapid growth and the demand for available materials and services reflected the reluctance of administrators to permit non-junior college students to borrow materials. Some of the learning resource center collections were not adequate for the number of students enrolled on campuses. Another reason for not sharing materials and services was a lack of funds for replacement of items lost by students enrolled on other campuses.

STAFF

There was wide variation in the rank and titles of the chief administrators of the library-learning resources programs. Several administrators had the title of Librarian while one administrator had the title of Associate Dean for Learning Resources. The "Guidelines" recommended that the chief administrator should be at the level of dean or vice-president and should be responsible for the overall coordination of the learning resources programs (Association of College and Research
Libraries, 1972). Twelve colleges had no professional library or professional audiovisual personnel with administrative rank. Alabama junior colleges did not follow the "Guidelines." The learning resources programs did not have a high degree of organization and administration of learning resource centers.

Well-qualified and experienced chief administrators were available. All chief administrators had degrees of Master of Library Science or Master of Arts in Library Science. Two chief administrators had Doctor of Education degrees. The professional learning resource center staffs in all responding institutions had faculty status. The State of Alabama had a written set of uniform policies for all junior and community colleges concerning faculty status and tenure.

Professional library-learning center staffs were compensated at the same level in all Alabama junior colleges. A written state salary schedule existed for all junior colleges. The schedule listed maximum salary levels and private negotiation was permitted. One of the eighteen respondents indicated that salary was determined by private negotiation with administration.

The number and types of staff varied greatly in Alabama library-learning resources programs. Ten junior colleges had 1-2 professionals (including head librarians). The philosophy of the "Guidelines" was that each college should have had the number of learning resource center personnel necessary to adequately meet its own institutional objectives. Alabama learning resource centers did not fully concur with the "Guidelines." Evidence indicated lack of staff to provide the necessary services was a primary concern of learning resource center chief administrators in Alabama. The institutional objectives and adequate staff were not
consistent. The colleges expressed a desire to follow the trend of fully-serviceable resource centers but lacked the staff necessary to carry this out.

**BUDGET**

The "Guidelines" emphasized that budget planning was a major responsibility of the learning resource center director. In fifteen of the programs surveyed, the directors had major responsibility for preparing the fiscal budget. Only three of the respondents involved the entire staff in budget preparation.

Financial support varied widely in responding institutions. No learning resource center received less than 3 percent of the institution's total budget, and two resource centers received 9 percent or more. The colleges were divided in their opinion as to whether their budgets were adequate or inadequate in supporting the college instructional programs. Eight learning resource centers indicated budgets were adequate and seven colleges indicated budgets were inadequate. The "Guidelines" suggested that the adequacy or inadequacy of individual institutional financial support was a determination best made by each institution.

Individual amounts for learning resources programs ranged from $202,874 (Chattahoochee Valley) to $40,322 (Patrick Henry). Chattahoochee Valley had the largest budget but not the largest student enrollment. The high budget for Chattahoochee Valley was due to a large one-time allocation for the new and developing campuses.

The expenditure for salaries indicated much variance. The percentage of learning resource center budgets allocated for salaries ranged from 32.6 percent to 84 percent. The mean of all respondents was 63.6
percent. Only one junior college spent less than 50 percent of the budget on salaries. Respondents reported there was no overstaffing.

Non-print budgets ranged from $500 to $48,000. The ratio of print to non-print expenditures represented an emerging trend toward strong media and instructional development programs. Expenditures for binding were low. Microfilming periodicals was a practice in Alabama learning resources programs.

Responding junior colleges administered their library-learning resources programs through budgets maintained in categories for type of materials and services as outlined in the "Guidelines." The state had a system for organization and administration of budgets. Line items were the same in all institutions.

Three institutions did not respond to the area budget expenditures of the survey because of lack of information on their part. Seven colleges did not receive monthly statements of expenditures from the business office. These practices were not recommended by authorities in the learning resources field. Unless directors had kept their own books on expenditures, no information was available on balances of budget to guide in purchasing materials.

COLLECTION

The cataloged collection of seventeen Alabama junior college library-learning resource centers included both print and non-print materials. There was a wide variety of types of materials in the collections. This variety was significant in that Alabama library-learning resources programs were following the current trends of marked increases in media and microfilm materials and in vocational-technical materials.
Another trend was an increase in paperback materials in learning resources collections.

The total number of printed volumes held by eighteen respondents was 536,720. The number of printed volumes ranged from 8,500 to 52,065. The larger colleges, Jefferson State, Gadsden, and Calhoun, had small collections in relationship to enrollments. How well the collections support the curriculum should be determined by the individual institutions. The "Guidelines" further stated:

Materials are selected, acquired, designed, or produced on the basis of institutional and instructional objectives, developed by the faculty, students, and administration in cooperation with Learning Resources (Association of College and Research Libraries, 1972).

All junior colleges in Alabama were accredited by the Southern Association of Colleges and Schools and complied with the standards on quality and quantity of materials in learning resource center collections. Several junior college learning resource center collections had been approved by various other professional and accrediting associations such as the National League of Nursing and the National Board of Respiratory Therapy.

PHYSICAL FACILITIES

Work and Staff Areas

The responses for adequacy or inadequacy of physical facilities (work and staff areas) were equally divided. The largest number of respondents found size of storage area to be inadequate. Sixteen of eighteen colleges believed that work areas were arranged so that processing of materials proceeded uninterrupted. This belief concurred with the "Guidelines."
A trend in planning new learning resource center facilities was involvement of chief administrators and staff. These persons used the facilities and had knowledge of learning resource center functions. Since the Alabama Junior and Community College System was established, eleven respondents were involved in developing specifications for learning resource facilities at the preliminary draft stage. Other chief administrators were involved in various stages of planning new or expanded facilities.

Service

The total seating capacity of the eighteen responding colleges was 4,654. The number of seats ranged from 125 to 600. Thirteen learning resource centers had seating capacities adequate for present purposes.

Alabama library-learning resources programs adhered to the "Guidelines" by providing a wide variety of learning and study situations. There was evidence of the lack of facilities for students to use various mediated materials and equipment. Few areas existed for students to produce and view audiovisual/learning materials.

Eleven junior colleges did not have service facilities constructed and arranged to provide for future building expansion. The "Guidelines" were specific in advocating construction of facilities for future expansion:

The physical facilities devoted to Learning Resources and Learning Resources Units are planned to provide appropriate space to meet institutional and instructional objectives and should be sufficient to accommodate the present operation as well as reflect long-range planning to provide for anticipated expansion, educational and technological change (Association of College and Research Libraries, 1972).
AUTOMATION

Seven library-learning resource centers in Alabama junior colleges had some automated processes. Twelve colleges had a computer. Five learning resource centers were allowed suitable time on the computer. Expenditures for automation were not included in budgets of learning resource centers. Computer centers or other departments received funds to pay for automation services. Alabama library-learning resource centers automated circulation but not other functions.

AUDIOVISUAL EQUIPMENT

The "Guidelines" recommended: "Necessary instructional equipment is available at the proper time and place to meet institutional and instructional objectives," (Association of College and Research Libraries, 1972). All respondents except Patrick Henry and Southern Union had audiovisual equipment in their learning resource centers. A wide variety of equipment was present in the learning resource centers. Evidence indicated that necessary equipment was available in sufficient numbers to meet institutional and instructional objectives.

DIAL ACCESS INFORMATION RETRIEVAL SYSTEM

None of the eighteen respondents had dial access information retrieval systems. This trend did not develop in Alabama due to lack of funds for implementation.

TELEVISION

Three institutions had campus-wide closed circuit television systems. Two colleges had monitors in 25 percent, and one had monitors
in 33 percent of the classrooms. None of the three institutions belonged
to a group of colleges for sharing television programs. The "Guidelines"
emphasized: "Cooperative arrangements for sharing of resources are de­
developed with other institutions and agencies in the community, region,

LECTURE HALLS

Eight colleges had media-equipped lecture halls. The majority of
respondents had front screen projection booths. No junior college had a
student response system.

RECOMMENDATIONS

The findings of the study suggested the following recommendations:

1. The Alabama State Board of Education, Division of Vocational
Education and Community Colleges, should appoint a coordinator or super­
visor of library-learning resources to work with the individual junior
and community colleges in planning, developing, and coordinating compre­
hensive learning resources programs on a state-wide level. This coordin­
ator should help solve problems of two-year colleges, work with Alabama
State Department of Education officials and college presidents, and de­
velop standards and guidelines for the quality and quantity of the
library-learning resources programs.

2. The Alabama Division of Vocational Education and Community
Colleges should conduct a detailed evaluation of the broad areas of
philosophy, budget, staff, facilities, and services to determine the
strengths and weaknesses. The study should be based on national, re­
gional, and state standards and guidelines. A comparative study should
be made of library-learning resources programs in the Southeast. Recommendations from the study should be analyzed and implemented as resources permit.

3. Cooperative arrangements should be made by Alabama State Department of Education officials, college presidents, and library-learning resource center directors to implement a system of sharing of automation services, materials, equipment, and facilities to help the colleges which lack the resources to carry out their institutional and instructional objectives.

4. Individual administrators should provide increased funding for travel for learning resource center directors to attend conferences and workshops on a national, regional, and state level. Consultants should be employed to conduct in-service and to provide input on current trends in learning resources.
SELECTED BIBLIOGRAPHY

Books


Periodical Articles


Almy, Patty. "Background and Development of the Junior College Library," Library Trends, XIV (October, 1965), 126.


Published Reports


Unpublished Materials


APPENDICES
APPENDIX A
APPENDIX A

LIST OF JUNIOR COLLEGE LIBRARIANS AND OTHER EDUCATIONAL AUTHORITIES CONSULTED CONCERNING THE FEASIBILITY OF THE STUDY

Joe D. Acker, Director of Library Services, Albert P. Brewer State Junior College, Fayette, Alabama

Robert Adams, Librarian, Southern Union State Junior College, Wadley, Alabama

Earl Daniel, Director, Division of Vocational Education and Community Colleges, Alabama State Department of Education, Montgomery, Alabama

Michael C. Houghland, Dean of Instruction, George Corley Wallace State Community College, Selma, Alabama

Sandra King, Director of Library Services, Lurleen B. Wallace State Junior College, Andalusia, Alabama

Barbara Moseley, Head Librarian, James H. Faulkner State Junior College, Bay Minette, Alabama

Robert F. Schremser, Head Librarian, Alexander City State Junior College, Alexander City, Alabama

John B. White, Associate Dean for Learning Resources, Gadsden State Junior College, Gadsden, Alabama
APPENDIX B
APPENDIX B

ALABAMA JUNIOR COLLEGE LEARNING RESOURCE CENTER SURVEY

Institution: Name__________________________________________
Address___________________________________________________
_________________________________________________________________
Year College Opened___________________________________________
Director of Learning Resource Center______________________________
Name and Title of Person Filling Out Questionnaire:__________________

Fall, 1977

Enrollment (Please check appropriate space)

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<td>76-100</td>
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<td></td>
<td>101 or more</td>
</tr>
</tbody>
</table>
Yes  No  Does the college have a tenure policy?
Yes  No  Does the college have a faculty salary schedule?

Range of Philosophy of the LRC Services

Check those items that represent the philosophy of your institution.

1. Collection
   - Books and other printed materials
   - Audiovisual materials
   - Archival materials
   - Production of materials for instructional program
   - Sole responsibility for circulation and distribution

2. Equipment
   - Basic AV equipment such as cameras, recorders, projectors, etc.
   - Programmed Instruction, VTR, Computer Assisted Instruction
   - Audio System
   - Video System

3. Facilities
   - Stack area, work areas, reading room
   - Media production area
   - Electronic lecture hall with response system
   - Closed Circuit TV, TV Studio, FM Radio
   - Archives room

4. Staff
   - Librarian(s), Clerk(s), Students
   - Library technicians
   - Professionals in media and communications
   - Media technical assistants
   - Professional consultants

5. Community Service
   - Use of facilities
   - In-building use of collection only
   - Charge-out privileges in use of collection
   - Special use privileges to all students attending college in
     Alabama
   - Consultant services

Please list items included within the philosophy for LRC services at your
institution omitted from those of the above check list:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Staff

1. Are the library and audiovisual services administered as
   _______ Single unit
   (Two) Separate units

If single unit, the chief administrator:

Title

Degree(s) earned:
  BA
  BSLS
  MA
  MLS
  Advanced Certificate
  Doctorate

Directly responsible to

(Title)

Contract for:
  _______ 9 months
  _______ 10 months
  _______ 11 months
  _______ 12 months
  _______ 2 or more years

But if (two) separate units, the chief administrators:

A. Library

Title

Degree(s) earned:
  BA
  BSLS
  MA
  MLS
  Advanced Certificate
  Doctorate

Directly responsible to

(Title)

Contract for:
  _______ 9 months
  _______ 10 months
  _______ 11 months
  _______ 12 months
  _______ 2 or more years

B. Audiovisual

Title

Degree(s) earned:
  BA
  BSLS
  MA
  MLS
  Advanced Certificate
  Doctorate

Directly responsible to

(Title)

Contract for:
  _______ 9 months
  _______ 10 months
  _______ 11 months
  _______ 12 months
  _______ 2 or more years
2. ____Yes  ____No  Do professional library personnel have faculty rank?
   ____Yes  ____No  Do professional audiovisual personnel have faculty rank?

3. Number of professional library personnel who have administrative rank:  
   None
   1
   2 or more

4. Number of professional audiovisual personnel who have administrative rank:  
   None
   1
   2 or more

5. Total number of professional librarians (including head librarian):  
   1-2
   3-4
   5-6
   7 or more

6. Total number of professional audiovisual personnel (including head of AV):  
   1-2
   3-4
   5-6
   7 or more

7. ____Yes  ____No  Are professional library personnel eligible for tenure?

8. ____Yes  ____No  Are professional audiovisual personnel eligible for tenure?

9. Degree(s) required for professional library personnel:  
   5th year library degree (BSLS/MLS)
   Other (Indicate degree __________)

10. Degrees required for professional audiovisual personnel:  
    BA
    MA
    Other (Indicate degree __________)

11. The salary of professional library personnel is determined by:  
    College salary schedule
    Private negotiation with administration

12. The salary of professional audiovisual personnel is determined by:  
    College salary schedule
    Private negotiation with administration
13. Supporting (non-graduate-degreed) personnel (excluding student assistants):
   Number in library:
      _____ 1-2
      _____ 3-6
      _____ 7-10
      _____ 11 or more
   Number in audiovisual area:
      _____ 1-2
      _____ 3-6
      _____ 7-10
      _____ 11 or more

14. Classification used for supporting (non-student) personnel:
      _____ Clerk I
      _____ Clerk II
      _____ Clerk III
      _____ Clerk IV
      _____ Library Technical Assistant I
      _____ Library Technical Assistant II
      _____ Audiovisual Technical Assistant I
      _____ Audiovisual Technical Assistant II

15. _____ Yes  _____ No  Are all the supporting personnel of the college on one salary classification schedule?

16. Total number of hours worked by student assistants per week are:
      _____ 15 or less
      _____ 16-30
      _____ 31-45
      _____ 46-60
      _____ 61-75
      _____ 76-90
      _____ 91-105
      _____ 106 or more

---

Budget

When amounts are asked for, use whole dollars. Suggestion: Use your HEGIS or other report figures whenever possible.

1. Books and audiovisual materials are budgeted as:
      _____ Capital expenditures
      _____ Operating expenditures

2. What percent is the Learning Resource Center (library and audiovisual) budget of the 1976-77 total educational and general budget of the college?
      _____ 1-2%
      _____ 3-4%
      _____ 5-6%
      _____ 7-8%
      _____ 9% or more
3. Of the total Learning Resource Center budget, indicate the following expenditures:
$____________ Salaries for professional staff (librarians and audiovisual)
$____________ Salaries for all other staff (clerks, technicians, students)
$____________ Expenditures for books and other printed materials, including those in microform
$____________ Expenditures for audiovisual and other nonprint materials (do not include those in microform)
$____________ Expenditures for binding and rebinding
$____________ Expenditures for automation services
$____________ All other operating expenditures charged to the LRC
$____________ GRAND TOTAL LEARNING RESOURCE CENTER EXPENDITURES

4. In your opinion, to what degree does the Learning Resource Center budget support the college instructional program:
   ____ Wholly inadequate
   ____ Inadequate
   ____ Adequate
   ____ More than adequate

5. The budget is projected to cover a period of:
   ____ 1 year
   ____ 2 years
   ____ 3 or more years

6. ____ Yes   ____ No  Do unspent funds lapse at the end of the fiscal year?

7. ____ Yes   ____ No  Does the budget include a separate fund for the purchase of classroom audiovisual materials and equipment?

8. ____ Yes   ____ No  Are funds for the purchase of print and nonprint materials allocated by departments or divisions?

9. ____ Yes   ____ No  Does the budget include a separate fund for the production of original materials such as slides, tapes, models, etc.?

10. ____ Yes   ____ No  Does the library/audiovisual have its own petty cash fund?

11. Fines and fees collected are deposited in the:
    ____ General College Fund
    ____ College Library/Audiovisual Fund
    ____ Returned to the State General Fund

12. Monthly status records received from the business office included:
    ____ Disbursements
    ____ Encumbrances
    ____ Balances
    ____ No monthly records are received
13. The following are responsible for preparing the fiscal budget request:

- Director, Learning Resource Center
- Head, Library
- Head, Audiovisual Services
- Entire Professional Staff
- Other (Indicate by Title _____________________________________________)

Collection

Please check the following materials that are included in your cataloged collection:

- Books
- Pamphlets
- Maps
- Models (Realia)
- Dioramas
- Study prints
- Slides
- Microfiche
- Microcards
- 8mm films
- Bound periodicals
- Overhead transparencies
- Government documents
- Disc recordings
- Video tapes
- Reel-to-reel tapes
- Cassette tapes
- Cartridge tapes
- Filmstrips
- 16mm films
- Other materials (please indicate):

Please indicate the number owned by your LRC.

<table>
<thead>
<tr>
<th>Item</th>
<th>Number owned at End of 1976-77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed volumes, excluding bound periodicals</td>
<td></td>
</tr>
<tr>
<td>Periodical titles excluding duplicates</td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
</tr>
<tr>
<td>Reels of microfilm</td>
<td></td>
</tr>
<tr>
<td>Microfiche</td>
<td></td>
</tr>
<tr>
<td>Film titles:</td>
<td></td>
</tr>
<tr>
<td>16mm</td>
<td></td>
</tr>
<tr>
<td>8mm</td>
<td></td>
</tr>
<tr>
<td>8mm Loop</td>
<td></td>
</tr>
<tr>
<td>Filmstrip titles</td>
<td></td>
</tr>
<tr>
<td>Tape recordings (reel-to-reel, cassette)</td>
<td></td>
</tr>
<tr>
<td>Video tapes</td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
</tr>
<tr>
<td>Disc recordings</td>
<td></td>
</tr>
</tbody>
</table>

Of the printed volumes noted above, please indicate in column 4 (chart) the percent or number distribution with the classification areas. If you do not have statistics for this, use the practice of measuring your shelf list classification areas, 100 cards per inch – and calculate from that. (Following page.)
<table>
<thead>
<tr>
<th>Area</th>
<th>Classification</th>
<th>% or Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 D.C.</td>
<td>3 L.C.</td>
</tr>
<tr>
<td>Humanities and General Works</td>
<td>000,100,200</td>
<td>A,B,M,N,</td>
</tr>
<tr>
<td>2</td>
<td>400,700,800</td>
<td>P,</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>300,</td>
<td>C,D,E,F,G,</td>
</tr>
<tr>
<td>Sciences</td>
<td>900</td>
<td>H,J,K,L</td>
</tr>
<tr>
<td>Physical Sciences, incl. Mathematics</td>
<td>500-559</td>
<td>Q-QE</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>560-599</td>
<td>QH-QR</td>
</tr>
<tr>
<td>Sciences</td>
<td>610-619</td>
<td>R,S</td>
</tr>
<tr>
<td>Technology</td>
<td>600-609</td>
<td>T,U,V</td>
</tr>
<tr>
<td></td>
<td>620-699</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100% or Number</td>
</tr>
</tbody>
</table>

**Physical Facilities**  
(Work and Staff Areas)

Check the figure that most closely represents the square feet for each area you have now. (A room 20 feet by 25 feet would be 500 square feet.) and indicate if you find the space is adequate for present purposes.

<table>
<thead>
<tr>
<th>Area</th>
<th>500 or less</th>
<th>501-1000</th>
<th>1001-1500</th>
<th>1501-2000</th>
<th>2001 or more</th>
<th>Adequate</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Processing</td>
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<tr>
<td>Receiving</td>
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<tr>
<td>Mailing</td>
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<tr>
<td>Binding</td>
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<tr>
<td>Material Preparation:</td>
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<td>Duplication</td>
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<tr>
<td>Graphic Arts</td>
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<tr>
<td>Photo Lab</td>
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<tr>
<td>Audio Studio</td>
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<tr>
<td>Video Studio:</td>
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<tr>
<td>Production</td>
<td></td>
<td></td>
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<tr>
<td>Transmission</td>
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<td></td>
</tr>
<tr>
<td>Preview Room(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professional Librarians</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Professional Audiovisual</td>
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<td></td>
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<tr>
<td>Supporting Staff</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assistants</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Staff Conference</td>
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<tr>
<td>Staff Lounge</td>
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<td></td>
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<tr>
<td>Repair and Maintenance</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Yes   No  Are work areas arranged so that processing of materials proceeds in uninterrupted flow of work?

Yes   No  Are your work and staff areas constructed and arranged to provide for future building expansion?

In developing specifications for the Learning Resource Center, during what stage were the head librarian and audiovisual specialist consulted in the matter of space and arrangement of work and staff areas?

Preliminary Draft   Final Plans

Working Stage   Were never involved

Physical Facilities
(Service)

Please indicate the appropriate number:

(Total LRC seating capacity)

Of this total:

Number of seats in leisure reading area
Number you can seat at tables
Number of dry carrels
Number of wet carrels
Other

Yes   No  Is your seating capacity adequate for present purposes?

Percent of student F.T.E. you can seat.

Does your center provide:

Yes   No  typing facilities for students?

Yes   No  a room for using microfilm

Yes   No  conference rooms for small groups

Yes   No  areas in which teachers can produce their own audiovisual materials

Yes   No  areas in which students can produce their own audiovisual/learning materials

Yes   No  a faculty reading room

Yes   No  preview facilities for faculty

Yes   No  exhibit and display areas

Yes   No  a recording studio for production of tapes

Yes   No  a studio for closed circuit TV production

Yes   No  for students to check out audiovisual equipment for home use

Does your center provide facilities for students to use

Yes   No  programmed texts

Yes   No  calculators

Yes   No  film projectors

Yes   No  tape recorders

Yes   No  record players

Yes   No  Are your service facilities constructed and arranged to provide for future building expansion?
Automation

1. Is your LRC at present automating any of the following:
   - Yes ___ No Cataloging (card or book)
   - Yes ___ No Printed materials selection
   - Yes ___ No Audiovisual materials selection
   - Yes ___ No Ordering
   - Yes ___ No Processing
   - Yes ___ No Circulation
   - Yes ___ No Films
   - Yes ___ No Fines
   - Yes ___ No Lost book payments
   - Yes ___ No Inventory
   - Yes ___ No Budget analysis
   - Yes ___ No Cost analysis
   - Yes ___ No Budget accounting

2. Yes ___ No Has your college hired a systems consultant?

3. Yes ___ No Does your college have a computer?
   - Yes ___ No If "yes", is the LRC allowed suitable time on the computer?

4. Yes ___ No Does your LRC participate in the MARC (Library of Congress Machine Readable Cataloging) program?

5. Yes ___ No Does your LRC subscribe to the LARC reports (Library Automation Research and Consulting Service)?

Audiovisual Equipment

Please indicate the number of items owned or distributed by your Learning Resource Center.

16mm Projectors
8mm Projectors, open reel
8mm Projectors, cartridges
8mm Loop Film Projectors
Filmstrip (or combination
filament-slide) Projectors
Sound Filmstrip Projectors
Slide Projectors
Radios
Television Sets
Record Players
Video-Tape Recorders
Teaching Machines
Portable Public Address Systems
Controlled Reading Machines
Information Access System
Projection Screens

Tape Recorders
(reel-to-reel)
Cassette Recorders
Cassette Players
Opaque Projectors
Overhead Projectors
Micro-Projectors
Filmstrip Viewers
Slide Viewers
Projection carts
Tachistascopes
Calculators
Drawing Boards
Loop-Antenna
Typewriters
Please check the equipment you own:

- Dry Mount Press and Tacking
- Iron
- Paper Cutter
- Transparency Production Equipment (Diazot)
- Equipped Darkroom
- Spirit Duplicator
- Primary Typewriter
- Film Rewind
- Film Splicer
- Film Editor
- Offset Master Maker
- Tape Splicer
- Thermo Copy Reproducer
- Offset Press
- Xerox or Photocopy Machine
- Microfilm Reader
- Microfiche Reader
- Microform Reader
- Cold Type Composer Justifier
- Mimeograph
- Laminator
- 8mm Camera
- Photo Headlining Device
- Poster or Proof Press
- Photo Stabilization
- Processor
- Photo Modifier, or Lacy-
- Lacy
- Mechanic or lettering
- Devices
- Embossograph
- Animation Stand
- Electronic Mimeo Stencil
- and Transparency Scanner
- Slide Duplicator
- Tape Duplicator
- Cassette Duplicator
- Silk Screen Equipment
- Process Camera
- Super 8 Camera
- Polaroid Camera
- 16mm Camera
- Copy Camera and Stand
- 35mm Still Camera

Items owned, but not listed above:

---

_____ Yes  _____ No  Does the person responsible for the audiovisual materials program have the responsibility for the preparation of the audiovisual materials?

---

Dial Access Information Retrieval System

This section is for audio tapes and video tapes only.

1. _____ Yes  _____ No  Do you have a system? If no, go on to the next section: Television
   If yes, is it (check those you have)
   _____ audio
   _____ video
   _____ both
   If you have audio, do you have
   _____ Yes  _____ No  mono-track decks
   _____ Yes  _____ No  dual-track decks
   _____ Yes  _____ No  four-track decks
   _____ Yes  _____ No  eight-track decks
   _____ Yes  _____ No  16-track decks
   _____ Yes  _____ No  32-track decks
If you have video, is it

[ ] Yes [ ] No black and white
[ ] Yes [ ] No color

Is the system (check one)
[ ] dial access
[ ] touchtone

2. Indicate the number of student stations for
[ ] audio
[ ] video
[ ] combination

3. How many student stations are audio active allowing for student recording and playback? ________(number)

4. How many stations allow for student control, i.e. stop, rewind, etc.? ________(number)

5. The system is used for (check the ones applicable)
[ ] Programmed basic or independent instruction
[ ] Supplemental to classroom instruction
[ ] Recreational use and leisure time
[ ] Other (please indicate):

6. Is the supervision of equipment and production of materials under the direction of one or more than one? (Check the ones applicable)
[ ] Director of Learning Resources
[ ] Director of Instructional Materials
[ ] Director of Audiovisual Services
[ ] Director of Library Services
[ ] Director of Curriculum
[ ] Other (specify):

7. [ ] Yes [ ] No Are materials for the system purchased? If "yes", about what percent is purchased?
   [ ] 25% or less ________ 66%
   [ ] 33% ________ 75%
   [ ] 50% ________ 100%

8. [ ] Yes [ ] No Are materials for the system produced by staff? If "yes", about what percent is produced by staff?
   [ ] 25% or less ________ 66%
   [ ] 33% ________ 75%
   [ ] 50% ________ 100%

Television

1. [ ] Yes [ ] No Do you have a campus-wide closed circuit television system operated from a central studio? If no, go to the next section: Lecture Halls; If yes, continue with this section.
2. Check the types of areas you have:

- Master distribution control for broadcasting prepared programs
- Large studio for live broadcasting and for production of video tapes
- Remote telecasting studios located throughout the building

3. Is your system (check the appropriate answer(s))

- Black and white
- Color

4. The supervision of equipment is under (check those responsible)

- Director of Communication Services
- Director of Television Services
- Director of Library Services
- Director of Instructional Materials
- Director of Learning Resources
- Director of Curriculum
- Director of Audiovisual Services
- Other (specify):

- ____________________________

5. The supervision of production of materials is under the direction of (check those applicable)

- Director of Television Services
- Director of Library Services
- Director of Communication Services
- Director of Instructional Materials
- Director of Learning Resources
- Director of Curriculum
- Director of Audiovisual Services
- Other (specify):

- ____________________________

6. _____Yes _____No Do you have monitors in all your classrooms? If "No", in about what percent of classrooms do you have monitors?

- 25%
- 33%
- 50%
- 66%
- 75% or more

7. _____Yes _____No Do you show 16mm films, slides, etc., in classrooms through classroom monitors?

8. _____Yes _____No Do you have two-way communication between studio and classroom?

9. Indicate source of programs (approximate percent):

<table>
<thead>
<tr>
<th>Lease and rented:</th>
<th>Locally produced:</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% 66%</td>
<td>25% 66%</td>
</tr>
<tr>
<td>33% 75%</td>
<td>33% 75%</td>
</tr>
<tr>
<td>50% 100%</td>
<td>50% 100%</td>
</tr>
</tbody>
</table>
10. **Yes**  **No**   Do you belong to a group of colleges for sharing of programs?

**Lecture Halls**

1. **Yes**  **No**   Are there media equipped lecture halls in your college facilities?

   Continue with this section only if your answer is "Yes"

2. Please indicate the number of media equipped lecture halls with the following seating capacities:

<table>
<thead>
<tr>
<th>Seating capacity</th>
<th>Number of Halls</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 or less</td>
<td></td>
</tr>
<tr>
<td>51-100</td>
<td></td>
</tr>
<tr>
<td>101-150</td>
<td></td>
</tr>
<tr>
<td>151 or more</td>
<td></td>
</tr>
</tbody>
</table>

3. The projection facilities are (check those you have)

   - Rear Screen Projection
   - Front Screen Projection from Portable Cart
   - Front Screen Projection from Projection Booth

4. The lectern allows the instructor remote control functions for:

   - 16mm
   - Slides
   - Random Access Slides
   - Television
   - Public Address System
   - Lights
   - Other (specify): ____________________________________
     ____________________________________
     ____________________________________

5. **Yes**  **No**   The lecture hall has a student station response station.

6. The production and maintenance of media for the lecture hall is the responsibility of: (List by Title)

   ____________________________________
   ____________________________________
   ____________________________________
APPENDIX C
APPENDIX C

FINDINGS OF AN ALABAMA JUNIOR COLLEGE LEARNING RESOURCE CENTER SURVEY, FALL, 1977

<table>
<thead>
<tr>
<th>Code</th>
<th>Name of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Alexander City State Junior College</td>
</tr>
<tr>
<td>B</td>
<td>S. D. Bishop State Junior College</td>
</tr>
<tr>
<td>BR</td>
<td>Albert P. Brewer State Junior College</td>
</tr>
<tr>
<td>C</td>
<td>John C. Calhoun State Community College</td>
</tr>
<tr>
<td>CV</td>
<td>Chattahoochee Valley Community College</td>
</tr>
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<td>351 North Broad Street</td>
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Jefferson State Junior College
2601 Carson Road
Birmingham, Alabama 35215
1965

Lurleen B. Wallace State Junior College
P. O. Box 1418
Andalusia, Alabama 36420
1969

Northeast Alabama State Junior College
P. O. Box 159
Rainsville, Alabama 35986
1965

Northwest Alabama State Junior College
Route 3, Box 48
Phil Campbell, Alabama 35581
1963

Patrick Henry State Junior College
P. O. Box 731
Monroeville, Alabama 36460
1965

Snead State Junior College
Boaz, Alabama 35957
1935

Southern Union State Junior College
Wadley, Alabama 36276
1922

Director of Learning Resource Center:

Name and Title of person filling out questionnaire:

Fall, 1977

Enrollment (Please check appropriate space)

Students: Total count

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Total F.T.E.

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Faculty: Total F.T.E.  
- 2 25 or less—NE,P
- 6 26-50—BR,CV,E,GW-H,GW-S,L
- 3 51-75—A,F,S
- 1 76-100—GW-D
- 3 101 or more—C,G,J

Does the college have a tenure policy?  
No

Does the college have a faculty salary schedule?  

Range of Philosophy of the LRC Services

Check those items that represent the philosophy of your institution.

1. Collection
   - 18 Books and other printed materials—A,B,BR,C,CV,E,F,G,GW-D,GW-H, 
     GW-S,J,L,NE,NW,P,S,SU
   - 17 Audiovisual materials—A,B,BR,C,CV,E,F,G,GW-D,GW-H,GW-S,J,L,NE, 
     NW,P,S
   - 5 Archival materials—A,J,L,S,SU
   - 15 Production of materials for instructional program—A,B,BR,C,CV, 
     E,F,G,GW-D,GW-H,GW-S,J,L,NE,NW,S
   - 15 Sole responsibility for circulation and distribution—A,B,BR,C, 
     CV,F,G,GW-D,J,L,NE,NW,P,S,SU

2. Equipment
   - 16 Basic AV equipment such as cameras, recorders, projectors, etc.— 
   - 8 Programmed Instruction, VTR, Computer-Assisted Instruction—A,BR, 
     CV,G,J,L,NW
   - 4 Audio System—BR,G,GW-D,J
   - 7 Video System—BR,C,F,G,GW-D,J,NE

3. Facilities
   - 18 Stack area, work areas, reading room—A,B,BR,C,CV,E,F,G,GW-D,GW-H, 
     GW-S,J,L,NE,NW,P,S,SU
   - Electronic lecture hall with response system
   - 4 Closed Circuit TV, TV Studio, FM Radio—BR,C,G,NW
   - 2 Archives room—A,S

4. Staff
   - 18 Librarian(s), Clerk(s), Students—A,B,BR,C,CV,E,F,G,GW-D,GW-H, 
     GW-S,J,L,NE,NW,P,S,SU
   - 6 Library technicians—A,BR,E,G,GW-D,L
   - 8 Professionals in media and communications—A,BR,C,CV,E,G,GW-D,L
   - 6 Media technical assistants—BR,C,E,G,GW-D,NE
   - Professional Consultants
5. Community Service

- Use of facilities—A, B, BR, CV, E, F, G, GW-D, GW-H, GW-S, L, NE, NW, P, SU
- In-building use of collection only—B, BR, C, F, GW-D, GW-S, J
- Charge-out privileges in use of collection—A, BR, CV, E, G, GW-H, L, NE, NW, S, SU
- Special use privileges to all students attending college in Alabama—A, B, C, GW-H, J, S
- Consultant services—B, GW-D, L, NE

Please list items included within the philosophy for LRC services at your institution omitted from those of the above check list:

| Library and Developmental Reading Lab—C |
| Learning Center—C | Telecommunications—C |

Staff

1. Are the library and audiovisual services administered as:
   - (Two) Separate units—C, NE, P

   If single unit, the chief administrator:

   **Title:**
   - 1 Associate Dean of Learning Resources—G
   - 1 Director—E
   - 4 Director of LRC—CV, GW-S, J, S
   - 2 Director of Library Services—B, L
   - 3 Head Librarian—A, GW-D, NW
   - 1 Librarian—SU
   - 1 Library Director—GW-H

   **Degree(s) earned:**
   - BA
   - BSLS
   - 4 MA—GW-D, GW-S, L, NW
   - 10 MLS—A, B, E, F, G, GW-H, GW-S, NW, S, SU
   - 1 Advanced Certificate—CV
   - 2 Doctorate—BR, J

   **Directly responsible to:**
   - 4 Academic Dean—B, GW-D, NW, SU
   - 9 Dean of Instruction—A, BR, CV, E, F, GW-H, GW-S, J, L
   - 1 President—G

   **Contract for:**
   - 9 months
   - 10 months
   - 11 months
   - 2 or more years

   But if (two) separate units, the chief administrators:

A. Library:

   **Title:**
   - 1 Chief Librarian—NE
   - 1 Head Librarian—C
   - 1 Librarian—P

   **Degree(s) earned:**
   - BA
   - BSLS
   - 2 MA—C, P
   - 1 MLS—NE
   - Advanced Certificate
   - Doctorate
Directly responsible to:
  3 Dean of instruction—C,NE,P

Contract for:
  1 9 months--C
     10 months
     11 months
     2 12 months
     2 or more years

B. Audiovisual
Title:
  1 Director of Developmental Learning--C
  1 Director of Developmental Studies--P
  1 Director of Learning Lab--NE

Degree(s) earned:
  BA
  BSLS
  3 MA--C,NE,P
  Advanced Certificate
  Doctorate

Directly responsible to:
  1 Chairman, Division of Languages and Fine Arts--P
  1 Dean of Instruction--NE
  1 Head Librarian and Chairman of Humanities--C

2. Do professional library personnel have faculty rank?
   18 Yes--A,B,BR,C.CV,E,F,G,GW-D,GW-H,GW-S,J,L,NE,NW,P,S,SU
   No

Do professional audiovisual personnel have faculty rank?
   10 Yes--A,BR,C,E,GW-D,J,L,NE,P,S
   No

3. Number of professional library personnel who have administrative rank:
   12 None--BR,C.CV,E,GW-D,GW-H,GW-S,L,NE,NW,P,S
   4 1--A,B,G,J
   2 or more--SU

4. Number of professional audiovisual who have administrative rank:
   12 None--A,B,BR,C.CV,E,G,GW-D,L,NE,P,S
   1 2 or more
   2 or more

5. Total number of professional librarians (including head librarian):
   10 1-2--CV,E,F,GW-D,GW-H,L,NE,NW,P,SU
   8 3-4--A,B,BR,C,G,GW-S,J,S
   5-6
   7 or more

6. Total number of professional audiovisual personnel (including head of AV):
   12 1-2--A,B,BR,C.CV,E,G,GW-D,J,L,NE,P,S
   3-4
   5-6
   7 or more
7. Are professional library personnel eligible for tenure?
   No

8. Are professional audiovisual personnel eligible for tenure?
   Yes--A, BR, C, E, G, GW-D, J, L, NE, P, S
   No--CV

9. Degree(s) required for professional library personnel:
   5th year library degree (BSLS/MLS)--A, B, BR, C, CV, E, F, G, GW-D, GW-H, GW-S, J, L, NE, NW, P, S, SU
   Other (Indicate degree BSLS)--A

10. Degrees required for professional audiovisual personnel:
    BA--A
    MA--BR, C, E, F, G, J, L, NE, P
    Other (Indicate degree MLS)--CV-S

11. The salary of professional library personnel is determined by:
    College salary schedule--A, B, BR, C, CV, E, F, G, GW-D, GW-H, J, L, NE, NW, P, S, SU
    Private negotiation with administration--GW-S

12. The salary of professional audiovisual personnel is determined by:
    College salary schedule--A, BR, C, CV, E, F, G, GW-D, J, L, NE, P, S
    Private negotiation with administration

13. Supporting (non-graduate-degreed) personnel (excluding student assistants):
    Number in Library:
    1-2--E, GW-D, GW-S, L, NE, NW, P, S, SU
    3-6--A, B, BR, C, CV, F, G, GW-H
    7-10
    11 or more--J

    Number in audiovisual area:
    1-2--B, E, F, G, GW-D, L, NE, S
    3-6--C, J.
    7-10
    11 or more

14. Classification used for supporting (non-student) personnel:
    4 Clerk I--F, G, L, P
    2 Clerk II--A, C
    3 Clerk III
    1 Clerk IV--C
    5 Library Technical Assistant I--A, B, BR, G, S
    4 Library Technical Assistant II--S
    1 Audiovisual Technical Assistant I--G
    1 Audiovisual Technical Assistant II--C

15. Are all the supporting personnel of the college on one salary classification schedule?
    Yes--B, GW-H, J, NE, NW, P
    No--A, BR, C, CV, F, G, GW-S, L, S
16. Total number of hours worked by student assistants per week are:

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<th>Hours</th>
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**Budget**

When amounts are asked for, use whole dollars. Suggestion: Use your HEGIS or other report figures whenever possible.

1. Books and audiovisual materials are budgeted as:
   - Capital expenditures | CV, G, GW-S, NW, P, SU
   - Operating expenditures | A, B, BR, C, J, L, S
   - Neither | E, F, GW-D, GW-H, NE

2. What percent is the Learning Resource Center (library and audiovisual) budget of the 1976-77 total educational and general budget of the college?
   - 1-2% | F, G, GW-S, J, L, P
   - 3-4% | GW-S, J, L, P
   - 5-6% | A, B, C, S, SU
   - 7-8% | NE
   - 9% or more | BR, CV

3. Of the total Learning Resource Center budget, indicate the following expenditures: (see Table 7)
   - Salaries for professional staff (librarians and audiovisual) |
   - Salaries for all other staff (clerks, technicians, students) |
   - Expenditures for books and other printed materials, including those in microform |
   - Expenditures for audiovisual and other nonprint materials (do not include those in microform) |
   - Expenditures for binding and rebinding |
   - Expenditures for automation services |
   - All other operating expenditures charged to the LRC |
   - Grand total Learning Resource Center expenditures

4. In your opinion, to what degree does the Learning Resource Center budget support the college instructional program:
   - Wholly inadequate | S
   - Inadequate | A, C, F, G, J, L, NW
   - Adequate | B, BR, CV, E, GW-D, GW-S, P, SU
   - More than adequate | NE

5. The budget is projected to cover a period of:
   - 1 year | A, B, BR, C, CV, E, F, GW-H, GW-D, GW-S, J, L, NE, NW, P, SU
   - 2 years
   - 3 years | G
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6. Do unspent funds lapse at the end of the fiscal year?
   2 No—B, BR

7. Does the budget include a separate fund for the purchase of classroom audiovisual materials and equipment?
   8 Yes—C, G, GW-H, GW-S, J, NE, NW, SU
   10 No—A, B, BR, CV, E, F, G, GW-S, J, NE, NW

8. Are funds for the purchase of print and nonprint materials allocated by departments or divisions?
   5 Yes—B, BR, GW-S, L, SU
   10 No—A, C, CV, E, F, G, GW-H, J, NE, NW

9. Does the budget include a separate fund for the production of original materials such as slides, tapes, models, etc.?
   7 Yes—C, E, G, GW-H, J, L, S
   9 No—A, B, BR, CV, E, F, G, GW-S, NE, NW, SU

10. Does the library/audiovisual have its own petty case fund?
    3 Yes—GW-H, L, S
    13 No—A, B, BR, C, CV, E, F, G, GW-D, GW-S, J, NE, SU

11. Fines and fees collected are deposited in the:
    11 General College Fund—A, B, CV, E, G, GW-S, GW-H, J, NE, NW, P, S, SU
    5 College Library/Audiovisual Fund—B, C, F, GW-H, L, S
    ___ Returned to the State General Fund

12. Monthly status records received from the business office include:
    8 Disbursements—A, B, CV, F, G, J, L, SU
    8 Encumbrances—A, BR, C, CV, F, G, J, SU
    10 Balances—A, B, BR, C, CV, F, G, J, L, SU
    7 No Monthly records are received—GW-D, GW-H, GW-S, NE, NW, P, S
    1 Bi-monthly records are received—E

13. The following are responsible for preparing the fiscal budget request:
    5 Head, Library—C, NE, NW, P, SU
    3 Head, Audiovisual—CV, NE, SU
    3 Entire professional staff—BR, E, J
    1 Other (Indicate by title)
      Librarian, assisted by other professors—NW

Collection

Please check the following materials that are included in your cataloged collection.
   10 Pamphlets—B, C, CV, E, F, GW-D, GW-H, NE, NW, P
   3 Models (Realia)—GW-H, J, NW
   ___ Dioramas
TABLE 7
LRC EXPENDITURES

<table>
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<tr>
<th>Inst.</th>
<th>Salaries Professional</th>
<th>Salaries Other</th>
<th>% of Total</th>
<th>Books Printed</th>
<th>Audio-visual non-print</th>
<th>Binding</th>
<th>Automation Services</th>
<th>Other Total</th>
<th>Grand Total</th>
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*Does not keep figures on budget, referred to business office.

**One year lump sum for operation and establishment of new LRC.
Printed volumes, excluding bound periodicals
Periodical titles excluding duplicates
Newspapers
Reels of microfilm
Microfiche
Film titles:
   16mm
   8mm
   8mm loop
Filmstrip titles
Tape recordings (reel-to-reel, cassette)
Video tapes
Slides
Disc recordings

Of the printed volumes noted above, please indicate in column 4 (chart) the percent or number distribution with the classification areas. If you do not have statistics for this, use the practice of measuring your shelf list classification areas, 100 cards per inch - and calculate from that.

(See Table 10)

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<tr>
<th>Area</th>
<th>Classification</th>
<th>% or Number</th>
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<td>000,100,200, A,B,M,N</td>
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</tr>
<tr>
<td>Social Sciences</td>
<td>300, C,D,E,F,G</td>
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<tr>
<td>Sciences</td>
<td>900, H,J,K,L</td>
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<tr>
<td>Physical Sciences, incl. Mathematics</td>
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<td>Biomedical</td>
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<td>Sciences</td>
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<td>100% or Number</td>
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<td>9 Video Tapes</td>
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<td>9 Reel-to-reel Tapes</td>
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<td>15 16mm Films</td>
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<td>Printed volumes, excluding bound periodicals</td>
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<td>Social Sciences</td>
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<tr>
<td>---------------</td>
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<tr>
<td>D.C.:</td>
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<td>300,900</td>
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<tr>
<td><strong>N &amp; %</strong></td>
<td><strong>N %</strong></td>
<td><strong>N %</strong></td>
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<td>7,800 30.0</td>
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<td>JD</td>
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<td><strong>Totals</strong></td>
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*LRC in process of centralizing AV services.

**Listed separately as "reference."
Physical Facilities
(Work and Staff Areas)

Check the figure that most closely represents the square feet for each area you have now. (A room 20 feet by 25 feet would be 500 square feet.) and indicate if you find the space is adequate for present purposes.

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<th>Area</th>
<th>Square Feet</th>
<th>Adequate</th>
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<tr>
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(See Table 11.)

Are work areas arranged so that processing of materials proceeds in uninterrupted flow of work?
2 No--NW,SU

Are your work and staff areas constructed and arranged to provide for future building expansion?
7 Yes--A,B,BR,C,GW-S,NW,S
11 No--CV,E,F,G,GW-D,GW-H,J,L,NE,P,SU

In developing specifications for the Learning Resource Center, during what stage were the head librarian and audiovisual specialist consulted in the matter of space and arrangement of work and staff areas?
11 Preliminary Draft--A,B,BR,C,CV,E,GW-S,L,NE,NW,S
5 Working Stage--A,BR,GW-H,J,S
4 Final Plans--A,BR,G,S
2 Were never involved--F,P
2 Unknown--GW-D,SU
**TABLE 11**
LRC PHYSICAL FACILITIES
(WORK AND STAFF AREAS)

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<th>Inst.</th>
<th>Storage</th>
<th>Adq</th>
<th>Processing Adq</th>
<th>Receiving Adq</th>
<th>Mailing Adq</th>
<th>Binding Adq</th>
<th>Adq</th>
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<td>2001 or more</td>
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<td>N</td>
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<td>500 or less</td>
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<td>500 or less</td>
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<td>G 500 or less</td>
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Note: N = No; Y = Yes

*Temporary Facilities
**Remodeling
TABLE 11—Continued

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Note:  N = No;  Y = Yes

*Temporary Facilities
**Remodeling
TABLE 11—Continued

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Note: N = No; Y = Yes

*Temporary Facilities
**Remodeling
TABLE 11—Continued

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Note: N = No; Y = Yes

*Temporary Facilities
**Remodeling
TABLE II--Continued

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Note: N = No; Y = Yes

*Temporary Facilities
**Remodeling
Physical Facilities

(Service)

Please indicate the appropriate number: (See Table 12)

Total LRC seating capacity

Of this total:

Number of seats in leisure reading area
Number you can seat at tables
Number of dry carrels
Number of wet carrels
Other
Percent of student FTE you can seat

Is your seating capacity adequate for present purposes?


3 No—CV,NE,P

Does your center provide:

typing facilities for students?

11 Yes—BR,C,E,F,G,GW-D,J,L,NE,S,SU

6 No—A,B,CV,GW-S,NW,P

If yes: 1 Rental—BR

Free—C,E,F,G,GW-D,J,L,NE,S,SU

a room for using microfilm

15 Yes—A,B,BR,C,E,F,G,GW-D,GW-S,J,L,NE,P,S,SU

3 No—BR,GW-H,NW

conference rooms for small groups

11 Yes—A,B,BR,C,E,F,G,GW-D,GW-S,J,L,NE,P,S,SU

7 No—CV,F,GW-H,J,NW,P,S,SU

areas in which teachers can produce their own audiovisual materials

12 Yes—A,B,BR,C,E,G,GW-D,GW-S,L,NW,S

6 No—F,GW-H,J,NE,P,SU

areas in which students can produce their own audiovisual/learning materials

8 Yes—A,BR,C,E,GW-D,J,L,S

10 No—B,CV,F,G,GW-H,GW-S,NE,NW,P,SU

a faculty reading room

5 Yes—A,B,GW-D,NW,S


preview facilities for faculty

14 Yes—A,B,BR,C,E,F,G,GW-D,GW-H,J,L,NW,S

4 No—GW-S,NE,P,SU

exhibit and display areas

11 Yes—A,B,BR,C,E,G,GW-D,GW-H,GW-S,NE,S

6 No—CV,F,GW-H,J,NW,P,SU

a recording studio for production of tapes

10 Yes—B,C,E,G,GW-D,J,L,S

7 No—CV,F,GW-H,NE,NW,P,SU

a studio for closed circuit TV production

6 Yes—BR,C,G,J,L,S

11 No—A,CV,E,F,GW-D,GW-H,GW-S,NE,NW,P,SU

for students to check how audiovisual equipment for home use

5 Yes—B, BR,GW-H,J,L

13 No—A,C,CV,E,F,G,GW-D,GW-S,J,NE,NW,P,SU
TABLE 12  
LRC PHYSICAL FACILITIES (SERVICE)—SEATING CAPACITIES

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<th>C</th>
<th>CV</th>
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<th>F</th>
<th>G</th>
<th>GW-D</th>
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<td>Total number of seats in leisure reading area</td>
<td>50</td>
<td>86</td>
<td>6</td>
<td>90</td>
<td>240</td>
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<td>250</td>
<td>200</td>
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<tr>
<td>Number of Wet Carrels</td>
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<td>68</td>
<td>28</td>
<td>50</td>
<td>12</td>
<td>18</td>
<td>8</td>
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<tr>
<td>Percent of student FTE can seat</td>
<td>18.6</td>
<td>28.3</td>
<td>36.2</td>
<td>7.4</td>
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*Reported total capacity, no breakdown of areas.
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<td>12</td>
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Does your center provide facilities for students to use:

programmed texts
10 Yes—A,B, BR, C, CV, G, GW-H, J, L, NE
8 No—E, G, GW-D, GW-S, NW, P, S, SU

calculators
5 Yes—B, CV, G, J, NE

film projectors
15 Yes—A, B, BR, C, CV, F, G, GW-D, GWOH, GW-S, J, L, NE, NW, S
3 No—E, P, SU

tape recorders
17 Yes—A, B, BR, C, CV, E, F, G, GW-D, GW-H, GW-S, J, L, NE, NW, S, SU
1 No—P

Are your service facilities constructed and arranged to provide for future building expansion?
7 Yes—A, B, BR, C, GW-S, P, S
11 No—CV, E, F, G, GW-D, GW-H, J, L, NE, NW, SU

Automation

1. Is your LRC at present automating any of the following?
   Cataloging (card or book)
   2 Yes—BR, J

   Printed materials selection
   Yes

   Audiovisual materials selection
   Yes

   Ordering
   Yes

   Processing
   Yes

   Circulation
   Yes
   4 No—CV, G, J, NE

   Films
   Yes

   Fines
   1 Yes—J

   Lost book payments
   1 Yes—J

Lost audiovisual materials payments

1 Yes—J

Inventory

3 Yes—BR, J, NE

Budget analysis

16 No—B, BR, CV, E, F, G, GW-D, GW-H, GW-S, J, L, NE, NW, P, S, SU

Cost analysis

2 Yes—A, C
16 No—B, BR, CV, E, F, G, GW-D, GW-H, GW-S, J, L, NE, NW, P, S, SU

Budget accounting

3 Yes—A, C, G
15 No—B, BR, CV, E, G, GW-D, GW-H, GW-S, J, L, NE, NW, P, S, SU

2. Has your college hired a systems consultant?

2 Yes—B, NE

3. Does your college have a computer?

12 Yes—A, B, C, CV, E, F, G, GW-D, GW-H, J, NE, NW
4 No—BR, GW-S, P, SU

If "yes", is the LRC allowed suitable time on the computer?

5 Yes—A, B, CV, J, NE
4 No—C, F, G, GW-H

4. Does your LRC participate in the MARC (Library of Congress Machine Readable Cataloging) program?

5 Yes—A, BR, E, F, GW-S

5. Does your LRC subscribe to the LARC reports (Library Automation Research and Consulting Service)?

Yes

Audiovisual Equipment

Please indicate the number of items owned or distributed by your LRC.
(See Table 13)

16mm Projectors
8mm Projectors, open reel
8mm Projectors, cartridges
8mm Loop Film Projectors
Films (or combination filmstrip-slide) Projectors
Sound Filmstrip Projectors
Slide Projectors
Radios
Television Sets
Record Players
Video-Tape Recorders
Teaching Machines
Portable Public Address Systems
Controlled Reading Machines
Information Access System
Projection Screens

Tape Recorders
(reel-to-reel)
Cassette Recorders
Cassette Players
only
Opaque Projectors
Overhead Projectors
Micro-Projectors
Filmstrip Viewers
Slide Viewers
Projection carts
Tachistoscopes
Calculators
Drawing Boards
Loop-Antenna Systems
Typewriters
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<th>B</th>
<th>BR</th>
<th>C</th>
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*Have Separate AV Departments, Not in LRC.
Please check the equipment you own:

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Items owned but not listed above:
- Microfilm camera--C
- Video Cameras--C
- Tripods--C
- Microphones and Stands--C

Does the person responsible for the audiovisual materials program have the responsibility for the preparation of the audiovisual materials?

14 Yes--A,B,CR,CV,E,G,GW-D,GW-H,J,L,NE,NW,S

2 No--F,P

Dial Access Information Retrieval System

This section is for audiotapes and video tapes only.

1. Do you have a system?
   Yes
   If "No", go on to the next section: Television.
   If "Yes", is it (check those you have)
   audio
   video
   both
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OTHER AV EQUIPMENT OWNED

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*Have Separate AV Departments, Not in LRC
If you have audio, do you have
   Yes   No   mono-track decks
   Yes   No   dual-track decks
   Yes   No   four-track decks
   Yes   No   eight-track decks
   Yes   No   16-track decks
   Yes   No   32-track decks
If you have video, is it
   Yes   No   black and white
   Yes   No   color
Is the system (check one)
   __________________________    dial access
   __________________________    touchtone

2. Indicate the number of student stations for
   ______ audio
   ______ video
   ______ combination

3. How many student stations are audio active allowing for student recording and playback? ______(number)

4. How many stations allow for student control, i.e. stop, rewind, etc.? ______(number)

5. The system is used for (check the ones applicable)
   ____ Programmed basic or independent instruction
   ____ Supplemental to classroom instruction
   ____ Recreational use and leisure time
   ____ Other (please indicate): ____________________________________________

6. Is the supervision of equipment and production of materials under the direction of one or more than one? (Check the ones applicable)
   ____ Director of Learning Resources
   ____ Director of Instructional Materials
   ____ Director of Audiovisual Services
   ____ Director of Library Services
   ____ Director of Curriculum
   ____ Other (specify): ________________________________________________

7. ____ Yes   ____ No   Are materials for the system purchased? If "yes", about what percent is purchased?
   ______ 25% or less   66%
   ______ 33%     75%
   ______ 50%     100%

8. ____ Yes   ____ No   Are materials for the system produced by staff? If "yes", about what percent is produced by staff?
   ______ 25% or less   66%
   ______ 33%     75%
   ______ 50%     100%
Television

1. Do you have a campus-wide closed circuit television system operated from a central studio?
   3 Yes—BR,C,G
   15 No—A,B,CV,E,F,GW-D,GW-H,GW-S,J,L,NE,NW,P,S,SU
If "No", go to the next section: Lecture Halls;
If "Yes", continue with this section.

2. Check the types of areas you have:
   3 Master distribution control for broadcasting prepared programs—BR,C,G
   4 Large studio for live broadcasting and for production of video tapes—BR,C,G,J
   Remote telecasting studios located throughout the building

3. Is your system (check the appropriate answer(s))
   1 Black and white—BR
   4 Color--RR,C,G,J

4. The supervision of equipment is under (check those responsible)
   Director of Communication Services
   Director of Television Services
   Director of Library Services—BR
   Director of Instructional Materials
   Director of Learning Resources—J
   Director of Curriculum
   Director of Audiovisual Services
   2 Other (specify): Director of Developmental Learning--C
   Media Production Coordinator--G

5. The supervision of production of materials is under the direction of (check those applicable)
   Director of Television Services
   Director of Library Services—BR
   Director of Communication Services
   Director of Instructional Materials—J
   Director of Learning Resources
   Director of Curriculum
   Director of Audiovisual Services
   1 Other (specify): Director of Developmental Learning--C

6. __________ Yes________ No Do you have monitors in all your classrooms? If "No", in about what percent of classrooms do you have monitors?—BR,C,G,J
   2 25%—C,G 66%
   1 33%—J 75% or more
   1 50%--BR
7. Do you show 16mm films, slides, etc., in classrooms through classroom monitors?
   2 Yes--BR,C
   1 No--G

8. Do you have two-way communication between studio and classroom?
   1 Yes--C
   2 No--BR,G

9. Indicate source of programs (approximate percent):
   Lease and rented: Locally produced:
   25%  66%  1--G 25%  66%
   33%  75%  1--G 33%  75%
   50% 100%  1--C 50% 1--BR100%

10. Do you belong to a group of colleges for sharing of programs?
    3 No--BR,C,G

Lecture Halls

1. Are there media equipped lecture halls in your college facilities?
   8 Yes--A,BR,C,G,GW-H,J,NE,NW
   10 No--B,E,F,GW-D,GW-S,CV,L,P,S,SU

2. Please indicate the number of media equipped lecture halls with the following seating capacities:
   Seating capacity  Number of Halls
   50 or less  BR(2),G(2)
   51-100  B(1),C(1),NW(1)
   101-150  A(3)
   151 or more  GW-H(1),NE(1)

3. The projection facilities are (check those you have)
   3 Rear Screen Projection--A,C,GW-H
   1 Front Screen Projection from Portable Cart--J
   4 Front Screen Projection from Projection Booth--BR,G,NE,NW

4. The lectern allows the instructor remote control functions for:
   5 16mm--A,BR,C,G,GW-H
   5 Slides--A,BR,C,G,GW-H
   3 Random Access Slides--A,B,GW-H
   2 Television--BR,C
   3 Public Address System--BR,C,GW-H
   2 Lights--C,G,
   3 Other (specify): Filmstrip-C,GW-H  Sound-Filmstrip--G

5. The lecture hall has a student station response system.
    6 No--A,BR,C,G,NE,NW
6. The production and maintenance of media for the lecture hall is the responsibility of:

<table>
<thead>
<tr>
<th>List by title</th>
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<tbody>
<tr>
<td>Director of Learning Lab--NE</td>
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<tr>
<td>Faculty--A</td>
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<tr>
<td>Library Staff--GW-H</td>
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<tr>
<td>Media Coordinator--BR</td>
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<tr>
<td>Media Production Technician--G</td>
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<tr>
<td>Technical School Instructors--C</td>
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</tbody>
</table>
VITA

William Charles Buchanan was born June 25, 1940, at Cuba Landing, Tennessee. He attended elementary schools at Waverly, Tennessee, and graduated from Waverly Central High School in 1958. After receiving a Bachelor of Arts degree in English from Belmont College, he received a Master of Education degree in Educational Administration from Middle Tennessee State University in 1967, and a Master of Science in Library Science degree from Louisiana State University in 1971.

William Buchanan served as a teacher and librarian on the elementary and secondary levels, and was employed as a librarian in institutions of higher education. For seven years he worked in junior and community colleges in Alabama; five of those years were spent as Director of Learning Resources at George Corley Wallace State Community College at Selma, Alabama. Currently he is Assistant Professor of Educational Media, University of Central Arkansas. He is married to the former Madeline Jeanne Lieber of Natchitoches, Louisiana, and has one son, Charles Philip Buchanan.
EXAMINATION AND THESIS REPORT

Candidate: William Charles Buchanan

Major Field: Education

Title of Thesis: A Status Study Of The Library-Learning Resource Centers In The Public Junior And Community Colleges Of Alabama

Approved:

Charlie W. Roberts, Jr.
Major Professor and Chairman

James E. Trueman
Dean of the Graduate School

EXAMINING COMMITTEE:

D. D. F.

Richard A. Muscarella

Pauline M. Rankin

W. M. Smith

Date of Examination: