A COMPARATIVE ANALYSIS OF LIBRARY-LEARNING

RESOURCES PROGRAMS IN THE PUBLIC

JUNIOR COLLEGES OF TEXAS

———

A DISSERTATION

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF PHILOSOPHY

IN THE GRADUATE SCHOOL OF THE

TEXAS WOMAN'S UNIVERSITY

SCHOOL OF LIBRARY SCIENCE

BY

MARY LOUISE (ROY) NIEBALL,

A.A., B.S., M.L.S., M.A.

———

DENTON, TEXAS

MAY, 1975

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation
to Dr. Wallace Eugene Houk, Chairman of the doctoral com-
mittee, for his interest, assistance, and encouragement in
the preparation of this research study in the field of
library science.

Special thanks is also extended to Dr. Hannah J.
Kunkle, Dr. Samuel J. Marino, Dr. Alfonso Nicosia, Jr., and
Dr. Frederick C. Pfister, the other members of the disserta-
tion committee, for their patience and support throughout
the study.

The writer wishes also to acknowledge sincere
appreciation and gratitude to Miss D. Genevieve Dixon,
retired Director of the School of Library Science, for her
friendship, encouragement, and professional counsel extended
the writer over the past decade.

The cooperation of the Head Librarians and Learning
Resources Directors in the public junior colleges in Texas,
who supplied important data necessary for the successful
completion of the dissertation, is acknowledged with grate-
ful appreciation.

The writer is indebted to her husband, Paul, for his
patient understanding, encouragement, and support throughout

the period of doctoral study.

Finally, grateful appreciation is extended to Mrs.
Peggy Hardin, for her kindness, patience, understanding,
and able assistance in the preparation and typing of the
manuscript.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

CHAPTER I

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 one of the major reasons for this growth.

The junior college developed as an institution of higher education during the late nineteenth and early twentieth centuries as a result of cultural changes in American life. Economic, political, 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 level. By providing a principal source of educational opportunity for millions of students, the junior college has become an integral part of the American higher educational system. The impact of the junior college upon higher education has been made mainly through its comprehensive and multi-purpose educational programs which are available to students of all ages and widely diverse educational backgrounds.

1

The junior college has been called a new "social invention" which came into being and evolved in response to societal needs.[1] The junior college is sufficiently different from other educational institutions to be recognized as an institution with an identity of its own.

Background and Nature of the Problem

The junior college movement in Texas had an early beginning. Decatur Baptist College, a religious-sponsored institution founded in 1898 at Decatur, Texas, was one of the first colleges in the nation which specifically met the concept of a two-year college.[2] Although at least three public junior colleges in Texas trace their founding dates into the 1800's--Weatherford College, 1869, at Weatherford; Blinn College, 1883, Brenham; and Clarendon College, 1898, Clarendon--these institutions actually began as church-related schools. The first permanent public junior college in Texas--Wichita Falls Junior College--was founded in 1922 at Wichita Falls, Texas.[3]

---

[1]Edmund J. Gleazer, Jr., "The Stake of the Junior College in its Library," The Junior College Library, ed. by B. Lamar Johnson (Los Angeles, California: University of California, 1966), p. 11.

[2]Kathleen Bland Smith, "Crossroads in Texas," Junior Colleges: 50 States/50 Years, ed. by Roger Yarrington (Washington, D.C.: American Association of Junior Colleges, 1969), p. 139.

[3]John Grable, "Texas Public Junior Colleges Come of Age," The Texas Outlook, LIV (April 1970), p. 47.

From 1920 to 1929, sixteen public junior colleges were established in the State; three were founded between 1930 and 1939; and ten between 1940 and 1949. South Plains College, founded in 1959 at Levelland, Texas was the only public junior college established between 1950 and 1959.[1]

The expansion of junior colleges in Texas has been stimulated by such factors as population growth, recent legislation, changing educational needs in our society, and the increase of revenue for higher education. The junior college movement in Texas did not develop under a state-wide plan, but rather has been shaped by local areas which have established junior colleges because of the demands of community citizens for more advanced educational opportunities.

One of the purposes of the Coordinating Board of the Texas College and University System is the development of a state plan for the orderly growth of higher education in Texas. This Board, established by the Higher Education Act of 1965 by the Fifty-Ninth Legislature, supersedes the Texas Commission of Higher Education and has full authority over higher education. The Community Junior College Division has responsibility for recommending policies, enacting regulations, and developing educational programs for two-

---

[1]Texas Commission on Higher Education, Public Higher Education in Texas, 1961-71 (Austin, Texas: The Commission, 1963, p. 11.

year colleges in the State.[1]

Junior colleges in the United States have experienced consistent growth throughout their history. Since 1901, when the first public junior college was established in Joliet, Illinois, the number of junior colleges has grown steadily despite two world wars and a major economic depression. During the 1960's, the number of two-year institutions doubled and the enrollment quadrupled.[2] From 1960 through 1970, junior colleges increased in number from 678 institutions, with an enrollment of 660,216 in 1960 to 1,091, with an enrollment of 2,499,827 students in 1970.[3]

In Texas, the growth of community junior colleges has been most evident between 1963 to 1973, with the number of private and public junior colleges increasing from forty-seven to sixty.[4] Enrollment in Texas community colleges has increased from 62,500 students in 1965 to more than 151,000

[1]John Carroll Hinsley, The Handbook of Texas School Law, 4th ed. (Austin, Texas: Steck-Vaughn Company, Publishers, 1968), p. 922.

[2]Edmund J. Gleazer, ed. American Junior Colleges, 8th ed. (Washington, D.C.: American Council on Education, 1971), p. 3.

[3]American Association of Junior Colleges, 1971 Junior College Directory (Washington, D.C.: The Association, 1971), p. 6.

[4]Coordinating Board, Texas College and University System, Institutions of Higher Education in Texas, 1972-73 (Austin, Texas: The Coordinating Board, February, 1973), pp. 3-5.

in the Fall of 1971.[1] The public junior college continues to be the fastest growing segment of Texas postsecondary education, with a Fall, 1972, enrollment of more than 190, 000 students. This is a growth rate of more than fourteen percent.[2] Carnegie Commission on Higher Education projections, based on enrollment trends from 1960 to 1968, estimate that by 1980 approximately twelve new public community colleges will be needed in Texas.[3] Based upon the Commission's formulas, enrollment in Texas community junior colleges in 1980 will be an estimated 283,500 students.

Current factors and conditions indicate that both the number of community colleges and their enrollments will continue to grow. The Carnegie Commission estimates that by 1980, 230 to 280 new community junior colleges will be required in the United States to provide needed educational resources within commuting distances of all potential students.[4] The Commission also estimates that thirty-seven to

[1]Coordinating Board, Texas College and University System, Annual Report (Austin, Texas: The Coordinating Board, 1973), p. 7.

[2]Coordinating Board, Texas College and University System, C B Report (Austin, Texas: The Coordinating Board, September-October, 1973), p. 2.

[3]Carnegie Commission on Higher Education, The Open-Door Colleges: Policies for Community Colleges (New York: McGraw-Hill Book Company, 1970), p. 64.

[4]Ibid., p. 39.

forty-six percent of all undergraduates will be enrolled in community colleges by the year 2000. By 1975, three to five million students are expected to be enrolled in community junior colleges in the United States.[1]

These statistics and projections of the Texas Coordinating Board and the Carnegie Commission have important implications for community junior colleges at state and national levels, especially in the areas of finance, facilities, staffing, and development of adequate and meaningful instructional methods and programs--including library programs--to meet the needs of an increasingly diverse student population.

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.[2] 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)

---

[1]Ibid.

[2]B. Lamar Johnson, ed., The Junior College Library, Report of a National Conference on the Junior College Library, Los Angeles, Calif., July, 1965 (Los Angeles, California: University of California, 1966), p. 5.

most students live at home and commute to classes; and (4)
public junior colleges are becoming more comprehensive
"open-door colleges" which serve a heterogeneous student
population.[1]

Concerning the identity of the junior college
library, Genung and Wallace comment:

> The emergence of the community college library
> is a fascinating story of the development of one
> of the most complicated and least understood of
> the existing library systems. The individual li-
> braries each face many of the same problems, yet
> they vary measurably among themselves. As a system,
> community college libraries reflect many character-
> istics of other library systems, yet the emphasis,
> the demands, and the scope are sufficiently differ-
> ent that they require new approaches and a new pro-
> fessional orientation. For the past seventy years
> the community college library has been searching
> for self-identity; now at last in 1972, it is
> emerging . . .[2]

The junior college and its library are in a unique
position to meet the changing demands of a diverse society.
A major emphasis in the future, as evidenced by the federal
support expended on the technical-vocational programs of the
two-year college, will be on the training and retraining of
both youths and adults. Continuing education at all levels

---

[1]Ibid.

[2]Harriett Genung and James O. Wallace, "The Emer-
gence of the Community College Library," Advances in Li-
brarianship, Vol. III, ed. by Melvin J. Voigt. (New York:
Seminar Press, 1972), p. 30.

will be increasingly in demand by our technological soci-
ety.[1]

Need for the Study

The need for this study was suggested by the fact
that there are few state or nationally recognized agencies
which collect valid information on junior college library
programs and practices. This is especially true in Texas.
The Coordinating Board does gather and publish statistics in
many areas of junior college educational activities in the
State, but current data on libraries in public junior col-
leges have been limited in scope and have been concerned
mainly with annual library and institutional budget appro-
priations and formulas.

Little information is available on the national lev-
el about public junior colleges and even less on privately
supported two-year institutions. The National Center for
Educational Statistics of the U.S. Office of Education does
publish statistics, but there is little uniformity in col-
lection procedures and the information is frequently out-
dated by the time of its publication. In addition, there is
the problem of a large number of institutions failing to re-
spond to questionnaires.

---

[1]John E. Roueche, "Adult Education in the Junior
College," Junior College Research Review III (November,
1968), pp. 2-3.

An increasing body of literature concerned with the
two-year college has accompanied the growth and development
of the junior college movement in this country, yet there is
a serious deficiency in both basic and comparative data on
the libraries in these institutions. Information on the
present status of junior college library-learning resources
programs, gathered by uniform data collection techniques
and meaningfully interpreted, would provide needed informa-
tion in Texas.

The need for an in-depth investigation of library-
learning resources programs in Texas junior colleges is fur-
ther emphasized by the fact that most of the research
studies which have been completed are Master's theses. Ad-
vice was sought from outstanding members of the junior col-
lege community and from other educational authoritites (see
Appendix A) concerning the desirability and feasibility of
a comprehensive investigation of the junior college library-
learning resources programs in Texas. The responses
obtained reflected such strong support for the proposed
investigation that this writer was convinced of the use-
fulness of pursuing this topic for a doctoral dissertation.

There is a definite need for status studies in jun-
ior college libraries. It is apparent that a comprehensive

data base for junior college library-learning resources centers in Texas is needed. It is the purpose of this investigation to add significantly to the information available about junior college libraries in Texas.

Purpose of the Study

The problem for this study was suggested by the following conditions: (1) the very rapid growth of junior colleges in Texas; (2) the expanding programs in the area of library-learning resources services; and (3) the lack of current, valid, and comparative data on the Texas library-learning resources programs.

This study is designed to provide comprehensive information about the library-learning resources programs in the publicly supported junior colleges in Texas.

The specific purposes of this study are:

1. To investigate, analyze, and compare certain institutional, organizational, administrative, and financial aspects of Texas junior college library-learning resources programs.

2. To identify new and innovative practices, concepts, and emerging trends in the library-learning resources centers in the junior colleges of Texas.

3. To compare the current status of library-learning resources programs in Texas junior colleges with

"Guidelines for Two-Year College Learning Resources Pro-
grams"[1] (hereinafter referred to as "Guidelines").

Assumptions

The basic assumptions of this investigation are:

1. That "Guidelines" provide valid criteria
relating to learning resources programs in the two-year
college.

2. That accurate data about junior college library-
learning resources programs in Texas can be obtained by
valid data-gathering techniques.

3. That a general assessment of these programs can
be made by a comprehensive analysis of valid data.

4. That innovative practices and concepts in the
resources programs exist and can be identified.

Specific Areas for Investigation

A primary objective of this investigation is to
provide information which can be used to answer the follow-
ing questions:

1. What is the current status of Texas junior col-
lege library-learning resources programs in relation to

---

[1]Association of College and Research Libraries of
the American Library Association, et. al. "Guidelines for
Two-Year College Learning Resources Programs." College and
Research Libraries News XXIII (December, 1972), pp. 305-15.
Reprinted in Audiovisual Instruction XVIII (January, 1973),
pp. 50-6.

"Guidelines" in the following areas?

> a. Role of the library-learning resources pro-
> gram.
>
> b. Objectives and purposes of the library-
> learning resources program.
>
> c. Organization and administration of the li-
> brary-learning resources program.
>
> d. Budget of the library-learning resources
> program.
>
> e. Instructional system components--staff,
> facilities, equipment, and materials in
> the library-learning resources program.
>
> f. Inter-agency cooperative activities of the
> library-learning resources program.

2. What new practices and concepts are emerging in
Texas junior college library-learning resources programs?

3. What problem areas exist in the library-learning
resources programs in Texas junior colleges?

Definitions of Terms

All definitions have been taken directly from "Guide-
lines" except those terms labeled with an asterisk (*) which
have either been formulated by the investigator or have a
footnote citation.

Assessment:* The critical analysis and judgement of
the importance, significance, status, or merit of facts, con-
ditions, events, or programs.

Instructional Development Functions: The solution of
instructional problems through the design and applications of

instructional system components.

Instructional Production Design: The process of creating and/or identifying the most effective materials to meet the specific objectives of the learning experience as defined by Instructional Development.

Instructional System Components: All of the resources which can be designed, utilized, and combined in a systematic manner with the intent of achieving learning. These components include: men, machines, facilities, ideas, materials, procedures, and management.

Learning Resources Center:* A library or other educational unit on campus which integrates print and non-print forms of communication resources and provides the services and equipment for their utilization.

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.

Learning Resources Unit/Department: A subordinate agency within the Learning Resources program sufficiently large to acquire organizational identification as distinct from individual assignment and with an administrative or supervisory head, and which may have its own facilities, staff, and budget.

Library Technical Assistant:* A supportive library employee with at least two years of college-level study whose responsibilities include following established rules and procedures.[1]

Materials:

(a) Written Materials: All literary, dramatic, and musical materials or works, and all other materials or works, published or unpublished, copyrighted or copyrightable at any time under the Federal Copyright Act as now existing or here-after amended or supplemented in whatever format.

(b) Recorded Materials: All sound, visual, audio-visual, films or tapes, videotapes, kinescopes or other re-cordings or transcriptions, published or unpublished, copy-righted or copyrightable at any time under the Federal Copy-right Act as now existing or hereafter amended or supple-mented.

(c) Other Materials: All types of pictures, photo-graphs, maps, charts, globes, models, kits, art objects, realia, dioramas, and displays.

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

---

[1]"Library Education and Manpower: ALA Policy Pro-posal," I American Libraries (April, 1970), p. 342.

Professional Staff: Personnel who pursue respon-
sibilities requiring professional training at the graduate
level and experience appropriate to the assigned responsi-
bilities.

Staff: The personnel who perform Learning Resources
Program functions. These persons have a variety of abili-
ties and a range of educational backgrounds. They include
professional and supportive staff.

Supportive Staff: Personnel who assist professional
staff members in duties requiring specific skills and spe-
cial abilities. Their training may range from four-year
degrees and two-year degrees to a one-year certificate, or
extensive training and experience in a given area or skill.

System(s) Approach: The application of Instruction-
al System Components.

Two-Year College: Any institution of higher educa-
tion which offers less than a baccalaureate degree and
which requires its students either to be high school gradu-
ates or beyond high school age. Comprehensive community
colleges, public and private junior colleges, and technical
institutes are included in this definition. For the pur-
poses of this investigation, no distinction will be made
between community college, junior college, community junior
college, two-year college and two-year institution. These
terms will be used interchangably throughout the study.

Procedures for the Study

This investigator conducted a study by the descriptive survey method to ascertain current practices and procedures in Texas junior college library-learning resources programs in relation to "Guidelines for Two-Year College Learning Resources Programs."[1]

The National Guidelines

"Guidelines" is 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.[2]

"Guidelines" presents qualitative recommendations based on professional expertise and successful practices in leading two-year institutions. The recommendations it presents are diagnostic and descriptive in nature intended for giving direction in the development of comprehensive learning resources programs for two-year colleges. "Guidelines" has

---

[1]These guidelines supersede and replace the 1960 Standards. (Association of College and Research Libraries. Committee on Standards. "Standards for Junior College Libraries," College and Research Libraries XXI (May, 1960), pp. 200-06).

[2]"Guidelines for Two-Year College Learning Resources Programs," p. 50.

been designed to provide criteria for information, self-study, and planning and does not establish minimum accreditation standards.[1]

The Questionnaire

A questionnaire (Appendix B) was formulated by the investigator with professional assistance from librarians and educators. The questionnaire was based on all items contained in "Guidelines" and included multiple-choice, checklist, and open-ended questions. Questionnaire items were validated by internal checks within the questionnaire, interviews, and on-campus visits.

The questionnaire was distributed to fifty-two Texas public junior colleges in a 1973 list published by the Texas Coordinating Board.[2] The list of junior colleges included in the survey is given in Appendix C.

The questionnaires were mailed on November 30, 1973, with appropriate letters (Appendix D) to junior college Head Librarians and Directors of Learning Resources Programs in Texas. Proper instructions (Appendix E) were also included. A deadline of December 20, 1973 was given and stamped, addressed envelopes were enclosed for the return

---

[1]Ibid., pp. 51-2.

[2]Coordinating Board, Texas College and University System, Institutions of Higher Education in Texas, 1972-73, pp. 3-5.

of completed questionnaires.

Questionnaire Replies

Of the fifty-two questionnaires distributed, twenty-six were completed and returned to the investigator by December 20, 1973. Because this number of completed questionnaires was deemed to be insufficient for a comprehensive study, a follow-up letter (Appendix F) was mailed on January 14, 1974. As a result of the follow-up letter and personal telephone calls, eighteen additional responses were received, bringing the total to forty-four, or 84.4 per cent. In addition, three responses were received which were not usable for tabulation.

Interviews and On-Campus Visits

Ten junior college library-learning resources program directors were selected by the investigator for interviews and on-campus visits (Appendix I). Criteria used in the selection of these campuses were student enrollment and geographical location. An interview schedule (Appendix H) was developed and used for the personal interviews on the ten selected campuses. The schedule was constructed to support the purposes of the investigation by requesting supplemental information and verification of questionnaire data.

Scope of the Study

The study was limited to the fifty-two publicly supported junior colleges in Texas. All privately supported junior colleges and two-year technical institutes were excluded.

The following aspects of each library-learning resources program were considered:

1. Institutional information
2. Enrollment statistics and curriculum emphasis
3. Philosophy, objectives, and purposes
4. Organization and administration
5. Professional and supportive staff
6. Advisory committees
7. Internal administration
8. Publicity
9. Budget
10. Instructional system components
11. Professional development
12. Physical facilities
13. Instructional equipment
14. Materials
15. Services
16. Evaluation and accreditation
17. Orientation programs

18. Automation

19. Specialized services

20. Inter-agency cooperative activities

21. Specific problem areas

Analysis of Data

All significant data for the investigation was organized, tabulated, and interpreted to provide a collective profile and description of the characteristics of the library-learning resources programs in forty-four Texas public junior colleges. Recommendations of state and national significance, based upon evaluation of the data obtained in the study, are presented.

Limitations of the Study

1. Limitations of the interview and questionnaire methods of data collection apply to this study.

2. The number of on-campus visits and interviews was limited due to lack of time and economic considerations, especially the 1973 energy crisis, involved in extensive travel around the State.

3. The study was comparative, descriptive, and analytical in nature. No attempt was made to evaluate junior college library-learning resources or programs.

Significance of the Study

This in-depth investigation of the public junior college library-learning resources programs in Texas will be significant for the following reasons:

1. A comprehensive analysis of certain institutional, organizational, administrative, and financial aspects of the Texas public junior college library-learning resources programs in relation to "Guidelines" for two-year institutions will provide base-line data which can be used for evaluation and comparison by junior college library personnel in Texas and the nation.

2. The systematic presentation of specific problem areas in junior college library-learning resources centers will aid in broadening the existing knowledge and understanding of the problems facing the junior college librarian at both the State and national level.

3. The identification of new and innovative practices, concepts, and emerging trends in junior college library-learning resources centers in Texas will have implications for junior college library practice and administration on the State as well as the national level.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A review of the related literature pertient to
this investigation was made. The literature search revealed
that few comprehensive studies have been completed on library
programs in junior colleges, and even fewer relating to
activities in Texas. The purpose of this chapter is to
review those studies which are closely related to the inter-
ests and purposes of this investigation.

Since 1925, a number of studies have been completed
relating to various aspects of junior college libraries.
Some were status studies of individual libraries or groups
of libraries in the same geographical location. Some were
investigations of selected aspects of library programs con-
ducted on a local and national scale; and some were statis-
tical studies completed by educational agencies and associa-
tions.

Studies selected for review in this chapter include
research conducted since the late 1920's through August,
1973. The research studies are presented in chronological
order under the categories of "General Studies" and "Texas

22

Studies."

General Studies

Literature published on junior college libraries was negligible up to 1925 because the junior college had not firmly established itself as an educational institution and the library was not yet of major concern for writers and researchers.[1]

Miller, in a survey of the literature of the junior college library between 1925 and 1950, concluded that the body of literature that evolved during this period was concerned mainly with the problems and the nature of the junior college library. Emphasis was placed on the evaluation of the junior college library as a distinct entity from other types of libraries.[2] During this twenty-five year period, nineteen dissertatons were written on such aspects of the junior college library as junior college standards, book selection lists, equipment and housing, vocational guidance, teaching library usage, and the role of the library in the educational plan.

---

[1]Laura Gutierrez, "An Analysis of the Literature of the Junior College Library, 1950-1965" (unpublished Master's thesis, University of Texas, 1967), p. 13.

[2]Sister Carlos Maria Miller, "An Evaluative Survey of the Literature of the Junior College Library, 1925-1950" (unpublished Master's thesis, The Catholic University of America, 1956).

Some of the earliest status studies relating to the library in the junior college were completed in California. In 1935, Tunnison completed research which resulted in efforts by the Junior College Section of the American Library Association to study and revise standards for junior college libraries.[1] She concluded:

> The most significant thing about the survey of the junior college library is the wide variation in the types of junior colleges served. There is no typical college. It varies in (1) geographical environment, (2) organization, (3) financial resources, (4) denominational affiliation, (5) methods of support, and (6) enrollment.[2]

Tunnison emphasized that any consideration of services provided by the library or concerning the best standards for promoting the excellence of this service cannot fail to take these variations into account.

Neal, in 1939, completed a study whose purposes were to: (1) describe conditions in junior college libraries in California with respect to book collections and materials, housing conditions, library usage, adequacy of the budget, professional training of the librarian and staff, and the general educational trends which affect the development of junior college libraries in California; (2) present a

_____

[1] Fay Tunnison, "A Critical Study of Standards and Practices in Junior College Libraries" (unpublished Master's thesis, University of Southern California, 1935).

[2] Ibid., p. 45.

statement of recommended standards for junior college libraries throughout the country; and (3) state briefly the adequacies ·and inadequacies of California junior college libraries, with recommendations for improving existing conditions.[1]

In 1955, Mick surveyed libraries in Kansas junior colleges to determine the extent that these libraries met qualitative and quantitative criteria of state and national agencies.[2] This study recommended that: (1) efforts be made to increase library space for readers, books and staff; (2) annual accessions be increased; (3) a study be made of possible measurement of the use of library materials; (4) the librarian in cooperation with the administrator of the college make a critical self-evaluation of the library; (5) further studies be made of libraries in Kansas junior colleges; and (6) librarians be cognizant of the unique position of the library in the junior college.

Wetzler, in 1957, conducted an investigation based on forty-nine questionnaires sent to junior college libraries in California. The Library Section of the Southern

---

[1]Elizabeth Neal, "A Survey of Junior College Libraries in California" (unpublished Master's thesis, Columbia University, 1939).

[2]Sister M. Juliana Mick, "A Survey of Junior College Libraries in Kansas" (unpublished Master's thesis, Rosary College, 1955).

California Junior College Library Association sponsored the study because of a need for current information concerning California junior college library budgets. Also, comparative information was needed to aid librarians in achieving higher standards with respect to faculty status, salaries, working hours, and increased professional and nonprofessional help. Twenty-two recommendations resulted from the study in the areas of administration, staff, budget, physical facilities and general library procedures.[1]

A study designed to investigate college-library administrative relationships in theory and practice was completed by Jones in 1958.[2] He concluded that the most apparent need in this area of administration was to record policies and procedures in written form which would result in more continuity and coordination. Jones further concluded that library objectives and administration should be closely related to the objectives and administration of the college and the position of the librarian should be established within the administrative and instructional organization.

---

[1]John Wetzler, "A Survey of California Junior College Libraries," School Library Association of California Bulletin, XXIX (January, 1958), p. 3.

[2]Robert Corwin Jones, "The Administrative Relationships of the Library and the Junior College" (unpublished Ed.D. dissertation, University of Denver, 1958).

In 1961, Durham evaluated the effectiveness of all accredited junior college libraries in Georgia as service units in terms of Southern Association standards for college libraries.[1] In addition, in 1961, Campbell investigated junior college libraries in Western North Carolina and the possibility for cooperation in the area of technical procedures.[2] Sibley, in 1962, surveyed twenty-eight Negro junior colleges and their libraries in Mississippi, Florida, Alabama, North Carolina, South Carolina, Tennessee, Virginia, and Texas.[3] Sibley concluded that the Negro junior college was consistent with the standards for junior colleges in the areas of (1) aims and objectives, (2) organization, and (3) curricula; but the Negro junior college libraries ranked below minimum standards for junior colleges in the areas of (a) qualifications of the librarian, (b) instruction in the use of the library, (c) professional responsibilities of the librarian, (d) size of library staff, (e) salaries of

[1]Mary J. Durham, "A Study of Junior College Libraries in Georgia" (unpublished Master's thesis, Florida State University, 1961).

[2]Arline Butler Campbell, "Western North Carolina Junior College Libraries: Their Technical Procedures and the Possibilities for Cooperation" (unpublished Master's thesis, University of North Carolina, 1961).

[3]Ellen Corinne Sibley, "A Survey of a Selected Number of Negro Junior Colleges and Their Libraries" (unpublished Master's thesis, Atlanta University, 1962).

librarians in private junior colleges, and (f) books and

materials collections.

Wheeler, in 1964, studied a national sample of 103

community colleges using the standards approach.[1] The ten

criteria of the successful community college library program

used by Wheeler were:

1. The overall library program reflects the curriculum, objectives and functions of the local community college.

2. There is provision for continuous evaluation of the community college library program by means of appropriate techniques and measures.

3. Within the limits of its resources and responsibilities, the community college library facilitates the research work and professional growth of the faculty.

4. Instructional experiences in library usage are provided as needed by the community college student body.

5. In addition to instructional experiences, the library sponsors other non-book, library-related activities in further efforts to reach the community college student.

6. The library serves the community college faculty and student body as the central collection of the college's resource materials.

7. The library collection and services are appropriate for any specalized functions of the local institution, for example, technical programs.

---

[1]Helen Rippier Wheeler, The Community College Library: A Plan for Action (Hamden, Connecticut: The Shoe-String Press, Inc., 1965).

8. The library collection and services are appro-
   priate for any non-curricular learning experi-
   ences of the local institution, for example,
   vocational guidance.

9. Arrangement and servicing of materials facili-
   tate their use by community college students
   and faculty.

10. The library is administered efficiently and
    effectively within the policies of the local
    community college.[1]

A report completed by McDiarmid, in 1965, for the

Virginia State Council of Higher Education included a study

of the two-year college libraries in the State.[2] McDiarmid

concluded that libraries of two-year colleges needed sub-

stantial improvements for providing quality library services

required by those institutions. He recommended a long-range

program of supervision and coordination with four-year in-

stitutions of higher education in Virginia.

A comprehensive examination of community college

libraries in the State of Washington was included in a sur-

vey of library resources by Bevis in 1965.[3] This inventory

studied the effect of educational changes on the nature of

libraries in the two-year colleges. Shortcomings evident at

---

[1]Ibid., p. 9.

[2]Errett W. McDiarmid, Library Services in Virginia's
Institutions of Higher Education (Richmond, Virginia:
Virginia State Council of Higher Education, 1965).

[3]Dorothy Bevis, An Inventory of Library Services and
Resources of the State of Washington (Olympia, Washington:
Washington State Library, 1968).

the conclusion of the study were: (1) inadequacy of mate-
rials collections, (2) crowded and poorly designed facilities
in some colleges, and (3) limitations of library services in
a number of institutions. It was recommended that another
survey be conducted in the future to determine any signif-
icant changes.

Downs conducted two state-level library surveys in
the mid-1960's which included the libraries in the junior
colleges of North Carolina in 1965,[1] and those in Missouri
in 1966.[2] Downs concluded that (1) the rapid expansion of
junior colleges in North Carolina would necessitate the
rapid growth of junior college libraries, and (2) increased
book collections and personnel were needed to meet accepted
junior college library standards in North Carolina. He rec-
ommended stronger periodical collections; increased finan-
cial support; more adequate physical facilities for some li-
braries; and audio-visual centers for those libraries lack-
ing this type of service. A program of centralized purchas-
ing, cataloging, and processing was proposed by Downs be-
cause of the shortage of professional librarians in the State.

---

[1]Governor's Commission on Library Resources, Re-
sources of North Carolina Libraries, ed. by Robert B. Downs
(Raleigh, North Carolina: The Commission, 1965).

[2]Robert B. Downs, Resources of Missouri Libraries
(Jefferson City, Missouri: Missouri State Library, 1966).

In Missouri, Downs concluded that similar needs for collections, staff and physical facilities existed. He recommended that junior colleges with technical programs, in addition to the traditional academic curricula, should develop larger and more specialized collections in order to serve dual purposes for two distinct groups of faculty and students.

A survey of community colleges in Michigan was conducted by Nelson Associates, in 1965, under the sponsorship of the Michigan State Library. The study reported a serious lag in the development of book collections, inadequate budgets, lack of professional staff, and limited facilities in thirteen of the libraries. A "crash program" of yearly grants for a three-year period was recommended for libraries which did not meet American Library Association Standards.[1]

Bramwell, after surveying twelve public junior college libraries in Mississippi in 1966, reported that Mississippi's junior college libraries were found to be average as compared to national norms at that time, but physical facilities and financial support were main areas of concern.[2]

---

[1]Nelson Associates, Inc., A Program for the Rapid Improvement of Community College Libraries in Michigan (New York: The Author, 1965).

[2]Ann Lannon Bramwell, "Current Trends in Junior College Libraries: Reflected in the Analysis of a Survey of Twelve Public Junior College Libraries in Mississippi" (unpublished Master's thesis, University of Mississippi, 1966).

The role of the community college library in Washington was investigated by Waddle, in 1967, in terms of factors underlying the library role.[1] Five main factors were considered: (1) administrative relations, (2) library budget, (3) library staff, (4) library resources, and (5) the use and services of the library. The role of the library was seen to result from the interaction of the college administration, the teaching faculty, and the library staff with the main factors. The sources for the study were the literature of academic librarianship and data gathered from ten community colleges in Washington. The main aspects of the five factors important to the library role were: (a) Administrative support to put the library in a position to play a major role. (b) A budget related to the existing role with requested increases tied to an improvement of the role. (c) A library staff of a size and nature to actively promote the library among the individual faculty members. (d) Library resources keyed to the use aspect with a strong emphasis on faculty selection, and library materials defined in the broadest terms to provide the greatest potential for service. (e) Faculty decisions to have their students use the library

---

[1]Richard Leo Waddle, "The Role of the Library in the Community College with Particular Reference to the State of Washington" (unpublished Ph.D. dissertation, Washington State University, 1967).

in a way so that the library has an educational function.[1]

A study for the National Advisory Commission on Libraries was conducted in 1968 by Nelson Associates to assess undergraduate and junior college libraries and to consider future development.[2] Major problem areas discerned by the study were: (1) increased demand for college library facilities, (2) inadequate collections, (3) staffing, (4) the need for national leaders in technical areas, (5) copyright restrictions, (6) a need for research and planning, (7) existing federal legislation and governmental programs affecting college libraries, and (8) lack of focus in college educational programs.

In 1968, Josey conducted a survey of community use of junior college libraries to complete a comprehensive study of all types of academic libraries by the Association of College and Research Libraries.[3] The survey was based on 308 questionnaire respondents, or forty-five per cent of the 689 junior college libraries included in the total sample.

---

[1]Ibid.

[2]Nelson Associates, Inc., Undergraduate and Junior College Libraries in the United States, A Report prepared for the National Advisory Commission on Libraries. (New York: The Author, 1968).

[3]E. J. Josey, "Community Use of Junior College Libraries--A Symposium," College and Research Libraries, XXXI (May, 1970), p. 185.

Results of the study indicated that most of the institutions surveyed did not meet American Library Association Standards in terms of staff and collections. The survey clearly indicated that most two-year college libraries permit some degree of access to their library collections and resources. As library information systems and networks develop, lines of distinction between library jurisdiction will erode, states Josey, and the junior college library will play a vital role in providing materials to all qualified users.[1]

Three state-level studies were completed in 1970 concerning junior college library-learning resource centers in Kentucky, by Hale,[2] in Tennessee, by Yamada,[3] and in Illinois, by the Illinois Library Association.[4] Hale's study provided current information on Kentucky junior and community college libraries. Yamada concluded that junior college libraries in Tennessee had a great potential in their likely contribution to higher education. The Illinois

---

[1]Ibid., p. 197.

[2]Charles E. Hale, "A Survey: Kentucky's Junior/Community College Libraries," Kentucky Library Association Bulletin, XXXIV (October, 1970).

[3]Ken Yamada, "Junior College Libraries in Tennessee," Tennessee Librarian, XXII (Spring, 1970).

[4]Legislative Development Committee of the Illinois Library Association. A Multimedia Survey of the Community College Libraries of the State of Illinois (Chicago: The Committee, 1970).

survey was an apparent first attempt to ascertain existing
and planned roles of community college learning resource
centers in meeting the total education, communication, and
service needs of the community college. The following as-
pects of junior college library programs were analyzed:
philosophy, staff, budget, collections, facilities, systems,
and services. It was thought that if specific recommendations
would be implemented it would further aid the development of
community colleges in Illinois.[1]

The primary purpose of a study by Allen, published
in 1971, was to identify student and faculty attitudes to-
ward the community college library and to determine faculty
and student use of the library.[2] Information was secured
from students and faculty members in three junior colleges in
Illinois. Allen concluded that sophomore students do not
have more favorable attitudes and utilization patterns than
freshmen. Full-time students depend upon the library more
than part-time students, and they have more favorable atti-
tudes and utilization patterns. Students enrolled in trans-
fer, general study, and occupational curricula have similar
attitudes and utilization patterns and vary greatly from

---

[1]Ibid., pp. 47-8.

[2]Kenneth W. Allen, Use of Community College Librar-
ies (Hamden, Connecticut: The Shoe String Press, Inc.,
1971).

unclassified students. The levels of education of faculty members have little importance in reflecting their attitudes or utilization patterns. Faculty teaching in the humanities division do not have more favorable attitudes and utilization patterns than faculty teaching in other divisions.

In 1970, Brundin studied the changing patterns of library service in five California junior colleges from 1907 to 1967.[1] He found that the most significant influences promoting progressive changes in junior college libraries, apart from accreditation requirements and financial resources, were the individuals directly involved with providing library services--librarians, administrators, and instructors; their talents and energies were necessary to mobilize resources to produce change. More effective training programs and more relevant experiences were recommended by Brundin to provide these individuals the requisite abilities and skills.

Wolf, in 1971, investigated libraries in the junior colleges of Michigan, and seven libraries were identified as comparatively superior on the basis of performance on selected criteria.[2] Normative data were developed on this

[1]Robert Elliott Brundin, "Changing Patterns of Library Service in Five California Junior Colleges, 1907-1967" (unpublished Ph.D. dissertation, Stanford University, 1970).

[2]Martin Paul Wolf, "A Description and Evaluation of the Present Status of the Libraries in the Public Junior and Community Colleges of Michigan" (unpublished Ph.D. thesis, Michigan State University, 1971).

performance which was used to make quantitative recommenda-
tions for future library growth and development in areas of
financing, staffing, holdings, facilities, hours of opera-
tion, administrative relationships and circulation. Several
characteristics of apparently effective library operations
were inferred from the relationships found between quanti-
tative measures and an in-depth analysis of emerging library
concepts and practices. These included the attitudes of the
president toward the library's role, extent of financial sup-
port, emphasis placed on the collection, relationships be-
tween the librarian and the president, and attitude of the
faculty toward the library's role.

An extensive survey of 250 junior colleges in a na-
tional sample conducted by Reeves, in 1972, revealed norms
of practice in five areas of junior college library operation:
instruction in library use; community relations; collection
development; staffing; hours; circulation practices; and auto-
mation.[1] Notable trends discovered included strong audio-
visual service, liberal circulation policies, and limited
professional coverage. The results revealed a profile of
library services resembling a cross between university and
public library operation.

---

[1]Pamela Reeves, "Junior College Libraries Enter the
Seventies," College and Research Libraries, XXXIL (Jan-
uary, 1973), p. 7.

Texas Studies

A 1929 study of libraries in Texas junior colleges by West indicated that these libraries were not adequate to fullfill the needs of the colleges.[1] West formulated the first tentative standards for junior college libraries in Texas. The recommended bookstock for a college enrolling 300 students was 18,000. It was suggested that 5,000 volumes be added to the general collection and 1,000 volumes to the reference collection for each additional 300 students. Other recommendations were concerned with buildings and equipment, financial support, library staff, and library instruction.

Barton, in 1935, conducted a study based upon data obtained from a questionnaire sent to forty-two junior college libraries.[2] The survey covered such items as training of the librarian, number of volumes, number of hours the library was open for service, and amount of student help. Barton concluded that definite improvement was needed in standards, especially in regard to the training of librarians and annual appropriations.

---

[1] Elizabeth H. West, "Suggestions for Junior College Libraries," Texas Outlook, XIII (June, 1929), p. 38.

[2] F. W. Barton, "Junior College Libraries in Texas," Junior College Journal, V (April, 1935), p. 338-41.

In 1939, Clay conducted a study which was based on a questionnaire of fourteen items sent to thirty-five junior college libraries in the State.[1] Responses were received from twenty-two libraries. The findings indicated a need for better financial support for junior college libraries in Texas.

The extent of library service being offered to their communities by Texas junior colleges was the subject of a study completed in 1953 by Vagt.[2] The study was based largely upon completed questionnaires returned by twenty-nine junior colleges. Vagt concluded that although a willingness to serve the non-college public was evident in most libraries, the community services of Texas junior college libraries, when viewed as a whole, appeared passive and static rather than active and dynamic.

Krenitsky completed a survey of twenty-three Texas junior college libraries in 1955 that was concerned mainly with book and periodical collections.[3] The major conclusions

---

[1]Mary H. Clay, "Looking at Our Texas Junior College Libraries" Texas Outlook, XXIII (October, 1939), pp. 37-40.

[2]John Paul Vagt, "Community Services of Texas Junior College Libraries" (unpublished Master's thesis, University of Texas, 1953).

[3]Michael V. Krenitsky, "A Survey of Junior College Libraries in Texas" (unpublished Master's thesis, Southern Methodist University, 1954).

of this study were: (1) Only seven of the twenty-three li-
braries reporting had 10,000 volumes; (2) only two libraries
had reached the minimum standard of 18,000 volumes recom-
mended by West; (3) the number of volumes in the libraries
ranged from forty-five to 120; and (5) Texas junior college
libraries used accepted practices in cataloging and classi-
fying.

Chief librarians of the public junior colleges in
Texas were investigated, in 1957, by De Los Santos.[1] This
descriptive study was based on four aspects of the librarian:
(1) personal information, including age, birthplace, sex,
and experience; (2) education; (3) listing in selected state
and national directories of librarians; and (4) salary.

Lillard studied the resources of Texas junior college
libraries in 1962-63 to ascertain their adequacy for the edu-
cational purposes of the colleges based on comparisons with
published standards.[2] This study was one part of a broad
three part investigation of Texas library resources for the
Library Development Committee of the Texas Library Associa-
tion. Comparisons of reported resources with quantitative

---

[1]Alfredo De Los Santos, "Chief Librarians of the
Public Junior Colleges in Texas" (unpublished Master's
thesis, University of Texas, 1957).

[2]Eugene P. Lillard, "Resources of Junior College
Libraries in Texas, 1962-63" (unpublished Master's thesis,
University of Texas, 1965).

standards indicated that libraries in Texas junior colleges

were deficient in almost every area considered. Lillard

concluded that the quantitative standards of the American

Library Association and the Texas Library Association were

too high for attainment by junior college libraries in Texas,

and therefore, could only be used as long range goals. The

study indicated that junior college libraries in Texas were

in a geographical position to assume an important role in

any plan for state-wide library development, but limitations

in resources would restrict their potential for more exten-

sive service. Lillard states:

> It would seem that until greater financial resources
> become available, book and personnel resources will re-
> main too limited for the junior college libraries to
> contribute much of value to a state-wide system of li-
> braries calculated to provide library service through
> some agency for every Texas resident.[1]

In 1965, De Los Santos reported the effect of cer-

tain factors on the nature of the library book collection in

six Texas public junior colleges established in 1946.[2] Sev-

eral factors affecting the number of volumes in the collec-

tions were identified. The size of the college in terms of

student enrollment, curricular offerings, funds available

---

[1]Ibid., pp. 46-7.

[2]Alfredo De Los Santos, "Book Selection Factors
and the Nature of the Junior College Library" (unpublished
Ph.D. dissertation, University of Texas, 1965).

for the library, and per-student institutional expenditure were considered to affect the quantitative aspects of the library. The librarian was the only individual considered to affect the qualitative aspects of the library because the ultimate responsibility for the quality of the collection rests with the librarian.

An evaluation of the resources of junior college libraries was included in Resources of Texas Libraries, prepared by Holley and Hendricks for the Texas Coordinating Board.[1] The 1968 report emphasized that any objective evaluation of library resources of junior colleges in Texas would have to admit "they are weak and relatively ineffective in supporting the colleges' program."[2] Substantial increased financing must be forthcoming if junior college libraries are to effectively support their instructional programs. The report recommended that a junior college consultant be added to the Coordinating Board staff for at least five years.

Van Dyck, in 1969, updated the 1957 De Los Santos study of chief librarians in Texas junior colleges.[3] She

---

[1] Edward G. Holley and Donald D. Hendricks, Resources of Texas Libraries, Coordinating Board Study Paper 3. (Austin, Texas: The Coordinating Board, Texas College and University System, 1968), pp. 40-6.

[2] Ibid., pp. 40-6.

[3] Carolyn T. Van Dyck, "The Professional Librarians in Texas junior colleges, 1966" (unpublished Master's thesis, University of Texas at Austin, 1969).

concluded that neither the library environment nor the head

librarians in the public junior colleges had changed to any

great extent between 1957 and 1969. Salaries, enrollment,

and size of book collections, however, had shown marked

improvement in the public junior colleges. It was found that,

on the whole, both public and private junior colleges were

understaffed with professional librarians and forty-four per

cent of the group of fifty-six public junior college head

librarians and professional assistants were reported to be

formally unqualified for their work because of insufficient

library science education, and forty per cent of the twenty-

one private junior college head librarians and professional

assistants were considered lacking formal qualifications for

their positions.

Williams, in 1969, studied the potential uses and

job prospects of library technical assistants in Texas pub-

lic and school libraries.[1] The purposes of the investigation

were: (1) to determine whether Texas junior college presi-

dents, their library personnel, and library school directors

wished to begin and/or support library technology programs;

----

[1]Parker Williams, "Library Technical Assistants:
Their Potential Uses and Job Prospects in Texas Public and
School Libraries" (unpublished Ph.D. dissertation, East
Texas State University, 1969).

and (2) to ascertain whether major prospective employers in

junior college regions were disposed to employ graduates of

the programs utilizing the syllabi developed for the Texas

State Library's project "Tex-Tec". Secondary objectives of

the study were to discover what major problems and dangers,

if any, might jeopardize the ultimate success of the Tex-Tec

goals. Williams concluded:

> Project Tex-Tec enjoys considerable support, parti-
> cularly among prospective employers, but its ultimate
> success may be endangered by significant obstacles,
> principally a shortage of teaching personnel and insuf-
> ficient library budgets. Its success may also be jeop-
> ardized by the apparent propensity of some employers,
> particularly in school systems, to misuse assistants as
> professionals and/or to offer only such salaries and
> working conditions which might perpetrate job dissatis-
> faction among Tex-Tec graduates.[1]

The unprecendented growth of higher education in re-

cent years has brought not only a need for the construction

of new facilities, but also an examination of the most effec-

tive use of existing facilities. Standards on space needs

in junior college libraries are a recent development.[2]

Perrine's space survey of Texas colleges and universities is

important to this public junior college library study be-

cause it includes categories on two-year college libraries

_____

[1]Ibid., p. 316.

[2]"The Junior College Library: An Overview," Junior
College Research Review IV (October, 1968), p. 2.

in the State.[1] The purpose of the report on the library

space survey was to contribute to better planning of aca-

demic library buildings in Texas by making available some

definitive data on library floor space. The reported data

consisted essentially of a listing of square feet of space

in use during 1970, a comparison of those areas with accepted

standards, and a projection of floor space needs for the year

1980.

In 1972, the academic status of junior college li-

brarians was included in a general survey of the academic

status of librarians in institutions of higher education in

Texas.[2] The purpose of the survey was to compare the aca-

demic status of librarians and teaching faculty at the same

institution, by type of institution, and between types of

institutions. The survey revealed that the differential be-

tween librarians and teaching faculty at junior colleges is

less than it is at either public or private senior colleges.

The standards used by junior colleges for comparing librar-

ians and teaching faculty are the same for both groups; for

---

[1]Richard H. Perrine, Library Space Survey of Texas Colleges and Universities, Coordinating Board Study Paper 10. (Austin, Texas: The Coordinating Board, Texas College and University System, 1970).

[2]Roland F. Streit and Stewart W. Dyess, "Academic Status of Librarians in Texas," Texas Library Journal XLVIII (November, 1972), p. 233.

example, seniority and advanced degrees are the primary cri-

teria for promotion and tenure of either teaching faculty or

librarians. This apparent uniformity of standards at junior

colleges is attributed to the fact that teaching faculty are

accorded fewer responsibilities and privileges than they are

at either private or public senior colleges.

In 1972, Thomason investigated student attitudes and

utilization of total media facilities in Texas public junior

college libraries.[1] The purposes of the study were: (1) to

determine where the public junior college libraries of Texas

could be placed on a continuum ranging from a traditional

book center to an ultra-media learning resource center, and (2)

to determine, from a selection of nine junior college librar-

ies, student attitudes and utilization of these libraries as

related to academic success in these colleges. The most

significant results of the study were the following: (a)

forty-five per cent of the librarians were responsible for

audiovisual equipment and materials in the library; (b)

ninety per cent of the surveyed students felt that use of the

library affected academic success, (c) fifty-four per cent of

the surveyed students used audiovisual equipment or materials

in the library, and (d) full-time students had more favorable

---

[1]Ella Nevada W. Thomason, "An Investigation of Stu-
dent Attitudes Toward and Utilization of Total Media Facil-
ities in Public Junior College Libraries in Texas" (unpub-
lished Ed.D. dissertation, University of Colorado, 1972).

attitudes toward the library and better utilization habits than part-time students.

Summary and Analysis

A review of the literature significant to this investigation indicates that a distinct body of literature concerned with the junior college library has evolved as the junior college has established itself as an institution of higher education in this country. In general, the literature of the junior college library, when related to this investigation, reflects the special issues and concerns which confront junior colleges and their libraries today.

Since 1930, research has made contributions toward a greater understanding of the junior college library and its nature and growth. The interpretations of standards and practices has offered a better insight into the accomplishments and needs of the library in the junior college.[1]

General Studies

Research studies first conducted in the 1930's were concerned primarily with the evaluation of library collections and services of junior colleges. The development of evaluative criteria and standards has been of major concern to librarians since 1930.

---

[1]Miller, "A Survey of the Literature on the Junior College Library," p. 140.

A number of status studies authorized by state legislatures have been completed. They reflect a continuing need for basic data for long-range planning for the library in the two-year college. These status studies provide comparative data which can be utilized by individual librarians to analyze and evaluate their own library programs. Several recent studies on the state-level have been conducted in California, Illinois, Washington, Michigan, Missouri, North Carolina, and Kentucky.

Various aspects of the junior college library program have been investigated. Studies of particular interest to this investigation have been completed in the areas of library administrative relationships, technical processing practices, and interlibrary cooperative efforts and projects.

The changing role of the library in the junior college has been traced, revealing a continuing trend toward the learning resource center concept of total media programs and services. Most new libraries are planned as learning resource centers and older libraries are being combined with the audiovisual program under the direction of someone who has appropriate experience and education in both areas. Criteria for successful junior college libraries were developed in the mid-1960's which provided the basis, along with state and national junior college library standards, for librarians

to evaluate their programs.

An assessment of undergraduate and junior college libraries by the National Advisory Commission on Libraries outlines major problem areas of concern for junior college libraries. These include an increasing demand for college library facilities, inadequacies in staffing and collections, additional research planning at the national level, and the problems inherent in current copyright provisions, and legislative and other governmental restrictions affecting junior college libraries.

Areas of increasing concern to the library in the junior college, which have been more recently investigated, pertain to library utilization by the community, students, and college faculties. Research on community use of libraries in junior colleges indicates an erosion of the lines of distinction between types of libraries. As library information and network systems develop, the community junior college library will be involved in an expanding role in providing materials to all library users.

Texas Studies

The literature of the junior college library in Texas began in 1929 when the first standards were formulated. In the 1930's two general surveys were conducted which indicated a need for improvement in the areas of financial support,

library standards, and professional training of librarians.

Most of the literature of Texas junior college libraries consists of Master's theses which cover various aspects of the junior college library, such as community services, library personnel, and library collections and resources. Two studies conducted for the Texas Coordinating Board provide pertinent data on resources and space needs for junior college libraries in the State. A doctoral-level research study has been completed on each of the following subjects: book selection, library technical assistants, and student attitudes and utilization of media facilities in Texas junior college libraries.

There have been few in-depth studies completed relating to the total library program in Texas junior colleges. A comprehensive investigation of these libraries will extend knowledge of present programs and activities and contribute toward the formulation of an expanding body of literature relating to junior college libraries in Texas and the nation.

CHAPTER III

TEXAS PUBLIC JUNIOR COLLEGE LIBRARY-LEARNING

RESOURCES PROGRAMS: PART I

The primary objectives of this study are: (1) to
investigate, analyze, and compare certain institutional,
organizational, administrative, and financial aspects of
Texas public junior college library-learning resources pro-
grams as they relate to the recommended practices outlined
in "Guidelines" for learning resources programs in two-year
colleges, and (2) to identify new and innovative practices,
concepts, and emerging trends in the library-learning
resources centers in the public junior colleges of Texas.

Chapters III and IV analyze and compare data
obtained from forty-four completed questionnaires and ten
on-campus interviews.

Basis for Comparison of Data

"Guidelines" has been used as the basis for the
comparison and analysis of data obtained for this investiga-
tion because it is the most current authoritative source.

Analysis and Presentation of Data

The data obtained from the investigation follows

the sequence used in "Guidelines" in order to facilitate

the analysis and comparison of data. Part I presents data

relating to: (1) institutional and enrollment data, (2)

objectives, purposes, and role, (3) organization and admin-

istration, (4) program budgeting, and (5) evaluation and

accreditation. Part II reports data pertaining to: (1) in-

structional system components, which includes staff, facil-

ities, instructional equipment, and materials, (2) resources

services, (3) inter-agency cooperative activities, and (4)

specific problem areas.

Not all forty-four respondents supplied data for

every questionnaire item, consequently, the number of

responses will vary according to the tabulations for each

specific question.

Questionnaire Responses

A total of forty-seven replies to the questionnaire

were received from Head Librarians and Directors of

Learning Resources Programs in Texas public junior colleges

(see Appendix I). Of the total replies, forty-four, or

84.4 per cent of the completed questionnaires were usable

for statistical comparison. Appendix I also indicates the lo-

cations of ten on-campus interviews completed during the

course of the investigation.

Institutional and Enrollment Data

There are three types of two-year institutions in
Texas: (a) public junior colleges, (b) independent or pri-
vate junior colleges, and (c) public technical institutes,
with a combined total of sixty-four institutions.[1] Only the
publicly supported junior colleges in the State have been
investigated in this study. Table 1 presents general in-
stitutional information concerning the name of the institu-
tion, date of establishment, location of campus, and multi-
campus affiliations.

As shown in Table 1, Texas public junior colleges
have been in existence since 1869. Four institutions date
their founding between 1869 and 1898: Blinn College at
Brenham; Clarendon College at Clarendon; St. Philip's Col-
lege at San Antonio; and Weatherford College at Weatherford,
Texas.

Table 1 also indicates that there are presently five
multi-campus districts in Texas. The Austin and Houston dis-
tricts each have only one campus; Dallas has four campuses;
and the San Antonio and Tarrant County Junior College Districts

---

[1]Coordinating Board, "Institutions of Higher Educa-
tion in Texas, 1972-73," pp. 3-5.

have two campuses. Amarillo College, Henderson County Jun-

ior College, and South Plains College operate extension cen-

ters out of their main campuses. The San Jacinto College

District will become multi-campus in September, 1974.

TABLE 1

NAME, DATE OF ESTABLISHMENT, AND LOCATION OF TEXAS
PUBLIC JUNIOR COLLEGES GROUPED BY
MULTI-CAMPUS DISTRICTS

Name of Institution	Date of Establishment	Location
Alvin Junior College	1949	Alvin
Amarillo College	1929	Amarillo
Angelina College	1966	Lufkin
Austin Community College District	1972	Austin
Bee County College	1965	Beeville
Blinn College	1883	Brenham
Brazosport College	1968	Lake Jackson
Central Texas College	1967	Killeen
Cisco Junior College	1909	Cisco
Clarendon College	1898	Clarendon
College of the Mainland	1967	Texas City
Cooke County Junior College	1924	Gainesville
Dallas County Community College District		
Eastfield College	1970	Mesquite
El Centro College	1966	Dallas
Mountain View College	1970	Dallas
Richland College	1972	Dallas
Del Mar College	1935	Corpus Christi
El Paso Community College	1970	El Paso
Frank Phillips College	1948	Borger
Galveston College	1967	Galveston
Grayson County College	1965	Denison
Henderson County Junior College	1946	Athens
*Hill Junior College	1923 (1962)	Hillsboro
Houston Community College System	1971	Houston

TABLE 1--Continued

Name of Institution	Date of Establishment	Location
Howard County Junior College	1945	Big Spring
Kilgore College	1935	Kilgore
Laredo Junior College	1949	Laredo
Lee College	1934	Baytown
McLennan Community College	1965	Waco
Midland College	1969	Midland
Navarro Junior College	1946	Corsicana
North Harris County Junior College	1973	Houston
Odessa College	1946	Odessa
Panola Junior College	1947	Carthage
Paris Junior College	1924	Paris
Ranger Junior College	1926	Ranger
San Antonio Junior College District		
San Antonio College	1925	San Antonio
St. Philip's College	1898	San Antonio
San Jacinto College	1961	Pasadena
South Plains College	1958	Levelland
Southwest Texas Junior College	1946	Uvalde
Tarrant County Junior College District		
Northeast Campus	1968	Hurst
South Campus	1965	Fort Worth
Temple Junior College	1926	Temple
Texarkana College	1926	Texarkana
Texas Southmost College	1926	Brownsville
Tyler Junior College	1926	Tyler
Vernon Regional Junior College	1972	Vernon
Victoria College	1925	Victoria
Weatherford College	1869	Weatherford
Western Texas College	1971	Snyder
Wharton County Junior College	1946	Wharton

*Hill Junior College, located in Hillsboro, was originally founded in 1923, and was reactivated in 1962.

The Permian Junior College District, which included Odessa College and Midland College, was established in 1969.

After four years of operation, the Permian District legally

separated and now operates as an independent district. Table

2 presents a summary of the number of public junior colleges

in Texas and their founding dates.

TABLE 2

DATE OF ESTABLISHMENT, AND NUMBER OF
TEXAS PUBLIC JUNIOR COLLEGES

Date of Establishment	Number of Institutions
1869 to 1900	4
1900 to 1925	3
1925 to 1950	15
1950 to 1955	0
1955 to 1960	1
1960 to 1965	2
1965 to 1970	12
1970 to 1974	9
Total Number of Institutions	52

Twenty-two public junior colleges were established in

Texas during the fifty year period between 1900 and 1950.

During the eight year period from 1965 to 1974, a total of

twenty-one public supported two-year institutions were es-

tablished in the State. This indicates that the period of

most rapid growth for Texas public junior colleges has been
during the decade beginning in 1965.

Campus Location

Survey respondents indicated that eighteen junior
college campuses had urban locations, while eleven had sub-
urban settings and fourteen were in rural areas. In com-
paring campus location with total student enrollment in the
Spring of 1973, urban campuses had a total of 73,836 students,
suburban campuses, 38,127; and rural campuses 26,194. This
indicates that the largest student enrollment occurs on urban
junior college campuses in Texas.

Interview respondents were asked if the location of
their campus posed any problems as far as library-learning
resources services were concerned. Of the ten directors
interviewed, seven said that campus location had little effect
on learning resources services. Of these seven campuses, two
were located five miles from the downtown area. This distance
did not appear to affect student usage of the resources
facilities. Most students furnished their own transportation
or used public transportation. Three respondents indicated
problems relating to campus location and learning resources
services. Two indicated problems existed because they shared
facilities with other educational institutions. North Harris

County Junior College shares the facilities of Aldine High
School which is located in a Junior High-Senior High School
campus complex. Difficulties are experienced by students in
locating the offices, classrooms, and learning resources
facilities of the junior college on this campus.

Texarkana College leases part of its campus facil-
ities to the branch campus of East Texas State University.
Similar problems exist on this campus as reported by North
Harris County Junior College. El Centro College, located in
a large high-rise office building in downtown Dallas,
reported that the location of the campus did affect
learning resources services, particularly in the evening
hours. Campus location in a large metropolitan area
forces all students and faculty either to ride public trans-
portation or to pay for public parking every day. As a re-
sult, the Learning Resources Center at El Centro College
does not maintain late evening hours because students and
faculty do not return to the campus for learning resources
services unless they attend night classes.

Residency Facilities and Student Fees

Student resident facilities were available on only
eighteen campuses of the forty-one Texas junior colleges
responding to this item. A library-learning resources cen-
ter student user fee is assessed on thirteen campuses of the

forty institutions reporting on this item. The student user

fee charged ranged from $1.00 per semester hour at Galveston

College to.$28.00 per semester at Texas Southmost College.

FIGURE 1

GEOGRAPHIC DISTRIBUTION OF TEXAS PUBLIC
JUNIOR COLLEGE DISTRICTS
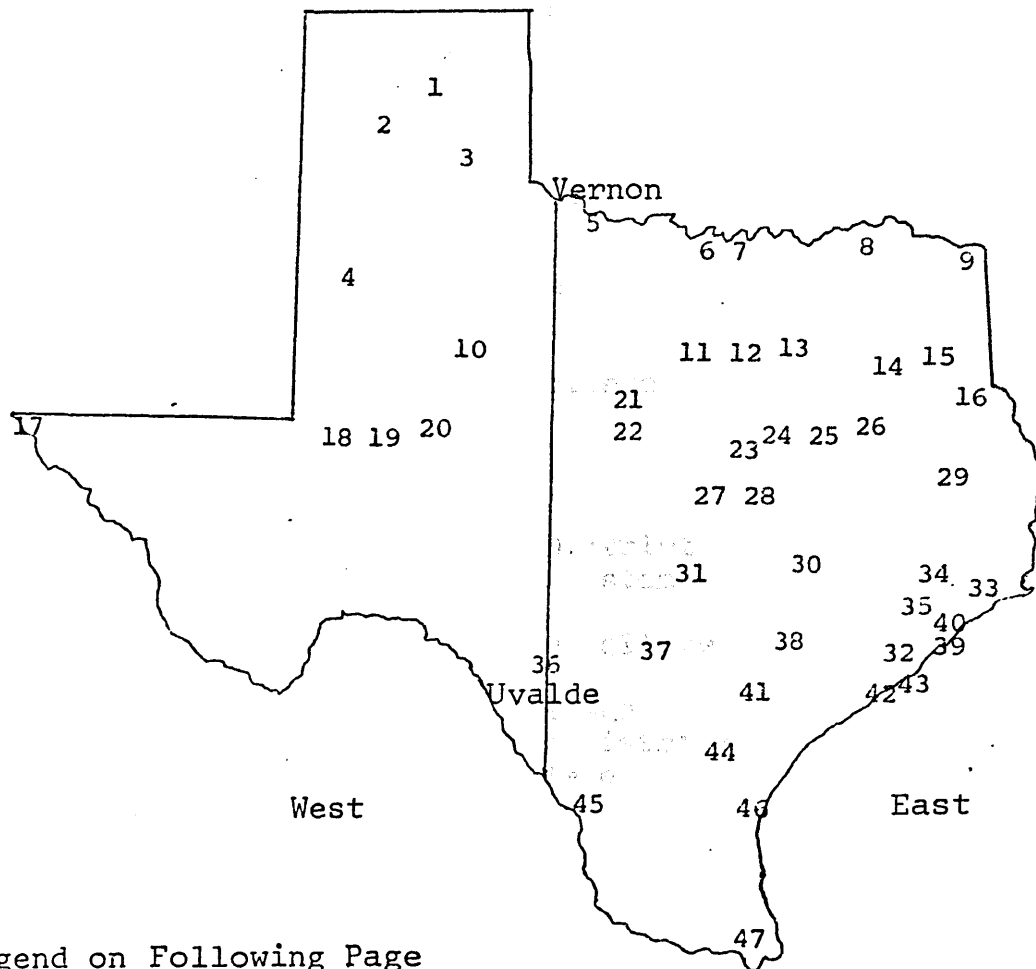
Legend on Following Page

Legend for Figure 1

1. Frank Phillips College
2. Amarillo College
3. Clarendon College
4. South Plains College
5. Vernon Regional Junior College
6. Cooke County Junior College
7. Grayson County College
8. Paris Junior College
9. Texarkana College
10. Western Texas College
11. Weatherford College
12. Tarrant County Junior College District
13. Dallas County Community College District
14. Tyler Junior College
15. Kilgore College
16. Panola Junior College
17. El Paso Community College
18. Odessa College
19. Midland College
20. Howard County Junior College
21. Ranger Junior College
22. Cisco Junior College
23. McLennan Community College
24. Hill Junior College
25. Navarro Junior College
26. Henderson County Junior College
27. Central Texas College
28. Temple Junior College
29. Angelina College
30. Blinn College
31. Austin Community College District
32. Houston Community College System
33. Lee College
34. North Harris County Junior College
35. San Jacinto College
36. Southwest Texas Junior College
37. San Antonio Junior College District
38. Wharton County Junior College
39. Galveston College
40. College of the Mainland
41. Victoria College
42. Alvin Junior College
43. Brazosport College
44. Bee County College
45. Laredo Junior College
46. Del Mar College
47. Texas Southmost College

Geographical Distribution

The public junior colleges in Texas are widely dispersed throughout the State. Figure 1 shows the geographic location of the forty-seven public junior college districts in Texas. The State map has been arbitrarily divided by a vertical line between Vernon and Uvalde. The concentration of public junior colleges is in the Eastern half in the more densely populated metropolitan areas. Of the fifty-two public junior colleges, only eleven are located in Western Texas, while the remaining forty-one are in the Eastern portion of the State.

Name of Library-Learning Facilities

Table 3 presents the name of the library or learning resources center of the public junior colleges responding to the questionnaire.

TABLE 3

NAMES OF LIBRARY-LEARNING RESOURCES
FACILITIES

College	Name of Library-Learning Resources Facilities
Amarillo College	Amarillo College Library
Blinn College	W. L. Moody, Jr. Library
Brazosport College	Learning Resources Center
Central Texas College	O. C. Hobby Memorial Library
Clarendon College	Clarendon College Library

TABLE 3--<u>Continued</u>

College	Name of Library-Learning Resources Facilities
College of the Mainland	Learning Resources Center
Cooke County Junior College	M. J. Cox Memorial Library
Del Mar College	Del Mar College Library
Eastfield College	Learning Resources Center
El Centro College	Learning Resources Center
El Paso Community College	Learning Resources Center
Galveston College	D. G. Hunt Memorial Library
Grayson County College	Grayson College Library
Henderson County Junior College	Henderson County Junior College Learning Resource Center
Hill Junior College	Hill Junior College Library
Houston Community College	Houston Community College Learning Resources Center
Howard County Junior College	Anthony Hunt Library
Kilgore College	Kilgore College Library
Laredo Junior College	H. R. Yeary Library
Lee College	Library Learning Resources Center
McLennan Community College	McLennan Community College Library
Mountain View College	Learning Resources Center
Navarro Junior College	G. T. Gooch Library
North Harris County Junior College	North Harris County Junior College Learning Resources Center
Odessa College	M. H. Fly Memorial Library
Panola Junior College	M. P. Baker Library
Paris Junior College	J. H. Newton Library
Ranger Junior College	Learning Resource Center
Richland College	Learning Resources Center
St. Philip's College	St. Philip's College Library
San Antonio College	San Antonio College Library
San Jacinto College	Lee Davis Library
South Plains College	South Plains College Library
Southwest Texas Junior College	Southwest Texas Junior College Library
Tarrant County Junior College District Northeast Campus	Northeast Campus Learning Resources Center

TABLE 3--Continued

College	Name of Library-Learning Resources Facilities
South Campus	South Campus Learning Resources Center
Temple Junior College	H. M. Dawson Library
Texarkana College	Palmer Memorial Library
Texas Southmost College	Texas Southmost City-College Library
Vernon Regional Junior College	Learning Resource Center
Victoria College	Victoria College Library
Weatherford College	Weatherford College Library
Western Texas College	Learning Resources Center
Wharton County Junior College	J. M. Hodges Learning Center

An examination of Table 3 reveals that twenty-seven library-learning resources facilities have the traditional name of "library," while seventeen use the title of "learning center," or "learning resources center." In comparing Table 3 with the date of establishment in Table 1, it is apparent that fourteen of the seventeen institutions using some variation of the term "learning center" have been established since 1965. Three of the older Texas junior Colleges--Lee College, Ranger Junior College, and Wharton County Junior College--have renamed their library-learning resources facilities. Data included in Tables 1 and 3 indicate a trend since 1965 toward the learning resources program concept. As stated by Genung and Wallace, "The changing role of the library

in the community college is identified by the use of

'learning resource center' . . ."[1]

Library Technician Programs

Amarillo College was the only public junior college

that reported having an active library technician training

program. El Centro College has recently discontinued its

program because of lack of interest by both the administra-

tion and the students. The Northeast Campus of the Tarrant

County District indicated that it offers a media technology

program which does include library courses. Five junior col-

leges in the State--El Paso Community College, Galveston Col-

lege, Houston Community College, Howard County Junior College,

and South Plains College--reported plans to offer a technician

program in the future. Four of these institutions were un-

certain as to the exact date the program would be offered,

while El Paso indicated that its program would begin 1975.

Enrollment and Faculty

Appendix J presents data concerning total student

enrollment in the institutions responding to this item.

Appendix J shows that student enrollment in responding

---

[1]Genung and Wallace, p. 55.

65

institutions ranged from a low of fewer than 300 students

at Ranger Junior College to a high of over 19,800 students

at San Antonio College. In the Spring of 1973, San Antonio

College enrolled approximately one-eighth of the total stu-

dent enrollment among the forty reporting public junior col-

leges in the State.

Appendix K gives survey data relating to the num-

ber of faculty members in responding institutions for 1973-74.

TABLE 4

STUDENT ENROLLMENT, SPRING SEMESTER, 1973

Enrollment	Number of Colleges Responding to This Item
Under 500	2
500 to 1,000	6
1,000 to 2,000	11
2,000 to 3,000	6
3,000 to 4,000	4
4,000 to 5,000	4
5,000 to 6,000	1
6,000 to 7,000	3
7,000 to 8,000	1
8,000 to 9,000	0
9,000 to 10,000	0
10,000 and Above	3
Total	41

Table 4 summarizes the total student enrollment data.

Each of eight public junior colleges had student enrollments of

less than 1,000 and each of eleven colleges had enrollments
between 1,000 and 2,000 students. Each of eight institu-
tions had enrollments of over 5,000 students. Three of the
latter colleges--Houston Community College, Richland College,
and San Antonio College--each reported total enrollments of
over 10,000 students during the Spring semester of 1973.

Table 5 summarizes data concerning the number of
Texas junior college faculty members. The total number of
faculty members ranged from less than thirty on each of two
campuses to over 275 on each of five campuses. Ten campuses
reported faculties totalling between thirty and seventy-
five and nine colleges had faculties of seventy-five to
125. Twenty, or fifty per cent of the respondents have
between thirty and 125 faculty members.

TABLE 5

NUMBER OF FACULTY MEMBERS, 1973-74

Number of Faculty Members	Number of Colleges Responding to This Item
Under 30	2
30 to 75	11
75 to 127	9
125 to 175	7
175 to 225	3
225 to 275	3
275 and Above	5
Total Number of Colleges Reporting	40

Curriculum Emphasis

The major curriculum emphases are shown in Table 6.

TABLE 6

MAJOR CURRICULUM EMPHASES OF FORTY-TWO
PUBLIC JUNIOR COLLEGES

Type of Program	Number of Institutions
University Parallel Transfer Program	35
Two-Year Terminal Academic Program	22
Two-Year Terminal Technical-Vocational Program	33
Other Programs:	
Community Service	3
Adult and Continuing Education	3
Health Occupations	1
One-Year Terminal Academic and Technical-Vocational	1

The two major curriculum emphases are University
Parallel Transfer Programs and Two-Year Terminal Technical-
Vocational Programs. A third important curriculum area is
the Two-Year Terminal Academic Program.

Fifteen respondents reported non-traditional learn-
ing resources services. These include: (1) specialized

radio programs produced by the library; (2) extensive use
of television; (3) auto-tutorial programs and laboratories
for a variety of curriculum offerings; (4) specialized audio-
visual equipment and services; (5) individualized instruc-
tion using a variety of techniques and materials; (6) small
learning centers for specialized curriculum areas which are
housed in classrooms and other campus buildings; and (7)
cooperative media exchange programs with other educational
units.

Objectives, Purposes, and Role

"Guidelines" for learning resources programs in two-
year colleges outlines specific institutional and learn-
ing resources program objectives. The most evident objective
is providing for a learning resources program. The number
and variety of educational programs necessitates a learning
resources program which is an integral part of the institu-
tion. The learning resources program should be organized
and managed efficiently to meet the needs of all students
and faculty.[1]

"Guidelines" stresses well-defined statements of
purposes and objectives for both the college and the library-
learning resources program. Clear definitions of the role

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 53.

and purpose of the institution and of its varied programs
are needed. Thirty-nine public junior colleges reported
having statements of purposes and objectives; two reported
that statements were in the process of being developed; and
three colleges indicated that they did not have a written
statement.

Since library-learning resources programs are a vital
part of the institutional program, their objectives need to
be defined and disseminated in an appropriate college publi-
cation. Thirty-eight junior college library-learning
resources programs reported having statements of defined
objectives which support the role and purpose of their insti-
tutions. Twenty-eight indicated that these statements were
in written form, and ten reported their statements were not
available in written form. Three respondents stated that
their institutions did not have any defined statements of
objectives for the library-learning resources program, and
two replied that such statements were being developed.

Twenty-two junior colleges reported that these
written statements of purposes and objectives were dissem-
inated in appropriate college publications, while eleven
indicated non-publication of their objectives statements.

Thirty-three respondents provided brief descriptions
of the overall purposes of their library-learning resources

programs (see Appendix L). In relating these program pur-

poses to those given in "Guidelines," it was found that a

majority of the directors of public junior college library-

learning centers concurred with "Guidelines" in the follow-

ing areas:

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

2. Learning Resources programs, like the instruc-
   tional staff, are an integral part of instruction.

3. Learning Resources programs provide a variety
   of services as an integral part of the instruc-
   tional process.[1]

Without exception, library-learning resources pro-

gram directors failed to include the following program

purpose outlined in "Guidelines":

Learning Resources programs cooperate in the
development of area, regional, and state networks,
consortia or systems.[2]

"Guidelines" emphasizes improvement of the indi-

vidual student through the use of a wide variety of materials.

This necessitates a library-learning resources staff which

is committed to effective utilization of instructional system

components. "Guidelines" also stresses the importance of the

institution in providing students with alternatives to regu-

lar classroom instruction in order to earn credit for a

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 53-4.

[2]Ibid., p. 54.

particular course through individualized study. "Such alter-
natives should be developed and made available to the stu-
dents."[1] In such an individualized study program, the
library-learning resources center staff should provide ad-
equate materials either through acquisition or local produc-
tion and work cooperatively with the faculty in instructional
development.[2]

The library-learning resources directors indicated
that adequate provision was made for the overall program in
twenty-eight responding institutions, and provided for very
adequately in ten. Four directors reported inadequate
provision and one director indicated very inadequate sup-
port for the resources program.

The questionnaire sought an indication of the degree
of approval or disapproval concerning the learning resources
center concept as perceived by the librarians and directors.
Nineteen library-learning resources program directors agreed
with the concept and twenty-two agreed strongly. Only
two disagreed with the concept of the learning resources
center.

This strong approval of the concept by forty-one
respondents indicates acceptance of the philosophy delineated
in "Guidelines" that all materials and services should be

_____

[1]Ibid.   [2]Ibid.

organized and managed in a centralized library-learning

resources program.

Role of Resources Programs

The success of the junior college student in achiev-

ing instructional objectives depends heavily upon access to

necessary materials. "Guidelines" emphasizes that both fac-

ulty and students function at their best when library-learn-

ing resources programs are adequately planned, staffed, and

financed.[1]

Because of its direct relationship to the institu-

tional and instructional objectives, the learning resources

program has a fourfold role:

1. To provide leadership and assistance in the de-
   velopment of instructional systems which employ
   effective and efficient means of accomplishing
   those objectives;

2. To provide an organized and readily accessible
   collection of materials and supportive equipment
   needed to meet institutional, instructional, and
   individual needs of students and faculty;

3. To provide a staff qualified, concerned and
   involved in serving the needs of students,
   faculty, and community;

4. To encourage innovation, learning, and community
   service by providing facilities and resources
   which will make them possible.[2]

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 52.

[2]Ibid., p. 52.

With these four roles as perspective, this study will examine organization and administration, program budgeting, instructional system components, resources services, and cooperative activities of the library-learning resources programs in Texas public junior colleges as they relate to the recommendations of "Guidelines."

Organization and Administration

According to "Guidelines," the responsibilities and functions of library-learning resources programs within the institutional framework should be clearly defined. Definitions should also be given to the role and status of the chief administrators and the heads of library-learning resources departments or units.[1]

The responsibilities and functions of the library-learning resources program are clearly defined in thirty-three Texas public junior colleges, while eight indicated such responsibilities and functions are not clearly defined. Thirty-four colleges replied that the status of the chief administrator was clearly defined, and six reported their status was unclear.

Thirty-three junior colleges responded that the status of department heads was clearly defined; six reported this status was not clearly defined; one institution

---

[1]Ibid., p. 54.

reported that the library had no formal departments; and one college, North Harris County, indicated that its program was just beginning and only the librarian had been employed.

It can be concluded that the library-learning resources programs studied correlate very closely with the recommended guidelines relating to the responsibilities, functions, and status of the chief administrator and his departmental staff.

Concerning the effectiveness of learning resources services, "Guidelines" states:

> The effectiveness of services provided depends on the understanding by faculty, college administrators, students, and Learning Resources staff of their responsibilities and functions as they relate to the institution.[1]

A written statement of the responsibilities and functions of the library-learning resources program should be endorsed by the institution's policy-making body, and be made readily available.[2] Thirty-two junior colleges have such a written statement. Of this number, twenty-seven indicated that it was endorsed by a policy-setting group, while twenty-eight reported that the statement of responsibilities and functions was readily available. Eleven

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 54.

[2]Ibid., p. 54.

institutions replied that no such statement had been for-

mulated.

The library and audiovisual programs are adminis-

tered as a single learning resources program in thirty-

three public junior colleges in the State, while eleven pro-

grams are administered as separate service units of the

library-learning resources program.

Since the questionnaire did not request specific

information concerning the actual administration of the

audiovisual and library programs, directors of library-

learning resources centers who were interviewed were requested

to comment on the administrative organization used for these

two programs.

Of the ten interview respondents, six reported hav-

ing one administrator for both programs. One new program at

North Harris County has future plans providing for one

director. Three institutions reported dual administrators

for the two service units in their library-learning resources

programs. Of the three library-learning resources centers

having dual administration, only one reported that both pro-

gram directors had equal rank. Of the seven programs with a

single director for both units, two are administered by a

dean with curriculum and educational administration special-

ization rather than library science education.

"Guidelines" recommends 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.[1]

The titles and rank of the chief administrators of the library-learning resources programs varied greatly. Administrative rank ranged from vice-president to librarian, as shown in Table 7. Nine library-learning resources chief administrators have the title of dean or vice president; fourteen have the title of director, and nine have the traditional title of librarian or head librarian.

With reference to centralized administration, thirty-eight respondents felt that responsibility for all library-learning resources services should be assigned to a central administrative unit, while three respondents did not favor centralization.

Centralized administration was discussed during on-campus interviews. The majority of interview respondents strongly favored centralized administration for all learning resources program services. Analysis of interview and questionnaire responses advocating centralization of administrative responsibility reveals the following advantages: (1) provides coordination of resources and services; (2) more

---

[1]Ibid., p. 52.

TABLE 7

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

Title	Number of Responses
Vice President for Academic Affairs	1
Academic Dean	1
Dean of Learning Resources	2
Associate Dean of Learning Resources	2
Assistant Dean of Instructional Development	2
Assistant Dean of Instructional Services	1
Director of Learning Resources	7
Director of Library Services	7
Librarian/Head Librarian	9
Total	32

effective utilization of staff; (3) development of a systems approach to needs; (4) reduce administrative and staff costs; (5) better communication between the resources staff, the faculty, and the administration; (6) better supervision for the various learning resources programs and departments; and (7) provides for top-level decision making by a single administrator of the learning resources program.

The public junior college librarians and learning resources program directors strongly support the concept of a single administrative office for the learning resources program as advocated by "Guidelines."

Regarding the position of director of a centrally administered library-learning resources program, interview respondents strongly recommended that such a chief administrator have the following qualifications: (a) adequate training in both areas of library and media services in order to support all areas of the learning resources program, (b) administrative expertise and supervisory abilities, and (c) ability to delegate authority and responsibilities for all learning resources departments and services.

"Guidelines" recommends 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 administrators with similar institution-wide responsibilities.[1]

Table 8 presents data concerning the institutional administrative officer to whom the chief administrator of the library-learning resources program is directly responsible.

TABLE 8

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

Chief Administrative Officer of the College	Number of Library-Learning Resources Directors
President	4
President and Dean	1
President and Vice-President	1
Vice-President	7
Academic Dean	11
Dean of Instruction	13
Dean of Arts and Sciences	1
Total Colleges Reporting	38

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 54.

Twenty-six respondents indicated that the chief library-learning resources administrator had the same rank and status as other institutional administrators, while eleven directors replied that rank and status were not equal at their institutions.

Because the rank and status of library-learning resources directors are so strongly emphasized in "Guidelines,"[1] interview respondents were asked to comment on their rank and status in relation to other campus administrators. Appendix M contains a summary of the data relating to the rank and status of library-learning resources directors. As indicated in Appendix M, there is wide variation in the rank, classification, and titles of the chief administrators of library-learning resources programs.

Among the multi-campus library-learning resources programs reporting, four institutions reported that there was a chief administrator in charge of the entire multi-campus library-learning resources program, and two colleges indicated that the director of libraries was responsible for the program. The titles of these directors varied slightly: there were two directors of libraries, one director of learning resources; and the two campuses of the Tarrant County District reported having a dean of learning resources

---

[1]Ibid., p. 54.

as the chief administrator of the multi-campus program.

Regarding delegated authority, thirty-three junior college library-learning resources directors felt that the chief administrator of the resources program had adequate delegated authority to manage the internal operations, while five respondents felt they had insufficient administrative authority.

Overall, the library-learning resources program organization and administration corresponds closely with the suggested criteria set forth in "Guidelines."

The recommended practices in "Guidelines" are not intended to be construed as an effort to superimpose an administrative or organizational pattern upon an institution. "Guidelines" is more concerned with functions as they relate to the instructional program rather than with specific organizational patterns.[1]

"Guidelines" suggests that these functions be grouped into administrative or supervisory units within the learning resources program, but the number and nature of such units must be determined by the individual college and be based upon its own unique requirements, resources, staff,

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 52.

and facilities. In all institutions, however, "Guidelines" recommends that all units should report to a chief administrator of the library-learning resources program.[1]

The library-learning resources programs in the public junior colleges in Texas have a high degree of organization and administration, delegation of authority, and clearly defined and published statements of purposes, responsibilities, and functions of the resources programs which correlates closely with "Guidelines."

Professional Staff

According to "Guidelines," the relationship of a learning resources program to the total academic program requires the involvement of the professional staff in all levels and areas of college planning. The professional staff of the library-learning resources program should have broad interests that go beyond the scope of daily operations. The chief administrator and his staff should work closely with other administrators of the institution, and all professional staff members should participate in faculty affairs to the same extent as other college faculty members.[2]

Thirty respondents reported that professional staff are involved in all levels and areas of academic planning, while thirteen indicated that professional staff are not

[1]Ibid.   [2]Ibid., p. 54.

engaged in any aspects of institutional planning.

The chief administrator of the library-learning resources program works closely with other college administrators on thirty-six campuses. Five respondents indicated that this was not common practice at their institution.

Forty survey respondents reported that their professional library-learning resources staff members participated in faculty affairs to the same degree as other college faculty members, while three indicated no such participation.

"Guidelines" stresses that professional library-learning resources staff members be involved in major college committees. If possible, professional staff should function as liaison in the various departmental meetings on the college campus.[1] Such involvement of professional library-learning resources center staff members was reported by forty respondents, and twenty-two indicated that their professional staff functioned as liaison participants in college departmental staff meetings. On twenty-two campuses, professional library-learning resources staff serve as sponsors of student organizations.

With reference to professional reading material, forty library-learning resources programs provide such materials for their staff members. One learning resources center

---

[1]Ibid.

replied that its program was too new and professional materials were not yet available for staff members. Another small library reported that only limited professional reading materials were provided.

Special training is provided for student assistants in thirty-three library-learning resources centers, while ten indicated that such training was not part of the learning resources program at the present time. In the thirty-three colleges providing student training, twenty-three have a manual for student assistants.

With reference to the omission of any quantitative criteria for staff, materials, and facilities in the 1972 "Guidelines," Wallace comments:

> . . . Quantitative figures would not be included in the document because adequate research had not been available to support such figures . . . It was felt, however, that the limitation was more than counter-balanced by the specific qualitative criteria included. Quantitative figures used indiscriminately by groups external to the institution had been one of the severest criticisms of the 1960 standards.[1]

Table 9 presents data concerning the size of staffs in library-learning resources centers of responding institutions, computed in full-time equivalency. The two junior colleges with the largest number of professional staff members are Del Mar College, with nine, and San Antonio

---

[1]James O. Wallace, "Two-Year College Library Standards," Library Trends, XXI (October, 1970), p. 228.

TABLE 9

SIZE OF LIBRARY-LEARNING RESOURCES CENTERS STAFFS IN TEXAS PUBLIC JUNIOR COLLEGES COMPUTED IN FULL-TIME EQUIVALENCY

College	FTE Prof. Librarians	FTE Other Professionals	FTE Clerical Assistants	FTE Technical Assistants
Amarillo College	4	0	3	3
Blinn College	3	0	1	0
Brazosport College	2	1	0	5
Central Texas College	2.5	0	3	0
Clarendon College	1	0	1	0
College of the Mainland	3	2	7	4
Cooke County Junior College	2	0	2	0
Del Mar College	7	2	8	2
Eastfield College	0	7	4	15.5
El Centro College	3.5	1	9	8
El Paso Community College	5	1	5	0
Galveston College	4	2	1	1
Grayson County College	3	1	3	0
Henderson County Junior College	1	0	2	1
Hill Junior College	2	0	0	0
Houston Community College System	3	0	4	2
Howard County Junior College	2	0	2	0
Kilgore College	3	0	7	0
Laredo Junior College	3	0	8	0
Lee College	3	1	6	0
McLennan Community College	3	1	6	2

TABLE 9--<u>Continued</u>

College	FTE Prof. Librarians	FTE Other Professionals	FTE Clerical Assistants	FTE Technical Assistants
Mountain View College	3	5	9	4
Navarro Junior College	3	0	1.5	0
North Harris County Junior College	1	0	0	0
Odessa College	4	1	4	0
Panola Junior College	1	0	1	0
Paris Junior College	3	0	2	0
Ranger Junior College	1	.5	1.5	0
Richland College	3.8	0	2	3
St. Philip's College	4	0	2	0
San Antonio Junior College	18	3	11	12
San Jacinto College	4	1	6	0
South Plains College	2	2	1	0
Southwest Texas Junior College	3	1	1	0
Tarrant County Junior College District				
Northeast Campus	2	2	4.5	12.5
South Campus	2	0	9	2
Temple Junior College	2	0	.3	0
Texarkana College	2	1	3	1
Texas Southmost College	1	1	8	1
Vernon Regional Junior College	2	0	1	0
Victoria College	3.2	0	3	0
Weatherford College	1	0	2	1
Western Texas College	3	2	3	2
Wharton County Junior College	3	0	4	0

College, with twenty-one professionals.

Clerical and technical assistants total twenty-three at San Antonio College, while three colleges in the Dallas multi-campus district, (Eastfield, El Centro, and Mountain View) have an average of 16.5 assistants per institution.

A comparison of Table 9 with Table 4 on student enrollment, reveals that junior colleges with the largest full-time student enrollment are not necessarily served by the largest number of professional staff members. The exception is San Antonio College which has a total FTE enrollment of 18,000 students and twenty-one professional staff members and twenty-three full-time clerical and technical assistants.

Each library-learning resources program varies greatly in the number of professional and non-professional staff members. This is shown in Table 10. This follows the philosophy of "Guidelines" in 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.

TABLE 10

NUMBER OF TEXAS JUNIOR COLLEGES AND NUMBER OF
PROFESSIONAL AND NON-PROFESSIONAL LIBRARY-
LEARNING RESOURCES STAFF MEMBERS

Number of Professionals	Number of Colleges
1 to 5	34
5 to 10	9
10 to 15	0
15 and Over	1
Total Colleges	44

Number of Non-Professionals	Number of Colleges
1 to 5	24
5 to 10	12
10 to 15	4
15 and Over	4
Total Colleges	44

Advisory Committees

"Guidelines" stesses that advisory committees, composed of students and faculty members, are essential for evaluating and planning learning resources programs.[1]

Of the responding directors, thirty-three felt that such advisory committees were essential for planning and evaluating learning resources services. Eleven respondents felt that such committees were not essential. Several felt that contributions of advisory committees vary according to the interests and dedication of the members.

There are thirty-four library-learning resources programs with an advisory committee. Two programs, Henderson County Junior College and North Harris County Junior College, are in the process of organizing advisory committees.

The methods of selection for advisory committees as outlined in "Guidelines" are: (1) appointment by an appropriate college administrator, (2) elected by the faculty, or (3) selected by general procedures followed in the formation of a faculty committee.[2]

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 54.

[2]Ibid.

The most common method of selecting an advisory com-
mittee, used in thirty-one responding programs, is by admin-
istrative appointment. Seven respondents reported that selec-
tion is done by the faculty academic senate.

Junior college advisory committees, according to
"Guidelines," should include both junior and senior members
who represent the various academic divisions of the college.
Advisory committee members need to be carefully chosen for
their broad interests which should go beyond their own
departmental concerns. Such a committee should serve as a
liaison between the library-learning resources program and
the faculty as a whole. This committee should function as
an advisory body and should not concern itself with adminis-
trative details.[1]

Of the responding resources programs, thirty-three
reported their advisory committees were composed of jun-
ior and senior members of the faculty, while three replied
they were not. Advisory committees were representative of
the various academic divisions of the college on thirty-
seven campuses, and twenty-five indicated that advisory com-
mittee members were carefully chosen for their demonstrated
interests beyond their own departmental concerns. Advisory
committee members were reported by eleven respondents as not

---

[1]_Ibid._, p. 55.

always being carefully selected.

As indicated in Table 11, the major functions of these committees are advisory and not administrative. This closely follows "Guidelines" criteria. Other important functions of advisory committees are liaison, planning, and publicity.

TABLE 11

MAJOR FUNCTIONS OF LEARNING RESOURCES
PROGRAMS ADVISORY COMMITTEES

Committee Functions	Number of Colleges
Advisory	36
Administrative	0
Planning	20
Liaison	23
Publicity	8
Communication	1
Book Selection	1
Budget Review and Approval	1

Advisory committee membership in Texas junior college library-learning resources programs is composed of various types of institutional representation, with predominate

membership being faculty, professional learning resources

staff, and departmental and divisional chairmen, as shown

in Table 12. Student representatives serve as advisory

members in eleven junior colleges.

TABLE 12

ADVISORY COMMITTEE MEMBERSHIP IN TEXAS PUBLIC JUNIOR
COLLEGE LEARNING RESOURCES PROGRAMS

Committee Membership	Number of Colleges
Faculty	34
Students	17
Professional Learning Resources Staff	30
College Administrators	11
Departmental and Divisional Chairman	23

"Guidelines" suggests that a student advisory com-

mittee (or a faculty advisory group with student members),

serve as a liaison between the library-learning resources

program and the student body. This committee should work

closely with the chief administrator of the resources pro-

gram in order that student input can be used by the director

in developing new ideas for more effective services.[1]

Two institutions, Lee College and Victoria College, reported using separate student committees for advisory purposes. The librarian at Victoria College consults with the Student Senate when student reactions and opinions are sought concerning specific services.

The chief administrator of the library-learning resources program is an ex-officio member of the advisory committee on twenty-six junior college campuses, while eight colleges reported no ex-officio administrative membership. The chief administrator is chairman of the advisory committee on fifteen campuses; executive secretary on four; and ex-officio, advisory, or resource members on nine campuses.

The relationship between the advisory committee and the chief administrator of the library-learning resources program was investigated. Thirty-two respondents reported that the committee worked closely with the learning resources director. Three replied that their committees did not have a close working relationship.

Internal Administration

With reference to the administration of the library-learning resources program, "Guidelines" states:

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 55.

The chief administrator is responsible for the admin-
istration of the Learning Resources program, which is
carried out by means of established lines of authority,
definition of responsibilities, and channels of commu-
nication through heads of Learning Resources Units as
defined in writing.[1]

"Guidelines" further states that staff participa-

tion in procedural, policy, and personnel decisions should

form the basis for internal administration of the learning

resources program. The overall institutional organization

will be a determining factor in the internal administration

of the learning resources program, which should be guided by

the need to meet common goals.[2]

Table 13 reveals that the methods of internal admin-

istration closely follow the criteria set forth in

"Guidelines", with the use of established lines of authority

being the most prevalent method. Ranking second in use is

direct supervision by the chief administrator, and the use

of delineation of authority ranks third. Eastfield College

reported using management by objectives, while Del Mar Col-

lege indicated using participatory methods in the development

of policy and its implementation.

---

[1]Ibid.   [2]Ibid.

TABLE 13

METHODS OF INTERNAL ADMINISTRATION USED
BY DIRECTORS OF LIBRARY-LEARNING
RESOURCES PROGRAMS

Methods of Internal Administration	Number of Colleges
By established lines of authority	27
By direct supervision by chief administrator	22
With delegation of authority	20
By channels of communication through heads of learning resources units	11
Other Methods:	
Management by objectives	1
Participatory on development of policy and its implementation	1

In forty-one junior colleges, internal administration is based on staff participation. Procedural, policy, and personnel decisions are the most common areas of staff participation in internal administration, while areas of least participation are planning and acquisition decisions.

"Guidelines" stresses that regular resources staff meetings and clearly delineated lines of authority and

responsibility are necessary. The processes by which pro-
cedures and policy are developed should be shared by all
staff members. All staff members should also have direct
access to the chief library-learning resources administrator
as well as to heads of units or departments.[1]

Regular staff meetings are held in thirty respond-
ing programs, while twelve reported that such meetings are
not held regularly. Clearly devised lines of authority and
responsibility are available to staff members in written
form in twenty-six learning resources centers. Sixteen
learning centers indicated such delineations are not avail-
able. Access to heads of departments by staff members is
available in thirty-seven responding institutions, while
thirty-eight reported easy and direct access to the chief
administrator of the resources program.

Each staff member, according to "Guidelines,"
should know which activities are his responsibility and to
whom he is accountable. A staff manual is needed for each
unit which provides procedural and policy statements, duty
assignments, items of general interest, and other organiza-
tional matters.[2]

_____

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 55.

[2]Ibid.

With reference to learning resources staff manuals, twenty-three respondents reported having manuals. Twenty-one indicated that they did not have staff manuals. Three colleges, Houston Community College, Southwest Texas Junior College, and Tarrant County Junior College, Northeast campus, reported manuals in preparation.

The subject-content of library-learning center staff manuals is presented in Table 14. The majority of such staff manuals contained all items suggested in "Guidelines."

TABLE 14

SUBJECT-CONTENT OF STAFF MANUALS FOR LIBRARY-
LEARNING RESOURCES PROGRAMS

Item	Number of Responses
Procedural Statements	22
Policy Statements	21
Job Descriptions	21
Items of General Information	20
Duty Assignments	13
Other Organizational Materials	10

"The accumulation of pertinent statistics and maintenance of adequate records is a management responsibility."[1]

---

[1]Ibid.

"Guidelines" further emphasizes that adequate records are needed to furnish data for special and annual reports required by the institution, federal agencies and accrediting associations as well as for management planning and internal analysis. Such information forms the basis for effective planning.[1]

Respondents indicated that forty chief administrators assume responsibility for the accumulation of pertinent statistics and thirty-nine directors reported maintaining adequate records.

Statistics on program activities, acquisitions, annual expenditures, utilization of personnel, equipment, and materials are essential for providing accurate data for institutional, federal, and State use. "Guidelines" suggests that the collection of statistics follow techniques advocated by federal and professional publications and that the reporting of statistics be done with the use of standardized terminology. The collection and analysis of appropriate data regarding the instructional programs and the effectiveness of the learning resources upon these programs is essential. This analysis provides a basis for important decisions concerning the instructional program, the resources program, the faculty, and the student body.[2]

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 55.

[2]Ibid.

Table 15 shows methods of utilization of statistics
and records. The data indicates that directors utilize col-
lected statistics and records primarily for annual and spe-
cial reports. Internal analysis and management planning are
also important areas of usage.

TABLE 15

UTILIZATION OF STATISTICS AND RECORDS BY
DIRECTORS OF LIBRARY-LEARNING
RESOURCES PROGRAMS

Utilization	Number of Responses
Data for Annual and Special Reports	38
Internal Analysis	30
Management Planning	28
Other Uses:	
Space Projections	2
Grant Applications	2
Publicity	1

Standardized definitions and reporting methods are
used by thirty-five directors to collect statistics. Six direc-
tors reported no definitions and methods being used. Twenty-
two respondents replied that data relating to the effect of

learning resources upon instructional programs was collected and analyzed, while twenty respondents indicated such data was not collected.

Effective program management includes the preparation and dissemination of information not only to students and faculty, but also to the college administration. Information should be readily available in order to provide for close interrelationships with instructional departments. Planned information and annual reports are essential for this purpose. "Guidelines" suggests the use of other publications such as acquisition bulletins, bibliographies, current awareness lists, student and faculty handbooks, news releases to community and student publications through regular college channels, campus broadcasts, and other types of communication services.[1]

Information is readily available in forty Texas junior colleges about the library-learning resources programs, and unavailable for three programs--one of which is very new. Methods of publicity used in the library-learning resources programs is presented in Table 16.

One staff member is assigned the responsibility of publicity in each of twenty junior college learning resources programs. Twenty-one programs indicated that publicity

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 55.

responsibilities are shared by different staff members such
as departmental heads or program area specialists. Directors
in twenty-five programs felt that their publicity was effec-
tive while fifteen indicated their publicity was ineffective.
The major reasons for this ineffectiveness were lack of adequate
professional assistants, lack of time, and lack of cooperation
and coordination with public relations personnel on campus.

TABLE 16

METHODS USED IN TEXAS PUBLIC JUNIOR COLLEGES TO
PUBLICIZE LIBRARY-LEARNING RESOURCES PROGRAMS

Methods	Number of Responses
Acquisition Bulletins	31
Faculty Handbooks	30
Student Handbooks	30
Releases to Student and Community Publications	30
Annual Reports	29
Bibliographies	25
Other Planned Informational Reports	24
Current Awareness Lists	15
Campus Broadcasts	4
Campus TV Programs	1

TABLE 16--Continued

Methods	Number of Responses
Other Communication Services:	
Campus Newspapers and Newsletters	2
Radio	1
Personal Contact, Both Written and Oral	2
Library Orientation Programs	2
Consulting	1
Community Broadcasting Programs	1
Faculty Publications	1
Community News Media	1

San Antonio College reported having a very strong publicity program for the resources program as evidenced by receipt of the John Cotton Dana Publicity Award in 1972. Their publicity program involves many types of publications such as acquisition bulletins, bibliographies, faculty and student handbooks, news releases to community and student publications, campus broadcasts, and other planned informational reports.

The publicity methods utilized in the library-learning resources programs closely parallel those suggested

by "Guidelines."

Program Budgeting

According to "Guidelines," budget planning and implementation is the responsibility of the chief administrator of the library-learning resources program. The budget is designed to fulfill the institutional and instructional objectives. "Guidelines" further emphasizes:

> 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 allocation of funds is based on sound principles of management.[1]

In thirty-nine of the forty-three programs surveyed, college administrators consider budgeting and planning a major responsibility of the director of the library-learning resources program, while four chief administrators indicated that this was not the case. Budget allocations are reported as being based on sound management principles in thirty-five public junior colleges. Eight replied that it is difficult to apply principles of management consistently for the following reasons: (1) the lack of adequate guidelines for per student expenditures for specific areas of media, (2) the funds received from federal grants have often directed growth trends, and (3) the difficulty of balancing expenditures among different programs of varying sizes and purposes. The

---

[1]Ibid., pp. 55-6.

Fort Worth multi-campus system reported plans to begin a
"zero base" budgeting program in 1974. Other colleges
implementing plans for some type of cost analysis budgeting
are: Brazosport College, College of the Mainland, El Paso
Community College, Galveston College, Henderson County Jun-
ior College, and Houston Community College.

An adequate budget is essential for providing good
services and should be based upon curricula needs and learn-
ing resources functions. The administrative head should
plan the budget in consultation with unit or departmental
heads and have sufficient time to present and explain bud-
get requests to the college administration as part of the
budget process. The library-learning resources director
should be consulted for budget adjustments, reallocations,
and grant applications.[1]

The directors in thirty-five learning resources pro-
grams indicated that they consult with their unit or depart-
ment heads in the budget planning process. Three reported
that such consultation was not practiced. Program directors
in thirty-six colleges said that ample time was provided for
presenting budget requests to their administrators. Four
directors reported ample time was not allowed to explain
budgets to their administrations. In thirty-five library-

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 56.

learning resources programs, the director is consulted when the reallocation or adjustment of funds become necessary. Seven directors reported that they were not consulted.

"Guidelines" recommends that the library-learning resources program budget be divided into separate categories for salaries, purchase and rental of all materials, contractual services and supplies, replacement and new equipment purchases and repairs, travel expenses, and other items. Costs of various materials and services should be identified separately for management purposes. Costs for special facilities that are a part of the learning resources program should also be maintained separately.[1]

Table 17 presents data for each reporting Texas junior college concerning the total institutional budget for the academic year of 1973-74, library learning-resources program budgets at each college for the academic years of 1972-73 and 1974, respectively, and the per cent of each institutions' total budget funds designated for resources programs at each college for the academic year of 1973-74.

This data shows that amounts of financial support for library-learning resources programs vary considerably. The largest single-campus institutional budget for the academic year of 1973-74 was at San Antonio College. That

---

[1]Ibid., p. 56.

TABLE 17

INSTITUTIONAL AND LIBRARY-LEARNING RESOURCES BUDGETS
IN TEXAS PUBLIC JUNIOR COLLEGES

Institution	Total Institutional Budget, 1973-74	Total Library-Learning Resources Budget		Per Cent of Total Institutional Budget, 1973-74, For Resources Programs
		1972-73	1973-74	
Amarillo College	$ 5,818,516	$ 111,694	$ 143,025	2.4 %
Blinn College	--	92,872	108.980	4.5
Brazosport College	1,891,855	140,698	268,752	14.2
Central Texas College	--	78,260	92,120	--
Clarendon College	679,215	21,950	28,575	4.2
College of the Mainland	3,100,000	205,000	211,000	6.8
Cooke County Junior College	--	72,800	72,500	4.
Del Mar College	8,018,143	287,250	338,890	4.2
Eastfield College	4,500,000	370,846	413,453	8.9
El Centro College	--	326,350	287,374	5.
El Paso Community College	--	111,902	156,267	--
Galveston College	3,439,724	134,027	123,338	3.5
Grayson County College	2,624,714	76,801	93,588	3.5
Henderson County Junior College	2,087,872	39,811	53,632	2.5
Hill Junior College	--	42,859	30,099	5.5
Houston Community College	5,169,295	152,158	292,877	5.6
Howard County Junior College	1,735,619	54,997	59,355	3.4

TABLE 17--Continued

Institution	Total Institutional Budget, 1973-74	Total Library-Learning Resources Budget		Per Cent of Total Institutional Budget, 1973-74, For Resources Programs
		1972-73	1973-74	
Kilgore College	$ --	$ 210,241	$ 168,332	-- %
Laredo Junior College	--	113,116	136,380	--
Lee College	--	139,479	--	--
McLennan Community College	2,800,000	152,230	157,463	5.6
Mountain View College	3,631,693	287,838	312,494	8.6
Navarro Junior College	--	58,585	53,476	4.5
North Harris County Junior College	--	--	93,750	--
Odessa College	4,052,962	112,421	97,695	2.4
Panola Junior College	899,932	25,315	30,681	3.4
Paris Junior College	--	69,252	--	--
Ranger Junior College	539,614	34,500	--	--
Richland College	--	--	--	--
St. Philip's College	3,395,612	69,065	103,182	3.
San Antonio College	10,255,758	710,390	662,841	6.4
San Jacinto College	7,751,789	198,458	206,203	2.6
South Plains College	--	55,520	--	--
Southwest Texas Junior College	--	92,312	--	--

107

TABLE 17--Continued

Institution	Total Institutional Budget, 1973-74	Total Library-Learning Resources Budget		Per Cent of Total Institutional Budget, 1973-74, For Resources Programs
		1972-73	1973-74	
Tarrant County Junior College District	$	$	$	
Northeast Campus	12,800,000*	724,600	776,900	6.
South Campus				
Temple Junior College	--	36,165	--	--
Texarkana College	2,427,046	90,516	115,925	4.8
Texas Southmost College	--	94,399	124,037	--
Vernon Regional Junior College	--	100,850	80,000	10.
Victoria College	--	95,831	97,561	5.6
Weatherford College	922,412	41,650	49,416	5.3
Western Texas College	--	76,411	86,500	--
Wharton County Junior College	--	116,600	110,528	2.3
Totals	$88,541,771	$6,026,019	$6,507,189	148.7 %

*Figures include totals for both campuses of the Tarrant County District

amount was 10.2 million dollars. The smallest institutional

budget was that at Ranger Junior College. That sum was

$500,000. Library-learning resources budgets also vary

substantially. San Antonio College had the largest single-

campus learning resources budget. This sum was over

$600,000. The smallest budget, totalling $28,575, was

at Clarendon College.

Table 17 shows that the per cent of budget funds

designated for learning resource programs in 1973-74 in

relation to total institutional expenditures for 1973-74

ranged from a maximum of 14.2 at Brazosport College to a

minimum of 2.3 at Wharton County Junior College. An average

of 5.1 per cent of the total budget for twenty-nine Texas

junior colleges in 1973-74 was designated for learning

resources programs in those colleges in that academic year.

Table 17 also shows that thirteen learning resources

program budgets constitute five per cent, or more, of their

institutions' total budgets. As might be expected, new

institutions with expanding enrollments and beginning library-

learning resources programs, such as Brazosport College, Col-

lege of the Mainland, Vernon Regional Junior College, and

the multi-campus districts of Dallas County Community College

and Tarrant County Junior College, are expending the largest

per cent of total institutional budgets for library-learning

resources programs.

Table 18 indicates that there were four junior col-
leges having institutional budgets of less than one million
dollars in 1973-74. Two colleges had budgets of over ten
million dollars in 1973-74. Of the responding institutions,
four had library-learning resources budgets totalling less
than $50,000 in 1973-74. Twenty-one had budgets exceeding
$100,000 in 1973-74.

TABLE 18

TOTAL INSTITUTIONAL AND LEARNING RESOURCES
PROGRAM BUDGETS, 1973-74

Institutional Expenditures 1973-74	Number of Colleges Reporting
Up to $1 Million	4
$1 to $5 Million	12
$5 to $10 Million	2
$10 Million and Above	2

Library-Learning Resources Budgets 1973-74	Number of Colleges Reporting
Up to $50,000	4
$50,000 to $ 75,000	4
$75,000 to $100,000	7
$100,000 and Above	21

Table 19 presents data relating to junior college
learning resources program annual budgets for salaries
and materials for the 1973-74 academic year. The informa-
tion indicates much variance in the range of budgets for
learning resources program salaries and materials. A high
for professional salaries was budgeted at San Antonio Col-
lege, with a total of over $265,000. A high of $135,000
was budgeted for non-professional salaries by the Northeast
Campus of the Tarrant County District and a high of $44,000
was reported by San Antonio College for student assistants.
Houston Community College, established in 1971, reported a
high of over $152,000 for books, while San Antonio College
had the largest budget for newspapers and periodicals.
Non-print, microform, and media equipment budgets are re-
ported collectively for the two Tarrant County Junior Col-
lege campuses, with a combined total of over $170,000.
This sum is indicative of strong instructional and media
technology programs. Other public junior colleges with
large media materials budgets include Del Mar College,
Eastfield College, El Centro College, and Houston Community
College.

TABLE 19

ANNUAL BUDGETS OF TEXAS PUBLIC JUNIOR COLLEGE LIBRARY-LEARNING RESOURCES PROGRAMS FOR SALARIES AND MATERIALS, 1973-74

Institution	Salaries			Materials		
	Professional	Non-Prof.	Students	Books	Periodical & Newspapers	Non-Print & Microform Materials
Amarillo College	$ 55,063	$ 29,349	$ 2,800	$ 40,000	$ 4,500	$ --
Blinn College	31,850	6,705	8,000	40,000	4,500	6,000
Brazosport College	43,890	29,580	5,000	45,000	3,300	4,989
Central Texas	30,900	13,500	5,120	31,800[a]	3,590	--
Clarendon College	10,600	3,600	1,500	10,000	1,130	400
College of the Mainland	107,931[b]	43,566	8,800	15,800	5,000	4,500
Cooke County Junior College	20,600	6,600	12,000	12,000	5,000	5,000
Del Mar College	90,297	100,440	40,847	44,425	10,951	15,700
Eastfield College	96,419	113,169	29,817	44,000	3,500	29,000
El Centro College	82,473	92,064	15,700	25,000	4,000	17,000
El Paso Community College	40,262	38,094	2,310	49,000	5,815	10,900
Galveston College	45,500	17,549	6,896	31,500	8,000	2,000
Grayson County College	33,168	15,810	7,500	18,500	5,500	4,420
Henderson County Junior College	18,232	8,400	300	10,000	2,300	2,300
Hill Junior College	16,220	--	456	7,111	2,224	532
Houston Community College	44,247	28,980	15,000	152,850	4,500	25,000
Howard County Junior College	22,050	6,750	3,200	8,500	2,400	2,300

TABLE 19--Continued

Institution	Salaries			Materials		
	Professional	Non-Prof.	Students	Books	Periodical & Newpapers	Non-Print & Microform Materials
Kilgore College	$ 44,440	$ 37,146	$ 6,400	$ 15,600	$ 7,437	$ 6,533
Laredo Junior College	32,449	44,664	8,000	20,000	6,000	6,400
Lee College	--	--	--	--	--	--
McLennan Community College	46,500	41,500	13,300	35,500	6,000	--
Mountain View College	100,052	75,225	12,000	14,000	7,350	13,500
Navarro Junior College	31,521	4,592	1,232	5,000	1,250	1,000
North Harris County Junior College	14,000	4,000	1,600	62,000	2,500	2,650
Odessa College	51,713[c]	19,615[d]	4,500	13,205	5,000	14,445
Panola Junior College	11,460	4,800	1,000	7,000	1,750	--
Paris Junior College	--	--	--	8,000	--	--
Ranger Junior College	18,450	7,750	5,000	7,500	--	--
Richland College	42,690	22,302	9,400	70,000	3,000	5,000
St. Philip's College	60,622	9,760	600	30,000	--	2,000
San Antonio College	265,990	105,368	44,000	100,000	20,000	13,000
South Plains College	--	--	--	--	--	--
Tarrant County Junior College District						
South Campus	96,208	130,544	7,500	40,000	11,500	90,250[e]
Northeast Campus	73,197	135,185	37,500	35,00	10,000	80,000[f]
Temple Junior College	22,609	1,150	4,357	6,703	1,384	503
Texarkana	37,185	25,440	4,200	12,500	4,000	10,500
Texas Southmost College	12,000	45,812	--	40,625	5,000	--

113

TABLE 19--<u>Continued</u>

Institution	Salaries			Materials		
	Professional	Non-Prof.	Students	Books	Periodical & Newspapers	Non-Print & Microform Materials
Vernon Regional Junior College	$ 35,000g	$ --	$ --	$ 35,000	$ 1,500	$ 3,000
Victoria College	36,938	13,375	4,200	23,400	4,700	4,600
Weatherford College	10,612	11,304	4,000	11,250	2,000	3,500
Western Texas College	35,000	16,000	6,500	20,000h	5,000	--
Wharton County Junior College	37,643	16,710	21,000	9,000	5,000	4,525

[a]Also includes equipment budget
[b]Includes $39,712 for para-professional salaries
[c]Does not include A-V professional salaries
[d]Does not include A-V clerical salaries
[e]Includes media equipment budget
[f]Includes media equipment budget
[g]Includes non-professional and student assistants salaries
[h]Microform budget included under book budget

Table 20 shows that fourteen (thirty-six per cent) of the public junior colleges reported total library-learning resources salaries of less than $50,000. Nine (twenty-three per cent) budgeted a minimum of $100,000 for salaries. Twenty-two (fifty-three per cent) of the colleges budgeted less than $35,000 for learning resources materials and four (ten per cent) budgeted a minimum of $100,000.

TABLE 20

TOTAL SALARY AND MATERIALS BUDGETS OF
LIBRARY-LEARNING RESOURCES
PROGRAMS, 1973-74

Total Salary Budget	Number of Colleges	Total Materials Budget	Number of Colleges
Up to $50,000	14	Up to $35,000	22
$50,000 to $75,000	8	$35,000 to $75,000	13
$75,000 to $100,000	9	$75,000 to $100,000	2
$100,000 and Above	9	$100,000 and Above	4

There is a wide range and variety of library-learning resources budgets for other than salary and materials costs. This is shown in Appendix N. These budgets cover binding, services and supplies, capital outlay, equipment purchases, rental and repair, and travel.

An important aspect of financial support is the sup-

plemental funding available for library-learning resources

purposes. Table 21 indicates the extent of outside funding

available. Thirty-four, or 77.2 per cent, of the forty-four

public junior colleges received some type of supplemental

funding. The main sources of outside funding are HEA, Title

IIA, Basic Supplemental Grants; and Title IIB, Basic Train-

ing Grants. The largest single federal grant for Texas jun-

ior colleges in 1973-74 was for $45,000 at Eastfield College.

TABLE 21

TYPE AND EXTENT OF SUPPLEMENTAL FUNDING FOR LIBRARY-
LEARNING RESOURCES IN TEXAS PUBLIC
JUNIOR COLLEGES, 1973-74

| Institution | Type of Funding | | Amount |
	Federal	Private	
Amarillo College	x		$ 5,000
Blinn College	x		5,000
Brazosport College	x		5,000
Central Texas College	x		5,000
Clarendon College	x		5,000
College of the Mainland	x		5,000
Del Mar College	x		5,000
Eastfield College	x		45,000
El Centro College	x	x	7,700
El Paso Community College	x		9,000
Galveston College	x		5,000
Grayson County College	x		5,000
Henderson County Junior College	x		5,000
Hill Junior College	x		5,000
Houston Community College System	x		17,850

TABLE 21--Continued

Institution	Type of Funding		Amount
	Federal	Private	
Laredo Junior College	x		$ 5,000
Lee College	x		5,000
Mountain View College	x		5,000
Panola Junior College	x		5,000
Paris Junior College	x		5,000
Ranger Junior College	x		5,000
Richland College	x	x	7,300
St. Philip's College			--
San Jacinto College	x		5,000
South Plains College			--
Tarrant County Junior College District			
South Campus	x		10,000
Northeast Campus	x		5,000
Temple Junior College	x		5,000
Texarkana College	x	x	7,000
Texas Southmost College	x		5,000
Weatherford College	x		5,000
Western Texas College	x		5,000
Wharton County Junior College	x		5,000

The survey data relating to learning resources budgets indicates that the junior colleges administer their library-learning center programs through budgets that are maintained in different categories for types of materials and services as outlined in "Guidelines:" Each two-year institution has its own budgeting categories for materials and services as well as its own budgeting organization and administration which is designed for the particular needs of

that college. "Guidelines" stresses only that learning resources budgets be categorized into types of materials and services for more efficient cost and budget management.

"Guidelines" emphasizes that cost analysis and financial planning are dependent upon adequate records and information for more comprehensive planning and effective utilization of available funds. All expenditures, with the exception of payrolls, should be initiated in the library-learning resources departments. Payments should be made only on invoices verified by the resources staff. Purchases should be initiated by the learning staff using requisitions or purchase orders. Purchases should be exempted, to the legal extent possible, from restrictive annual bidding in order to obtain all needed materials as expeditiously and inexpensively as possible. Curricular needs and related factors should form the basis for the purchase of materials. Such purchases should be made throughout the year rather than annually or semi-annually.[1]

All expenditures, other than payrolls, are initiated by the learning resources staff in forty-three library-learning centers, while payment is made only on invoices verified by the resources staff in forty-one reporting

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 56.

programs. Forty respondents indicated that materials are
exempted as much as possible from restrictive bidding. The
purchase of materials is done throughout the year with
demand and available funds being the determining factors.

Evaluation and Accreditation

The accreditation of a junior college is important
not only to the college as a whole, but also to the library-
learning resources center. The Southern Association of Col-
leges and Schools is the regional accrediting agency for
Texas. Questionnaire responses indicated that thirty-eight
public junior colleges are presently accredited by the
Southern Association, while six institutions have not been
accredited.

Interview respondents were asked to comment upon
the evaluation of their library-learning resources programs
in relation to their effectiveness in meeting institutional
needs in order to verify and supplement the checklist item
included in the questionnaire. Table 22 presents interview
and questionnaire data relating to evaluation.

Table 22 indicates that self-evaluation studies and
studies completed for regional accreditation are the most
generally used methods for evaluating library-learning
resources program effectiveness. An important method
emphasized by "Guidelines," but not generally used by the

survey respondents, is the collecting and analyzing of

appropriate data.[1]

TABLE 22

METHODS OF EVALUATION OF LIBRARY-LEARNING RESOURCES
PROGRAMS IN TEXAS PUBLIC JUNIOR COLLEGES

Method	Number of Responses
Self-evaluation Studies, and Studies for Regional Accreditation	37
Library Committee Evaluations	26
Academic Dean Evaluations	16
Presidential Evaluations	15
Other Methods:	
Student Evaluations	10
Faculty Evaluations	7
Collection and Analysis of Appropriate Data	3
Periodic Surveys	1
Questionnaires	1

Chapter IV will present Part II of the data

obtained from the investigation of Texas public junior col-

lege library-learning resources programs.

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 55.

CHAPTER IV

TEXAS PUBLIC JUNIOR COLLEGE LIBRARY-LEARNING

RESOURCES PROGRAMS: PART II

The presentation of data obtained from the investi-
gation of Texas public junior college library-learning
resources programs has been divided into two chapters.
Chapter III contains Part I. Part II is contained in this
chapter and it presents data relating to: (1) instruc-
tional system components--which includes staff, facilities,
instructional equipment and materials, (2) resources serv-
ices, (3) inter-agency cooperative activities, and (4)
specific problem areas.

Instructional System Components

Staff

The chief administrator of the library-learning
resources program has management responsibilities because of
his involvement in the total educational program of the col-
lege and in the operation of the learning resources pro-
gram. He should be knowledgeable about types of services
and materials and should be capable of managing instructional
development functions. The recruitment and selection of the

administrative director is of utmost importance because the

ultimate success of the program is dependent upon his admin-

istrative ability.[1] "Guidelines" states:

> The chief administrator of the Learning Resources
> program is selected on the basis of acquired compe-
> tencies which relate to the purposes of the program,
> community and scholarly interests, professional activ-
> ities, and service orientation.[2]

As shown in Table 23, administrative ability, educa-

tional achievement, and acquired competencies relating to

the learning resources program purposes rank high as factors

in the selection of the chief administrator. Less important

factors are community and scholarly interests, professional

activities, and service orientation.

The director is employed by the college president

in thirty-nine public junior colleges, with approval and/or

recommendations of vice-presidents, deans, and Boards of

Trustees. Three institutions reported that a search com-

mittee employs the director on their campuses.

The supervisory or administrative head of the sepa-

rate learning resources units should be selected on the

basis of his expertise and knowledge of the role and func-

tion of the unit for which he will be responsible. An

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 57.

[2]Ibid.

experienced and well-qualified staff should be available in sufficient number and type of specialization to fulfill the objectives and purposes of the learning resources program.[1]

TABLE 23

BASIC FACTORS CONSIDERED IN THE SELECTION OF CHIEF
ADMINISTRATORS FOR LIBRARY-LEARNING RESOURCES
PROGRAMS IN TEXAS JUNIOR COLLEGES

Factors	Number of Responses
Educational Achievement	35
Administrative Ability	34
Acquired Competencies Relating to the Purposes of the Library-Learning Resources Program	33
Community and Scholarly Interests	20
Professional Activities	18
Service Orientation	18

Departmental supervisors in thirty-one programs were selected on the basis of their knowledge and expertise concerning the area of specialization for which they would be responsible while, three respondents indicated that such selection policies are not practiced.

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 57.

Respondents indicated that well-qualified, experienced staff were available in sufficient numbers and specialization areas in twenty-three, or 52.2 per cent, of the centers, while eighteen, or 47.8 per cent, reported that their staffs were either not large enough or sufficiently experienced to adequately fulfill their program objectives. The following comments illustrate areas of specialization and staff needs reported by these eighteen respondents: (1) "Most difficult area is audiovisual/educational technology specialists because many of them are not yet committed to the integrated Learning Resources services," (2) "The specialization needed for graphics and equipment utilization has not been available," and (3) "We need graphic artists and more media repair technicians."

All library-learning resources program personnel should be considered for employment upon the recommendation of the director and, after employment, should be responsible to him through administrative channels for the performance of assigned duties. The combined efforts and performance of the staff can determine the effectiveness of the learning resources program.[1]

Both professional and supportive personnel are considered for employment upon the recommendation of the

---

[1]Ibid., p. 57.

director in forty responding programs, while three replied
negatively to this employment practice. One director re-
ported that district level personnel selected professional
and supportive staff for employment; one indicated having
no formal employment policies for such staff; and one respond-
ent replied that the college president selected professional
staff members, while the librarian employed non-professionals
for the learning resources program.

Regarding the qualifications of professional learn-
ing resources staff, "Guidelines" recommends that "Pro-
fessional staff members have degrees and/or experience
appropriate to the position requirements."[1] Professional
training and experience are essential for learning resources
staff. Additional graduate study or experience in a subject
field should be recognized for all staff members as suitable
to such assignments. Professional staff members should be
accountable for their assigned duties, as well as for the
effectiveness of the overall operation of the program. Pro-
fessional staff members may serve as student advisors and
faculty consultants.[2]

The learning resources professional staff members
are held accountable for operational effectiveness in

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 57.

[2]Ibid.

thirty-seven Texas junior college programs and are held not
accountable in only one program.

Professional personnel serve as supervisors and/or
professional consultants to the faculty in thirty-five
learning resources programs, while in six programs they do
not serve in this capacity. Professional staff serve as
student advisors in thirty-two programs and in five programs
they do not.

Table 24 presents information concerning academic
qualifications, years of experience, and monthly salaries of
the directors in Texas public junior colleges.

All directors have a minimum of a Master's degree,
while seven directors have two or more Master's degrees, and
two directors have completed more than thrity hours of col-
lege work beyond their Master's degrees. Three directors
have Ph.D. degrees, and one director is a doctoral candidate.
Sixteen, or 45.8 per cent, of the degrees were earned before
1965, and nineteen, or 54.2 per cent, were earned in the eight
years since 1965.

The experience of learning resources directors
ranged from a minimum of three years to a high of thirty-two
years, with the average for the thirty-seven respondents
being 14.8 years.

TABLE 24

ACADEMIC QUALIFICATIONS, YEARS OF EXPERIENCE AND MONTHLY SALARIES OF
LIBRARY-LEARNING RESOURCES DIRECTORS IN
TEXAS PUBLIC JUNIOR COLLEGES

Institution	Profes- sional Degrees	Date of Degree	Addi- tional College Credit	Total Years of Experience	Months of Annual Employment	Monthly Salary
Amarillo College	M.S.L.S.	1967		6	12	$ 1,296
Blinn College	M.A.	--.	36 hrs.	10	11	--
Brazosport College	--	--		--	--	--
Central Texas College	M.L.S.	1969		4	12	1,041
Clarendon College	M.L.S.	1967		12	9*	1,177
College of the Mainland	M.Ed.	1967		8	12	1,550
Cocke County Jr. College	M.L.S.	1971		20	10.5	933
Del Mar College	M.L.S. M.Ed.	1951 1950		22	12	1,477
Eastfield College	M.Ed.	--		15	12	--
El Centro College	--	--		--	--	--
El Paso Community College	M.L.S.	1973		--	12	--
Galveston College	M.L.S.	1966		16	12	1,291
Grayson County College	M.Ed.	--	30 hrs.	29	12	--
Henderson County Junior College	M.S.L.S.	1965		14	11	1,118
Hill Junior College	M.A.	--		13	10	--

TABLE 24--Continued

Institution	Profes- sional Degrees	Date of Degree	Addi- tional College Credit	Total Years of Experience	Months of Annual Employment	Monthly Salary
Houston Community College	M.Ed. M.L.S.	1968 1970		10	12	$ 1,440
Howard County Junior College	M.L.S.	1968		9	10.5	1,033
Kilgore College	M.L.S.	--		7	12	1,216
Laredo Junior College	M.S.L.S.	--		15	12	1,000
Lee College	M.Ed. M.S.L.S.	1960 1964		21	12	1,583
McLennan Community College	--	--		--	--	--
Mountain View College	Ph.D.	--		3	12	1,500
Navarro Junior College	M.Ed. B.S.L.S. M.S.L.S.	1951 1954 1963		25	10.5	1,210
North Harris Co. Junior College	M.Ed. M.L.S.	1968 1972		5	12	1,166
Odessa College	M.L.S. M.A.	1963 1971	Ph.D. Candidate	20	10.5	1,548
Panola Junior College	M.Ed.	1953		24	10.5	1,091
Paris Junior College	M.L.S.	--		30	11	--

128

TABLE 24--<u>Continued</u>

Institution	Professional Degrees	Date of Degree	Additional College Credit	Total Years of Experience	Months of Annual Employment	Monthly Salary
Ranger Junior College	M.L.S.	1956		17	12	$ --
Richland College	M.L.S.	--		8	--	1,277
St. Philip's College	M.A. M.S.L.S.	1938 1954		19	12	1,366
San Antonio College	--	--		--	--	--
San Jacinto College	Ph.D.	1969		--	12	--
South Plains College	M.L.S.	1965		15	12	--
Southwest Texas Junior College	M.L.S.	1966	Grad. work 1968, 1973	11	9	1,200
Tarrant County Jr. College District						
South Campus	M.L.S.	--		5	12	1,316
Northeast Campus	M.L.S.	1963		8	12	1,405
Temple Junior College	M.L.S.	1956		16	9	1,333
Texarkana College	M.L.S.	1957		22	10.5	1,097
Texas Southmost College	M.L.S.	--		--	12	--
Vernon Regional Junior College	M.L.S.	--		5	11	954

TABLE 24--<u>Continued</u>

Institution	Profes- sional Degrees	Date of Degree	Addi- tional College Credit	Total Years of Experience	Months of Annual Employment	Monthly Salary
Victoria College	M.L.S.	1956		32	9*	$ 1,360
Weatherford College	M.L.S.	1969		6	10.5	1,010
Western Texas College	Ph.D.	--		23	10.5	--
Wharton County Junior College	M.L.S.	1965		28	12	1,193

*Additional pay for summer session

The months of annual employment reported on Table 24 ranged from nine to twelve months for the thirty-eight respondents. Monthly salaries, as reported on Table 24, also varied widely for the twenty-nine responding directors.

Appendix O contains detailed information regarding the academic qualifications, years of experience, length of annual employment, and annual salary of other full-time professional library-learning resources staff members in the junior colleges included in the study.

A review of the tabular information on staff in Appendix O reveals that of the sixty-four degrees reported, three are Ph.D.'s, forty-nine Master's, and twelve Bachelor's degrees--five of which are fifth-year library science degrees.[1] The dates the degrees were earned varied widely, with twelve being earned before 1965 and twenty earned since 1965.

The average experience of the sixty-seven professional learning resources staff members was 9.2 years. The annual employment period for the sixty-two staff members ranged from nine to twelve months and the annual salary varied widely depending upon the length of the annual contract.

---

[1]In 1948 library schools began phasing out the fifth-year B.S.L.S. professional degree in favor of the M.L.S.

"Guidelines" stresses that all professional staff should have faculty status, benefits, and obligations such as: (1) sick leave, (2) tenure rights, (3) sabbatical leaves, (4) vacation benefits, (5) faculty development provisions, (6) annuity and retirement benefits and (7) salary compensation equitable with teaching faculty or other comparable administrative levels.[1] Salary adjustments should be made when learning resources personnel work twelve months to compensate for additional service days. If a ranking system exists, the same criteria used for other faculty should be applicable for the professional staff, and internal learning resources assignments should have no effect on ranking.[2]

"Guidelines" emphasizes:

> There is the obligation of faculty status to meet all faculty and professional requirements, advanced study, research, promotion, committee assignments, membership in professional organizations, sponsorships, publication in learned journals, etc., which the institution expects of faculty members.[3]

In thirty-one programs, the professional staff members have faculty status while they do not have such status in twelve programs. Of these twelve, three indicated the chief administrator of the program is on the

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 57.

[2]Ibid., p. 57.   [3]Ibid.

administrative staff and not eligible for faculty status;
one program reported that only the director has faculty
status and the remaining professional staff do not; and one
large institution replied that the computer programmer,
although a professional, does not have faculty status.

Professional staff eligible for faculty status are
expected to fulfill all obligations required of other fac-
ulty members in thirty-five responding junior colleges, while
two indicated this was not the case at their institution.

Table 25 shows staff benefits available to profes-
sional personnel in library-learning resources programs
included in the survey.

TABLE 25

STAFF BENEFITS AVAILABLE TO PROFESSIONAL LIBRARY-
LEARNING RESOURCES PERSONNEL IN TEXAS PUBLIC
JUNIOR COLLEGES

Benefits	Number of Responses
Sick Leave Benefits	43
Provisions for Professional Development	40
Vacation Benefits	33
Tenure Rights	24
Sabbatical Leaves	13
Group Life and/or Health Insurance	8
Retirement and Annuities	2
Social Security	1

All but one public junior college provides sick leave benefits, while all but four institutions make some type of provision for professional development. Vacation benefits for personnel working on a twelve month basis and tenure rights rank high in number of responses. Thirteen institutions provide for sabbatical leaves and eight junior colleges furnish some type of group life and/or health insurance benefits.

Professional staff are compensated at the same level as other teaching faculty in thirty-eight of the forty-four responding institutions, while three reported that they were not compensated at the same level. Of these three respondents, one indicated that the staff were compensated at a lower salary per month than the teaching faculty. Three other respondents replied that definite knowledge concerning faculty pay was not available.

In the twenty-three centers employing professional staff members on a regular twelve months basis, salary adjustments are made to compensate for additional service days, while seven indicated non-payment for such service days, and four reported the question was not applicable.

A recognized ranking system was reported for only fourteen of the forty-four public junior colleges. In thirteen of these institutions, the professional staff are

assigned rank using the same criteria as for other teaching faculty. In nine of the fourteen colleges, the assignable rank for professional personnel is independent of internal duties and responsibilities within the learning resources program.

Twenty-seven respondents indicated that staff members were included in faculty evaluations; ten replied they were not included (two of these ten do not have faculty evaluation programs yet); and one responded that the item was not applicable to its program.

Information pertaining to how promotions and salary increases are determined was requested in the survey questionnaire and the interviews. Table 26 shows that the most prevalent method used in determining promotions and/or salary increases for library-learning resources personnel in the public junior colleges is a standardized salary schedule with annual increment provisions. Other methods reported as being used include years of experience, academic degrees, and additional graduate training.

METHODS USED TO DETERMINE PROMOTIONS AND/OR
SALARY INCREASES IN TEXAS PUBLIC JUNIOR
COLLEGE LIBRARY-LEARNING
RESOURCES PROGRAMS

Methods	Number of Responses
Standardized salary schedule with annual increments	19
Years of Experience	15
Academic Degrees and hours above degrees	14
Performance and merit evaluations and recommendations	12
Professional accomplishments	4

Professional Development

The responsibility for professional development should be on both the institution and the professional staff member. All staff members should be expected to pay membership dues and participate in professional activities. Graduate study beyond the highest degree earned should be encouraged and rewarded. The institution should also support professional development by providing such benefits as: (1) travel funds for staff members to attend appropriate national and state meetings, seminars, and workshops; (2) special arrangements for staff members who serve as committee members and officers at various levels; and (3) consultants for staff development sessions.[1]

Directors in forty programs indicated that professional development is considered as a dual responsibility of both the professional staff member and the institution while two indicated it was not. These forty respondents reported that their institutions encourage and support professional development.

As shown in Table 27, the most common method of institutional support for professional development of learning resources personnel is by provision of travel funds

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 58.

for staff members to attend meetings, seminars, and work-shops. Other provisions for professional development include consultants for staff development sessions and special arrangements for officers and committee members.

TABLE 27

PROVISIONS MADE FOR PROFESSIONAL DEVELOPMENT
OF LIBRARY-LEARNING RESOURCES PERSONNEL

Provisions	Number of Responses
Travel funds for staff members to attend meetings, workshops, and seminars	40
Consultants for staff development sessions	26
Special arrangements for staff members who serve as officers and on committees	21
Free tuition to take courses on own campus	15
Other Methods:	
In-service programs	1
Faculty development grants	1
Payment of professional dues	1
Sabbatical leaves	1
Required college credit in a Specified length of time	1

In thirty-six programs, all staff members are expected to join and participate in professional organizations. Five respondents indicated that such membership and participation was encouraged but not considered mandatory. Since "Guidelines" did not stipulate which organizations should be joined, the questionnaire did not ask for information on the specific organizations in which membership was required.

Further graduate study is encouraged and rewarded in thirty-five junior colleges, while it is encouraged but not rewarded in five institutions. No response was received from four colleges concerning this item.

"Guidelines" recommends that when library-learning resources personnel are assigned teaching duties, it should be considered a dual appointment and scheduled hours in the library-learning center should be reduced proportionately to allow for class preparation and contact hours.[1] Teaching assignments of learning resources staff members are considered dual appointments in five institutions and not considered dual in thirteen colleges.

With reference to supportive learning resources staff, "Guidelines" emphasizes that they are responsible for

---

[1] "Guidelines for Two-Year College Learning Resources Programs," p. 58.

assisting professional staff members in providing effective

services:

> Responsibility for each level of supportive staff
> will be determined by the needs of the institution
> and the appropriate administrative structure. The
> number and kind of supportive staff needed will be
> determined by the size of the college and the serv-
> ices provided. The educational background and
> experience of such supportive staff should be appropri-
> ate to the tasks assigned.[1]

The responsibility for each level of supportive

staff is determined by the needs of the institution within

the administrative structure in thirty programs while three

responded negatively. One of the three is a very new pro-

gram, and another indicated that its "library organization

was not that closely analyzed," and one respondent did not

understand the question.

The educational background and experience of sup-

portive staff is reported as appropriate to assigned tasks

in thirty-two learning resources programs and not appropri-

ate in five programs. Four of these respondents made the

following comments: (1) "Don't pay enough to get technicians,

only clerks." (2) "Experience and background not always

appropriate: because of rapid growth and change." (3) "Most

supportive staff have to undergo extensive in-service train-

ing." (4) "Some of our educational requirements are too high.

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 58.

141

This is being worked on in our institution."

Student assistants should be ". . . employed to supplement the work of the supportive staff."[1] Student assistants should not replace full-time staff, but such assistants are important because of the variety of jobs they can effectively perform and they often encourage other students to use learning resources facilities and services. They also serve as recruitment for both professional and supportive positions.[2]

The number of hours of student assistance available per week during the 1973-74 academic year ranged from a high of 800 hours per week at San Antonio College to a low of twenty-five hours at the new North Harris County Junior College. Table 27 presents a summary of data relating to hours of student assistance.

TABLE 28

NUMBER OF HOURS OF STUDENT ASSISTANCE PER WEEK
AVAILABLE, 1973-74 ACADEMIC YEAR

Hours Per Week	Number of Colleges
Up to 50 Hours	3
50 to 100 Hours	14
100 to 200 Hours	17
200 to 300 Hours	4
300 to 400 Hours	1
400 to 500 Hours	2
500 Hours and Above	2

[1]Ibid.   [2]Ibid., p. 58.

Facilities

The physical facilities of the library-learning resources programs vary greatly depending upon the size of institution, number of students enrolled, institutional programs and objectives, and services provided by the learning resources program.

Table 29 reveals that library-learning resources buildings have been constructed in comparatively recent years, with the oldest facility (without additions and/or remodeling) constructed in 1958 at Victoria College, and the newest facilities constructed in 1973 at Southwest Texas Junior College and the South Campus of the Tarrant County Junior College District. Construction through 1965 totals six library-learning resources buildings and construction after 1965 totals thirty-three new facilities and/or additions and remodeling.

Total library-learning center floor space ranged from 4,000 square feet at Clarendon College to 225,000 square feet at San Antonio College. Table 29 shows total seating capacity ranged from sixty-eight seats at Clarendon College to 1,800 at San Antonio College. The number of study carrels varied widely from 900 to one study carrel. Twenty-four respondents reported having additional self-instructional carrels with media outlets. The

TABLE 29

DATE OF CONSTRUCTION OF LIBRARY-LEARNING RESOURCES FACILITIES, TOTAL
FLOOR SPACE, TOTAL SEATING CAPACITY, AND NUMBER OF CARRELS
IN THE PUBLIC JUNIOR COLLEGES

Institution	Date Bldg. Constructed	Date of Additions, Remodeling	Total Floor Space (Sq. Ft.)	Total Seating Capacity	Number of Study Carrels	Number of Carrels with Media Outlets
Amarillo College	1969		50,000	500		100
Blinn College	1969		18,600	400	60	-
Brazosport College	1971		--	-	-	-
Central Texas College	1967		8,467	170	50	-
Clarendon College	1968		4,000	68	4	-
College of the Mainland	1970		21,264	200	100	-
Cooke County Junior College	1963	1970	10,000	324	40	36
Del Mar College	1967		32,000	500	138	24
Eastfield College	1970		15,972[a]	274	200	-
El Centro College	1966		9,594	246	28	28
El Paso Community College	[b]		6,000	30	-	-
Galveston College	1968	1970,1972	9,260	115	12	174
Grayson County College	1965		16,496	300	60	24
Henderson County Junior College	1966		10,000	250	14	5
Hill Junior College	1967		6,312	250	24	-
Houston Community College	--		--	-	-	4

143

TABLE 29--<u>Continued</u>

Institution	Date Bldg. Constructed	Date of Additions, Remodeling	Total Floor Space (Sq. Ft.)	Total Seating Capacity	Number of Study Carrels	Number of Carrels with Media Outlets
Howard County Junior College	1967		14,000	224	-	-
Kilgore College	1967		35,000	424	113	64
Laredo Junior College	1969		--	368	190	48
Lee College	1960		--	375	50	-
McLennan Community College	1969		27,000	350	65	60
Mountain View College	1970		20,000	300	100	-
Navarro Junior College	1967		30,522	279	22	-
North Harris County Junior College	--		20,965	500	-	-
Odessa College	1962		13,082	220	10	-
Panola Junior College	1966		11,645	147	12	-
Paris Junior College	1964		--	82	16	18
Ranger Junior College	1972		--	-	-	-
St. Philip's College	1953	1968	--	-	4	-
San Antonio College	1968		225,000	1,800	900	240
San Jacinto College	1968		55,054	1,130	252	5

144

TABLE 29--Continued

Institution	Date Bldg. Constructed	Date of Additions, Remodeling	Total Floor Space (Sq. Ft.)	Total Seating Capacity	Number of Study Carrels	Number of Carrels with Media Outlets
South Plains College	1967		38,000	500	100	40
Southwest Texas Junior College	1969	1972,1973	--	-	38	30
Tarrant County Junior College District						
South Campus	1967	1973	--	750	-	-
Northeast Campus	1969		16,500	450	179	87
Temple Junior College	1965		9,317	136	10	1
Texarkana College	1971		25,240	266	36	60
Texas Southmost College	--		--	-	-	20
Vernon Regional Junior College	1972		20,000	120	40	
Victoria College	1958		10,000	160	12	6
Weatherford College	1968		16,405	225	28	24
Western Texas College	1972		26,000	400	100	36
Wharton County Junior College	1960		31,513	550	113	18

aDoes not include Media area
bRented structure, not permanent yet

number of these carrels is shown on Table 29.

In all but one of the responding institutions, the
learning resources collections are housed in open-stack
areas. Eleven respondents indicated that print and non-
print collections were housed together, while thirty-one
replied that their collections were not integrated. Of
those providing separate housing for the non-print materials,
four stated that they integrated the cataloging and classi-
fication of such materials, but housing was in fixed loca-
tions; seven reported non-print materials were housed in
separate rooms or separate buildings; eight indicated their
non-print collections were housed in closed-stack areas or
at a charging desk; one reported that such materials were
maintained in the various departments on the campus; and
one older institution indicated having very little non-
print materials.

"Guidelines" sets forth general criteria concern-
ing library-learning resources facilities as follows:

> 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 accomodate the present operation as well as re-
> flect long-range planning to provide for anticipated
> expansion, educational and technological change.[1]

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 59.

Existing library-learning resources facilities have been planned to provide appropriate space to meet institutional and instructional objectives in twenty-nine junior colleges, while eleven institutions reported no such planning. Of the institutions replying that appropriate space was available, four indicated that only current needs are being met and that expansion would be needed for future growth and development, particularly in the areas of audiovisual and media production.

Of the eleven respondents indicating lack of space and facilities for meeting instructional and institutional needs, one reported having outgrown present facilities; one lacked conference rooms for integration of classroom use of facilities; two indicated their buildings were constructed before the learning resources concept became popular; and one reported being a new program housed in rental facilities.

Sufficient space in library-learning facilities to accommodate present operations was reported by twenty-seven respondents, while fourteen reported inadequate space. Some of their comments were: (1) "We adjust present operations to the facilities available;" (2) "Too small for proper service functions;" (3) "We make do with present facilities;" (4) "Need more space for audiovisual and television equipment and individualized tape programs;".

(5) "Sufficient space for library, but not for media functions;" and (6) "We try, some services curtailed because of lack of space."

"Guidelines" stresses that the chief administrator is responsible for the location and space provided for various functions of the library-learning resources program such as development, acquisition, production, design, and use. The learning resources personnel and instructional staff should plan jointly the implementation of well-designed program specifications.[1]

In the development of program specifications, the following factors need to be considered: (a) student enrollment projections, (b) service growth patterns, (c) extent of community services; (d) growth of collections, (e) staff needs, and (f) impact of curricular growth and technological advances.[2]

Factors included in developing facilities requirements for library-learning center program specifications are presented in Table 30.

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 58.

[2]Ibid.

TABLE 30

FACTORS CONSIDERED IN DEVELOPING LIBRARY-LEARNING
CENTER PROGRAM SPECIFICATIONS AS REPORTED BY
DIRECTORS IN TEXAS PUBLIC JUNIOR COLLEGES

Factors	Number of Responses
Growth of materials and collections	26
Student enrollment	24
Growth in varieties of services	24
Staff needs	22
Impact of curricular development and technological advances	22
Extent of community services	18

Flexible provisions for long-range developments should be included in all program planning. The combination, alteration, or expansion of facilities should be guided by careful planning based on program objectives which are understood by the learning resources staff, the administration, and the Board of Trustees.[1]

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 58.

Long-range planning to provide for anticipated
expansion and/or technological changes was reported by
twenty-one respondents, while nineteen replied that such
planning was not in evidence, particularly in the areas of
rapid institutional growth and development.

With reference to the alteration, expansion, or con-
solidation of library-learning center facilities, twenty-one
respondents reported that such planning is based upon care-
fully drawn program objectives, while two respondents
indicated that planning was not in evidence at their
institutions. One director commented, "Institutional
objectives relating to instructional methods are not clearly
delineated." Twenty-one respondents did not reply to this
item.

According to "Guidelines" recommendations, the plan-
ning of new and expanded facilities should include the
participation and approval of the library-learning center
director on all decisions, with wide involvement of staff,
faculty, student representatives, and others who will
use the facilities.[1]

Knowledgeable media specialists and consultants
should be hired when needed in the design of more functional

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 58.

facilities. Technical consultants may be required for plan-
ning specialized facilities. Functional operations fail in
many buildings as a result of poor planning and lack of con-
sultation with the people involved.[1]

Learning resources specialists should be consulted
on the design of classroom and other institutional facili-
ties where learning resources are to be used for the fol-
lowing reasons:

> The effective use of an instructional system is
> dependent upon the availability of a suitable environ-
> ment for the use of specified Learning Resources.
> Frequently, architects and other college staff are
> not aware of all the technical requirements of such
> an environment.[2]

Only twenty-seven of the forty-four respondents
replied to the item relating to plans for expansion and/or
renovation of library-learning resources facilities. In
an attempt to obtain additional information concerning
planned facilities construction, this item was included on
the interview schedule for on-campus visits. The interview
responses have been incorporated into the following discus-
sion. Complete interview responses relating to expansion
are contained in Appendix P.

The library-learning resources centers in twenty-
eight Texas public junior colleges indicated having

---

[1]Ibid., p. 58. [2]Ibid.

outgrown present quarters. Of these, eleven respondents stated that definite plans are being formulated for new quarters to be constructed in the next two years; thirteen reported plans underway for the renovation of existing facilities; and four colleges report future construction and/or expansion being planned during the next three to five years.

Of the ten campuses visited, six directors indicated that no expansion plans were needed because their buildings were new and adequate. Lee College reported that renovation of the present structure is being planned, while two colleges--El Paso Community College and North Harris County Junior College--are planning new facilities for their permanent campuses.

Twenty-three respondents indicated that the participation and concurrence of the library-learning resources center director will be included on all details of planning for new facilities. Wide involvement of learning resources staff and users is being planned by nineteen respondents, while three indicated no such involvement. Twenty-one respondents indicated that planning for specialized facilities will include technical consultants, while three reported no plans for consultants. In designing classroom and other facilities, eighteen respondents replied that they plan to

consult with specialists, and five reported no plans for
consultations.

Physical facilities should be comfortable, attrac-
tive, and designed to encourage student usage. Proper
lighting, comfortable air-conditioning and heating, regular
custodial care, good acoustics, and maintenance of equip-
ment should be provided.[1]

Questionnaire respondents were asked to rank their
library-learning resources program facilities in various
areas. Table 31 summarizes information on library-learning
resources physical facilities.

As shown in Table 31, physical facilities are ranked
adequate and very adequate by a majority of respondents.
Areas ranked as poor are conference rooms, work areas, stack
space, and staff lounge areas; while three respondents
reported no staff lounge facilities. In comparing Table 31
with date of building construction and/or remodeling given
in Table 29, one would expect most physical facilities to
be ranked high because thirty-three library-learning resources
centers in the forty-four institutions included in the study
have been constructed or expanded since 1965.

---

[1] "Guidelines for Two-Year College Learning Resources
Programs," p. 59.

TABLE 31

EVALUATION OF PHYSICAL FACILITIES AND EQUIPMENT
BY LEARNING RESOURCES DIRECTORS

Areas	Ranking		
	Poor	Adequate	Very Adequate
Seating Space	8	16	17
Work Areas	13	20	9
Stack Space	13	20	9
Conference Rooms	19	13	9
Furniture	2	25	14
Audio-visual Equipment	8	20	13
Microform Reading Equipment	5	25	11
Heating	6	16	20
Ventilation	6	14	21
Lighting	4	15	23
Interior Attractiveness	4	11	26
Building Maintenance	5	21	15
Electrical Outlets	8	22	11
Telephone Facilities	11	19	11
Staff Lounge Areas*	14	12	12
Display Space	10	22	8
Study Carrels	4	17	19

TABLE 31--Continued

Areas	Ranking		
	Poor	Adequate	Very Adequate
Self-instructional Carrels	10	17	10
Photocopy Facilities	5	19	16
Preview Area	2		
Storage	1		
Video Studio		1	

*Three respondents report no staff lounge areas

Many of the physical facilities ranked as poor in Table 31 are not areas that are inadequate because of construction. Items such as furniture, audiovisual equipment, microform reading equipment, telephones, carrels, and photocopy facilities can be improved with sufficient budget allocations. Other deficiencies will require expansion and/or renovation.

"Guidelines" stresses that learning resources departmental facilities should be conveniently located for ease of use by the instructional staff and the student body. Centralization of learning resources services, such as administration, acquisition, and cataloging, is essential for

efficient operations. "Guidelines" further states:

> Planning should provide for convenient locations of
> facilities for storing and using equipment and materials
> close to the learning spaces or central to student traf-
> fic flow in which they are to be used. Where existing
> facilities will not permit this arrangement, an effort
> should be made to reduce confusion and frustration by
> making clear to the user the specific function of each
> facility.[1]

Respondents indicated that departmental facilities

are located conveniently for both students and instructional

staff in thirty-six library-learning resources centers, and

not conveniently located in five centers. Services for

administration, acquisition, and cataloging are centralized

in thirty-six learning resources programs, and not centralized

in seven programs. Only one of the seven programs which does

not have centralized technical services is in a multi-campus

district.

In planning the arrangement of work and service areas,

"Guidelines" emphasizes that consideration should be placed

on flexibility, staff needs, and the relationship between

areas and their functions. Changes in instructional methods

which may result from technological advances necessitate

flexibility in planning internal arrangements. Learning

resources areas should be grouped for ease of use by both

staff and users. The efficiency of services provided is

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 59.

dependent upon a capable staff which has adequate work space. Consultation and demonstration space is needed in the production area, and should be properly equipped for all types of previewing and instructional demonstrations. A staff conference room located apart from administrative offices is recommended, except in the smallest institutions.[1]

Learning resources departments in thirty-six learning centers are grouped to aid the user, while three respondents reported they are not so arranged; thirty-five respondents report that the location of such areas permit staff to perform duties effectively and still be convenient for student use, while five indicated department locations are not convenient to staff members.

Library-learning facilities should provide a wide variety of study and learning situations. Provision 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 the use of instructional equipment as well as materials for browsing, individualized instruction, and media production.[2]

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 59.

[2]Ibid.

A wide variety of learning and study situations is provided in thirty-two library-learning resources programs, while ten reported that lack of proper facilities restricted their learning situations.

As indicated in Table 32, a variety of physical facilities is available in the library-learning resources centers.

TABLE 32

FACILITIES AVAILABLE IN LIBRARY-
LEARNING RESOURCES CENTERS

Facilities	Number of Responses
Isolated Individual Study Carrels	31
Group Study Areas	27
Programmed Learning Equipment	25
Lounge Areas	24
Other Areas:	
Typing Rooms	2
Microform Reading Areas	2
Language Lab	1
Viewing Areas	1
Conference Room	1
Wet Carrel Facilities	1
TV Viewing & Snack Areas	1
Bibliography Center	1
Classroom Areas	1

"Guidelines" emphasizes the importance of meeting the needs of the physically handicapped in regard to doors,

internal and external traffic flow, and rest rooms.[1] Twenty-
six respondents reported that facilities meet these require-
ments, and sixteen indicated that such facilities are not
available.

The full utilization of specialized equipment is
dependent upon construction, space available, and physical
arrangements within the library-learning center building.[2]
Space requirements, physical arrangements, and construction
provide for complete utilization of specialized equipment
such as data processing and media production in twenty
responding learning resources programs, and do not provide
for full utilization in twenty-two programs.

Instructional Equipment

"Guidelines" recommends that: "Necessary instruc-
tional equipment is available at the proper time and place
to meet institutional and instructional objectives."[3]
Centralized inventory and distribution control of all equip-
ment is essential to the effectiveness of the learning
resources program. To provide sufficient equipment to meet
daily requests, a complete and on-going evaluation is
recommended.[4]

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 49.

[2]Ibid.   [3]Ibid.   [4]Ibid.

Centralized control of inventory and distribution of all equipment is used in thirty-six responding programs, and not used in five programs. Of these five, two replied that inventory control is maintained by departments; one reported control was by individual building; one stated that distribution was partly through the learning center and partly by individual departments.

To insure that enough appropriate equipment is available, an evaluation is made in thirty-five library-learning resources programs while five indicated no evaluation or inventory of equipment.

The management of equipment for learning resources programs and classroom use should be organized for effective utilization and the reduction of operational difficulties. Library-learning resources staff members should be available for assistance when needed as part of regular services. "Guidelines" states that, with the exception of highly complex equipment, the instructor and student should be responsible for equipment operation.[1]

Equipment is reported to be available in sufficient quantity and quality for use at the appropriate time to meet instructional needs in twenty-six learning resources programs and not available to meet such needs in twelve programs. The

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 59.

learning resources staff is available for assistance when

needed for maintenance of equipment in thirty-five programs

and unavailable for such maintenance in five programs.

Media personnel and library staff members were

responsibile for operation of instructional equipment in

twenty-six programs; nineteen indicated that instruction

was provided, but the faculty or user was accountable for

equipment operation; seven learning resources programs re-

ported use of trained student personnel; one program

replied that each department was expected to operate equip-

ment.

"Guidelines" recommends that equipment for the learn-

ing resources program be purchased through a systems approach

because:

> Learning Resources equipment may serve two purposes:
> 1) instructional supportive systems, and 2) instructional
> developmental systems. The purchase of any Learning
> Resources program equipment, like all functions of the
> Learning Resources program, should be carried out
> through a systems approach based on well-defined insti-
> tutional and instructional objectives.[1]

Respondents reported that library-learning resources

equipment is purchased through a systems approach in twenty-

seven library-learning centers and purchases are not based on

this approach in eleven centers.

Valid criteria should be used in the purchase of

---

[1]Ibid., p. 56.

learning resources equipment. Suggested criteria for selec-
tion include the following: (1) performance quality, (2)
ease of operation, (3) effective design, (4) portability,
(5) cost, (6) cost of maintenance and repair, and (7)
available service.[1]

One of the most important factors concerning the
selection and purchase of equipment is how such items will
correlate with existing and future curricula. The library-
learning resources staff should be responsible for evaluat-
ing, selecting, and recommending equipment for purchase.[2]

The selection and purchase of equipment is reported
as being based on valid criteria in thirty-nine responding
library-learning centers, while two programs responded that
valid criteria were not used. Six respondents commented that
commercial selection aids were utilized in the selection and
purchase of library-learning resources program equipment.
Approval plans and demonstrations to determine quality and
adaptability in the classroom were also used.

Data in Table 33 indicates performance quality is the
most frequently used criteria in the selection and purchase
of learning resources program equipment, while ease of opera-
tion and costs were other important criteria.

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 56.

[2]Ibid.

TABLE 33

CRITERIA USED IN THE SELECTION AND PURCHASE OF LIBRARY-
LEARNING RESOURCES PROGRAM EQUIPMENT

Criteria	Number of Responses
Performance Quality	37
Ease of Operation	34
Cost	33
Cost of Maintenance and Repair	32
Portability	29
Available Service	28
Effective Design	25
Compatability	4
Demand	1
Availability	1

Materials

"Guidelines" makes the following statement regarding learning resources materials:

> 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.[1]

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 59.

Because of the importance and effect upon the instructional program and the services of the learning resources program, "Guidelines" recommends a written policy statement regarding the acquisition and production of learning materials. The development of such a statement should involve the faculty, staff, and college administration, and should be readily available in an official publication.[1]

All sides of controversial issues should be reflected in the learning resources program of acquisition and production. The American Library Association's position relating to censorship should be upheld in the selection and production of learning materials.[2]

A written acquisition and production statement for learning materials was available in twenty-seven public junior colleges; fifteen had no statements; and two had statements in process or under revision. Of those reporting no policy statements, nine indicated plans to formulate such statements. Of the nine respondents planning such statements, only two indicated that all college personnel would be involved.

---

[1]"Guidelines for Two-Year College Learning Resources Programs," pp. 59-60.

[2]Ibid., p. 60.

As shown in Table 34, eleven library-learning
resources programs reported that acquisition and production
statements were developed by the director, the learning
resources staff, and the college administration; while the
other respondents reported various combinations of personnel.
None of the respondents follow "Guidelines" recommendations
that " . . . all segments of the academic community
should be involved in its development,"[1] which is interpreted
by the writer to mean the faculty, the staff, and the col-
lege administration.

TABLE 34

PERSONNEL INVOLVED IN THE FORMATION OF WRITTEN
ACQUISITION AND PRODUCTION STATEMENTS FOR
LEARNING MATERIALS

Personnel	Number of Responses
Director, Learning Resources Staff, and Administration	11
	5
Librarian and Faculty Library Committee	5
Library Staff, Departmental Chairman, and Faculty	5
Librarian and the Administration	2
Media Director	1
Campus Committees	1

[1]Ibid., p. 60.

Respondents claimed that materials on all sides of controversial issues are provided in forty library-learning resources programs, and not provided in one program. Comments from respondents regarding censorship were: (1) "We try to provide all sides;" (2) "Insofar as possible;" (3) "Of course, funds force us to censor much of what is purchased;" and (4) "To the extent possible. This is a philosophical stance, the implementation of which is not possible totally by even the largest university library." No analysis of the collections was made by the investigator to verify holdings of controversial materials in the learning resources collections.

Principles of intellectual freedom, as endorsed by the American Library Association, are practiced in forty reporting programs, and are not practiced in one program.

Learning materials should be acquired from a variety of sources and made available for use. "Guidelines" emphasizes that materials, if they are to meet instructional needs and provide cultural enrichment, should be acquired by various methods such as: (1) loans from free loan agencies, (2) gift acquisition of materials, (3) lease or rental of materials when purchase is not warranted, (4) purchase of available commerical materials, and (5) design and production

of materials not readily available.[1] As shown on Table 35,

all recommended methods are used extensively by responding

library-learning resources programs.

TABLE 35

METHODS OF ACQUISITION OF LEARNING MATERIALS
IN TEXAS PUBLIC JUNIOR COLLEGES

Methods of Acquisition	Number of Responses
Purchase of commercially available materials	43
Lease or rental of materials when purchase is not warranted	34
Loan through free loan agencies	33
Acquisition of materials as gifts	33
Design and production of materials not readily available	30

Thirty-two respondents reported that the majority

of purchased materials are selected by the library-learning

resources staff; twenty-eight reported selection primarily

by faculty members; eleven reported selection by departmental

chairmen; three indicated that students assisted in the

selection of learning materials; and one replied that deans

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 60.

participated actively in selecting materials.

Of the forty-four responding resources programs, twenty-nine stated that students are involved in selecting learning materials; fourteen reported no student involvement and one respondent did not reply to this item.

Of the twenty-nine respondents indicating student involvement in the selection process, twenty-five reported that participation is limited but encouraged. Student suggestions are evaluated in terms of interest, usefulness, and budgetary limitations.

The accessibility of materials for individual users is stressed in "Guidelines." Although there is no uniform system for making resources available, "Guidelines" states: ". . . materials must be properly organized and the necessary staff, facilities, and hardware provided."[1]

The chief administrator of the library-learning center, or his authorized subordinate, should be responsible for the final management decision concerning the priority order in which materials are to be purchased or produced. The acquisition and production statement as well as budgetary restraints will affect these decisions.[2]

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 60.

[2]Ibid.

An acceptable system for making all learning re-
sources available to users is reported by forty respondents,
while only two reported not having an acceptable system.
The final decision and priority judgement on the acquisi-
tion and production of learning materials is made by the
chief administrator or his appointed subordinate in forty-
one programs, while one responded that the administrator did
not make the final decision.

With reference to enrichment materials beyond the
curricular needs of the college, "Guidelines" states:

> Representative works of high caliber which might
> arouse intellectual curiosity, counteract parochialism,
> help to develop critical thinking and cultural apprecia-
> tion, or stimulate use of the resources for continuing
> education and personal development are included in the
> collection even though they do not presently meet direct
> curricular needs.[1]

The library-learning resources programs provide
sufficient enrichment materials beyond curricular needs in
thirty-six reporting institutions, while six institutions
stated that adequate enrichment materials are not available,
mainly because of budget limitations.

"Guidelines" point out that ". . . two-year col-
lege students represent all strata of community and national
life"[2] and, therefore, learning resources collections should

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 60.

[2]Ibid.

contain materials of all kinds on all levels. Students should be able to locate materials which meet their interests and needs in solving problems. Such materials may be for basic remedial purposes, vocational and technical training, cultural understanding, or personal stimulation. Representative materials related to the needs of cultural or racial minorities should be included in the collection, as well as materials reflecting different religious, social, or political views.[1]

Survey respondents in forty-one library-learning resources programs indicated that resources materials reflect the ages, cultural backgrounds, intellectual levels, developmental needs, and vocational goals represented by their students, while one respondent replied that materials do not reflect such information.

"Guidelines" stresses that a board policy be developed concerning gift materials to the learning resources center.[2] Questionnaire respondents reported that nineteen resources programs have board policies concerning gift materials, while twenty-three indicated no such board policy. Of these twenty-three, three directors stated that policies were available at the library level, but did not have board endorsement.

---

[1]Ibid.   [2]Ibid.

Compliance with copyright regulations is emphasized
by "Guidelines," which recommends that criteria and
procedures should be established regarding the reproduction
of materials for instructional use.[1] Copyright regulations
are complied with in the local production of materials for
instructional use in twenty-eight responding library-learn-
ing resources programs, while six replied that they did not
comply with copyright regulations. Comments regarding copy-
right regulations are as follows: (1) "We make no attempt
to control student copying of materials," (2) "Individual
user assumes responsibility," (3) "Not rigid compliance, but
'fair use' doctrine is religiously observed," (4) "Difficult
to comply with," (5) "We try," and (6) "One of most difficult
problems because faculty members do not understand copyright
and feel that they are being refused personal service when
adherence to copyright is required."

As shown in Table 36, size of library-learning
resources materials collections varied widely among the
public junior colleges in the State. The number of volumes
held ranged from 6,000 at Vernon Regional Junior College to
over 130,000 at San Antonio College. The number of period-
ical and newspaper subscriptions also indicated wide variation.
Almost all survey respondents maintain some type of microform

---

[1]Ibid.

TABLE 36

LIBRARY-LEARNING RESOURCES MATERIALS COLLECTIONS IN
TEXAS PUBLIC JUNIOR COLLEGES

Institution	Vols. at end of 1972-73	Periodical Titles	Newspaper Subscriptions	Microform Materials		
				Film	Fiche	Other
Amarillo College	44,000	375	12	900	3,000	–
Blinn College	35,301	478	28	1,414	-0-	–
Brazosport College	27,655	469	16	1,585	300	–
Central Texas College	28,040	340	7	-0-	12,000	–
Clarendon College	14,400	117	4	102	-0-	–
College of the Mainland	26,000	325	–	1,348	131	–
Cooke County Junior College	24,886	653	12	987	-0-	–
Del Mar College	80,163	640	9	705	–	581
Eastfield College	25,000	481	12	698	-0-	–
El Centro College	36,545	349	10	4,549	-0-	–
El Paso Community College	10,000	325	12	200	1,000	–
Galveston College	20,524	379	15	408	-0-	–
Grayson County College	29,682	352	6	1,472	18	–
Henderson County Junior College	22,810	256	22	-0-	-0-	–
Hill Junior College	20,400	253	–	514	–	–
Houston Community College	--	112	–	–	–	–
Howard County Junior College	23,000	330	12	550	–	–
Kilgore College	56,350	636	28	2,602	-0-	721
Laredo Junior College	47,000	488	29	2,150	–	–
Lee College	71,785	823	16	651	5,405	–
McLennan Community College	43,000	527	17	2,200	500	–

TABLE 36--Continued

Institution	Vols. at end of 1972-73	Periodical Titles	Newspaper Subscriptions	Microform Materials Film	Fiche	Other
Mountain View College	13,000	395	21	481	-	-
Navarro Junior College	28,650	301	8	4,345	-	-
North Harris County Junior College	--	205	14	360	-	-
Odessa College	50,008	464	12	4,454	479	50
Panola Junior College	19,755	148	10	131	-	-
Paris Junior College	--	-	6	-	-	-
Ranger Junior College	17,000	125	8	16	-0-	-
Richland College	10,000	-	6	733	-	-
St. Philip's College	30,000	227	10	907	-	-
San Antonio College	130,024	1,660	36	6,648	4,077	325
San Jacinto College	77,715	1,023	7	6,527	4,166	-
South Plains College	40,000	266	15	1,643	3,000	-
Southwest Texas Junior College	23,936	230	8	42	-	-
Tarrant County Junior College District						
South Campus	31,788	770	16	4,210	1,656	-
Northeast Campus	27,855	-	10	6,000	140,000	-
Temple Junior College	21,906	250	7	533	-	-
Texarkana College	29,399	346	7	454	2,621	-
Texas Southmost College	60,000	402	24	783	1,108	-
Vernon Regional Junior College	6,000	130	4	20	12	-
Victoria College	--	-	-	-	-	-
Weatherford College	30,863	240	12	50	3,800	-
Western Texas College	27,000	179	32	1,111	-	-
Wharton County Junior College	41,070	509	30	2,349	515	-

collection which includes film, fiche, and cards. The
largest collection of microforms is at the Northeast Campus
of Tarrant County Junior College District, where the col-
lection numbers 146,000 items. Other large collections of
microforms are at Central Texas College, St. Philip's Col-
lege, and San Antonio College.

Appendix Q contains data relating to special col-
lections, such as rare books, manuscripts, local history,
and professional faculty collections in the public junior
colleges. Twenty-five library-learning resources centers
have collections covering many subject fields and special
areas.

According to "Guidelines," every two-year college
needs an extensive bibliographic collection to: (1) provide
information for locating and verifying items for borrowing,
rental, or purchase; (2) provide for the subject needs of
users, and (3) evaluate the collection.[1] "Guidelines"
further recommends:

> The reference collection includes a wide selection
> of significant subject and general bibliographies,
> authoritative lists, periodical indexes, and standard
> reference works in all fields of knowledge.[2]

Table 37 summarizes data relating to the different
types of materials included in library-learning resources

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 60.

[2]Ibid.

reference collections in Texas public junior colleges. As

indicated on Table 37, the majority of reference collections

maintain the types of specialized materials recommended by

"Guidelines."

TABLE 37

TYPES OF MATERIALS INCLUDED IN THE REFERENCE
COLLECTIONS IN TEXAS PUBLIC
JUNIOR COLLEGES

Types of Reference Materials	Number of Colleges
Periodical indexes	41
Standard reference works in all fields of knowledge	40
General bibliographies	40
Wide selection of subject bibliographies	32
Authoritative lists	32

According to "Guidelines" newspapers included in

the library-learning resources collection should " . . .

reflect community, national, and worldwide points of view."[1]

Backfiles of several newspapers should be maintained either

in print or microform to provide adequate news coverage to

meet the needs of students and faculty.[2]

---

[1]Ibid.   [2]Ibid.

Newspaper collections in thirty-five programs are reported as reflecting community viewpoints; thirty-six reflect national viewpoints; and twenty-four newspaper collections present worldwide points of view.

Government documents should be considered as a significant source of information in the resources collection. A regular program of acquisition of government documents should be established.[1]

Respondents indicated that twenty-one programs maintain collections of government documents, while twenty-one resources programs do not maintain such document collections. Appendix R presents data pertaining to government document collections in Texas public junior colleges.

As shown in Appendix R, the three largest collections of government documents are at Laredo Junior College, with 21,000 items; Navarro Junior College, with 20,000 items, and Texarkana College, with 11,000 items. All three of these institutions are designated United States Government document depositories. Other depositories are located at Brazosport College, Lee College, and San Antonio College.

A systematic plan is used to acquire government publications on a continuing basis in twenty-one resources programs, while fifteen programs reported no planned

---

[1]Ibid.

acquisition of such documents.

A current pamphlet file is a strong asset in any resources program. The acquisition of both general and vocational materials should be systematic. This is accomplished by using a pamphlet subscription service and by requesting free materials. Catalogs issued by publishers and manufacturers of equipment and materials are needed to supplement published lists and to provide current information. To provide access to these materials, subject references should be included in the public catalog.[1]

Thirty-nine resources programs supplement holdings with pamphlet materials, while five do not maintain such files. The number of pamphlet items varied considerably from 200 items at Navarro Junior College to 6,000 items at San Antonio College. A systematic acquisition program for pamphlets was reported by nineteen directors, while twenty-four indicated they did not have a systematic program.

Twenty-three programs do not make subject references for pamphlet materials in the public catalog, while eighteen do make such references. Thirty-nine respondents indicated they maintain catalogs received from publishers and manufacturers to supplement existing files, while four do not

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 61.

maintain such files.

"A collection of recorded and other materials should be available for individual use as well as for meeting instructional needs."[1] Collections of such materials are available for individual use and for meeting instructional needs in thirty-three responding programs, and not available in ten programs.

"Guidelines" stresses that an on-going program of conservation, weeding, and replacement procedures should be established.[2] Such procedures are used for the conservation and replacement of pamphlet materials in thirty-seven programs, and they are not used in three of the programs which maintain pamphlet files. Resources collections are kept current by systematic weeding in thirty-one library-learning centers, while eight centers have no organized weeding procedures. Weeding is continuous in seven resources programs; fifteen reported annual weeding; and two indicated weeding is done in two to five year cycles.

Inventories are conducted annually in twenty-eight learning resources programs and every two to five years in six programs.

"Guidelines" emphasizes that learning resources personnel should make efforts to locate, organize,

---

[1]Ibid., p. 61.   [2]Ibid.

and house historical information pertaining to the institu-
tion itself.[1]   The library-learning centers function as
archives in thirty-one responding institutions; twelve do
not have this function.

Resources Services

"Guidelines" outlines six services that users of
learning resources have a right to expect.   These services
were listed in the questionnaire, and respondents were asked
to check those services which their users can expect to
receive.   Table 38 shows that survey respondents were almost
unanimous in affirming that the user has a right to expect
all of these services.

"Guidelines" states, "Learning Resources programs
provide a variety of services as an integral part of the
instructional process."[2]   The suggested services were: (1)
instructional development functions; (2) acquisition of mate-
rials; (3) user services; and (4) specialized services in-
cluding computer operation, bookstore, campus duplicating
service, learning or developmental labs, auto-tutorial carrels,
telecommunications and other information networks.[3]

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 61.

[2]Ibid., p. 54.   [3]Ibid.

TABLE 38

LIBRARY-LEARNING RESOURCES SERVICES USERS HAVE A
RIGHT TO EXPECT AS REPORTED BY DIRECTORS IN
TEXAS PUBLIC JUNIOR COLLEGES

Resources Services	Number of Responses
That facilities, materials, and services are available to meet demonstrated instructional needs for their use	43
That an atmosphere be provided which allows sensitive and responsive attention to their requirements	43
That professional staff be readily available for interpretation of materials and services and for consultation	43
That physical facilities be maintained to make use comfortable and orderly	43
That requests for scheduling, circulation, distribution, and utilization of materials and related equipment be handled expeditiously	43
That acquisition, production, and organization of materials meet their instructional and personal needs	42

TABLE 39

TYPES OF SERVICES PROVIDED IN LIBRARY-LEARNING
RESOURCES PROGRAMS, RANKED
BY NUMBER OF COLLEGES

Resources Services	Number of Colleges
Instructional Development Functions	
Instructional Design	19
Related Research	14
Evaluation	10
Task Analysis	7
Acquisition of Learning Materials, Including Cataloging and Related Services	40
User Services	
Reference	43
Circulation of Print Materials	43
Assistance in Use of Library-Learning Resources to Students and Faculty	43
Circulation of Non-print Materials	38
Transmission or Dissemination of Information	22
Other Services	
Various Auto-tutorial Carrels or Laboratories	27

TABLE 39--Continued

Resources Services	Number of Colleges
Campus Duplicating or Printing Service	19
Learning or Developmental Laboratories	18
Telecommunications	6
Other Information Networks	5
Computer Operation	4
Bookstore	2

Resources programs provide a variety of services as an integral part of the instructional process in thirty-eight responding junior colleges. Table 39 summarizes survey data on types of services provided. Texas public junior college library-learning resources programs provide many types of user services. The most predominate services, as shown in Table 39, are reference, circulation, assistance in the use of the library, and technical processing functions.

Circulation and Processing Services

Circulation records are maintained by forty-three responding library-learning resources programs. Appendix S presents circulation transactions for 1972-73. The programs at Houston Community College and El Paso Community College are too new to have statistics available. Many programs reported that separate statistics for home use and in-building use are not available.

An examination of circulation statistics in Appendix S provides a general indication of library-learning center utilization, but such data does not always reflect an accurate measure of services rendered. In many institutions, circulation statistics do not record all utilization of in-building materials. A comparison of Appendix S and Appendix J on student enrollment with Table 36 on size of learning resources collections reveal wide variation in size of student body, size of resources collections, and number of items circulated. The colleges with the largest student enrollment and resources collections do not necessarily circulate the largest number of materials.

Survey data relating to type of circulation control systems used in resources programs is given in Table 40. The most generally used system is the traditional book-card manual checkout; the Gaylord Charging Machine is used in

eight programs; and the Bro-Dart Sysdac Tape System is used

in six programs. Of the seven computerized circulation

systems, six were off-line batch processing. This system is

used at El Centro College, Eastfield College, Richland Col-

lege, Texarkana College and the two Tarrant County Junior

Colleges. An on-line computer system, employing a cathode

ray tube display terminal is used at San Antonio College.

TABLE 40

TYPES OF CIRCULATION CONTROL SYSTEMS USED
BY LIBRARY-LEARNING RESOURCES CENTERS

Circulation Control System	Number of Colleges
Book-card manual checkout system	18
Gaylord Charging Machine	8
Computerized circulation systems	7
Bro-Dart Sysdac Tape System	6
Addressograph-Multigraph System	1
National Cash Register System	1
Pitney-Bowes Copier	1

Twelve directors reported dissatisfaction with

their circulation systems; three indicated they were con-

sidering computerized systems; and three favored changing to

a Gaylord Charging Machine or a Bro-Dart Sysdac Tape System.

Three resources program directors reported using electronic

book detection systems, and two reported using security-

check personnel. All five of these respondents indicated

satisfaction with their book detection systems.

Table 41 summarizes data pertaining to library-

learning resources center hours of service.

TABLE 41

HOURS OF SERVICE IN LIBRARY-
LEARNING RESOURCES CENTERS

Hours Per Week	Number of Responses
Long Term	
50 to 60 Hours	3
60 to 70 Hours	29
70 and Above	11
Summer Term	
Up to 40 Hours	9
40 to 55 Hours	12
55 to 70 Hours	13
70 and Above	6
Long Term Saturday	
Up to 5 Hours	6
5 to 10 Hours	3
Long Term Sunday	
Up to 5 Hours	13
5 to 15 Hours	2

Table 41 indicates that a majority of responding programs are open from sixty to seventy hours per week during the long term, while thirteen programs are open from fifty-five to seventy hours per week during summer terms. Long term week-end hours varied, with Sunday having the largest number of responses.

Library fines are charged for overdue materials in thirty-seven programs, and fines are not charged in seven programs. These seven learning resources programs have been established since 1965 indicating a possible change of practice regarding library fines.

A professional processing service is utilized by eight programs and not used by thirty-six programs. Acquisitions obtained through this service varied among the eight respondents from one per cent to ninety-eight per cent. Of the respondents using professional processing services, five reported receiving satisfactory service, while two indicated poor service. The four commercial processors were the Baker and Taylor Company, Richard Abel, Bro-Dart Industries, and Midwest Library Service.

Respondents were asked to comment on discernable changes or trends in the library-learning resources collection over the past five years. Table 42 summarizes and ranks these comments.

TABLE 42

TRENDS IN LIBRARY-LEARNING RESOURCES COLLECTIONS
IN THE PAST FIVE YEARS

Trend	Number of Responses
Marked increase in technical-vocational materials	13
Marked increase in media and microform materials	10
Increase in popular-type materials, such as current problems and minorities	7
Increase in number of paper-back materials	3
More weeding and updating of the collection	1

The Library of Congress Classification System is used for the book collection in twenty-four responding programs, while twenty programs use the Dewey Decimal Classification System. Several methods are used for organizing non-book materials: eleven respondents use Dewey; ten use Library of Congress; ten use an accession or code number; and ten use other schemes, some of which were devised locally.

A summary of data relating to library-learning resources program development is presented in Table 43.

TABLE 43

METHODS USED IN LIBRARY-LEARNING RESOURCES
PROGRAM DEVELOPMENT

Method	Number of Responding Institutions
Initiation by library-learning resources program director and staff	5
Initiation and/or recommendation through Library Committee	3
Cooperative efforts by Dean, Faculty and resource program Director	5
Requests and proposals by faculty, staff, and students	5
Evaluation and analysis by learning resources staff and administration	4
Evaluative studies and reports	3
Application of new standards and guidelines	1
Total	26

As evidenced by Table 43, many approaches are used in implementing program development in responding institutions.

Orientation Programs

Table 44 gives methods used by respondents to provide instruction in the use of the library-learning resources programs for students. Guided tours and required orientation visits constitute the two most generally used methods of student orientation.

TABLE 44

METHODS OF STUDENT ORIENTATION
USED IN LIBRARY-LEARNING
RESOURCES CENTERS

Method	Number of Responses
Guided Tours	32
Required Orientation Visits	31
Use of a Library Handbook	25
Special Bibliographic Assistance	23
Self-Instructional Programmed Materials	20
Formally Structured Classes	17
Other Methods:	
Special Orientation Presentations	5
Specially Designed Multi-Media Presentations	5
Special Orientation Materials	1

Automation

Library-learning resources program operations utilize computer applications in twelve public junior colleges, while thirty institutions do not use computer operations. Of those reporting computerized operations, six use computers for a single operation; three use them for two operations; and two use them for three operations. One institution, San Antonio College, has a complete on-line system-- CARS (Computer Augmented Resources System).[1]

During the next two years, twelve program directors plan initial or additional computer applications, while eighteen reported no plans for automation. None of the twelve respondents indicated plans for computerizing more than one or two operations, which seems to imply that computer progress in the library-learning resources programs in the public junior colleges in Texas will be gradual rather than implementation of total systems such as the one at San Antonio College.

Specialized Services

Facilities of the library-learning resources centers are available to the general public in thirty-six responding

---

[1]Paul E. Dumont and James O. Wallace, "The CARS System at San Antonio College Library," The Larc Newsletter, IV (October, 1972), pp. 1-4.

junior colleges, and not available in seven institutions.
Of the respondents extending service to community residents,
twenty do not charge fees or deposits for such services.
Fourteen programs charge fees and deposits ranging from
twenty-five cents to the actual cost of materials loaned.
Twenty programs have a written policy concerning the use of
facilities and materials by community residents, while nine-
teen programs do not have a written policy.

Interview and questionnaire data relating to the
responsibility for providing community services is summarized
in the following statements:

1. Twenty respondents strongly feel that such serv-
ices are a part of the philosophy of junior college programs.
Some of the comments were: (a) "I feel the community col-
lege has primary function of serving its community," (b)
"our college is supported by four counties, district, and
state . . . it is the duty and responsibility of the college
to serve those who desire to use its facilities," (c) "part
of community service program of the college," and (d) "Learn-
ing Center follows the college's philosophy that our purpose
is to serve the community."

2. Eight respondents indicated that first priority
for such services should be given to college students and
faculty. Some of the comments were: (a) "our first

responsibility is to our students and we will not let out-

side use interfere," (b) "curriculum needs met first," (c)

"priority: college students, staff, and community," and (d)

"all facilities and materials available only if not needed

by the college faculty or students."

   3. Seven respondents felt that cooperative con-

sortium arrangements with other area libraries would extend

services to everyone through an organized effort. Some of

the comments were: "as a community service only in coopera-

tion with our public library," and "consortium arrangements

make possible use through other libraries . . . for circula-

tion; other uses are made if in the library."

   4. Two respondents indicated that because of strong

public library resources available to residents, their

institutions had less responsibility for community service

than on other campuses such as Texas Southmost College

where the junior college library serves also as the City

Library and provides all services and resources to the com-

munity.

   5. Three respondents reported that because of

limited staff, facilities, and resources they could not pro-

vide community services.

Innovative Activities

New or innovative learning resources programs and
activities reported by questionnaire and interview respon-
dents included: (1) computerized applications to library-
learning resources program operations; (2) consortium
affiliations and membership activities; (3) programmed learn-
ing units on a variety of subjects, including library orien-
tation; (4) free movies; (5) computer-assisted instruction;
(6) flow charting of resources program operations such as
technical processing; (7) auto-tutorial programs in science,
reading, English; (8) daily FM radio programs sponsored by
library; (9) operation of closed circuit television system;
(10) bookmobile service; (11) telecommunications; and (12)
wireless loop system for self-programmed instruction.

Inter-Agency Cooperative Activities

"Guidelines" emphasizes the importance of cooperative
arrangements with other institutions and agencies for the
sharing of resources:

> To provide the best possible service to the students
> and faculty in the two-year college, close relationships
> with other local institutions and agencies and with
> institutions of higher education in the area are essential.[1]

Learning resources can be shared through consortia,
media cooperatives, and loan arrangements. If students need

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 61.

to use area resources and facilities, financial and other
arrangements should be made between cooperating institutions.
Colleges should be willing to enter into all types of coop-
erative projects, such as computer use, shared technical
processing, and other services of mutual benefit to all
participants. Much expense and duplication can be avoided
through cooperative planning by learning resources personnel
and college administrators.[1]

Eleven programs are represented on inter-agency
councils for planning and coordinating of local resources
programs, while twenty-eight programs do not have such
representation. Table 45 presents data concerning methods
of inter-agency cooperation. Interlibrary loans constitute
the most common method of inter-agency cooperation among
respondents.

"Guidelines" stresses that multi-campus districts
should take advantage of opportunities for cooperation,
shared technical processing, and exchange of materials in
providing wider planning and utilization of district resources.[2]

An illustration of multi-campus cooperation exists
among the four colleges in the Dallas County Community

---

[1]"Guidelines for Two-Year College Learning Resources
Programs," p. 61.

[2]Ibid., p. 54.

College District. The on-campus visit revealed that this district reflects "Guidelines" criteria relating to cooperation. The colleges use computerized catalogs to locate materials and have extensive exchanges of materials between campuses. An in-depth study of possible cooperative centralization of processing services for all Dallas Community College campuses is currently underway.

TABLE 45

METHODS USED FOR INTER-AGENCY COOPERATION

Method	Number of Responses
Interlibrary loans	25
Union list of serials	7
Cooperative acquisition programs	3
Cooperative cataloging programs	2
Union lists of books	1
Exchange of periodical lists and bibliographies	1
Telephone reference service	1
Informal visits with other librarians	1

Sixteen responding learning resources programs
indicated that no formal agreements exist for cooperative
planning and/or activities among area libraries; seven
respondents replied that informal agreements and interli-
brary loan services are available; and four reported formal
arrangements for the exchange of materials and services.
The cooperative activities include exchange of media
resources, reciprocal borrowing privileges, exchange of
book and periodical lists, and cooperative acquisitions.

Current participation in state, national, or
regional network affiliations or consortia were reported
by seven programs (see Appendix R). Del Mar College has
previously participated in the RICE (Regional Information
and Communication Exchange) network and El Paso Community
College and Odessa College have applied for membership in
the Southwest Academic Library Consortium.

Coordination of community resources is emphasized
by "Guidelines:"

> Every two-year college . . . has a responsibility to
> help meet the resource material need of the larger com-
> munity in which it resides. Attention is placed on ways
> in which each college can serve that community; in turn,
> the community serves as a reservoir of materials and
> human resources which can be used by the college.[1]

_____

[1]Ibid., p. 54.

Respondents were asked if their learning resources programs were cooperating as much as possible with area libraries in providing the best services and resources possible for the community. Of the thirty-six respondents, twenty-five reported they were cooperating as much as possible. Eleven respondents indicated further planning was needed for the improvement of inter-agency cooperation at the community level. Suggestions for further cooperation included: (1) cooperative planning with new institutions being established in the area, (2) regular meetings with local public and school librarians for exchange of ideas, and (3) planning of special projects and meetings with area librarians.

The use of outside resources to supplement existing resources collections is reported by thirty directors, while two indicated such resources were not utilized. Table 46 summarizes data relating to types of outside resources used in supplementing resources collections. The predominate method of supplementing collections was interlibrary loan.

"Guidelines" stresses that learning resources programs should share the responsibility for the collection and preservation of community history and local statistical data.[1]

---

[1]"Guidelines for Two-Year College Learning Resources Programs," p. 61.

Programs in twenty institutions reported the collection

and preservation of such materials, while seven indicated no

such responsibility for collecting this type of material.

TABLE 46

OUTSIDE RESOURCES USED TO SUPPLEMENT LIBRARY-
LEARNING RESOURCE CENTER COLLECTIONS

Resources	Number of Responses
Interlibrary Loans	39
Patron Utilization of:	
Other College Libraries	21
City Library	17
School Libraries	11
County Library	7
Special Libraries	3

Interview respondents were asked to comment on coop-

erative programs and network affiliations in relation to

overall program objectives. Of the ten interview respondents,

seven indicated cooperation and affiliation is considered an

important part of resources program objectives. Three inter-

view respondents, two located in large metropolitan areas,

did not consider cooperative programs and networks an essential

part of their program objectives. Interview comments relating

tc cooperative programs and affiliations are contained in Appendix T.

Specific Problem Areas

Respondents were asked to indicate factors which could be considered as obstacles to the development of more adequate library-learning resources programs. These factors are given in Table 47. The majority of respondents indicated that inadequacies in staffing and physical facilities were the foremost obstacles. Another major obstacle was insufficient financial support of the resources program. Interview comments indicated that staffing inadequacies were of two kinds--number of staff and competency of staff. Since the questionnaire was not designed to discriminate between types of inadequacies, no information can be given as to types of staff inadequacies.

Interview respondents were asked to comment on specific problems confronting them in resources program development. Their responses tended to support the data reported in Table 47.

TABLE 47

PRINCIPAL OBSTACLES TO THE DEVELOPMENT OF A MORE ADEQUATE LIBRARY-LEARNING RESOURCES PROGRAM

Obstacles	Number Reporting
Staffing inadequacies	19
Inadequate physical facilities for the resources program	15
Insufficient financial support of the library-learning resources program	12
Lack of faculty interest and cooperation	11
Lack of student interest	11
Lack of an integrated audio-visual and library program	10
Lack of recognized goals for the library-learning resources program	8
Delegation of authority by the college administration	5
Lack of administrative support for the learning resources program	4
Job satisfaction of the resources staff	4
Lack of participation in the instructional program by the library-learning center	2

Specifically, interview comments concerning problem areas
included: (1) Administration does not give library direc-
tor enough freedom in program development;" (2) "Lack of
adequate collection for a beginning program;" (3) "Problems
involved in trying to provide adequate service with a lim-
ited staff and at the same time get the basic collection
cataloged and on the shelves for use;" (4) "Staffing inade-
quacies resulting from lack of experience of professional
staff members;" (5) "Lack of faculty cooperation evolving
from the fact that entire faculty is part-time and teach
only during evening hours;" (6) "Problems involved with
building expansion and actual details of moving the collec-
tion and resources equipment;" (7) "Problems resulting from
the limitations of space and facilities, such as a learning
center housed in a U-shaped barracks building, with four
exits;" (8) "Problems inherent in coordinating two separate
library-learning resources programs--one at the graduate
level, and one at the undergraduate level--in the same build-
ing, and trying to cooperate and share facilities, staff,
and resources as much as possible and still retain separate
identities;" and (9) "Problem to work out cooperative pro-
gram with the high school library which our junior college
shares." Only one interview respondent, at South Plains Col-
lege, had no problems: No problems encountered with staff,

faculty, or students; no facilities problems, plenty of equipment, materials, and a new building; and excellent administrative cooperation."

Respondents were asked to make recommendations for the improvement of learning resources problem areas shown in Table 47. Collective recommendations are as follows:

1. Increase funding by direct State appropriations to junior college libraries and examine existing tax base structure to generate more tax revenue.

2. Provide better physical facilities, new buildings, or renovated quarters to support the learning resources concept.

3. Improve faculty, staff, and student relations by: (a) creating advisory committees, (b) increasing involvement in student activities, (c) encouraging faculty participation in order to stimulate student interest, and (d) motivating staff and administration to support the learning resources program.

4. Emphasize public relations programs by continued efforts to demonstrate advantages of learning resources program.

5. Increase staff size and personnel training, write detailed job descriptions; and encourage staff to take additional media training.

6. Encourage learning resources program development by: (a) use of well-defined program objectives, (b) instructional support of curricula, and (c) use of required library-learning resources center assignments.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study,
states the conclusions, and makes recommendations based on
the data obtained for the investigation.

Summary

Purpose of the Study

The study was designed to provide comprehensive
information about the library-learning resources programs
in the publicly supported junior colleges in Texas.

The specific purposes of the study were:

1. To investigate, analyze, and compare certain
institutional, organizational, administrative, and financial
aspects of the resources programs.

2. To identify new and innovative practices, con-
cepts, and emerging trends in the library-learning centers.

3. To compare the current status of the resources
programs with "Guidelines for Two-Year College Learning
Resources Programs."

Procedures for the Study

The descriptive survey method was used to ascertain current practices and procedures in Texas public junior college library-learning resources programs in relation to "Guidelines for Two-Year College Learning Resources Programs." "Guidelines" was used as the basis for the comparisons of data obtained for the investigation because it is the most current authoritative source.

Sources of Data

Data were obtained from: (1) a survey questionnaire sent to the fifty-two head librarians and directors of library-learning resources programs in the public junior colleges in the State, and (2) on-campus interviews with ten selected resources program directors.

Usable questionnaire response totalled forty-four, or 84.4 per cent. Criteria used in the selection of colleges for on-campus interviews were student enrollment and geographical location. The interview schedule was designed to support the purposes of the investigation by requesting supplemental information and verification of selected questionnaire data.

Review of Related Literature

A review of related literature pertinent to this investigation revealed that few comprehensive studies have been completed on library programs in junior colleges, and even fewer relating to activities in Texas. Most of the literature on Texas junior college libraries consists of Master's theses covering various aspects of the junior college library such as community service, library personnel, and library collections and resources. Two studies conducted for the Texas Coordinating Board provide data on resources and space needs for junior college libraries in the State. A doctoral-level research study has been completed on each of the following subjects: book selection library technical assistants, and student attitudes and utilization of media facilities in Texas junior college libraries.

Major Findings: Part I

Survey findings are presented in the same sequence used throughout the study. Emerging trends, and innovative practices and concepts are recorded as they occur in the presentation of the research findings.

Institutional and Enrollment Data

The number and types of two-year institutions in Texas include: fifty-two public junior colleges, eight independent junior colleges, and four public technical institutes, with a combined total of sixty-four institutions.

Texas public junior colleges have been in existence since 1869, with four institutions having founding dates between 1869 and 1898. Twenty-two public junior colleges were established in the State between 1900 and 1950, while twenty-one were founded between 1965 and 1974. This data indicates that the period of most rapid growth for Texas public junior colleges has been during the decade beginning in 1965.

There are presently five multi-campus junior college districts in Texas, with one new district to become operational in the Fall of 1974. The majority (56.9 per cent) of the public junior colleges surveyed have suburban and rural locations. Survey findings indicate that campus location had little effect on learning resources program services. Resident facilities are available on 43.9 per cent of the junior college campuses. Student user fees are assessed by 32.5 per cent of the resources programs.

The geographic locations of Texas public junior colleges are heavily concentrated in the Eastern half of the State in the more densely populated metropolitan areas. Of

the fifty-two public junior colleges, only eleven are located in Western Texas, while the remaining forty-one are in the Eastern portion of the State.

Twenty-seven library-learning resources facilities have the traditional name of "library," while seventeen use "learning center," or "learning resources center." Survey data indicates that fourteen of the seventeen institutions using some variation of the term "learning center" have been established since 1965. Three institutions established before 1965 have changed the name of their libraries to "learning resources center." Survey data indicates a trend, beginning in 1965 toward the learning resources program concept in Texas public junior colleges.

There is wide variation in student enrollment and number of faculty members among the junior colleges. Over 142,000 students were enrolled in thirty-nine institutions in the Spring of 1973.

The two major curriculum emphases in Texas public junior colleges are University Parallel Transfer Programs and Two-Year Terminal Technical Vocational Programs. Only one library technician training program was in operation in responding junior colleges at the time of the survey.

Non-traditional approaches to learning resources services to meet specialized curriculum needs are used by

library-learning resources centers in the State. These
approaches include: (a) specialized radio programs pro-
duced by the library, (b) extensive use of television, (c)
auto-tutorial programs and laboratories for a variety of
curriculum offerings, (d) all types of specialized audio-
visual equipment and services, (e) individualized instruc-
tion using a variety of techniques and materials, (f) small
learning centers for specialized curriculum areas, and (g)
cooperative media exchange programs with other educational
units.

Objectives, Purposes, and Role

Thirty-nine responding junior colleges reported
defined statements of institutional purposes and objectives.
Thirty-eight library-learning resources programs also have
published statements of purposes and objectives. Co-
operative network systems were not considered a part of
existing library-learning resources program objectives by
responding directors.

Adequate provision for the resources program is
made in twenty-eight junior colleges, and is provided for
very adequately in ten institutions. The strong endorse-
ment of the learning resources center concept by directors

indicates a positive acceptance of the philosophy that all
materials and services which support the learning process
should be organized and managed in a centralized resources
program.

Organization and Administration

The responsibilities and functions of library-
learning resources programs are clearly defined in thirty-
three responding institutions, and the status of the chief
administrator is clearly delineated in thirty-four junior
colleges. The status of supervisory staff is adequately
defined in thirty-three programs. The learning resources
programs surveyed correlate very closely with "Guidelines"
recommendations relating to responsibilities, functions, and
status of the chief administrator and his staff.

Survey data relating to internal administration of
library-learning resources programs indicates a definite
trend in Texas public junior colleges toward centralized
administration of all learning resources services as ad-
vocated in "Guidelines." There is strong support of the
concept of a single administrative officer for the learning
resources program.

There is wide variation in the rank and titles
of the chief administrator of the library-learning re-
sources program, as well as the professional position

of the resources director in relation to other administrators
on campus with equal rank.

Overall, the library-learning resources program
organization and administration correspond closely with the
suggested criteria set forth in "Guidelines." The learning
resources programs in Texas public junior colleges have a
high degree of organization and administration, delegation
of authority, and clearly defined and publicized statements
of purposes, responsibilities, and functions of the re-
sources programs.

Each library-learning resources program varies
greatly in the number of professional and non-professional
staff members. Junior colleges with the largest full-time
student enrollment are not necessarily served by the largest
number of professional staff members. This follows the
philosophy of "Guidelines" that each college should have
the number of learning resources personnel necessary, in
types of job classifications and training, to efficiently
meet its own institutional objectives.

Library-learning resources programs concur with
"Guidelines" recommendations that advisory committees should
be considered for evaluation and planning. This is evidenced
by the fact that thirty-four learning resources programs in
the State have such advisory committees.

Methods of internal administration used by learn-
ing resources directors closely parallel criteria outlined
in "Guidelines." Principal administrative methods are: (a)
by established lines of authority, (b) by direct supervision
of the resources director, and (c) with delegation of
authority.

The internal administration of the learning re-
sources program is based on staff participation in forty-
one junior colleges. Procedural, policy, and personnel
decisions are the most common areas of staff participation.
These administrative policies conform with "Guidelines"
recommendations that staff participation should form the
basis for internal program administration.

Staff manuals containing procedural and policy
statements, daily assignments, and other items of general
interest are available in twenty-three of the forty-four
responding institutions. The majority of these staff
manuals contain items suggested in "Guidelines."

The survey data indicates that forty resources
program directors assume responsibility for the accumula-
tion of pertinent records and statistics. Statistics and
records are used primarily for the preparation of annual
and special reports, internal analysis, and management
planning.

Information about the learning resources program is readily available in forty responding junior colleges. The publicity methods used in the resources programs for these colleges included acquisition bulletins, faculty and student handbooks, press releases, annual reports, bibliographies, current awareness lists, and other planned informational reports. These publicity methods closely follow those suggested in "Guidelines."

Program Budgeting

Budget planning is a major responsibility of the library-learning center director in thirty-nine responding institutions. This conforms with "Guidelines" recommendations that budget planning and implementation is the responsibility of the chief administrator of the resources program.

Patterns of financial support for institutional and library-learning resources programs vary widely in responding public junior colleges in the State. Institutional budgets ranged from 10.2 million to one-half million dollars. Learning resources budgets also revealed wide differences. The largest single-campus budget exceeded $600,000 and the smallest budget totalled $28,000. The per cent of the learning resources budget for 1973-74 in relation to total institutional budgets for 1973-74 ranged from a

high of 14.2 per cent to a low of 2.3 per cent, with the overall average being 5.1 per cent for the twenty-nine responding programs. Thirteen of the learning resources budgets meet or exceed five per cent of the total institutional budget.

The survey data indicates that new institutions with expanding enrollments and beginning learning resources programs are expending the largest per cent of total institutional budgets for learning resources purposes. Several large multi-campus systems reported exceedingly high budgets for non-print, microform, and media materials and equipment, which indicates strong support for new instructional and educational media programs.

The data indicates much variance in budgets for learning resources personnel salaries and materials. An important aspect of financial support for learning resources purposes is supplemental funding. The extent of outside funding varied among responding institutions, with 77.2 per cent of the forty-four public junior colleges receiving some type of supplemental funding.

Responding junior colleges administer their learning resources programs through budgets maintained in categories for types of materials and services as outlined in "Guidelines." Each institution has its own budgeting

organization and administration which has been designed for
the particular needs of that college. "Guidelines" stress
only that learning resources budgets be categorized for
more efficient cost and budget management and that budgets
be designed to fulfill institutional and instructional
objectives.

Evaluation and Accreditation

The methods of evaluating the resources program in
relation to their effectiveness in meeting institutional
needs included: (a) self-evaluation studies and studies
for regional accreditation, (b) library committee evalua-
tions, (c) president and academic dean evaluations, and (d)
student and faculty evaluations. These evaluation methods
correlate closely with the recommended practices outlined
in "Guidelines," with the exception of the collection and
analysis of appropriate data.

Regional accreditation by the Southern Association
of Colleges and Schools is held by thirty-eight public jun-
ior colleges in Texas. Six institutions have not been
accredited.

Major Findings: Part II

Instructional System
Components: Staff

The major factors which formed the bases for selec-
tion of the learning resources director included: (a) ed-
ucational achievement, (b) administrative ability, (c)
acquired competencies relating to the purposes of the learn-
ing resources program, and (d) community and scholarly in-
terests.

Well-qualified and experienced staff are reported
to be available in sufficient numbers and specializations in
twenty-three responding programs, while eighteen programs
reported the staff was too small and inexperienced to ad-
equately fulfill program objectives.   In general, employment
practices concerning library-learning resources directors
and staff conform with criteria outlined in "Guidelines."

Learning resources directors all have a minimum of
a Master's degree, while seven directors have two or more
Master's degrees and two directors have completed more than
thirty hours of college work beyond their Master's degrees.
Three directors have Ph.D. degrees and one director is a
doctoral candidate.   Sixteen, or 45.8 per cent of the de-
grees were earned before 1965 and nineteen, or 54.2 per
cent, were earned in the eight years since 1965.

Professional staff have faculty status in thirty-
one responding programs. Professional staff eligible for

faculty status are expected to fulfill all obligations re-
quired of other faculty members in most Texas junior col-
leges. The major staff benefits available to professional
learning resources personnel include: (a) sick leave, (b)
provisions for professional development, (c) vacations, and
(d) tenure privileges.

Professional library-learning resources staff are
compensated at the same level as other faculty in thirty-
eight institutions. Professional personnel employed on a
twelve-month basis in twenty-three learning resources pro-
grams receive salary adjustments to compensate them for
additional service days.

A recognized ranking system was reported for four-
teen public junior colleges. Learning center personnel are
assigned ranks with the same criteria used for other faculty.
Professional resources staff are included in faculty evalua-
tion programs in twenty-seven responding institutions.

The predominate methods used in determining pro-
motions and/or salary increases for learning resources per-
sonnel include: (a) standardized salary schedules with
annual increments, (b) years of experience, (c) academic de-
grees and hours above graduate degrees, and (d) performance
and merit evaluations and recommendations.

The most general practices of institutional sup-
port for professional development of learning resources

personnel is by provision of: (a) travel funds for staff

members, (b) consultants for staff development programs, (c)

special arrangements for staff members who serve as officers

of professional organizations, and (d) free tuition for on-

campus course offerings.   These practices closely follow

the suggested criteria given in "Guidelines."

Instructional System
Components: Facilities

The physical facilities of the library-learning

resources programs varied depending upon size of the in-

stitution, number of students enrolled, institutional pro-

grams and objectives, and specialized services provided by

the learning resources program.

Library-learning resources center buildings have

been constructed in comparatively recent years.   The oldest

facility--without additions and/or remodeling--was con-

structed in 1958.   Construction through 1965 totals six

library-learning centers, while construction since 1965 to

1974 totals thirty-three new and/or remodeled facilities.

Long-range planning to provide for anticipated ex-

pansion and/or technological changes was reported by twenty-

one respondents, while nineteen reported such planning was

not in evidence. Library-learning centers in twenty-eight

public junior colleges reported having outgrown present

quarters. Of these, eleven reported definite plans being

formulated for new facilities by 1976; thirteen reported

plans underway for renovation and/or remodeling of existing

facilities; and four colleges reported future construction

and/or expansion being planned sometime before 1979. Plan-

ning for new facilities for learning resources programs will

involve the participation of the director, staff, and users

in a majority of institutions. This meets "Guidelines"

recommendations concerning the planning of new learning re-

sources facilities.

Overall physical facilities were ranked adequate

and very adequate by the majority of directors. Areas

ranked as inadequate were conference rooms, work space,

stack space, and staff lounge facilities.

Instructional System Components:
Instructional Equipment

Practices set forth in "Guidelines" relating to

centralized distribution, inventory, and equipment evalua-

tion are used in 79.5 per cent of responding junior col-

leges.

All learning resources equipment is reported to be

purchased through a systems approach in twenty-seven in-

stitutions. Criteria used in the selection and purchase

of such equipment included: (a) performance quality, (b)

ease of operation, (c) cost, (d) ease of maintenance and
repair, (e) portability, (f) available services, and (g)
effective design.

Instructional System
Components: Materials

A written acquisition and production statement is
available in twenty-seven programs. Eighteen directors in-
dicated such statements are not available. Eleven of the
forty directors reported plans to revise or formulate such
acquisition and production statements. Little uniformity
was evident as to the college personnel involved in the
development of such statements. "Guidelines" suggestion that
the entire academic community should be involved in the de-
velopment of such policy statements was not in evidence in
any responding program.

The resources programs closely concur with "Guide-
lines" directives relating to intellectual freedom and con-
troversial learning materials. Thirty-six responding pro-
grams follow "Guidelines" criteria pertaining to the pro-
vision of enrichment materials beyond curricular needs of
the institution.

The size of learning resources collections varied
greatly among public junior colleges in the State. The
number of volumes ranged from 6,000 to 130,000. The number
and extent of microform holdings indicates a definite trend

toward increased purchase of this type of material.

Special collections such as rare books, manuscripts, local history, and professional materials are maintained in twenty-five Texas public junior colleges. Twenty-one institutions maintain collections of government documents, while twenty-one other programs do not maintain such collections. Of the twenty-one programs with document collections, six are designated United States Government document depositories.

Resources Services

Library-learning resources directors almost unanimously endorse "Guidelines" criteria relating to learning resources services. These services are dependent upon the available facilities, staff, and varieties of instructional material.

Wide variation in circulation statistics was evident from survey data. Circulation statistics provide a general indication of library-learning center utilization, but such data does not always reflect an accurate measure of services rendered. A comparison of circulation statistics with size of resources collections and student enrollment indicates differences in size of student body, size of the collection, and number of items circulated. Various kinds of circulation control systems are used by the learning

resources centers. Eighteen use a book-card manual check-out system, while seventeen use some kind of a mechanical system such as a Bro-Dart Sysdac Tape System or Gaylord Charging Machine. Seven programs utilize computerized circulation systems. Only three responding programs use electronic book detection devices.

The number of hours that library-learning centers are open for service each week varies considerably. The majority of programs provide from sixty to seventy hours of service each week during the long term and forty to seventy hours each week during the summer term.

A professional technical processing service is used by eight library-learning resources programs, and thirty-six programs do not use such a service.

Trends evident in resources collections over the past five years included: (a) marked increase in technical-vocational materials, (b) marked increase in media and microform materials, (c) increase in current and popular-type materials, and (d) increase in number of paperback materials.

The Library of Congress Classification System is used in 54.5 per cent of responding library-learning resources programs, while the remaining programs use the Dewey Decimal Classification System. Classification schemes

used for non-book materials varied considerably, with no one
system in the majority.

The principal methods used in program development
were: (a) initiation by library-learning center director
and staff, (b) cooperative efforts by the dean, the faculty,
and the resources director, (c) requests and proposals by
the faculty, the staff, and the students, and (d) evalua-
tion and analysis by the resources staff and the adminis-
tration.

The most generally used methods of learning re-
sources program orientation included: (a) guided tours, (b)
required orientation visits, (c) learning center handbooks,
(d) special bibliographic assistance, (e) self-programmed
materials, and (f) formally structured classes.

Learning resources programs utilize computer ap-
plications in twelve public junior colleges, while thirty
programs have no computerized operations. Among the forty-
two responding programs, only one has a complete on-line
system for all operations.

Learning resources facilities are available to the
general public in thirty-six public junior colleges and not
available in seven institutions. Responsibility for pro-
viding services to the community was strongly endorsed by
twenty respondents. Eight respondents indicated priorities

for such services and seven advocated cooperative consortia
agreements with other area libraries as a means of extend-
ing services to the community.

Inter-Agency Cooperative Activities

Only eleven of the thirty-nine learning resources
programs are represented on inter-agency councils for plan-
ning and coordinating local resources. Directors of twenty-
five resources programs indicated that interlibrary loan was
the major means of inter-agency cooperation. Seven programs
used union lists of serials and three participated in co-
operative acquisition programs.

Formal arrangements for the cooperative exchange of
materials and services were reported by four programs, while
seven reported having informal agreements. Current partici-
pation in Texas, national, or regional network affiliations
or consortia was reported by seven programs. Directors of
twenty-five programs reported they were cooperating as much
as possible and eleven indicated they were not cooperating
as much as possible.

The use of outside resources to supplement exist-
ing resources collections was reported by thirty directors.
Two directors indicated that outside resources are not
used in their programs.

Specific Problem Areas

Principal obstacles in the development of more adequate library-learning resources programs include: (a) staffing inadequacies, (b) inadequate physical facilities, (c) inadequate financial support, (d) lack of faculty interest and cooperation, (e) lack of student interest, and (f) lack of integration of the audiovisual and library programs.

The recommendations offered by learning resources directors for the improvement of their programs emphasized the need for: (a) increased funding; (b) improved physical facilities; (c) improvement of faculty, staff, and student relations; (d) promote better public relations programs; (e) increased staff size and improved professional preparation; and (f) encouragement of resources program development.

Conclusions and Recommendations

The findings of the study suggest the following conclusions and recommendations:

1. Public junior colleges in Texas vary greatly in terms of size of campus facilities, date of establishment, patterns of financial support, student enrollment, number of faculty members, institutional purposes and objectives, and curriculum emphases.

2. The library-learning resources programs show wide variation in program purposes and objectives, number of professional and non-professional staff, length of annual employment and salary schedules, physical facilities, volume and extent of learning resources equipment and materials collections, number of hours of service, and classification systems used for print and non-print materials.

3. The purposes of "Guidelines for Two-Year College Learning Resources Programs" is to outline diagnostic and descriptive criteria for the development of comprehensive learning resources programs. The application of "Guidelines" philosophy relating to the qualitative aspects of individual learning resources programs in Texas public junior colleges revealed that the scope and purpose of each resources program is dependent upon the interrelationship of a number of factors, namely institutional objectives and curriculum emphases, size and extent of campus and learning resources facilities, size of faculty and student body, financial support for the learning resources program, and the specialized services provided by the resources program.

The survey revealed a close correlation with "Guidelines" criteria in almost all aspects of learning resources program practices and procedures in a majority of

Texas public junior colleges. In a majority of the responding institutions, the following aspects of learning resources programs did not correlate with "Guidelines" criteria:

a. Cooperative network systems are not considered a part of existing learning resources program objectives by most directors.

b. Most learning resources programs (71.8 per cent) are not represented on inter-agency councils.

c. Formal cooperative arrangements between area library-learning resources centers are almost non-existent in Texas public junior colleges.

d. Current participation in Texas, national, and regional network affiliations and consortia was reported by a small number (16.8 per cent) of respondents.

Learning resources directors indicated that insufficient financial support of the resources program was a major problem. Cooperative network affiliation and consortia agreements constitute one of the best methods for the sharing of resources and facilities. Such cooperation as media cooperatives and loan arrangements provide participating colleges with materials and services that could not otherwise be made available for students and faculty. Area

and regional cooperative planning for acquisitions and services eliminates much duplication and expense. For these reasons, the following recommendations are made:

That cooperative network affiliations and consortia agreements should be considered an important element of learning resources program objectives and efforts should be made to incorporate policy statements concerning these affiliations in library-learning resources program purposes and objectives.

That all learning resources programs should become involved with inter-agency councils for planning and co-ordination of local learning resources. If no inter-agency council exists in the area or region, the junior college learning resources director should take the initiative in forming such a council.

That cooperative arrangements should be made for the sharing of resources with other institutions. The college should be willing to pay financial subsidies when an undue burden is placed on a neighboring institution in the provision of facilities and resources.

That participation in appropriate Texas, regional, and national network affiliations and consortia is strongly recommended for all junior college library-learning re-sources programs. In order to encourage such participation,

it is recommended that an appropriate organization such
as the Learning Resources Section of the Texas Junior Col-
lege Teachers Association should sponsor a state-level in-
service workshop on network and consortia affiliations. If
the Learning Resources Section will not or cannot accept
the responsibility for such a workshop, the Texas Council
of Junior College Librarians should assume responsibility
for the workshop.

e. Learning resources staff are not all com-
pensated at the same level as other faculty members. It
is recommended:

That professional learning resources staff should
be compensated at the same level as other comparable per-
sonnel. Salary adjustments should be made in those in-
stitutions not compensating professional resources staff
employed on a twelve-month basis for additional service days.

f. Although written acquisition and pro-
duction statements for learning materials are available in
63.3 per cent of the responding learning resources programs,
"Guidelines" criterion indicating that the entire academic
community should be involved in the development of such
policy statements was not in evidence in any responding
program. Campus-wide involvement in the drafting of such

policy statements is important if learning materials are
to be selected, acquired, and designed or produced to meet
the institutional and instructional objectives of each
college. Therefore, it is recommended:

That all library-learning resources programs in
Texas public junior colleges develop or review acquisition
and production policy statements for learning materials, and
that the faculty, students, resources staff, and administra-
tors be involved in formulating such statements. Provision
should also be made for official publication and dissemina-
tion of the policy statements.

g. Less than fifty per cent of the respond-
ing learning resources programs maintain United States
Government document collections (either in separate col-
lections or integrated in the general collection). Because
government documents are recognized as significant sources
of information available at reasonable cost, it is recom-
mended:

That those library-learning resources centers
which do not maintain such document collections begin to
acquire appropriate collections of documents to meet in-
structional and enrichment needs of the college. A system-
atic plan should be established for the acquisition of

these publications on a continuing basis. It is recom-
mended that if such documents are to be acquired on a non-
depository basis, they should be cataloged by the system
in general use for print materials and integrated into the
general collection.

h. Methods of evaluating resources programs
correlate closely with "Guidelines" criteria except for the
collection and analysis of appropriate data. The collection
and analysis of data relating to the effectiveness of the
learning resources program in meeting instructional needs
can serve as the basis for important instructional decisions
affecting the institution, faculty, students, and learning
resources program. It is recommended :

That data should be collected and analyzed on the
following: (1) faculty and student utilization of the re-
sources collection, (2) interlibrary loan transactions, (3)
reserve book collection utilization, and (4) library-learn-
ing resources holdings.

4. Long-range planning was reported for only 52.2
per cent of the responding library-learning resources pro-
grams. Because long-range planning affects all future learn-
ing resources program and facilities expansion and develop-
ment, it is recommended:

That long-range planning to provide for anticipated expansion, educational and technological change should be established in those junior college library-learning centers in Texas which do not have such planning programs.

5. There are no established criteria for determining the rank or the title of the chief learning resources administrator, nor for relating the professional position of the resources director to other campus administrators: It is recommended:

That efforts be made through an appropriate organization such as the Texas Council of Junior College Librarians to establish criteria for determining the rank, title, and administrative position of the learning resources directors in Texas junior colleges. If the Texas Council of Junior College Librarians will not or cannot establish such criteria, the Learning Resources Section of the Texas Junior College Teachers Association should accept responsibility for establishing them.

6. Although learning resources directors ranked physical facilities adequate in most areas, a majority of directors still perceived overall physical facilities as being inadequate--especially in the areas of conference rooms, work space, stack space, and staff lounge facilities. Inadequacies in staffing and physical facilities were

considered as the major obstacles in the development of more effective learning resources programs. It is recommended:

That increased financial support on a continuing basis be allocated for junior college learning resources programs to enable them to overcome staffing, physical facilities, and expansion deficiencies.

7. The exact meaning of certain "Guidelines" statements and criteria has not been established. It is strongly recommended:

That the plan for continual revision endorsed by "Guidelines" be implemented through the Junior College Section of the Association of College and Research Libraries of the American Library Association.

Suggestions for Further Research

Additional research should be conducted on library-learning resources programs in Texas junior colleges in the following related areas:

1. Six junior colleges have indicated plans to begin library technician training programs in the future. Further study relating to the validity of existing training programs is suggested before additional programs are initiated in Texas public junior colleges.

2. An in-depth study to determine the educational preparation needed by junior college library-learning resources program personnel is suggested. Such a study would enable the library schools in the State to expand their curricula, if necessary, to further meet the specialized needs of junior college learning resources personnel.

3. Since participation in cooperative projects for shared cataloging can be mutually beneficial to cooperating institutions, it is suggested that a study of the feasibility of centralized processing services be conducted at State and regional levels for public junior college library-learning resources centers.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Allen, Kenneth W. Use of Community College Libraries. Hamden, Conn.: The Shoe String Press, Inc., 1971.

American Association of Junior Colleges. 1971 Junior College Directory. Washington, D.C.: The Association, 1971.

Carnegie Commission on Higher Education. The Open-Door Colleges: Policies for Community Colleges. New York: McGraw-Hill Book Company, 1970.

Genung, Harriett, and Wallace, James O. "The Emergence of the Community College Library." Advances in Librarianship. Edited by Melvin J. Voigt. Vol. III. New York: Seminar Press, 1972.

Gleazer, Edmund J., ed. American Junior Colleges. 8th ed. Washington, D.C.: American Council on Education, 1971.

Gleazer, Edmund J. "The Stake of the Junior College in its Library." The Junior College Library. Edited by B. Lamar Johnson. Los Angeles, Calif.: University of Calif., 1966.

Hicks, Warren B., and Tillin, Alma M. Developing Multi-Media Libraries. New York: R.R. Bowker Co., 1970.

Hinsley, John Carroll. The Handbook of Texas School Law. 4th ed. Austin, Texas: Steck-Vaughn Company, Publishers, 1968.

Reynolds, James W. "The Library." The Comprehensive Junior College. Berkeley, Calif.: McCutchan Publishing Corporation, 1969.

Smith, Kathleen Bland. "Crossroads in Texas." Junior Colleges: 50 States/50 Years. Edited by Roger Yarrington. Washington, D.C.: American Association of Junior Colleges, 1969.

236

Trinkner, Charles L., ed. Library Services for Junior Col-
      leges. Northport, Ala.: American Southern, 1964.

Wheeler, Helen Rippier. The Community College Library: A
      Plan for Action. Hamden, Conn.: The Shoe String
      Press, Inc., 1965.

                    Periodical Articles

Almy, Patricia. "Background and Development of the Junior
      College Library." Library Trends, XIV (October,
      1965), 123-31.

Anderson, Larry V. "The Yeary Library at Laredo Junior Col-
      lege." Texas Library Journal, XLV (Fall,1969), 165-66.

Association of College and Research Libraries. Committee on
      Standards. "Standards for Junior College Libraries."
      College and Research Libraries, XXI (May, 1960),
      200-206.

Association of College and Research Libraries of the American
      Library Association. et. al. "Guidelines for Two-
      Year College Learning Resources Programs." College
      and Research Libraries News, XXIII (December, 1972),
      305-15. Reprinted in Audiovisual Instruction,
      XVIII (January, 1973), 50-61.

Barton, F. W. "Junior College Libraries in Texas." Junior
      College Journal, V (April, 1935), 338-41.

Bock, Joleen. "Two-Year College Learning Resources Center
      Building." Library Journal, XCVIII (December,
      1973), 3529-531.

Buchanan, Gerald. "The Junior College Library: An Instruc-
      tional Materials Center." Mississippi Library News,
      XXXIV (September, 1970), 1964-967.

Christensen, Ruth M. "The Junior College Library as an Audio-
      Visual Center." College and Research Libraries,
      XXVI (March, 1965), 121-28.

Clay, Mary H. "Looking at Our Texas Junior College Libraries."
      Texas Outlook, IX (October, 1939), 37-40.

"Community College Libraries Form Network in California."
        Library Journal, XCVII (June 15, 1972), 2140-41.

Corbin, John B. "The Tarrant County Junior College Library
        System." _Texas Library Journal_, XLIV (Fall, 1968),
        124-26.

DeGarmo, Lloyd R. "Building and Equipment Trends: II."
        Library Trends, XIV (October, 1965), 209-15.

De Los Santos, Alfredo. "The Role of the Multi-Media Cen-
        ter in Meeting the Educational Needs of the Junior
        College Community." _Illinois Libraries_, LI (June,
        1969), 490-96.

Dumont, Paul E. and Wallace, James O. "The CARS System at
        San Antonio College Library." _The LARC Newsletter_,
        IV (October, 1972), 1-4.

Fusaro, Janice F. "Toward Library-College Media Centers."
        Junior College Journal, XL (April, 1970), 40-4.

Giles, Louise. "Planning Community College Resources Centers."
        American Libraries, II (January, 1971), 51-4.

Grable, John. "Texas Public Junior Colleges Come of Age."
        The Texas Outlook, LIV (April, 1970), 47.

Griffith, Alice B. "Organization and Administration of the
        Junior College Library." _Library Trends_, XIV
        (October, 1965), 132-44.

Hale, Charles E. "A Survey: Kentucky's Junior/Community
        College Libraries." _Kentucky Library Association
        Bulletin_, XXXIV (October, 1970), 13-21.

Harvey, John F. "Building and Equipment Trends: I."
        Library Trends, XIV (October, 1965), 203-08.

Harvey, John F. "The Role of the Junior College Library."
        College and Research Libraries, XXVII (May, 1966),
        227-32.

Hirsch, Felix E. "Evaluation Trends." _Library Trends_, XIV
        (October, 1965), 191-202.

Josey, E. J. "Community Use of Junior College Libraries--A
        Symposium." College and Research Libraries, XXXI
        (May, 1970), 185-98.

"Library Education and Manpower: ALA Policy Proposal."
        American Libraries I (April, 1970), 342.

Moore, Everett L. "Processing Center for California Junior
        College Libraries--A Preliminary Study." Library
        Resources and Technical Services, IX (Summer,
        1965), 303-17.

Peele, David. "Community College Libraries: Problems and
        Prospects." Library Journal, XCII (September 1,
        1967), 2898-901.

Pirie, James W. "Junior College Library Processing."
        Library Trends, XIV (October, 1965), 166-73.

"Quantitative Standards for Junior Colleges in Texas." Texas
        Library Journal, XLVI (Spring, 1970), 26-7.

Reeves, Pamela. "Junior College Libraries Enter the Seven-
        ties." College and Research Libraries, XXXIV
        (January, 1973), 7-15.

Roueche, John E. "Adult Education in the Junior College."
        Junior College Research Review, III (November,
        1968), 1-4.

Scott, W. Wiley. "The Library's Place in the Junior College."
        Library Trends, XIV (October, 1965), 183-90.

Sitter, Clara. "The Amarillo College Library." Texas
        Library Journal, XLV (Winter, 1969), 218-19.

"Standards for Junior College Libraries in Texas." Texas
        Library Journal, XL (Spring, 1964), 24-9.

Streit, Roland F.,and Dyess, Stewart W. "Academic Status
        of Librarians in Texas." Texas Library Journal,
        XLVIII (November, 1972), 233-35.

"The Junior College Library: An Overview." Junior College
        Research Review, III (October, 1968), 1-4.

Wallace, James O. "Two-Year College Library Standards."
        Library Trends, XXI (October, 1972), 219-32.

West, Elizabeth H. "Suggestions for Junior College
        Libraries." Texas Outlook, XIII (June, 1929),
        38, 51.

Wetzler, John. "A Survey of California Junior College
        Libraries." School Library Association of Cal-
        ifornia Bulletin, XXIX (January, 1958), 3-6.

Yamada, Ken. "Junior College Libraries in Tennessee."
        Tennessee Librarian, XXII (Spring, 1970), 117-21.

                        Published Reports

Bevis, L. Dorothy. An Inventory of Library Services and Re-
        sources of the State of Washington. Olympia, Wash-
        ington: Washington State Library, 1968.

Coordinating Board, Texas College and University System.
        Annual Report. Austin, Texas: The Coordinating
        Board, 1973.

_____. C B Report. Austin, Texas: The Coordinating
        Board, September-October, 1973.

_____. Institutions of Higher Education in Texas, 1972-
        73. Austin, Texas: The Coordinating Board, 1973.

Directory of Information Networks in Texas. Ed. by Paul
        Parham and Others. Fort Worth, Texas: Inter-
        university Council of the North Texas Area, 1971.

Downs, Robert B. Resources of Missouri Libraries. Jeffer-
        son City, Missouri: Missouri State Library, 1966.

Governor's Commission on Library Resources. Resources of
        North Carolina Libraries. Ed. by Robert B. Downs.
        Raleigh, North Carolina: The Commission, 1965.

Holley, Edward G., and Hendricks, Donald D. Resources of
        Texas Libraries. Coordinating Board Study Paper 3.
        Austin, Texas: The Coordinating Board, Texas
        College and University System, 1968.

Johnson, Byron Lamar, ed. The Junior College Library. Re-
        port of a National Conference on the Junior College
        Library, July, 1965. Los Angeles, California:
        University of California, 1966.

Legislative Library Development Committee of the Illinois
        Library Association. A Multimedia Survey of the
        Community College Libraries of the State of Illinois.
        Chicago: The Committee, 1970.

McDirmid, Errett W. Library Services in Virginia's Institu-
        tions of Higher Education. Richmond, Virginia:
        Virginia State Council of Higher Education, 1965.

Nelson Associates, Inc. A Program for the Rapid Improvement
        of Community College Libraries in Michigan. New
        York: The Author, 1965.

Nelson Associates, Inc. Undergraduate and Junior College
        Libraries in the United States. A Report prepared
        for the National Advisory Commission on Libraries.
        New York: The Author, 1968.

Perrine, Richard H. Library Space Survey of Texas Colleges
        and Universities. Coordinating Board Study Paper 10.
        Austin, Texas: The Coordinating Board, Texas Col-
        lege and University System, 1970.

Texas Commission on Higher Education. Public Higher Educa-
        tion in Texas, 1961-1971. Austin, Texas: The
        Commission, 1963.

Unpublished Materials

Alabama Junior College Association. "Proceedings of the
        Conference on the New Guidelines for Two-year Col-
        lege Learning Resources Programs: Implications for
        Southern Institutions." Huntsville, Alabama,
        March 25-7, 1973.

Bramwell, Ann Lannon. "Current Trends in Junior College
        Libraries: Reflected in the Analysis of a Survey
        of Twelve Public Junior College Libraries in Miss-
        issippi." Unpublished Master's thesis, University
        of Mississippi, 1966.

Brundin, Robert Elliott. "Changing Patterns of Library Service in Five California Junior Colleges, 1907-1967." Unpublished Ph.D. dissertation, Stanford University, 1970.

Campbell, Arline Butler. "Western North Carolina Junior College Libraries: Their Technical Procedures and the Possibilities for Cooperation." Unpublished Master's thesis, University of North Carolina, 1961.

De Los Santos, Alfredo. "Book Selection Factors and the Nature of the Junior College Library." Unpublished Ph.D. dissertation, University of Texas, 1965.

De Los Santos, Alfredo. "Chief Librarians of the Public Junior College in Texas." Unpublished Master's thesis, University of Texas, 1957.

Durham, Mary J. "A Study of Junior College Libraries in Georgia." Unpublished Master's thesis, Florida State University, 1961.

Frankle, Raymond. "A Survey of the Facilities and Services of the Libraries of the Junior Colleges Supported by the Lutheran Church--Missouri Synod." Unpublished Master's thesis, Long Island University, 1969.

Gutierrez, Laura. "An Analysis of the Literature of the Junior College Library, 1950-1965." Unpublished Master's thesis, University of Texas, 1967.

Jones, Robert Corwin. "The Administrative Relationships of the Library and the Junior College." Unpublished Ed.D. dissertation, University of Denver, 1958.

Krenitsky, Michael V. "A Study of Junior College Libraries in Texas." Unpublished Master's thesis, Southern Methodist University, 1954.

Lillard, Eugene P. "Resources of Junior College Libraries in Texas, 1962-63." Unpublished Master's thesis, University of Texas, 1965.

Mick, Sister M. Juliana. "A Survey of Junior College Libraries in Kansas." Unpublished Master's thesis, Rosary College, 1955.

243

Miller, Sister Carlos Maria. "An Evaluative Survey of the
Literature of the Junior College Library, 1925-
1950." Unpublished Master's thesis, The Catholic
University of America, 1956.

Neal, Elizabeth. "A Survey of Junior College Libraries in
California." Unpublished Master's thesis, Colum-
bia University, 1939.

Sibley, Ellen Corinne. "A Survey of a Selected Number of
Negro Junior Colleges and Their Libraries." Un-
published Master's thesis, Atlanta University, 1962.

Thomason, Ella Nevada W. "An Investigation of Student Atti-
tudes Toward and Utilization of Total Media Facil-
ities in Public Junior College Libraries in Texas."
Unpublished Ed.D. dissertation, University of
Colorado, 1972.

Tunnison, Fay. "A Critical Study of Standards and Practices
in Junior College Libraries." Unpublished Master's
thesis, University of Southern California, 1935.

Vagt, John Paul. "Community Services of Texas Junior College
Libraries." Unpublished Master's thesis, University
of Texas, 1953.

Van Dyck, Carolyn T. "The Professional Librarians in Texas
Junior Colleges, 1966." Unpublished Master's
thesis, University of Texas, Austin, 1969.

Waddle, Richard Leo. "The Role of the Library in the Com-
munity College with Particular Reference to the
State of Washington." Unpublished Ph.D. disserta-
tion, Washington State University, 1967.

Williams, Parker. "Library Technical Assistants: Their
Potential Uses and Job Prospects in Texas Public
and School Libraries." Unpublished Ph.D. disserta-
tion, East Texas State University, 1969.

Wolf, Martin Paul. "A Description and Evaluation of the
Present Status of the Libraries in the Public Junior
and Community Colleges of Michigan." Unpublished
Ph.D. thesis, Michigan State University, 1971.

APPENDIX A

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

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

Mr. Joe Amis, Head Librarian, South Plains College, Levelland, Texas

Miss Katherine Ard, Director, Field Services Division, Texas State Library, Austin, Texas

Mrs. Helen Click, Director of Library Services, Texarkana College, Texarkana, Texas

Mr. William D. Gooch, Assistant State Librarian, Texas State Library, Austin, Texas

Dr. Edward G. Holley, Dean of the School of Library Science, University of North Carolina, Chapel Hill, North Carolina

Mr. Lee Oliver, Head Librarian, Amarillo College, Amarillo, Texas

Dr. John E. Roueche, Consultant and Professor of Junior College Education, The University of Texas at Austin, Austin, Texas

Mr. J. Paul Vagt, Dean of Learning Resources, Tarrant County Junior College District, Fort Worth, Texas

Mr. James O. Wallace, Director of Library Services, San Antonio College, San Antonio, Texas

Dr. Parker Williams, Head Librarian, San Jacinto College, Pasadena, Texas

APPENDIX B

SURVEY QUESTIONNAIRE

QUESTIONNAIRE ON TEXAS JUNIOR COLLEGE LIBRARIES/
LEARNING RESOURCES PROGRAMS

I. GENERAL INFORMATION

    A. Institutional Data

        1. Name of College_____

        2. Name of Library/Learning Resources Center_____

            _____

        3. Campus, if multi-campus institution_____

        4. Date institution founded_____City_____
            Zip Code_____

        5. What is location of campus?_____Urban_____Sur-
            burban_____Rural_____Other?

        6. Are student resident facilities available on
            campus? Yes____No____

        7. Total number of faculty members, 1973-74 aca-
            demic year_____FTE_____

        8. Is a user fee assessed students? Yes____No____
            If yes, how much? $_____

        9. Does the college offer a Librarian Technician
            Training Program? Yes____No____

        10. If a Technician program is in operation, do
            professional staff teach in addition to regu-
            lar library duties? Yes____No____

        11. If a Technician program does not exist, are
            plans being made to offer such a program?
            Yes____No____. If yes, when?_____

    B. Enrollment Statistics

        1. What is the total headcount enrollment for your
            college, spring semester, 1973?_____FTE?_____

2. What is the major curriculum emphasis of your institution?

    a.____University parallel transfer program
    b.____Two-Year terminal academic program
    c.____Two-Year terminal technical vocational program
    d.____Other_____

3. Do you use any unusual approaches to Learning Resources services to the specialized curriculum your college offers? Yes____No____. If yes, please comment:

II. OBJECTIVES AND PURPOSES

A. In your opinion how does your institution make provisions for the overall Lib/Learning Resources program?

    a.____Very inadequately   c.____Adequately
    b.____Inadequately   d.____Very adequately

B. Does the college have a written statement of defined purposes and objectives? Yes____No____

C. Does the Lib/Learning Resources program have defined objectives which serve the role and purposes of the college? Yes____No____. If yes, are they in written form? Yes____No____

D. If in written form, are these objectives disseminated in an appropriate college publication? Yes____No____

E. State briefly the overall purposes of your Lib/LR program:

F. Indicate your feeling concerning the Learning Resources Center concept:

    a.____Agree   c.____Disagree
    b.____Agree strongly   d.____Disagree strongly

III. ORGANIZATION AND ADMINISTRATION

    A. Are the responsibilities and functions of the Lib/
        LR program, within the instructional framework,
        clearly defined? Yes____No____

    B. Is the status of the chief administrator of the
        Lib/LR program clearly delineated? Yes____No____

    C. Is the status of the heads of the Lib/LR Depart-
        ments/Units clearly defined? Yes____No____

    D. Is there a written statement of the responsibilities
        and functions of the Lib/LR program? Yes____No____

    E. If yes, is it endorsed by the college trustees or
        other policy-making group? Yes____No____. Is it
        readily available? Yes____No____

    F. Are the library and audio-visual programs adminis-
        tered as a single Learning Resources program?
        Yes____No____

    G. If yes, what is the title of the chief administra-
        tor of the program?

    H. If no, what are the titles of the separate service
        Unit directors?

    I. If there are separate directors, do they have
        equal rank and position? Yes____No____ Comments:

    J. Do you feel that responsibilities for all Lib/LR
        services should be assigned to a central adminis-
        tration unit? Yes____No____

    K. If yes, check those advantages you would attribute
        to such centralization:

        1.____Provide coordination of resources and services
        2.____Reduce administrative costs
        3.____Develop system approaches to needs
        4.____More effectively utilize staff
        5.____Reduce staff costs

    L. Is the Lib/LR program part of a multi-campus sys-
        tem? Yes____No____

M. If yes, is there a chief administrator over the entire multi-campus Lib/LR program? Yes___No___ If yes, what is his title?_____

N. To whom is the chief administrator of the Lib/LR program directly responsible?

O. Does the chief Lib/LR administrator have the same rank and status as other administrators with similar institution-wide responsibilities? Yes___ No___ Comments:

P. Do you feel that the chief administrator of the Lib/LR program in your college has adequate delineated authority to manage internal operations and to provide the services needed? Yes___No___ Comments:

Q. Professional Staff

1. Is the professional staff involved in all areas and levels of academic planning? Yes___No___ Comments:

2. Does the chief administrator and heads of Lib/ LR Units work closely with other chief administrators of the college? Yes___No___ Comments:

3. Do professional staff members participate in faculty affairs to the same extent as other faculty? Yes___No___

4. Are professional staff members involved in major college committees? Yes___No___

5. Do professional staff members function as liaison participants in staff meetings of the various departments? Yes___No___ Comments:

6. Size of the Library/Learning Resources center staff:

    a. Number of professional librarians FTE____
    b. Number of other professionals   FTE____
    c. Number of clerical assistants   FTE____
    d. Number of technical assistants   FTE____
    e. Number of student assistants   FTE____

7. Does the professional staff serve as sponsors of student organizations? Yes____ No____

8. Does the Lib/LR program provide professional reading materials for the staff? Yes___ No____

9. Is special training provided for student assistants? Yes____ No____

10. Is there a manual for Lib/LR student assistants? Yes____ No____

S. Advisory Committees

1. Do you feel that advisory committees composed of faculty and students are essential for the evaluation and extension of Lib/LR services? Yes____ No____ Comments:

2. Is there a Lib/LR program advisory committee on your campus? Yes___ No____

3. If yes, answer the following questions:

    a. How are the advisory committee members selected?

        1. ____ Appointed by the appropriate administrative officers of the college
        2. ____ Elected by the faculty
        3. ____ Selected by the faculty academic senate
        4. ____ Selected by the procedure generally followed in the formation of a faculty committee

    b. Is the advisory committee representative of the various academic divisions of the college? Yes____ No____

c. Does the committee consist of both senior and junior members of the faculty? Yes___ No___

d. Are members chosen carefully for their demonstrated interest beyond their own departmental concerns? Yes___ No___

e. What are the functions of the committee? (check those applicable):

   1.___Advisory   4.___Liaison
   2.___Administrative   5.___Publicity
   3.___Planning   6.___Other functions

f. Indicate advisory committee membership:

   1.___Faculty
   2.___Students
   3.___Professional LR staff
   4.___College administrators
   5.___Departmental/Divisional chairmen
   6.___Other members_____

g. Is the chief administrator of the Lib/LR program an ex-officio member of the advisory committee? Yes___ No___

h. What position does the Lib/LR chief administrator hold on the committee? Chairman ___Executive secretary___Other_____

i. Does this committee work closely with the chief administrator of the Lib/LR program? Yes___ No___

4. Is there a separate student committee, in addition to the advisory committee discussed above? Yes___ No___

T. How is the administration of the Library/Learning Resources program accomplished? (check those that apply):

1. ___ By means of established lines of authority
2. ___ With delineation of responsibilities
3. ___ By channels of communication through heads of LR Units
4. ___ By direct supervision by the chief administrator
5. ___ Other methods _____

U. **Internal Administration**

1. Is the internal administration of the Lib/LR program based on staff participation? Yes ___ No ___

2. If yes, what areas? (check those applicable):

   a. ___ Policy decisions   c. ___ Personnel de-
   b. ___ Procedural decisions   cisions
                                   d. ___ Other areas

3. Are regular Lib/LR staff meetings held? Yes ___ No ___

4. Are clearly devised lines of authority and responsibility available to the staff in written form? Yes ___ No ___

5. Do all staff members have access to head of Lib/LR Units? Yes ___ No ___; The chief administrator? Yes ___ No ___

6. Does each professional and supportive staff member know which activities are his responsibility? Yes ___ No ___; to whom he is accountable? Yes ___ No ___

7. Does each Lib/LR Unit have a staff manual? Yes ___ No ___

8. If yes, what does the manual contain? (check those applicable):

   a. ___ Policy statements
   b. ___ Procedural statements
   c. ___ Job descriptions
   d. ___ Duty assignments
   e. ___ Items of general information
   f. ___ Other organizational materials

V. Does the chief administrator assume responsibility
    for the accumulation of pertinent statistics?
    Yes_____No_____; Maintenance of adequate records?
    Yes_____No_____

W. If yes, how are these statistics and records uti-
    lized? (check those applicable):

    1._____Internal analysis
    2._____Management planning
    3._____Data for annual and special reports
    4._____Other uses_____

X. Are statistics collected in terms of definitions
    and methods of reporting set forth in federal and
    professional publications? Yes_____No_____

Y. Is appropriate data also collected and analyzed
    with regard to the instructional programs and the
    effectiveness of Learning Resources on these pro-
    grams? Yes_____No_____ Comments:

Z. Library/Learning Resources Publicity

    1. Is information about the Lib/LR program readily
        available? Yes_____No_____

    2. If yes, which of the following are utilized?

        a._____Annual reports
        b._____Other planned informational reports
        c._____Acquisition bulletins
        d._____Bibliographies
        e._____Current awareness lists
        f._____Faculty handbooks
        g._____Student handbooks
        h._____Releases to student and community pub-
               lications
        i._____Campus broadcasts
        j._____Campus TV programs
        k._____Other communication services_____

    3. Is one staff member assigned the responsibility
        of publicity? Yes_____No_____ If not, how is
        the publicity program operated?

4. Do you consider your Lib/LR publicity program effective? Yes____ No____. If not, what could be done to improve it?

IV. BUDGET

A. Does your college administration consider Lib/LR program budget planning a major responsibility of the chief Lib/LR administrator? Yes____ No____

B. Are budget allocations for the Lib/LR program based on sound principles of management? Yes____ No____ Comments:

C. Are all Lib/LR program budget operations initiated by the chief administrator of the Lib/LR program? Yes____ No____ Comments:

D. Does the chief administrator of the Lib/LR program consult with the heads of LR Units on budgetary needs? Yes____ No____

E. Is the chief administrator of the Lib/LR program allowed ample time to present and explain the budget requests to the college administration as part of the budget process? Yes____ No____

F. Is the chief administrator consulted when adjustments or reallocations of funds become necessary? Yes____ No____

G. Total institutional expenditures for operation and maintenance, 1973-74 academic year $_____

H. Total Learning Resources/Library program operating expenditures: 1972-73 $_____
                                  1973-74 $_____

I. Per cent of Lib/LR program budget of the total institutional expenditures:_____

J. Are Lib/LR budget appropriations supplemented with other funds? Yes____ No____

K. If yes, give total amount of outside funding for
    1973-74 (include Federal Grants and indicate source
    of funds or type of grant):
    $_____ ; Source or type of grant_____

L. Is your college and/or Lib/LR center involved in
    any form of cost analysis budgeting and financial
    planning? Yes____No____

M. If yes, to what extent?

N. Indicate number of years Lib/LR program budget is
    projected: One year____; Two years____; Three
    years____; Four or more years____

O. Library/Learning Resources appropriations, 1973-74
    academic year:

    a. Professional staff salaries $_____
    b. Non-professional salaries   _____
    c. Student assistant salaries   _____
    d. Books   _____
    e. Periodical/newspaper subscriptions   _____
    f. Binding   _____
    g. Microform materials   _____
    h. Other non-book materials   _____
    i. Special services and supplies   _____
    j. Capital outlay   _____
    k. Travel funds   _____
    l. Other_____   _____

            Total 1973-74 Allocations $_____

P. To what extent do you feel the Lib/LR program bud-
    get supports the institution's curriculum needs?

    a.____Very inadequately   c.____Adequately
    b.____Inadequately   d.____Very adequately

Q. Are all expenditures, other than payroll, initiated
    in the Lib/LR Units? Yes____No____

R. Is payment made only on invoices verified for pay-
    ment by the staff? Yes____No____

S. To the legal extent possible, are purchases of ma-
    terials exempted from restrictive annual bidding?
    Yes____No____

T. How often are purchases of materials made?

V. INSTRUCTIONAL SYSTEM COMPONENTS

A. <u>Staff</u>

1. In your college, what factors form the basis for selection of the chief administrator of the Lib/LR program? (check those applicable):

a.____Acquired competencies which relate to the purposes of the Lib/LR program
b.____Educational achievement
c.____Administrative ability
d.____Community and scholarly interests
e.____Professional activities
f.____Service orientation
g.____Other factors_____

2. Are the administrative (or supervisory)heads of the separate Lib/LR Units selected on the basis of their expertise in and knowledge of the function and role of the particular Unit which they will manage? Yes____No____ Comments:

3. Who hires the chief administrator of the Lib/LR program?

a.____Search committee   c.____Administrative
b.____College president   council
                          d.____Other_____

4. Are all personnel--professional or supportive--considered for employment on the recommendation of the administrative head of the Lib/LR program? Yes____No____

5. If not, explain your employment policy:

6. Are well-qualified, experienced staff available in sufficient numbers and areas of specialization to adequately fulfill the purposes and objectives of the Lib/LR program? Yes____No____ Comments:

7. Do all professional staff members have degrees and/or experience appropriate to the position requirements? Yes____ No____ Comments:

8. In the following table, record information as of the 1973-74 academic year for all full-time professional Lib/LR center staff members:

Position	Graduate Degrees and Dates	Length of annual Employment	Years of Experience	Annual Salary
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Please insert sheet for additional staff:

9. Are professional staff members accountable for the operational effectiveness of the Lib/LR program as designated by the chief administrator and head of Lib/LR Units? Yes____ No____

10. Do professional staff members serve as supervisor/professional consultants to the faculty? Yes____ No____; As advisors to students? Yes____ No____

11. Does every professional staff member have faculty status? Yes____ No____ Comments:

12. If faculty status is available to professional staff members, are they expected to fulfill all obligations expected of faculty members? Yes____ No____

13. Professional staff benefits available: (check those that apply)

a.____Tenure rights
b.____Sick leave benefits
c.____Sabbatical leaves
d.____Vacation benefits
e.____Provisions for professional development
f.____Other benefits_____

14. Are professional staff members compensated at the same level which is in effect for teaching faculty or for those at comparable levels of administration? Yes____No____ Comments:

15. If Lib/LR personnel work on a regular 12-month schedule, are salary adjustments made to compensate for additional service days? Yes____ No____

16. Does your college have a recognized ranking system? Yes____No____

17. If yes, is the ranking system assigned to the professional Lib/LR staff on the same criteria as for other faculty? Yes____No____

18. If a ranking system exists for Lib/LR professional staff, is the assignable rank independent of internal assignments within the Lib/LR program? Yes____No____

19. Are professional staff members included in faculty evaluation programs? Yes____No____ Comments:

20. How are promotions and salary increases determined?

21. Professional Development

A. Is professional development considered the responsibility of both the institution and the professional Lib/LR staff? Yes____ No____

B. If yes, how does the institution encourage and support professional development? (check those that are applicable):

    1.____By providing consultants for staff development sessions

    2.____Travel funds for staff members to attend meetings, workshops, seminars, etc.

    3.____Free tuition to take courses at your college

    4.____Special arrangements for staff members who serve as officers, on committees, or participate on state or national programs

    5.____Other methods_____

C. Is personal membership and participation in professional activities expected of all staff members? Yes____ No____ Comments:

D. Is further graduate study by the Lib/LR professional staff encouraged and rewarded in your institution? Yes____ No____ Comments:

23. Are teaching assignments of Lib/LR staff members considered dual appointments in calculating staff work loads? Yes____ No____

24. Is the responsibility for each level of supportive staff determined by the needs of the institution and the appropriate administrative structure? Yes____ No____ Comments:

25. Is the educational background and experience of the supportive staff appropriate to the tasks assigned? Yes____ No____ Comments:

26. Are student assistants employed for the purpose of supplementing the work of the supportive staff? Yes____ No____

27. If yes, what is the number of hours of student assistance available per week during the 1973-74 academic year?_____hours.

B. Facilities

1. When was the present Library/Learning Resource structure completed?_____

2. If additions or remodeling has been completed, give date:_____

3. What is the total floor space of the Lib/LR building?_____

4. What is seating capacity?_____; Number of study carrels?_____

5. Does the Lib/LR center have additional self-instructional carrels with media outlets? Yes____No____. If yes, indicate number:_____

6. Is the general collection housed in open-stack areas? Yes____No____

7. Is the print and non-print collection integrated (housed together)? Yes____No____ If not, what arrangement is used?

8. Please rank your Lib/LR center in the following areas:

	Poor	Adequate	Very Adequate
Seating space	____	____	____
Work areas	____	____	____
Stack space	____	____	____
Conference rooms	____	____	____
Furniture	____	____	____
Audio-visual equipment	____	____	____
Microform reading equipment	____	____	____
Heating	____	____	____
Lighting	____	____	____
Ventilation	____	____	____
Interior attractiveness	____	____	____
Building maintenance	____	____	____
Electrical outlets	____	____	____
Telephone facilities	____	____	____

	Poor	Adequate	Very Adequate
Staff lounge areas	___	___	___
Display space	___	___	___
Study carrels	___	___	___
Self-instructional carrels	___	___	___
Photocopying facilities	___	___	___
Other areas_____	___	___	___

9. Has the Lib/LR center outgrown its present quarters? Yes____ No____

10. If yes, are definite plans being formulated for new quarters to be constructed in the next two years? Yes____ No____

11. If new quarters are not being planned, do you have plans for renovation and/or expansion of the existing facility? Yes____ No____

12. If new quarters and/or facilities expansion are planned, please answer the following:

    a. In the planning of new or expanded facilities, will the participation and concurrence of the chief Lib/LR administrator be included on all details? Yes____ No____

    b. Will such planning also include wide involvement of Lib/LR users and staff? Yes____ No____

    c. In the case of specialized facilities, will planning include technical consultants as needed? Yes____ No____

    d. In the designing of classroom and other facilities where Learning Resources are to be used, will Lib/LR specialists be consulted? Yes____ No____

    e. Will alteration, expansion, or consolidation of facilities be guided by carefully delineated program objectives? Yes____ No____ Comments:

      f.   What factors will be included when devel-
         oping facilities requirements for the pro-
         gram specifications? (check those applic-
         able):

         1.____Student enrollment
         2.____Extent of community services
         3.____Growth in the varieties of services
         4.____Growth of materials collections
         5.____Staff needs
         6.____Impact of curricular development and
             technological advances

13.   Have the existing physical facilities for the
     Lib/LR program at your institution been plan-
     ned to provide appropriate space to meet in-
     stitutional and instructional objectives?
     Yes____No____ Comments:

14.   Are the existing Lib/LR space and facilities
     sufficient to accommodate present operations?
     Yes____No____ Comments:

15.   Does the present Lib/LR facility reflect long-
     range planning to provide for anticipated ex-
     pansion, and educational and technological
     changes? Yes____No____ Comments:

16.   Are the facilities of the Lib/LR Units located
     conveniently for use by both students and in-
     structional staff? Yes____No____

17.   Are the Lib/LR services for administration,
     acquisition, and cataloging centralized?
     Yes____No____

18.   Are areas within the Lib/LR Units grouped to
     aid the user? Yes____No____; To permit the
     staff to perform duties effectively? Yes____
     No____

19.   Does the production facility provide space
     for consultation and demonstration? Yes____
     No____

20. Is a staff conference room, apart from the administrative head's office, available? Yes____ No____

21. Do the physical facilities provide a wide variety of learning and study situations? Yes____ No____

22. If yes, check types available:

    a.____Programmed learning equipment
    b.____Isolated individual study areas
    c.____Group study areas
    d.____Lounge areas
    e.____Other areas_____

23. Are Lib/LR facilities planned to meet the needs of physically handicapped students? Yes____ No____

24. Do space requirements, physical arrangements, and construction provide for full utilization of specialized equipment, such as data processing, media production, etc? Yes____ No____

C. Instructional equipment

    1. Is there centralized control of inventory and distribution of all equipment? Yes____ No____

    2. If not, how is inventory and distribution handled?

    3. Does the Lib/LR center maintain a thorough and continual evaluation to insure that enough appropriate equipment is available? Yes____ No____

    4. Is equipment available in sufficient quantity and quality at the proper time to meet instructional needs? Yes____ No____

    5. Is the Lib/LR staff available for assistance when needed for maintenance of equipment? Yes____ No____

    6. Who is responsible for the operation of the equipment?

7. Is all Lib/LR program and instructional equipment purchased through a systems approach? Yes_____ No_____

8. Is the selection and purchase of Lib/LR program and instructional equipment based on valid criteria? Yes_____ No_____ Comments:

9. If yes, check criteria applied to equipment selection:

   a._____Performance quality
   b._____Effective design
   c._____Ease of operation
   d._____Cost
   e._____Portability
   f._____Cost of maintenance and repair
   g._____Available service
   h._____Other criteria used_____

10. Is the evaluation, selection, and recommendation of equipment for purchase a responsibility of the Lib/LR staff? Yes_____ No_____

D. Materials

1. Does the Lib/LR center have a written statement regarding acquisition and production of learning materials? Yes_____ No_____

2. If yes, who was involved in the development of such a statement?

3. If you currently do not have an acquisition and production statement, do you plan to formulate one? Yes_____ No_____. If yes, who will be involved in writing the statement?

4. Does the Lib/LR program provide materials on all sides of controversial issues? Yes_____ No_____

5. Are the principles of intellectual freedom, as stated by the American Library Association adhered to? Yes_____ No_____ Comments:

6. How are Lib/LR materials acquired? (check those applicable):

    a._____Purchase of commercially available materials
    b._____Lease or rental of materials when purchase is not warranted
    c._____Loan through free loan agencies
    d._____Acquisition of material as gifts
    e._____Design and production of materials not readily available

7. Who selects the major portion of materials purchased? Lib/LR staff____Departmental chairmen____Faculty____Other_____

8. Are students involved in selecting materials? Yes____No____. If yes, to what extent?

9. Is the final decision and priority judgment on the acquiring of Lib/LR materials the responsibility of the chief administrator and his designated subordinates? Yes____No____

10. Is there an acceptable system for making all resources available? Yes____No____

11. Does the Lib/LR program provide sufficient enrichment materials beyond the curricular needs of the institution? Yes____No____

12. Do Lib/LR materials reflect ages, cultural background, intellectual levels, developmental needs, and vocational goals represented in the student body? Yes____No____ Comments:

13. Has a board policy been developed concerning gift materials? Yes____No____

14. Are copyright regulations complied with in the local reproduction of materials for instructional use? Yes____No____ Comments:

15. Total number of volumes held at end of 1972-73 academic year:_____

16. Number of reels of microfilm_____ Micro-
    fiche_____Microcards_____Other micro-
    forms_____

17. Number of periodical titles, exclusive of dup-
    licates, 1973-74:_____

18. List any special collections (rare books, man-
    uscripts, local history, professional faculty
    collections, etc.):

19. Are all special and/or departmental collections
    considered a part of the Lib/LR collection for
    general use by the entire college? Yes_____
    No_____

20. Does the Lib/LR reference collection include
    the following?

    a._____Wide selection of subject bibliographies
    b._____General bibliographies
    c._____Authoritative lists
    d._____Periodical indexes
    e._____Standard reference works in all fields
          of knowledge

21. Which of the following points of view are re-
    flected in the newspaper subscriptions? Com-
    munity____National____Worldwide____

22. Number of current newspaper subscriptions,
    1973-74:_____

23. Number of backfiles (more than one year) of
    newspapers retained in print or microform:

    _____

24. Does the Lib/LR maintain a collection of gov-
    ernment documents (either separate collection
    or integrated in the general collection)?
    Yes____No____. If yes, approximate number____

25. Is there a systematic plan used to acquire
    these publications on a continuing basis?
    Yes____No____

26. Are Lib/LR holdings supplemented by files of pamphlets and other ephemeral materials? Yes____No____.   If yes, approximate number _____

27. Is there a systematic acquisition program for this type of material? Yes____No____

28. Are references made in the general catalog to subjects contained in pamphlet files? Yes____ No____

29. Are files of manufacturers' and publishers' catalogs and brochures maintained to supplement published lists and current information? Yes____No____

30. Are collections of recorded materials available for individual use as well as for meeting instructional needs? Yes____No____

31. Is the Lib/LR collection kept current by a systematic weeding program? Yes____No____. If yes, is it annually____Bienially____Other____

32. Is a systematic program in use for the conservation and replacement of materials? Yes____ No____

33. Does the Lib/LR program have a systematic inventory procedure? Yes____No____. If yes, how frequently?_____

34. Does the Lib/LR Unit function as an archive for historical information and documents concerning the college itself? Yes____No____

VI. SERVICES

A. Does the Lib/LR program provide a variety of services as an integral part of the instructional process? Yes____No____. If yes, check types of services provided:

1.____Instructional development functions
      a.____Task analysis
      b.____Instructional design
      c.____Evaluation

        d. _____ Related research
    2. _____ Acquisition of learning materials, including
        cataloging and related services
    3. _____ User services
        a. _____ Reference
        b. _____ Circulation of print materials
        c. _____ Circulation of non-print materials
        d. _____ Transmission or dissemination
        e. _____ Assistance in use of Lib/LR to students
        and faculty
    4. _____ Other services
        a. _____ Computer operation
        b. _____ Bookstore
        c. _____ Campus duplicating or printing service
        d. _____ Learning or developmental labs
        e. _____ Various auto-tutorial carrels or labs
        f. _____ Telecommunications
        g. _____ Other information networks

B. Comments on the above Library/Learning Resources
    program services:

C. Check the following services which you feel users
    of Lib/LR have the right to expect:

    1. _____ That facilities, materials, and services are
        available to meet demonstrated instructional
        needs for their use
    2. _____ That an atmosphere be provided which allows
        sensitive and responsive attention to their
        requirements
    3. _____ That professional staff be readily available
        for interpretation of materials and services
        and for consultation
    4. _____ That physical facilities be maintained to
        make use comfortable and orderly
    5. _____ That requests for scheduling, circulation,
        distribution, and utilization of materials
        and related equipment be handled expediti-
        ously
    6. _____ That acquisition, production, and organiza-
        tion of materials meet their instructional
        and personal needs

D. Are circulation records maintained by the Lib/LR
    Center? Yes_____ No_____. If yes, number of tran-
    actions of materials loaned for home use, 1972-73:

E. Number of items circulated in Lib/LR building:
_____

F. Describe briefly type of circulation control system used:

G. Is there any dissatisfaction with circulation system in current use? Yes___No___. If yes, what system or change is being planned?

H. Does the Lib/LR center have a book detection system? Yes___No___. If yes, what kind?_____
Is it satisfactory? Yes___No___

I. Number of hours of Lib/LR center open per week:
Long term___Summer Term___

J. Number of hours open on week-ends during long term:
Saturdays___Sundays___

K. Are library fines charged for overdue materials?
Yes___No___

L. Does the Lib/LR program utilize a professional processing service? Yes___No___. If yes, what type of service?_____

M. If yes, approximate per cent of total acquisitions obtained through this service for books_____%; non-book materials_____%.

N. Is this service satisfactory? Yes___No___. If not, comment:

O. Are any discernable trends or changes evident in the Lib/LR collection in the past five years?
Yes___No___. If yes, comment:

P. What classification scheme is used for the book collection?_____

Q. What classification scheme is used for non-book materials?_____

R. What kind of catalog is used?_____

S. <u>Evaluation and Accreditation</u>

1. Is your institution accredited by the Southern Association of Schools and Colleges? Yes____ No____

2. How is the Lib/LR center evaluated? (check those applicable)

   a.____Self evaluation studies for regional accreditation
   b.____President of the institution
   c.____Academic Dean
   d.____Library committee
   e.____Other methods_____

3. How is the need for new Lib/LR programs developed?

4. How are changes made in the existing programs?

T. <u>Lib/LR Orientation Programs</u>

Check methods used to provide instruction for students in use of the Lib/LR center:

1.____Use of a library handbook
2.____Self-instructional programmed materials
3.____Required orientation visits
4.____Special bibliographic assistance
5.____Guided tours
6.____Formally structured classes
7.____Other methods_____

U. <u>Lib/LR Automation</u>

1. Are any of the Lib/LR program operations now automated? Yes____No____. If yes, briefly describe operations:

2. If no operations are automated, do you plan to automate any operations in the next two years? Yes____No____. If yes, what operation(s)?

V. <u>Specialized Services</u>

1. Are facilities of the Lib/LR center available to the general public? Yes____ No____. If yes, what groups? Adults____High School students ____

2. If service is extended to community residents, is a deposit or fee charged for borrowing privileges? Yes____No____. If yes, amount $_____

3. Do you have a written policy concerning Lib/LR use by persons not connected with the college? Yes____No____

4. Please comment briefly regarding the Lib/LR center's responsibility, if any, for providing service to the community in which it is located:

VII. INTER-AGENCY COOPERATIVE ACTIVITIES

A. Is your Lib/LR center represented on an inter-agency council for planning and coordination of local Lib/LR services? Yes____No____. If yes, comment:

B. Check methods of inter-agency cooperation:

1.____Union lists of serials
2.____Union lists of books
3.____Interlibrary loans
4.____Teletype system
5.____Cooperative processing programs
6.____Cooperative cataloging programs
7.____Cooperative acquisition programs
8.____Other methods_____

C. What formal arrangments have been established between public and/or other libraries and the junior college Lib/LR center for cooperative endeavors?

D. In what state, national, or regional network affiliations or consortia does your Lib/LR center participate?

E. Do you feel that your Lib/LR center is presently cooperating as much as possible with other area libraries to provide the best services and re- sources available? Yes____ No____ . If not, what futher plans could be initiated to improve inter- agency cooperation?

F. Does the Lib/LR center share with area libraries the responsibility for the collection and preser- vation of community history and collection of local and statistical data? Yes____No____   .

G. Are resources utilized from outside the Lib/LR center to supplement the collection? Yes____No____ If yes, indicate:

    1.____Interlibrary loans
    2.____City library
    3.____County library
    4.____School libraries
    5.____Other college libraries
    6.____Other_____

VIII. SPECIFIC PROBLEM AREAS

A. Which of the following factors, if any, do you find particularly troublesome in your Lib/LR program?

    1.____Lack of time
    2.____Limitations of facilities
    3.____Limitations of faculty cooperation
    4.____Lack of student interest
    5.____Differences between student and instruc- tional goals
    6.____Other_____

B. What are the principal obstacles to the develop- ment of a more adequate Library/Learning Resources program in your institution?

    1.____Lack of administrative support for the Lib/ LR program
    2.____Delegation of authority by the college ad- ministration
    3.____Lack of an integrated A-V and library pro- gram

4. ____ Job satisfaction of the library staff
5. ____ Lack of recognized goals for the Lib/LR program
6. ____ Inadequate financial support of the Lib/LR program
7. ____ Staffing inadequacies
8. ____ Inadequate physical facilities for the Lib/LR program
9. ____ Lack of faculty interest and cooperation
10. ____ Lack of student interest
11. ____ Lack of participation in the instructional program by the Lib/LR center
12. ____ Other obstacles _____

C. What recommendations can you offer to improve your Lib/LR program in those problem areas check above?

D. What new or innovative Lib/LR center activities or programs are currently being planned at your institution?

APPENDIX C

LIST OF TEXAS PUBLIC JUNIOR COLLEGES
SURVEYED IN THE STUDY

LIST OF TEXAS PUBLIC JUNIOR COLLEGES
SURVEYED IN THE STUDY

Alvin Junior College	Alvin, Texas
Amarillo College	Amarillo, Texas
Angelina College	Lufkin, Texas
Austin Community College District	Austin, Texas
Bee County College	Beeville, Texas
Blinn College	Brenham, Texas
Brazosport College	Lake Jackson, Texas
Central Texas College	Killeen, Texas
Cisco Junior College	Cisco, Texas
Clarendon College	Clarendon, Texas
College of the Mainland	Texas City, Texas
Cooke County Junior College	Gainesville, Texas
Dallas County Community College District	
Eastfield College	Mesquite, Texas
El Centro College	Dallas, Texas
Mountain View College	Dallas, Texas
Richland College	Dallas, Texas
Del Mar College	Corpus Christi, Texas
El Paso Community College	El Paso, Texas
Frank Phillips College	Borger, Texas
Galveston College	Galveston, Texas

Grayson County College	Denison, Texas
Henderson County Junior College	Athens, Texas
Hill Junior College	Hillsboro, Texas
Houston Community College System	Houston, Texas
Howard County Junior College	Big Spring, Texas
Kilgore College	Kilgore, Texas
Laredo Junior College	Laredo, Texas
Lee College	Baytown, Texas
McLennan Community College	Waco, Texas
Midland College	Midland, Texas
Navarro Junior College	Corsicana, Texas
North Harris County Junior College	Houston, Texas
Odessa College	Odessa, Texas
Panola Junior College	Carthage, Texas
Paris Junior College	Paris, Texas
Ranger Junior College	Ranger, Texas
San Antonio Junior College District	
San Antonio College	San Antonio, Texas
St. Philip's College	San Antonio, Texas
San Jacinto College	Pasadena, Texas
South Plains College	Levelland, Texas
Southwest Texas Junior College	Uvalde, Texas
Tarrant County Junior College District	

Northeast Campus	Hurst, Texas
South Campus	Fort Worth, Texas
Temple Junior College	Temple, Texas
Texarkana College	Texarkana, Texas
Texas Southmost College	Brownsville, Texas
Tyler Junior College	Tyler, Texas
Vernon Regional Junior College	Vernon, Texas
Victoria College	Victoria, Texas
Weatherford College	Weatherford, Texas
Western Texas College	Snyder, Texas
Wharton County Junior College	Wharton, Texas

APPENDIX D

COVER LETTER TO LIBRARIANS AND DIRECTORS
OF LEARNING RESOURCES CENTERS

November 30, 1973

The subject for investigation for my doctoral dissertation
requires research data relating to library/learning resources
programs in the public junior colleges in the State. The
study, under the direction of Dr. Wallace Eugene Houk and
Dr. Frederick C. Pfister, has been undertaken to complete re-
quirements for the Ph.D. degree in Library Science at Texas
Woman's University.

This investigation will be one of the first studies based on
the new "Guidelines for Two-Year College Learning Resources
Programs." Responses from many junior college librarians and
educators in Texas reflect keen interest and support for this
comprehensive study. The results of this investigation will
be significant to both junior college librarians and adminis-
trators nationally as well as in Texas. A summary of the
findings will be made available when the study has been com-
pleted.

The purpose of the investigation is to provide a general as-
sessment of the current status of the library/learning re-
sources programs in Texas junior colleges in relationship to
the "Guidelines." The scope of the study will include a com-
prehensive analysis of institutional, organizational, admin-
istrative, and financial aspects of the library/learning re-
sources programs, as based on the enclosed Questionnaire.
On-campus visits will also be made by the investigator to a
representative number of Texas public junior colleges.

Your cooperation in completing and returning the Question-
naire will be greatly appreciated. Please give full and ac-
curate information, as accuracy and completeness will con-
tribute to the usefulness and validity of the research in-
vestigation.

Thank you for your time and interest.

Sincerely,

Mary L. Nieball
Head Librarian
Odessa College
Odessa, Texas

Encl.

APPENDIX E

INSTRUCTIONS FOR COMPLETING
QUESTIONNAIRE

INSTRUCTIONS FOR COMPLETING QUESTIONNAIRE

1. Report data for the academic year indicated in specific questions.

2. Supply information for all items in the Questionnaire.

3. Please feel free to comment on any item in the Question-
    naire. Use inserted extra pages when additional space
    is needed.

4. A Glossary of terms used in the Questionnaire follows
    below.

5. Mail the completed Questionnaire in the enclosed stamped
    envelope as soon as possible, but no later than December
    20, 1973.

GLOSSARY OF TERMS

The following terms used in the Questionnaire have been de-
fined as follows. With the exception of a few terms, the
Glossary has been taken directly from the "Guidelines."

Full-time Equivalent, Students. The equivalent number of
full-time students at an established date with equivalency
being determined by dividing the total student credit-hours
by the assumed normal student load of credit-hours.

Full-time Equivalent, Faculty. The equivalent number of
full-time faculty members at an established date with equiv-
alency being determined by various methods depending upon
the assumed teaching load and the consideration placed on
laboratory classes.

Learning Resources Center. A library or other educational
unit on campus which intergrates all print and non-print
forms of communication resources and provides the services
and equipment for their utilization.

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 environment of the institution.

Learning Resources Unit/Department. A subordinate agency within the Learning Resources program sufficiently large to acquire organizational identification as distinct from individual assignment and within an administrative or supervisory head, and which may have its own facilities, staff, and budget.

Library Technical Assistant. A para-professional library employee whose duties require knowledge and skill based on a minimum of two years of college, including general education plus formal and informal library education.

Instructional Development Functions. The solution of instructional problems through the design and application of instructional system components.

Instructional System Components. All of the resources which can be designed, utilized, and combined in a systematic manner with the intent of achieving learning. These components include: men, machines, facilities, ideas, materials, procedures, and management.

Instructional Production Design. The process of creating and/or identifying the most effective materials to meet the specific objectives of the learning experience as defined by Instructional Development.

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

Staff. The personnel who perform Learning Resources program functions. These persons have a variety of abilities and a range of education backgrounds. They include professional and supportive staff.

Professional Staff. Personnel who carry on 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 degrees and two-year degrees to a one-year certificate, or extensive

training and experience in a given area or skill.

System(s) Approach. The application of Instructional System Components.

ABBREVIATIONS

The following abbreviations will be used in the Questionnaire.

FTE - Full-time Equivalent

LIB - Library

LR - Learning Resources

LC - Library of Congress

APPENDIX F

FOLLOW-UP LETTER TO LIBRARIANS AND DIRECTORS
OF LEARNING RESOURCES CENTERS

January 14, 1974

Dear Colleague:

The information on the completed questionnaire on the Library/Learning Resources Program at   College can still be included in my state-level study if it is returned by February 1st. I would like very much to include your college in the study.

A number of questionnaires are still out, due no doubt, to the fact that Christmas is not a very good time for a questionnaire, particularly such a long one. Since my study is the first one in the country based on the new "Guidelines," it was felt that every item in the "Guidelines" needed to be covered.

Sincere thanks for your assistance in completing my investigation. A copy of the results will be available at the conclusion of the study.

Sincerely,

Mary Nieball
Head Librarian
Odessa College
Odessa, Texas

APPENDIX G

LIST OF TEXAS PUBLIC JUNIOR COLLEGES
INCLUDED IN THE ON-CAMPUS VISITS

LIST OF TEXAS PUBLIC JUNIOR COLLEGES
INCLUDED IN THE ON-CAMPUS VISITS

Institution	Date of Interview	Person(s) Interviewed
Amarillo College Amarillo, Texas	5/11/74	Mr. Lee Oliver, Director of Libraries

Dallas County Community
   College District
     El Centro College
Dallas, Texas
	6/4/74	Mr. Ted Carley, Director
		of Learning Resources
		Mr. Enrique Chamberlain,
		Head of Public Services

El Paso Community College El Paso, Texas	5/17/74	Mary Louise Turner, Head Librarian
Lee College Baytown, Texas	5/28/74	Mr. Bill Peace, Director of Library Learning Re- sources Center
North Harris County Junior College Houston, Texas	5/28/74	Mrs. Anne Trammell, Head Librarian
San Jacinto College Pasadena, Texas	5/27/74	Dr. Parker Williams, Head Librarian Dr. B. J. Honeycutt, Director, Instructional Media
South Plains College Levelland, Texas	5/10/74	Mr. Joe Dale Amis, Director of Libraries
Texarkana College Texarkana, Texas	5/23/74	Mrs. Helen Click, Director of Library Services
Weatherford College Weatherford, Texas	5/24/74	Mrs. Ruth Huse Head Librarian
Western Texas College Snyder, Texas	5/16/74	Mr. Larry V. Anderson, Head Librarian Dr. James E. Tully, Dean of Learning Resources Center

APPENDIX H

INTERVIEW SCHEDULE FOR
ON-CAMPUS VISITS

INTERVIEW SCHEDULE FOR ON-CAMPUS VISITS

1. Does the location of your campus pose any problems as for as Library/Learning Resources services are concerned?

2. How do you consider co-operative programs and network affiliations as part of your overall Learning Resources program objectives?

3. What administrative organization is used for the Audiovisual program and the Library program?

4. Do you feel that responsibilities for all Library/Learning Resources services should be assigned to a central administrative unit? Why cr why not?

5. Comment on the rank and status of the Library/Learning Resources administrator in relation to other administrators on your campus.

6. How is the Library/Learning program evaluated in relation to its effectiveness in meeting institutional objectives?

7. How are promotions and salary increases for Library/Learning Resources personnel determined at your institution?

8. What expansion or renovation plans are currently underway on your campus for the Library/Learning Resources facilities?

9. In your opinion, what is the Library/Learning Resources Center's responsibility, if any, for providing service to the community in which it is located?

10. What specific problems confront you in the development of a more adequate Library/Learning Resources program?

11. What new or innovative Library/Learning Resources Center activities or programs are currently being used and/or planned at your institution?

APPENDIX I

LIST OF TEXAS PUBLIC JUNIOR COLLEGES AND
THE QUESTIONNAIRE RESPONSES AND
ON-CAMPUS INTERVIEWS

TABLE 48

LIST OF TEXAS PUBLIC JUNIOR COLLEGES AND
THE QUESTIONNAIRE RESPONSES AND
ON-CAMPUS INTERVIEWS

Name of College	Completed Questionnaire Returned	Letter Response Only	No Reply Received	On-Campus Interview Completed
Alvin Junior College		x		
Amarillo College	x			x
Austin Community College			x	
Angelina College			x	
Bee County College		x		
Blinn College	x			
Brazosport College	x			
Central Texas College	x			
Cisco Junior College			x	
Clarendon Junior College	x			
College of the Mainland	x			
Cooke County Junior College	x			
Del Mar College	x			
Eastfield College	x			
El Centro College	x			x
El Paso Community College	x			x
Frank Phillips College			x	
Galveston College	x			
Grayson County College	x			
Henderson County Junior College	x			
Hill Junior College	x			
Houston Community College	x			
Howard County Junior College	x			
Kilgore College	x			

TABLE 48--Continued

Name of College	Completed Questionnaire Returned	Letter Response Only	No Reply Received	On-Campus Interview Completed
Laredo Junior College	x			
Lee College	x			x
McLennan Community College	x			
Midland College			x	
Mountain View College	x			
Navarro Junior College	x			
North Harris County Junior College	x			x
Odessa College	x			
Panola Junior College	x			
Paris Junior College	x			
Ranger Junior College	x			
Richland College	x			
St. Philip's College	x			
San Antonio College	x			
San Jacinto College	x			x
South Plains College	x			x
Southwest Texas Junior College	x			
Tarrant County, South Campus	x			
Tarrant County, Northeast Campus	x			
Temple Junior College	x			
Texarkana Community College	x			x
Texas Southmost College	x			
Tyler Junior College		x		
Vernon Regional Junior College	x			
Victoria College	x			
Weatherford College	x			x
Western Texas College	x			x
Wharton County Junior College	x			
Total Number	44	3	5	10

APPENDIX J

STUDENT ENROLLMENT, SPRING
SEMESTER, 1973

TABLE 49

STUDENT ENROLLMENT, SPRING SEMESTER, 1973

Institution	Headcount Enrollment	FTE Enrollment
Amarillo College	6,000	3,100
Blinn College	1,824	1,783
Brazosport College	2,724	1,194
Central Texas College	4,000	2,000
Clarendon College	345	315
Cooke County Junior College	2,007	1,397
Del Mar College	4,411	3,200
Eastfield College	6,900	4,000
El Centro College	3,600	3,400
El Paso Community College	3,281	--
Galveston College	1,648	989
Grayson County College	3,153	1,996
Henderson County Junior College	1,316	1,036
Hill Junior College	643	541
Houston Community College	11,386	4,554
Howard County Junior College	1,299	484
Kilgore College	2,574	--
Laredo Junior College	2,411	1,695
Lee College	3,800	2,917
McLennan Community College	1,600	1,400
Mountain View College	4,232	2,789
Navarro Junior College	849	799
North Harris County Junior College	1,546	322
Odessa College	2,938	2,004
Panola Junior College	679	536
Paris Junior College	1,303	1,040
Ranger Junior College	293	325
Richland College	10,000	2,300
St. Philip's College	4,107	2,554
San Antonio College	19,819	9,794
San Jacinto College	6,901	3,302
South Plains College	1,700	1,500
Southwest Texas Junior College	1,305	--

TABLE 49--<u>Continued</u>

Institution	Headcount Enrollment	FTE Enrollment
Tarrant County Junior College,		
Northeast Campus	5,461	3,604
South Campus	7,318	4,685
Temple Junior College	1,163	872
Texarkana College	2,028	1,427
Vernon Regional Junior College	538	214
Victoria College	1,549	1,030
Weatherford College	966	719
Western Texas College	800	732
Wharton County Junior College	1,764	1,637
Totals	142,181	78,186

APPENDIX K

NUMBER OF FACULTY MEMBERS,
1973-74

TABLE 50

NUMBER OF FACULTY MEMBERS,
1973-74

Institution	Total Faculty	FTE Faculty
Amarillo College	200	160
Blinn College	84	83
Brazosport College	61	54
Central Texas College	120	75
Clarendon College	29	27
College of the Mainland	69	-
Cooke County Junior College	73	63
Del Mar College	262	250
Eastfield College	350	200
El Centro College	200	150
El Paso Community College	175	150
Galveston College	102	79
Grayson County College	148	102
Henderson County Junior College	79	72
Houston Community College	606	224
Howard County Junior College	47	38
Kilgore College	125	125
Laredo Junior College	93	84

TABLE 50--Continued

Institution	Total Faculty	FTE Faculty
Lee College	148	136
McLennan Community College	105	-
Navarro Junior College	60	60
North Harris County Junior College	43	-
Odessa College	152	141
Panola Junior College	33	31
Paris Junior College	76	70
Ranger Junior College	24	22
Richland College	419	141
St. Philip's College	225	171
San Antonio College	750	500
San Jacinto College	306	211
South Plains College	125	117
Southwest Texas Junior College	62	-
Tarrant County Junior College District		
Northeast Campus	150	96
South Campus	250	-
Texarkana College	132	119
Vernon Regional Junior College	30	-
Victoria College	100	68
Weatherford College	43	35
Western Texas College	53	53
Wharton County Junior College	98	92

APPENDIX L

STATEMENT OF PURPOSE OF LIBRARY-LEARNING RESOURCES
PROGRAMS INCLUDED IN THE STUDY
AS STATED BY THE DIRECTORS

TABLE 51

STATEMENT OF PURPOSE OF LIBRARY-LEARNING RESOURCES PROGRAMS
INCLUDED IN THE STUDY AS STATED BY THE DIRECTORS

Name of Institution	Statement of Purposes
Amarillo College	To provide all materials, equipment and reference necessary to support the curriculum.
Blinn College	The objectives of the library closely parallel its philosophy. We desire, first of all, to provide the student body and faculty of the college the resource materials which they need and desire to pursue the teaching and the learning processes. We attempt also to provide information resources to help guide students seeking occupational information and materials to satisfy the recreational reading needs of the faculty and student body.
Brazosport College	To provide faculty, students, and interested adults in the community with a broad range of instructional and learning tools to facilitate the realization of educational objectives.
Central Texas College	Support the curriculum offered by the college and the general interests of the community.
Clarendon College	To augment the curriculum, integrate library with courses of instruction, provide recreational reading and to provide professional materials for faculty.

TABLE 51--Continued

Name of Institution	Statement of Purposes
College of the Mainland	To provide teaching-learning opportunities in support of the curriculum in a professional manner.
Cooke County Junior College	To support the courses that are in the curriculum and to offer all forms of material to enrich the learning process as well as the lives of our students and the community as a whole.
Del Mar College	To support the educational program of the college whose purposes and functions are: to offer post-high school educational services to the extent feasible, as determined by available resources, and with the quality of results being a primary consideration.
El Centro College	To provide selected resources and services to support the instructional program of the college. It further provides resources and services for general information, intellectual and professional growth, cultural development and recreational activities for the college's total population.
El Paso Community College	Serve students and faculty; reach accreditation standards as soon as possible; train students in an accredited "Library Skills" course; present specialized programs annual for public relations.

TABLE 51--Continued

Name of Institution	Statement of Purposes
Galveston College	Support of the over-all curriculum offerings and helping to plan alternative learning experiences.
Grayson County College	Provide supplementary materials to support the overall college curriculum, and instructional and recreational media for faculty and student needs.
Henderson County Junior College	To serve the institutional program of the college by providing materials, equipment, and work space for independent growth of faculty and students. To support the instructional programs of Henderson County Junior College by providing and/or producing materials and equipment for classroom use by faculty.
Hill Junior College	To provide a comprehensive Learning Resources program for a diverse urban community college through the use of print and non-print media.
Kilgore College	To supervise and manage the Learning Resource Units of Kilgore College, thus providing the media and equipment which aids faculty in their instruction and students in their learning (Upgrading of instruction and learning).
Laredo Junior College	To place the right materials into the hands of students and faculty at the right time.

302

TABLE 51--Continued

Name of Institution	Statement of Purposes
Mountain View College	To support instructional programs and to offer enriching opportunities to our students, faculty, staff, and community.
Navarro Junior College	Basically, to support the curriculum, to provide recreational reading.
North Harris County Junior College	The objectives and purposes of the learning resources program will support the objectives and purpose of the college.
Odessa College	To make library services contribute as effectively as possible to the instructional program with resources, and the staff needed to meet curricular demands.
Panola Junior College	To provide an organized collection of materials and equipment for meeting instructional and individual needs of students and faculty, and to provide facilities and resources for individual learning.
Paris Junior College	To serve the learning needs of students.
Ranger Junior College	To serve curricular needs; to serve recreational needs, and guidance materials.

TABLE 51--Continued

Name of Institution	Statement of Purposes
St. Philip's College	To function as an integral supporting component of the total educational program of the college.
San Antonio College	To provide those learning resources and services required by the College to meet its statement of institutional purpose. All other functions evolve from and are supportive of this statement of purpose.
San Jacinto College	To provide materials that support and supplement the stated curriculum of the school.
South Plains College	To serve every individual need.
Southwest Texas Junior College	To assist the instructor in providing for his classroom; to assist the student who needs multiple exposure; to provide self-paced courses in the center.
Tarrant County Junior College District Northeast Campus South Campus	Support curriculum; assist in every facet of the learning process; Maintain and develop viable materials collection; Encourage cultural, recreational and personal enrichment; Provide efficient dissemination of information; Evaluate and improve effectiveness of the Learning Resources program; Add materials collection relative to the Tarrant County Junior College curriculum.

TABLE 51--<u>Continued</u>

Name of Institution	Statement of Purposes
Texarkana College	Library and Learning Resources Center exists to meet the needs of Texarkana Community College students, faculty, and the community in both print and non-print materials. Efforts are made to provide not only usual services, but for cultural enrichment as well.
Weatherford College	To serve students and faculty needs expeditiously. To create an atmosphere conducive to learning. To acquire library materials and equipment which meet the needs of the instructional objectives of the institution.
Wharton County Junior College	To serve the faculty, staff, and students by providing a carefully selected & organized collection of materials to implement the instructional program of the college. To provide for separate and individual study needs of each student, and to assist in student instruction for a more efficient use of instructional materials and libraries. As part of the total college program, the learning center will assist in providing cultural and educational resource opportunities to the community.

APPENDIX M

QUESTIONNAIRE AND INTERVIEW DATA RELATING TO THE RANK
AND STATUS OF THE CHIEF LIBRARY-LEARNING RESOURCES
ADMINISTRATOR IN THE PUBLIC JUNIOR COLLEGES

TABLE 52

QUESTIONNAIRE AND INTERVIEW DATA RELATING TO THE RANK
AND STATUS OF THE CHIEF LIBRARY-LEARNING RESOURCES
ADMINISTRATOR IN THE PUBLIC JUNIOR COLLEGES

Institution	Rank or Classification of Chief Administrator	Survey and Interview Comments Concerning Rank and Status
*Amarillo College	Director and Department Chairman	The Director of Libraries is classed as Director and has tenure.
Clarendon College	Divisional Chairman	Librarian has faculty status of a Divisional Chairman and paid accordingly.
Del Mar College	Faculty Rank of Associate Professor	Director has faculty rank and status. Others in full-time administration do not.
*El Centro College	Director	Director of Learning Resources Center has same rank and status as other administrators with similar responsibilities on all campuses of the District.
*El Paso Community College	Classified Staff	Rank and status is undefined as yet. Head works as classified, not administrative staff.

307

TABLE 52--Continued

Institution	Rank or Classification of Chief Administrator	Survey and Interview Comments Concerning Rank and Status
*Lee College	Director	Director of Library Learning Resource Center has same rank and status as other administrators on campus with similar institutional responsibilities.
*North Harris County Junior College	Head Librarian	Present organizational plans provide for a Director of Learning Resources for the future.
Panola Junior College	Librarian	The librarian is neither administration nor faculty.
Ranger Junior College	Librarian	Neither faculty status, tenure, or administrative rank. This is a battle the library associations should help with.
San Antonio College	Director of Library Services	In some ways the Director has more rank, functioning in part at district level with assignments relating to our sister college.

TABLE 52--<u>Continued</u>

Institution	Rank or Classification of Chief Administrator	Survey and Interview Comments Concerning Rank and Status
*San Jacinto College	Head Librarian and Divisional Chairman Director of Media Center and Departmental Chairman	The Librarian does not have the same rank and status as other administrators with similar responsibilities on campus. The Head Librarian and the Director of the Media Center also do not have equal rank and status.
*South Plains College	Director of Libraries	The Director has the same rank and status as others on campus with similar duties.
Tarrant County Junior College District Northeast Campus	Dean of Learning Resources	Dean does not have equal rank and status with other administrators. His responsibility is to the campus administration instead of district administration.
*Texarkana College	Head Library and Staff Classification	Head Librarian has rank more closely akin to faculty than administration.
*Weatherford College	Head Librarian	Head Librarian has same rank and status as others with similar responsibilities.

TABLE 52--<u>Continued</u>

Institution	Rank or Classification of Chief Administrator	Survey and Interview Comments Concerning Rank and Status
*Western Texas College	Dean of Learning Resources Center	The Dean has same rank and status as other administrators who have similar campus responsibilities.

*On-Campus Interview Respondents

APPENDIX N

ANNUAL BUDGETS OF TEXAS PUBLIC JUNIOR COLLEGE
LIBRARY-LEARNING RESOURCES PROGRAMS FOR
ITEMS OTHER THAN SALARIES AND
MATERIALS, 1973-74

TABLE 53

ANNUAL BUDGETS OF TEXAS PUBLIC JUNIOR COLLEGE LIBRARY-LEARNING RESOURCES
PROGRAMS FOR ITEMS OTHER THAN SALARIES AND MATERIALS, 1973-74

Institution	Binding	Services & Supplies	Capital Outlay	Equip. Purchase, Rental & Repair	Travel	Other
Amarillo College	--	2,350	3,513	--	450	5,000[a]
Blinn College	3,500	3,200	4,975	250	60	
Brazosport College	1,100	2,650	6,623	--	500	
Central Texas College	500	3,000	--	--	910	2,800[b]
Clarendon College	70	400	400	--	75	
College of the Mainland	500	6,300	11,000	3,000	3,200	
Cooke County Junior College	500	5,000	5,000	--	300	
Del Mar College	3,500	21,225	4,530	6,075	900	
Eastfield College	3,000	54,044	29,854	--	650	
El Centro College	4,000	36,509	14,628	--	300	
El Paso Community College	--	3,000	6,286	--	600	
Galveston College	2,000	11,130	4,850	--	500	500[c]
Grayson County College	1,000	4,480	2,960	--	300	
Henderson County Junior College	1,500	4,000	4,000	--	400	
Hill Junior College	500	--	1,299	--	82	
Houston Community College	1,500	7,000	10,000	2,500[d]	1,300	
Howard County Junior College	500	1,945	2,985	--	240	

312

TABLE 53--<u>Continued</u>

Institution	Binding	Services & Supplies	Capital Outlay	Equip. Rental Purchase, & Repair	Travel	Other
Kilgore College	3,400	4,908	--	1,442[e]	--	
Laredo Junior College	817	6,600	2,000	8,000	650	
Lee College						
McLennan Community College	1,450	5,871	4,750	2,000	600	
Mountain View College	1,100	22,000	58,571	9,000	400	
Navarro Junior College	1,000	4,750	230	--	105	
North Harris County Junior College	200	800	3,000	--	300	400[f]
Odessa College	1,000	3,562	--	--	300	
Panola Junior College	800	1,000	2,671	--	200	
Ranger Junior College	800	450	--	--	50	1,000[g]
Richland College	2,500	9,579	--	--	200	
St. Philip's College	--	--	--	--	200	
San Antonio College	3,500	115,100	32,948	--	1,200	9,284[h]
San Jacinto College	500	2,892	6,225	100	400	5,896[i]
South Plains College	--	--	--	--	--	--
Southwest Texas Junior College	500	6,000	8,000	--	160	975[j]
Tarrant County Junior College District						
South Campus	3,000	9,000	--	--	1,300	
Northeast Campus	1,000	9,500	--	--	1,142	

313

TABLE 53--<u>Continued</u>

Institution	Binding	Services & Supplies	Capital Outlay	Equip. Purchase, Rental & Repair	Travel	Other
Temple Junior College	409	550	2,590	--	--	
Texarkana College	500	19,000	9,700	--	900	
Texas Southmost College	3,000	3,000	--	--	500	14,100[k]
Vernon Regional Junior College	500	3,500	--	--	--	
Victoria College	1,800	1,800	3,455	--	--	3,293[L]
Weatherford College	1,200	2,650	1,500	--	100	1,300[m]
Western Texas College	--	--	4,000	--	--	
Wharton County Junior College	3,500	7,000	--	--	700	9,450

[a]Federal funds
[b]Maintenance and operation expenditures
[c]Government documents expenditures
[d]Includes consultant fees
[e]Includes telephone and professional membership expenditures
[f]Postage and telephone expenditures
[g]Media expenditures
[h]Memberships and rentals
[i]Organizational dues, grants and foundation gifts
[j]Service contracts
[k]Media and study laboratory expenditures
[L]Summer school payroll contingency funds
[m]Miscellaneous (vertical file materials, etc.)

APPENDIX O

ACADEMIC QUALIFICATIONS, YEARS OF EXPERIENCE, AND
ANNUAL SALARIES OF OTHER FULL-TIME PROFESSIONAL
LEARNING RESOURCES STAFF MEMBERS IN TEXAS
PUBLIC JUNIOR COLLEGES

TABLE 54

ACADEMIC QUALIFICATIONS, YEARS OF EXPERIENCE, AND ANNUAL SALARIES
OF OTHER FULL-TIME PROFESSIONAL LEARNING RESOURCES
STAFF MEMBERS IN TEXAS PUBLIC JUNIOR COLLEGES

Institution	Profes- sional Degrees	Date of Degree	Addi- tional College Credit	Total Years of Experience	Months of Annual Employment	Annual Salary
Amarillo College						
Asst.Director	M.S.L.S.	1967		9	9	$10,948
Cataloger	M.L.S.	1970		5	9	10,540
Consultant	M.L.S.	1935		38	12	18,032
Blinn College						
Asst.Libn.	M.Ed.	--	33 hrs.	35	9	--
Asst.Libn.	M.L.S.	--		1	9	--
Central Texas College						
Asst.Director	M.L.S.	1960		3	12	10,000
College of the Mainland						
Dir. of Lib.Services	M.L.S.	1970		5	12	15,200
Librarian	M.L.S.	1970		4	12·	12,200
Librarian	M.L.S.	1971		2	12	11,400
Media Co-ordinator	--	--		3	12	11,000
Cooke County Jr. College						
Ref. Libn.	M.L.S.	1963	45 hrs.	16	10.5	10,800

TABLE 54--<u>Continued</u>

Institution	Profes- sional Degrees	Date of Degree	Addi- tional College Credit	Total Years of Experience	Months of Annual Employment	Annual Salary
Del Mar College						
Asst.Libn.	M.Ed.	1950		22	12	$ 15,723
	M.L.S.	1961				
Cataloger	M.A.	1935		19	12	15,293
	B.S.L.S.	1942				
Ref.Libn.	M.L.S.	1970		13	12	14,087
Ref.Libn.	M.L.S.	1966		7	12	13,987
Branch Libn.	B.S.L.S.	1968		5	9	10,010
Eastfield College						
Assoc.Dir.	M.S.L.S.	--		20	9+	--
Asst.Dir.	M.S.	--		8	9+	--
Asst.Dir.	M.A.	--		20	9+	--
	M.L.S.	--				
Asst.Dir.	Ph.D.	--		5	9+	--
Resources Con- sultant	M.S.L.S.	--		2	9+	--
El Paso Community College						
Asst.Libn.	M.L.S.	1974		--	--	8,400
Asst.Libn.	M.L.S.	1973		--	--	7,800
Galveston College						
Prof.Libn.	B.S.L.S.	1954		--	12	11,500
Tech.Proc.	B.A.		Completing M.L.S.	--	12	9,500
Media Spec.	M.A.	--		--	12	9,000
Tech.Proc.	B.A.L.S.	1973		--	--	5,498

TABLE 54--Continued

Institution	Profes- sional Degree	Date of Degree	Addi- tional College Credit	Total Years of Experience	Months of Annual Employment	Annual Salary
Grayson County College						
Cataloger	M.A.	--		13	9	$ --
Ref.Libn.	M.A.	--		8	9	--
Hill Junior College						
Asst.Libn.	B.A.	1966		9	9	--
Houston Community College						
Libn.	M.L.S.	1973		0	12	10,933
Howard County Jr. College						
Asst.Libn.	M.L.S.	1972		11	10.5	11,200
Kilgore College						
Libn.	M.L.S.	--		5	12	10,400
Libn.	M.L.S.	--		2	12	10,900
Laredo Junior College						
Asst.Libn.	M.S.L.S.	--		10	12	10,000
Asst.Libn.	M.S.L.S.	--		--	12	10,000

318

TABLE 54--Continued

Institution	Professional Degrees	Date of Degree	Additional College Credit	Total Years of Experience	Months of Annual Employment	Annual Salary
Lee College						
Asst.Libn.	M.L.S.	--		--	10.5	$ --
Asst.Libn.	M.L.S.	--		--	--	--
Asst.Media	B.A.	--		--	--	--
Mountain View College						
Coordinator	M.Ed.	--		4	--	15,000
Consultant	Ph.D.	--		6	--	14,500
Consultant	Ph.D.	--		2		14,000
Librarian	M.L.S.	--		4	--	13,500
Consultant	M.Ed.	--		6		13,500
Consultant	M.L.S.	--		4		13,000
Consultant	M.L.S.	--		2		10,000
Navarro Junior College						
Period.Libn.	B.S.	1951		12	10.5	10,542
Circ.Libn.	B.S.	1960		10	9	7,854
Odessa College						
Asst.Libn.	M.L.S.	1964		18	9	10,688
Asst.Libn.	M.L.S.	1962		25	10.5	12,775
Asst.Libn.	M.S.L.S.	1968		9	10.5	12,671

319

TABLE 54--<u>Continued</u>

Institution	Professional Degree	Date of Degree	Additional College Credit	Total Years of Experience	Months of Annual Employment	Annual Salary
Paris Junior College						
	M.L.S.	1966		15	10	$ 12,000
	M.Ed.	1973		0	9.5	--
Ranger Junior College						
Dir.of Media	B.S.	--	Grad. work	10	12	--
Richland College						
Ref.Libn.	M.L.S.	--		5	--	11,000
Tech.Libn.	M.L.S.	--		8	--	11,500
St. Philip's College						
Assoc.Libn.	M.S.L.S.	1973		13	--	14,488
Asst.Libn.	M.S.L.S.	1973		1	--	12,377
San Jacinto College						
Asst. Libn.	--	--		--	10.5	--
Ref.Libn.	--	--		--	12	--
Ref.Libn.	--	--		--	12	--

TABLE 54--<u>Continued</u>

Institution	Professional Degree	Date of Degree	Additional College Credit	Total Years of Experience	Months of Annual Employment	Annual Salary
South Plains College						
AV Libn.	M.L.S.	1972		4	9	$ --
Circ.	B.A.	--	18 hrs.	6	9	--
Cataloger	A.B.	--		15	9	--
Southwest Texas Junior College						
Tech.Libn.	M.A.L.S.	1956		20	9	10,200
Acq.Libn.	M.L.S.	1974		7	9	9,200
Media Dir.	M.B.A.	1970	6 hrs.	3	9	9,600
Tarrant County Junior College District						
South Campus						
Asst.Dir.	M.L.S.	--		3	12	12,300
Northeast Campus						
Asst.Dir.	M.L.S.	1970		4	--	12,230
Inst.Med.Dir.	M.Ed.	--		18	--	17,000
Asst.Dir.	M.Ed.	--		9	--	15,000
Temple Junior College						
Asst.Libn.	M.L.S.	1972		16	9	9,000

TABLE 54--Continued

Institution	Profes-sional Degree	Date of Degree	Addi-tional College Credit	Total Years of Experience	Months of Annual Employment	Annual Salary
Texarkana College						
Asst.Libn.	M.L.S.	1971		14	10.5	$ 10,390
LRC Dir.	M.S.E.	1973		5	10.5	15,275
Texas Southmost College						
Asst.Libn.	B.A.L.S.	--		3	--	7,500
Vernon Regional Junior College						
Asst.	M.L.S.	--		7	11	10,500
Victoria College						
Asst.Libn.	M.L.S.	1973		--	9	11,123
Asst.Libn.	--	--	M.L.S. in progress	--	9	10,570
Western Texas College						
Dir.Lib.Serv.	Master's	--		11	10.5	--
Asst.Dir.	B.A.+	--		--	9.5	--
Wharton County Junior College						
Tech.Serv.	M.L.S.	1965		9	10.5	13,150
Pub.Serv.	M.A.	1967		2	10.5	10,324
	M.L.S.	1972				

APPENDIX P

INTERVIEW RESPONSES RELATING TO CURRENT EXPANSION AND/OR
RENOVATION PLANS IN TEXAS PUBLIC JUNIOR COLLEGE
LIBRARY-LEARNING RESOURCES PROGRAMS

TABLE 55

INTERVIEW RESPONSES RELATING TO CURRENT EXPANSION AND/OR
RENOVATION PLANS IN TEXAS PUBLIC JUNIOR COLLEGE
LIBRARY-LEARNING RESOURCES PROGRAMS

Institution	Interview Responses
Amarillo College	No expansion or renovation planned. Our building is new and adequate for a number of years.
El Centro College	New facilities are being planned to expand the LRC to the south and the adjacent street will be closed as a mall. The LRC will be on two levels located above the mall. At the District level, three new campuses are in the planning stage and after completion will bring the total to seven campuses.
El Paso Community College	This is a temporary campus. A bond election is planned in the near future to build a permanent campus. Until then we will have to manage with existing facilities. However, we do plan to acquire another small portable building and the Acquistions Department will be moved (about one block in distance). This will allow expansion of our reading and study carrel area in the LRC building.
Lee College	Plans are being formulated to expand and rennovate the existing Library Learning Resources building. No definate date has been set for the actual expansion.
North Harris County Junior College	The new campus will have a separate Learning Resources building with two levels. The administration, librarians, and architects were all involved in the planning of the Learning Resources

TABLE 55--Continued

Institution	Interview Responses
	facilities. Construction will probably not be complete until late 1975.
San Jacinto College	No expansion planned. Our building is relatively new and has room for expansion for a number of years. However, the building was not designed to include the Instructional Media program, and we have had to make a number of changes in the interior of the building to house this program in the library building. Also have new campus to open fall of 1974.
South Plains College	No expansion plans for the existing building since it is new, but the campus is opening another campus in Lubbock and the Director of Libraries is responsible for all materials, staff, and services for this new campus.
Texarkana College	No expansion plans or renovation in the near future although the Library has outgrown its present quarters because East Texas State University Branch Library occupies one-half of the upstairs area-- which makes very crowded conditions for Texarkana College students and faculty. The situation will be alleviated when ETSU acquires its own Branch campus.
Weatherford College	No renovation or expansion plans underway. Library facilities are still adequate, and there is room to install new shelving for new acquistions for future years. Since A-V and media equipment have been moved to the Library building, we do not have adequate facilities for this program, such as preview rooms, TV production, and graphic production areas.

TABLE 55--<u>Continued</u>

Institution	Interview Responses
Western Texas College	No expansion plans. Our building was constructed in 1969 when the college was founded and we have adequate space to expand all services and functions for the next several years.

APPENDIX Q

SPECIAL COLLECTIONS LOCATED IN TEXAS PUBLIC
    JUNIOR COLLEGE LIBRARY-LEARNING
          RESOURCES CENTERS

TABLE 56

SPECIAL COLLECTIONS LOCATED IN TEXAS PUBLIC
JUNIOR COLLEGE LIBRARY-LEARNING
RESOURCES CENTERS

Institution	Special Collections
Amarillo College	Southwest Historical Collection
Brazosport College	Folio Collection Rare Book Collection Texas Collection Professional Collection
Central Texas College	Law Collection Geological Collection
Clarendon College	Local Ranch Histories
College of the Mainland	Texana Collection Ethnic Collection Walker Poetry Collection
Cooke County Junior College	19th Century Collection
Galveston College	Nursing and Allied Health Education Police Science Marine Biology, Oceanography Texana and Galvestonana
Grayson County College	County History Collection Rankin Doll Collection
Henderson County Junior College	Professional Faculty Collection
Hill Junior College	Civil War Collection
Laredo Junior College	Laredo Archives on Microfilm
Lee College	College Archives

TABLE 56--<u>Continued</u>

Institution	Special Collections
Navarro Junior College	U. S. Government Document Collection
Odessa College	Permain Basin Authors' Collection Rare Book Collection Professional Faculty Collection
Paris Junior College	Local History Collection Daughters of Confederacy
Ranger Junior College	Local History Collection Professional Collection
San Antonio College	Morrison Collection of 18th Century Imprints Texas Materials Los Pastores Collection Southwest Geneological Society Collection
San Jacinto College	Texana Collection
South Plains College	Southwest Literature
Southwest Texas Junior College	Rare Books Collection Professional Collection Texana Collection
Tarrant County Junior College District South Campus	Ethnic Resources Center Opportunity Room (College Catalogs & Career Information)
Northeast Campus	Local History Collection (to begin next year)
Texarkana College	Transportation Collection Palmer Foundation Collection Rare Book Collection

TABLE 56--<u>Continued</u>

Institution	Special Collections
Texas Southmost College	Rare Book Collection
Weatherford College	Parker County History Collection and Weather College History

APPENDIX R

GOVERNMENT DOCUMENT COLLECTIONS IN LIBRARY-
LEARNING RESOURCES PROGRAMS IN
TEXAS PUBLIC JUNIOR COLLEGES

TABLE 57

GOVERNMENT DOCUMENT COLLECTIONS IN LIBRARY-
LEARNING RESOURCES PROGRAMS IN
TEXAS PUBLIC JUNIOR COLLEGES

Institution	Number of Documents
Brazosport College	5,000
Central Texas College	200
College of the Mainland	100
Galveston College	500
Kilgore College	1,000
Laredo Junior College	21,000
Lee College	6,192
Navarro Junior College	20,000
Odessa College	2,473
San Antonio College	2,000
San Jacinto College	1,950
South Plains College	1,500
Texarkana College	11,000
Weatherford College	1,000
Western Texas College	200

APPENDIX S

CIRCULATION STATISTICS OF LIBRARY-LEARNING
RESOURCES PROGRAMS, 1972-73

TABLE 58

CIRCULATION STATISTICS OF LIBRARY-LEARNING
RESOURCES PROGRAMS, 1972-73

Institution	Circulation Transactions		Totals
	Home Use	Building Use	
Amarillo College	56,000	--	56,000
Blinn College	14,000	7,200	21,200
Brazosport College	17,000	--	17,000
Central Texas College	11,599	3,600	15,199
Clarendon College	5,452	150	5,602
College of the Mainland	25,000	--	25,000
Cooke County Junior College	47,000	--	47,000
Del Mar College	35,524	10,553	56,077
Eastfield College	27,236	10,531	37,767*
El Centro College			
El Paso Community College	--	--	--
Galveston College	4,028	2,513	6,541
Grayson County College	12,664	3,500	16,164
Henderson County Junior College	10,314	--	19,314
Hill Junior College	--	--	--
Houston Community College	-0-	-0-	-0-
Howard County Junior College	10,000	1,200	11,200
Kilgore College	33,078	45,073	78,151
Laredo Junior College	31,647	21,000	52,647
Lee College	10,000	5,000	15,000
McLennan Community College	34,000	--	34,000
Mountain View College	70	150	220
Navarro Junior College	15,879	--	15,879

TABLE 58--Continued

Institution	Circulation Transactions		Totals
	Home Use	Building Use	
Odessa College	27,614	31,690	59,304
Panola Junior College	8,227	749	8,976
Paris Junior College	--	--	--
Ranger Junior College	5,217	--	5,217
Richland College	--	--	--
St. Philip's College	10,934	19,231	30,165
San Antonio College	60,918	-- **	60,918
San Jacinto College	--	--	
South Plains College	33,000	50,000	83,000
Southwest Texas Junior College	--	--	--
Tarrant County Junior College District			
South Campus	20,107	--	20,107
Northeast Campus	20,000	1,000	21,000
Temple Junior College	--	8,955	8,955
Texarkana College	20,016	4,212	24,228
Texas Southmost College	84,112	9,872	93,984
Vernon Regional Junior College	--	--	--
Victoria College	32,432	--	32,432
Weatherford College	6,000	-- ***	6,000
Western Texas College	10,973	--	10,973

335

*Does not include media circulation.
**No separate count recorded, spot checking indicates three times home use.
***Records maintained only for materials taken out of building.

APPENDIX T

INTERVIEW RESPONSES CONCERNING COOPERATIVE PROGRAMS
AND NETWORK AFFILIATIONS OF LIBRARY-LEARNING
RESOURCES PROGRAMS IN TEXAS
PUBLIC JUNIOR COLLEGES

TABLE 59

INTERVIEW RESPONSES CONCERNING COOPERATIVE PROGRAMS AND
NETWORK AFFILIATIONS OF LIBRARY-LEARNING RESOURCES
PROGRAMS IN TEXAS PUBLIC JUNIOR COLLEGES

College	Comments
Amarillo College	Cooperatives and networks considered important part of program objectives. We belong to the Southwest Academic Library Consortium and share facilities and funds this cooperative.
El Centro College	Not considered an important part because the public library is a short distance away and its collection is outstanding in this metropolitan area. All campuses of our district share resources when necessary.
El Paso Community College	Very definitely a part of resource program objectives. We cooperate with area public and university libraries on interlibrary loan services.
Lee College	Not considered too important for our campus. There are a number of libraries in our metropolitan area where materials are available through interlibrary loan.
North Harris County Junior College	Our program is too new yet to determine the importance of cooperatives other than what we are now sharing with Aldine High School.
San Jacinto College	Cooperative networks and program affiliations are an important development in this State. At present we do

TABLE 59--<u>Continued</u>

College	Comments
	not belong to any organized networks or cooperatives, but we do cooperate with other libraries through interlibrary loans.
South Plains College	Cooperative programs and networks are important in over-all planning for library services. It should be a part of our program objectives. We cooperate with other area libraries on interlibrary loan services and we belong to WIN (Western Information Network), and the Southwest Academic Library Consortium.
Texarkana College	Cooperative programs are a big part of our program at present. We cooperate on many levels with East Texas State University Library which is housed in our library building. We are members of NETINA (Northwest Texas Information Exchange, and Title III Consortium with Paris Junior College.
Weatherford College	Cooperatives not particular important in our small pro-gram. We cooperate with public and local school librar-ies on sharing resources. We have good interlibrary loan relations with other libraries, but at present we do not belong to any network affiliations or consortia.
Western Texas College	Cooperation is considered a part of the overall program. We cooperate with the local public and high school li-braries on providing materials not available in their collections. We are a new institution, we will probably make more efforts in the future to cooperate more fully with other institutional libraries in the area.

APPENDIX U

NETWORK AND CONSORTIA AFFILIATIONS OF LIBRARY-LEARNING
RESOURCES PROGRAMS IN TEXAS PUBLIC JUNIOR COLLEGES

TABLE 60

NETWORK AND CONSORTIA AFFILIATIONS OF LIBRARY-LEARNING
RESOURCES PROGRAMS IN TEXAS PUBLIC JUNIOR COLLEGES

Institution	Network/Consortia Affiliations
Amarillo College	Southwest Academic Library Consortium
Odessa College	WIN (Western Information Network)
St. Philip's College	CORAL (Council of Research and Academic Libraries)
San Antonio College	CORAL
South Plains College	WIN Southwest Academic Library Consortium
Texarkana College	NETINA (Northeast Texas Information Network Association) Title III Consortia with Paris Junior College
Wharton County Junior College	ACRL Communications Networks