ED 424 877   JC 980 455

TITLE   Personnel & Materials Guidelines for Learning Resources
                Programs in Community Colleges.
INSTITUTION   Learning Resources Association of California Community
                Colleges, Suisun.
PUB DATE   1990-02-00
NOTE   29p.
PUB TYPE   Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   *Community Colleges; *Educational Environment; *Educational
                Facilities Design; Educational Media; Educational
                Objectives; Enrollment; *Learning Resources Centers; Program
                Implementation; *Resource Materials; Two Year Colleges
IDENTIFIERS   Learning Resources Assn of the California Com Cols

ABSTRACT
                In order to provide specific planning assistance, this paper
describes three major components of a learning resources program: (1) the
library or traditional print materials component; (2) the learning center
component, which is an innovative learning environment offering
individualized and conventional classroom instruction and/or non-traditional
instruction directly to the students; and (3) the media services component,
which includes audio-visual and/or non-book materials and includes the
production and acquisition of instructional materials and the installation
and operation of audio-visual equipment and materials. In all three
components, instructional development for faculty and staff is imperative, as
are facility design and types of instructional programs offered. The report
uses total college enrollment, as opposed to day-graded or full-time
equivalent, as its most important unit of measurement. Two appended articles
discuss guidelines and quantitative standards, and a glossary of terms is
included. (AS)

PERSONNEL & MATERIALS
GUIDELINES

for Learning Resources

Programs In

Community Colleges

LEARNING RESOURCES ASSOCIATION OF THE CALIFORNIA COMMUNITY COLLEGES

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FORWARD

The purpose of the Learning Resources Association of California Community Colleges (LRACCC) is to combine and coordinate the efforts of various groups in the state which support community colleges in the improvement of learning. LRACCC represents a cross section of library, media, computer, telecommunications, and tutorial organizations. LRACCC is also active int he development and application of improved standards as they relate to personnel, services, activities, programs, materials, equipment, and facilities in learning resources centers throughout the California community colleges.

On behalf of the Board of Directors of the Learning Resources Association of California Community Colleges, we wish to acknowledge the efforts of Marjorie Knapp, Chairperson of the Guidelines Committee, and special thanks to the Committee and the scores of individuals throughout the state who provided input concerning the content of this document.

The LRACCC Board hopes that the California community colleges find these guidelines useful in planning for personnel and materials in the learning resources center.

<div align="center">

Donald G. Kirkorian, Ph.D.
Executive Director

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PERSONNEL AND MATERIALS GUIDELINES
FOR LEARNING RESOURCES PROGRAMS OF
CALIFORNIA COMMUNITY COLLEGES

JUNE 1980

In June, 1979, an ad hoc committee of the Learning
Resources Association of California Community Colleges was
appointed to develop quantitative recommendations for guide-
lines concerning staff and materials for learning resources
programs in California Community Colleges. These recommenda-
tions are intended as a complement to The Facilities Guidelines
for Learning Resources Centers, LRACCC, April, 1978.

The committee took as its starting point a draft document
prepared by an ad hoc sub-committee of the American Library
Association: "Draft Statement on Quantitative Standards for
Two Year Learning Resources Programs," College and Research
Libraries News, No. 3., March, 1979 (adopted with changes at
the annual ALA conference in Dallas, June 26, 1979, see Appen-
dix).

The recommendations which follow represent an attempt to
deal with the three major components of a total learning re-
sources program in order to provide more specific assistance
for use in planning. These three components are: (1) the
Library or traditional print materials component; (2) the
Learning Center component (sometimes called Learning Assistance
Center, Learning Laboratory, etc.), an innovative learning
environment offering individualized as well as conventional
classroom instruction and/or non-traditional instruction directly

to students; (3) the Media Services component which includes services as they apply to audio-visual and/or non-book materials and includes the production and acquisition of instructional materials and the installation, distribution, operation and maintenance of audio-visual equipment and materials. In all three components, a fundamental responsibility is that of instructional development for faculty and staff. At any individual college there may be a greater or lesser degree of overlapping and/or integrating of these three components depending upon facilities, programs offered and administrative organization.

As its most important unit of measurement, the committee has used total college enrollment, rather than either of the "yardsticks," DGS (Day-Graded Students) or FTE (Full-Time Equivalent), used in the two previously-mentioned documents. The rationale for this variation stems from the steady increase in the number of part-time students in California community colleges. Each of these students, regardless of the number of units for which he/she enrolls, is urged to make full use of the learning resources facilities and services at his/her institution. Futhermore, because of individual needs, these students often place even greater demands on learning resources programs than do full-time, traditional students.

Two additional factors, (1) design of facility, and (2) types of instructional programs offered, necessarily affect quantitative standards. Hence, the standards herein are intended not as absolute dicta, but as guidelines only. The committee has tried to balance the ideal with the practical.

For a glossary of terms used in this document and for complete qualitative standards, see the 1972 <u>Guidelines for Two-Year College Learning Resources Programs</u>,[1] in the appendix of this publication.

<div align="center">STAFF</div>

Staff components are defined in the <u>ALA Guidelines</u>. Staffing of branches, extension centers, commercial level production facilities, computer operations, printing services, extensive learning or developmental laboratories, bookstore operations, or on-the-air broadcasting are not included in the table.

The size of the college will determine whether or not there will be a separate adminstrative head for one or more of the following three components.

"The chief administrator of the Learning Resources Program is selected on the basis of acquired competencies which relate to the purpose of the program, educational achievement, administrative ability, community and scholarly interests, professional activities, and service orientations. He has a management responsibility and is concerned and involved in the entire educational program of the institution as well as with the operation of the Learning Resources Program. He is professionally knowledgeable about all types of materials and services and is

1. American Association of Community and Junior Colleges--
    Association for Educational Communications and Technology--
    American Library Association. "Guidelines for Two-Year
    College Learning Resources Programs." <u>Audiovisual Instruction</u>,
    XVIII, p. 50-61 (Jan. 1973). <u>College & Research Libraries
    News</u>. XXXIII, p. 304-15 (Dec. 1972).

capable of management of instructional development functions.
Because the ultimate success of a Learning Resources Program
is to a large extent dependent upon the ability of the admin-
istrative head to perform his multiple duties effectively,
the recruitment and selection of the administrative head is
of paramount importance."[2]

In the Library or traditional print materials component
the staff should consist of: an administrative head with a
librarian's credential (where size so indicates), credentialed
librarians with expertise in library materials selecting, cata-
loging and classifying, in reference and public services and in
instruction at the college level; library/media technical
assistants and clerical staff to support the professional
staff; and student assistants.

In the Learning Center component, the staff should consist
of: a credentialed administrative head (where size so indicates),
credentialed instructors and some or all of the following =
counselors, psychologists, tutors, clinician, instructional
aids, librarians, media technicians, library/media technicians,
clerical staff and student assistants.

A learning assistance program may include some or all of
the following = learning disabilities, speech therapy, basic
skills instruction, study skills, reading/writing labs, testing
centers, content tutorial centers, and EOPS.

2. Ibid., p. 311

In the <u>Media</u> (audio-visual) component, the staff should consist of: a credentialed administrative head (where size so indicates), and some or all of the following: credentialed instructors, media specialists, graphics artists, photograpers, media technicians, electronics technicians, library/media technical assistants, clerical staff and student assistants.

There should be a credentialed librarian responsible for organizing, cataloging, classifying and maintaining all learning resources materials and a central catalog of all materials available to faculty and students.

There should be a credentialed employee on duty in each of the components during all the hours that each of the components is open for service.

The following table does <u>not</u> include students assistants who are essential for good service.

TABLE 1

STAFF (FTE; for essential services only)

TOTAL COLLEGE ENROLLMENT	Library		Learning Center		Media Services		Totals	
	Cert. *	Class. *	Cert.	Class.	Cert.	Class.	Cert.	Class.
Under 1,000	1	2	1	2	1	2	3	6
1,000-4,999	2	3	1	2	1	2	4	7
5,000-9,999	4	6	2	3	2	4	8	13
10,000-14,999	6	9	3	5	3	5	12	19
15,000-19,999	7	10	4	6	4	6	15	22
20,000-25,000	8	12	5	8	4	8	17	28

*Cert.=Certificated;   Class.=Classified

COLLECTION SIZE

Size of the collection available on any two-year college campus necessarily is dependent on a number of factors, but primary ones are the number of students enrolled and the number and variety of instructional programs offered, and the regional role of the college's learning resources program. Materials available to the students and faculty should consist of a variety of print and non-print materials. All items should be centrally and professionally catalogued.

If the materials are to meet the instructional needs of the institution served, continued acquisitions accompanied by effective collections management are needed even where holdings exceed recommendations. Up-to-date materials are needed for presentation of new information and new interpretations or the collection becomes dated and thus fails to support the curricular needs of the college. New courses added to the curriculum and new instructional programs require new materials to meet classroom and individual needs of students. As enrollment increases there is need for more duplication of titles and for broader approaches to topics already represented in the collection. Computer programs and access to data bases for information retrieval are increasingly important as part of learning resources programs.

Five percent of the collection size should be the minimum annual acquisition for each learning resources program. Additional funds should be provided for replacements of lost or stolen items, and for materials to support new courses and curricula.

Each item in the following materials list is considered a single unit for determining collection size.

1. One book
2. One periodical subscription
3. One pamphlet
4. One microform - any type
   one book title represented by a microform
   one periodical title represented by a microform
   one physical unit of microform
5. One audiovisual title of any of the following:
   audio recording, motion picture, filmstrips, slide, overhead transparency, video program, mixed media
6. All other library materials - one title: (flat picture, study print set, map, chart, realia, game, etc.)

TABLE II

COLLECTION SIZE (for essential services only)

TOTAL COLLEGE ENROLLMENT	Books	Periodical Subscriptions	Pamphlets	Microforms	Motion Picture & Videotapes*	Other Audio and/or Visual Materials	TOTALS
Under 1,000	20,000	200	1,000	2,000	100	5,000	28,300
1,000-4,999	40,000	400	5,000	4,000	500	20,000	69,900
5,000-9,999	60,000	500	10,000	6,000	1,000	40,000	117,500
10,000-14,999	80,000	600	15,000	8,000	1,500	60,000	165,100
15,000-19,999	100,000	700	20,000	10,000	2,000	80,000	212,700
20,000-25,000	120,000	800	25,000	12,000	2,500	100,000	260,300

* The numbers in this column may vary according to film rental policy at the individual college or if the college belongs to a film consortium.

BUDGET

Budgeting by fixed formulas in a sense is not possible for learning resources programs in California's two-year colleges because of wide variances in practice from institution to institution. For example, film rentals may or may not be departmental budgets, consortia may or may not be utilized, and staff fringe benefits may or may not be included in the budget for the learning resources programs. In addition to

these, various other services normally a part of learning resources programs, such as learning or developmental laboratories, will not always be so charged in the institutional budgets.

The formulas are further complicated where there are centralized services, satellite operations, and continuing education responsibilities, so that an absolute formula is not possible without examining at each campus all elements of staff, materials, services, and the delineations listed in III C of the 1972 ALA Guidelines. Budget allowance should reflect inflationary costs which have been especially high in library books, periodical subscriptions, and other learning materials.

Experience indicates that a fully developed learning resources program will usually require from 7 to 12 percent of the operational budget of the institution, whether these are separately identified as learning resources or diffused in a multiple number of accounts.

PERSONNEL AND MATERIALS GUIDELINES COMMITTEE

1979-80

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APPENDICES

Guidelines for Two-Year College Learning Resources Programs*

Association of College and
Research Libraries
Association for Educational Communications
and Technology

Two-Year College. Includes publicly-supported community colleges, privately-supported junior colleges, two-year technical colleges, and two-year branch campuses.

Learning Resources. Includes library, audio-visual and telecommunications and encompasses instructional development functions and instructional system components. (See Glossary for expanded definitions.)

Introduction. Two-year colleges constitute one of the most dynamic sectors in American higher education. They are probably the must diverse of all postsecondary institutions in the country, ranging from highly specialized technical or vocational schools to comprehensive multi-unit community colleges. In addition, there are two-year branch campuses of colleges and universities, proprietary institutions with similar missions, and other specialized institutions. A statement describing adequate learning resources and services has been difficult to formulate for such institutions because of factors such as the widely diversified purposes and sizes of the institutions—private and public, the high proportion of commuting students, the comprehensiveness of the curricula, the willingness of administrators and faculty to experiment unhampered by tradition, and the heterogeneity of background among those enrolled. Although the diversity among the institutional patterns makes the establishment of generally applicable guidelines difficult, all two-year institutions need qualitative recommendations based on professional expertise and successful practices in leading institutions which can be used for self-evaluation and projective planning.

The evolution of libraries away from their traditional function as repositories of books has been parallel to the evolution of audiovisual centers away from their traditional function as agencies for showing films. There has been a confluence of accelerated development in both areas which is inextricably interwoven in the technological revolution in education. Contemporary Learning Resources Programs in two-year colleges are supportive of institution-wide efforts. Such programs should provide innovative leadership coupled with a multiplicity of varied resources which are managed by qualified staff who serve to facilitate the attainment of institutional objectives. Paramount to the success of such programs is the involvement of Learning Resources staff with teaching, administrative, and other staff members in the design, implementation, and evaluation of instructional and educational systems of the institution.

These guidelines are diagnostic and descriptive in nature. They have been prepared to give direction to two-year colleges desiring to develop comprehensive Learning Resources Programs. This document is designed to provide criteria for information, self-study, and planning, not to establish minimal (or accreditation) standards. Application of the criteria should be governed by the purposes and objectives of each college. Since they represent recommended practices, any variant procedures should be supported by cogent reasons directly related to institutional objectives.

Nothing in these guidelines should be construed as an effort to superimpose an administrative or organizational structure upon an institution. There is no expectation that every institution should be forced into the same mold. The guidelines are more concerned with functions related to the instructional program rather than with specific organizational patterns. Although it is expected that these functions will be grouped into administrative (or supervisory) units within the Learning Resources Program, the nature of grouping and the resulting number of units must be determined by the unique requirements, resources, facilities, and staff of the college. The degree of autonomy granted each unit will also vary considerably. In some institutions, perhaps because of size, the units may be fairly task specific, with supervisory (rather than administrative) heads, and with little budgetary autonomy.

*Association of College and Research Libraries, 1982

Examples of such units include: an audio-tutorial laboratory; a bibliographic control center; media production, technical processes, etc. In other institutions, each unit may subsume a number of related activities, or carry out direct instructional assignments of a broad scope, and have an administrative head and a high degree of budgetary autonomy. Examples of such units include: an audiovisual center; a computing center; a library, a telecommunications center; etc. In all institutions, however, the units report to a chief administrator responsible for overall coordination of the Learning Resources Program. The extent of direct supervision of the units will be determined by the nature of the units and the degree of autonomy granted them.

Many aspects of traditional library and audiovisual services in the two-year college and the integration of these services have not been studied adequately for long-range projection of needs. Until such studies have been made these guidelines may serve as the foundations for research and for experimentation in organization, structure, and services.

The changing and expanding role of two-year colleges in America today may well result in institutions quite different from those in operation at the present time. These guidelines, therefore, may require significant upward revision when such institutions reach a new stage in their development. At that point, they may well need greater resources and greatly extended services. All concerned should be alert to this coming challenge.

THE ROLE OF THE LEARNING RESOURCES PROGRAM

Many diverse elements contribute to the quality of instruction as it contributes to the development of two-year college students. No one of these is dominant or isolated from the others. Faculty, students, finances, teaching methods, facilities, resources, and educational philosophy all play significant roles in the educational environment of the institution.

Education is more than exposure through lectures and rote learning to the knowledge, ideas, and values current in society. Education is a process for communicating means for resolving the range of problems continuously encountered by man in living and in pursuing an occupation. Students must be able to explore fields of knowledge which will enhance their potential and be relevant to them. The means of exploration include active participation in the classroom and the laboratory, self-directed study, and the use of individualized instructional resources. Trained professional assistance is necessary in the design of instructional systems which contribute to the enrichment of the learning environment as well as to the support of students and faculty. The design of the instructional system, utilizing a

configuration of resources, is a joint responsibility of administration, teaching faculty, and the Learning Resources staff.

The student's success in achieving instructional objectives is heavily dependent on access to materials. Both student and faculty member function at their best when Learning Resources Programs are adequately conceived, staffed, and financed. More than almost any other element in the institution, Learning Resources Programs express the educational philosophy of the institution they serve.

Because of its direct relationship to the institutional and instructional objectives, the Learning Resources Program has a fourfold role: (1) to provide leadership and assistance in the development of instructional systems which employ effective and efficient means of accomplishing those objectives; (2) to provide an organized and readily accessible collection of materials and supportive equipment needed to meet institutional, instructional, and individual needs of students and faculty; (3) to provide a staff qualified, concerned, and involved in serving the needs of students, faculty, and community; (4) to encourage innovation, learning, and community service by providing facilities and resources which will make them possible.

GLOSSARY

The terms listed below are used throughout these guidelines as defined.

Two-year college. Any postsecondary associate degree-granting public or private educational institution which serves one or more of the following purposes: (1) providing the first two years of college work in anticip... of transfer to another institution at the junior or third-year level; (2) providing vocational and technical education in preparation for job entry; (3) offering a comprehensive program of liberal arts, occupational education, general education, and developmental education; (4) offering readily-accessible lifelong learning opportunities of all types; and (5) providing, through branches or extension centers of four-year colleges or universities, the first two years of postsecondary education. Thus the term "two-year college" includes publicly-supported community colleges, privately-supported junior colleges, two-year technical colleges, and two-year branch campuses.

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. 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

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which may have its own facilities, staff, and budget. How many of these units would make up the Learning Resources Program, and the functions assigned to each, will vary from institution to institution.

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: persons, machines, facilities, ideas, materials, procedures, and management.

Instructional product 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 institutional and instructional 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 educational 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. They make it possible for the professional staff to concentrate their time on professional services and activities. 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. A process for effectively and efficiently applying the instructional systems component to achieve a required outcome based on agreed-upon institutional goals.

Materials. Divided into three categories: written, recorded, and other materials (see below).

Written materials. All literary, dramatic, and musical materials or works, and all other materials or works, published or unpublished, copyrighted and copyrightable at any time under the Federal Copyright Act as now existing or hereafter amended or supplemented in whatever format.

Recorded materials. All sound, visual, audiovisual, films or tapes, videotapes, kinescopes or other recordings or transcriptions, published or unpublished, copyrighted or copyrightable at any time under the Federal Copyright Act as now existing or hereafter amended or supplemented.

Other material. All types of pictures, photographs, maps, charts, globes, models, kits, art objects, realia, dioramas, and displays.

I. OBJECTIVES AND PURPOSES

A. *The college makes provision for a Learning Resources Program.*

The kinds of educational programs offered at nearly every two-year college require that adequate provisions be made for a Learning Resources Program, which should be an integral part of each institution. Learning Resources Programs should efficiently meet the needs of the students and faculty and be organized and managed for users. The effect of combining all learning resources programs under one administrative office provides for the maximum flexibility, optimum use of personnel, material, equipment, facilities, and systems to permit increased opportunities for the materials best suited for the user's needs.

B. *Learning Resources Programs have a statement of defined purpose and objectives.*

The need for clear definition of the role and purposes of the college and its various programs is highly desirable. Since Learning Resources Programs are a vital part, the objectives within the college they serve need to be defined and disseminated in an appropriate college publication. Within this framework, the following overall purposes of the Learning Resources Program are delineated:

1. *Learning Resources Programs exist to facilitate and improve learning.*

The emphasis is upon the improvement of the individual student, with a wide choice of materials to facilitate learning. Such emphasis requires a staff committed to effective management of instructional development functions and effective utilization of instructional system components.

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

Students who discover by themselves, or who are encouraged by the staff or faculty to seek out, the materials appropriate to their curriculum sequence of courses should be provided options to regular classroom instruction to achieve credit for a particular course. *Such alternatives should be developed and made available to the students.* The staff provides information on new materials, acquires them, or produces them, working cooperatively with the faculty on instructional development.

3. *Learning Resources Programs provide a variety of services as an integral part of the instructional process.*

a. Instructional development functions, which include task analysis, instructional design, evaluation, and related research.

b. Acquisition of learning materials, including cataloging and other related services.

c. Production.

d. User services which include reference, circulation (print and nonprint material), transmission or dissemination, and assistance to both faculty and students with the use of Learning Resources.

e. Other services, such as the computer operation, bookstore, campus duplicating or printing service, the learning or developmental lab, various auto-tutorial carrels or labs, telecommunications, or other information networks might be included within the functions and purposes of the college's overall organization and objectives.

4. *Learning Resources Programs cooperate in the development of area, regional, and state networks, consortia or systems.*

Every two-year college, whether privately or publicly supported, has a responsibility to help meet the resource material need of the larger community 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 material and human resources which can be used by the college.

If the internal needs of the college and its students and staff are met, then coordination of its resources and services with those of other institutions to meet wider needs is mandatory. Reciprocal participation in consortia with other institutions for the development of exchanges, networks, or systems provides the colleges with materials and services that otherwise could not practically be provided.

II. ORGANIZATION AND ADMINISTRATION

A. *The responsibilities and functions of Learning Resources Programs within the institutional structure and the status of the chief administrator and heads of Learning Resources Units are clearly defined.*

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. A written statement, endorsed by the institution's trustees or other policy-setting group, should be readily available.

To function adequately, the chief administrator of a Learning Resources Program (whose title may vary in different institutions) reports to the administrative officer of the college responsible for the instructional program and has the same administrative rank and status as others with similar institution-wide responsibilities. These responsibilities are delineated as part of a written statement so that the chief administrator has adequate authority to manage the internal operations and to provide the services needed.

B. *The relationship of a Learning Resources Program to the total academic program necessitates involvement of the professional staff in all areas and levels of academic planning.*

Provision of learning materials is central to the academic program. As a result, the professional staff has interests which are broad and go beyond the scope of its day-to-day operations. The professional staff members are involved in all areas and levels of academic planning. The chief administrator and heads of Learning Resources Units work closely with other chief administrators of the college, and all professional staff members participate in faculty affairs to the same extent as other faculty.

The professional staff members are involved in major college committees. As far as possible, the professional staff members ought to function as liaison participants in staff meetings of the various departments.

C. *Advisory committees composed of faculty and students are essential for the evaluation and extension of services.*

As a rule, there should be a faculty advisory committee appointed by the appropriate administrative officer of the college, elected by the faculty, or selected by the procedure generally followed in the formation of a faculty committee. It should include representatives of the various academic divisions of the college and consist of both senior and junior members of the faculty, chosen carefully for their demonstrated interest beyond their own departmental concerns. The committee functions in an advisory capacity and acts as a connecting link between the faculty as a whole and the Learning Resources Program. It should not concern itself with details of administration.

A student advisory committee (or a joint advisory committee with the faculty) serves as a liaison between the student body and the Learning Resources Program. The committee should work closely with the chief administrator and should be used as a sounding board for new ideas in developing a more effective program of services.

D. *The chief administrator is responsible for the administration of the Learning Resources Program, which is carried out by means of established lines of authority, definition of responsibilities, and channels of communication through heads of Learning Resources Units as defined in writing.*

E. *Internal administration of a Learning Resources Program is based on staff participation in policy, procedural, and personnel decisions.*

The internal organization is appropriate to the institution, and within this framework is based upon a considerable amount of self-determination, guided by the need for meeting common goals. Regular staff meetings and clearly devised lines of authority and responsibility are necessary. All staff members share in the process by which policies and procedures are developed; all staff members have access to heads of Learning Resources Units and the chief administrator.

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Each professional and supportive staff member is provided with a position description which clearly identifies the position duties and responsibilities, and superior and subordinate relationships. Each Learning Resources Unit requires a staff manual which provides policy and procedural statements, duty assignments, and other organizational matters, and items of general information which would compliment instructional policies.

F. *Budget planning and implementation of a Learning Resources Program is the responsibility of the chief administrator.* (See Section III.)

G. *The accumulation of pertinent statistics and maintenance of adequate records is a management responsibility.*

Adequate records are needed for internal analysis and management planning and to provide data for annual and special reports needed by the college, accrediting associations, and government agencies. Effective planning can be made only on the basis of available information. Statistics providing a clear and undistorted picture of activities, acquisitions of materials and equipment, utilization of materials, equipment and personnel, and annual expenditures are essential for federal, state, and college use. These statistics and records are collected in terms of the definitions and methods of reporting set forth in federal and professional publications. Appropriate data must also be collected and analyzed with regard to the instructional programs and the effectiveness of Learning Resources on these programs. Data of this type serve as the basis for important instructional decisions affecting the institution, faculty, students, and Learning Resources Program.

H. *Adequate management includes the preparation and dissemination of information to administration, faculty, and students concerning activities, services, and materials.*

The close interrelationship which exists with instructional departments on the campus demands that information about the Learning Resources Program be readily available. An annual report and other planned informational reports are essential for this purpose. Among other possible publications are bibliographies, acquisitions bulletins, current awareness lists, handbooks for faculty and students, releases to student and community publications through regular college channels, campus broadcasts, and utilization of other communications services which will reach students and faculty.

I. *Responsibilities for all learning resources and services should be assigned to a central administrative unit.*

Centralized administration is desirable in order to provide coordination of resources and services, to develop system approaches to needs, and to effectively utilize staff. Material and equipment, on the other hand, may be located in the areas where learning takes place. Inventory control of all materials and equipment should be the re-

sponsibility of the Learning Resources Program and its units. All such collections of materials should be considered the resources of the entire college and not limited in utilization to separate departments.

J. *Multicampus districts take advantage of the opportunity for close cooperation, exchange of resources, and shared technical processes while providing full resources and services for every campus.*

Each campus in a multicampus, two-year college district has its instructional and individual needs met on its campus. Learning Resources needed by off-campus programs are supplied by the campus sponsoring the program. There is no need, however, for duplication of routine technical processes and production facilities where these can be centralized more economically. Organizational structure within the district should facilitate cooperation and exchange of resources.

III. BUDGET

A. *Learning Resources Program budget is a function of program planning. It is designed to implement the realization of institutional and instructional program objectives.*

It is the responsibility of the chief administrator of the Learning Resources Program to see that each unit of a Learning Resources Program receives due attention in the budget and that the allocation of funds is based on appropriate data.

B. *Budget planning for the Learning Resources Program reflects the college-wide institutional and instructional needs, is initiated by the chief administrator, and is changed in consultation with him or her.*

Adequate budget, essential to provide good services, is based upon the needs and functions of the Learning Resources Programs in support of the institutional and instructional process.

C. *Separate categories are maintained in the budget for salaries, student wages, purchase and rental of all types of materials and equipment, production of instructional materials, supplies, external and internal direct costs (computer, fringe benefits, etc.), repairs, replacement and new equipment, travel of staff to professional meetings, and other related items.*

For management purposes, costs relating to the various types of materials and services are separately identifiable. Where specialized facilities and functions are a part of the Learning Resources Program, it is desirable that cost for these be identifiable as well.

D. *Financial records are maintained by, or are accessible to, the Learning Resources Units.*

Costs analyses and financial planning are dependent upon the adequacy of records, with sufficient additional information to enable comprehensive planning and effective utilization of all funds available. These records are not necessarily

the same records as are needed in the business office.

E. *All expenditures, other than payroll, are initiated in the Learning Resources Units with payment made only on invoices verified for payment by the staff.*

Purchases are initiated by the staff through preparation of purchase order or requisition. Institutional business operations require approval of all invoices by the operating departments.

F. *To the legal extent possible and within the policies of the Board of Trustees, purchases of materials are exempted from restrictive annual bidding.*

Materials often are unique items obtainable from a single source. Equivalent prices and speedier service often can be obtained by direct access to the publisher or manufacturer rather than through a single vendor. Satisfactory service requires prompt delivery so that the needs which determined their acquisition might be met; a larger discount might justifiably be rejected if it entails a delay in filling the order. Satisfactory service rendered by a vendor in the past may more than outweigh the confusion and interruption of service inherent in frequent changes of vendors through annual bidding requirements for learning materials.

G. *Purchase of materials is based on curricular requirements and other factors, and thus made throughout the year rather than annually or semiannually.*

Expenditures are based on need, availability and practical considerations such as processing time, rather than through fixed sequences which inhibit the functions of the unit.

H. *Learning Resources Program equipment is purchased through a systems approach.*

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 institutional and instructional objectives.

I. *Development of performance specifications for Learning Resources Program equipment to be purchased for implementation of instruction is based on valid criteria.*

Performance quality, effective design, ease of operation, cost, portability, cost of maintenance and repair, and available service are among the criteria which should be applied to equipment selection.

Most important, however, is how the item or items will fit into planning for maintenance and improvement of curriculum programming as set forth in continuous instructional design plans. Responsibility for evaluating, selecting and recommending purchase of equipment is that of the Learning Resources staff.

J. *Cooperative purchasing of materials, equipment, parts, and services should be effected where possible.*

In an effort to secure the best materials, equipment, parts, and services at the lowest cost, cooperative purchasing should be developed with other area institutions.

IV. INSTRUCTIONAL SYSTEM COMPONENTS

A. *Staff*

1. *The chief administrator of the Learning Resources Program is selected on the basis of acquired competencies which relate to the purposes of the program, educational achievement, administrative ability, community and scholarly interests, professional activities, and service orientation.*

The chief administrator has a management responsibility and is concerned and involved in the entire educational program of the institution as well as with the operation of the Learning Resources Program. The chief administrator is professionally knowledgeable about all types of materials and services and is capable of management of instructional development functions. Because the ultimate success of a Learning Resources Program is to a large extent dependent upon the ability of the chief administrator to perform multiple duties effectively, a comprehensive recruitment and selection process is of paramount importance.

2. *The administrative (or supervisory) heads of the separate Learning Resources Units are selected on the basis of their expertise in and knowledge of the function and role of the particular Learning Resources Unit which they will manage and to which they will give leadership.*

3. *A well-qualified, experienced staff is available in sufficient numbers and areas of specialization to carry out adequately the purposes and objectives of the Learning Resources Program.*

Depending upon the size and programs of the institution, the hours operated, the physical facilities, and the scope and nature of the services performed, the number and specializations of professional and supportive staff will vary from one institution to another.

4. *All personnel are considered for employment following procedures as established by the institution.*

The effectiveness of a Learning Resources Program is determined by the performance of the staff. It is essential, therefore, that all personnel—professional and support staff—be recommended for employment to the chief administrator on the advice of the Learning Resources Unit head who will be involved in the supervision of the new staff member.

5. *Professional staff members should have degrees and/or experience appropriate to the position requirements.*

Professional training is appropriate to assignment in the Learning Resources Program. Additional graduate study or experience in a subject field should be recognized for all personnel as appropriate to such assignments.

Professional staff members are assigned duties. They are accountable for the operational effectiveness of the Learning Resources Program as designated by the chief administrator and heads of units. They may be supervisors as well as professional consultants to the faculty and advisors to students.

6. *Every professional staff member has faculty status, faculty benefits, and obligations.*

Professional staff benefits include such prerogatives as tenure rights, sick leave benefits, sabbatical leaves, vacation benefits, retirement and annuity benefits, provisions for professional development, and compensation at the same level which is in effect for teaching faculty or for those at comparable levels of administration. When Learning Resources personnel work on a regular twelve-month schedule, salary adjustments will be necessary to compensate for additional service days. Where academic ranks are recognized, such are assigned to the professional staff based on the same criteria as for other faculty, and are independent of internal assignments within the Learning Resources Program.

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. It is expected that professional staff will abide by the institutional policy/procedures or contractual arrangements which could include such items as staff evaluation, office hours, work assignments, and other defined working relationships.

7. *Professional development is the responsibility of both the institution and the professional staff member.*

Personal membership and participation in professional activities is expected of all staff members. Further graduate study should be encouraged and rewarded. The institution is expected to encourage and support professional development by providing among other benefits: consultants for staff development sessions; travel funds for regular attendance of some staff members and occasional attendance for every staff member at appropriate state or national meetings, workshops and seminars; and special arrangements for those staff members who serve as officers or committee members or participate on a state or national program.

8. *Teaching assignments by Learning Resources staff members are considered dual appointments in calculating staff work loads.*

When members of Learning Resources staff are assigned regular teaching responsibilities in training technicians or other classroom assignments, the hours scheduled in the Learning Resources Program are reduced by an equivalent time to allow preparation and classroom contact hours.

9. *Support staff members are responsible for assisting the professional staff in providing effective services.*

Responsibility for each level of support staff will be determined by the needs of the institution and the appropriate administrative structure. The number and kind of support staff needed will be determined by the size of the college and the services provided. The educational background and experience of such support staff should be appropriate to the tasks assigned.

In many instances, graduates of four-year degree programs and two-year technical programs will meet the training required, in other cases, one-year programs may be sufficient; or skills may have been learned through extensive work experience in a related position. The support staff may be supervisors as well as technical assistants or aides.

10. *Student assistants are employed to supplement the work of the supportive staff.*

Student assistants are important because of the variety of tasks they can perform effectively. They encourage other students to use the facilities and services, and they serve as significant means of recruitment for supportive and professional positions.

They do not, however, replace provision of adequate full-time staff, nor can their work be matched on an hour-to-hour basis with that of regular full-time employment.

B. *Facilities*

1. *Planning of new or expanded facilities is accomplished with the participation and concurrence of the chief administrator in all details and with wide involvement of users and staff.*

The chief administrator and staff work with the architect and the administration in every decision and have prime responsibility in the functional planning of the facility. Employment of a knowledgeable media specialist or library building consultant results in a more functional and useful building operation and should be given serious consideration. In the case of specialized facilities, special technical consultants may be required. As a result of poor design, functions of many buildings fail because those persons who will be working in or using the building have not been involved in planning. Staff, faculty, student representatives, and others who will utilize the facilities should be consulted.

2. *In the design of classrooms and other college facilities where Learning Resources are to be used, Learning Resources specialists should be consulted.*

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

3. *The physical facilities devoted to Learning Resources and Learning Resources Units are planned to provide appropriate space to meet institutional and instructional objectives and should be sufficient to accommodate the present operation as well as reflect long-range planning to provide for anticipated expansion, educational mission and program and technological change.*

The location and extent of space provided for development, acquisition, design, production, and use of learning resources is the responsibility of the chief administrator of Learning Resources, and should be designed to implement explicit, well-articulated program specifications developed by the Learning Resources and instructional staff of the college. Such a program should include flexible provisions for long-range development and phasing. The alteration, expansion, or consolidation of facilities also should be guided by carefully delineated program objectives which are known and understood by Learning Resources personnel, the instructional and administrative staff of the college, and the Board of Trustees. Factors to be considered when developing facilities requirements from the program specifications include projections of the student enrollment, the extent of community services, growth in the varieties of service, growth of materials collections, support of varying modes of instruction, staff needs, and the impact of curricular development and technological advances.

4. *Facilities of Learning Resources Units should be located conveniently for use by both students and instructional staff.*

Flexibility is essential to meet advances in technology and changes in instructional requirements. Service areas within the Learning Resources Unit are grouped to aid the user and to permit the staff to perform duties effectively and efficiently

Learning Resources services for administration, acquisition, and cataloging should be centralized for more efficient operation. Planning should provide for convenient locations of facilities for storing and using equipment and materials close to the learning spaces or central to student traffic 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.

The number of users varies in all units from peak periods when crowded conditions make service difficult to times when few students are present. Physical arrangements should make continued service with minimal staff possible during quiet times and at the same time provide for augmented service at other periods.

Services provided are dependent upon staff, whose efficiency is in turn dependent upon adequate office, workroom and storage space. The production facility should provide for consultation and demonstration space. It should be equipped to permit the demonstrating and previewing of all components of an instructional system. A staff conference room, apart from the administrative head's office, is desirable in all but the smallest institutions.

5. *The physical facilities provide a wide variety of learning and study situations.*

Students require various types of facilities for learning and study. Some require programmed learning equipment; others learn best by use of isolated individual study areas. In some circumstances they need to study together as a group or relax in comfortable lounge chairs. Proper arrangement and sufficient space for utilization of instructional equipment and materials should be provided for individualized instruction, browsing, and media production.

6. *The physical facilities are attractive, comfortable, and designed to encourage use by students.*

Attractive and well-planned areas encourage student utilization. Air conditioning and comfortable heating, proper lighting, acoustical treatment, regular custodial care, prompt maintenance of equipment, and regular and systematic repair of damages are necessary. Attention to the needs of the handicapped must be met in accordance with legal requirements.

7. *Space requirements, physical arrangements, and construction provide for full utilization of specialized equipment.*

Specialized facilities are necessary for certain types of equipment. For example, computer services, listening and viewing equipment, media production, and use of other types of electronic equipment require special consideration in terms of electrical connections, cables, conduits, lights, fire protection, security, and other factors which affect service.

C. *Instructional Equipment*

1. *Necessary instructional equipment is available at the proper time and place to meet institutional and instructional objectives.*

Centralized control of inventory and distribution of all equipment is necessary. A thorough and continual evaluation is desirable to ensure that enough of the appropriate equipment is available.

2. *Classroom and Learning Resources Program use of equipment is managed in the most effective manner to minimize operational mishaps and insure effective utilization.*

Assistance from Learning Resources staff is available as a regular service when needed and for the maintenance of equipment. Except for more complex equipment, the instructor and student should be responsible for the operation of the equipment.

3. *Learning Resources and instructional equipment are selected and purchased on the basis of specific criteria. (See Section III.)*

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D. Materials

1. *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.*

A written statement regarding acquisition and production of learning materials has such an important and pervasive effect upon the instructional program and the services of the Learning Resources Program that all segments of the academic community should be involved in its development. The statement should be readily available in an official publication.

Learning Resources Programs provide materials presenting all sides of controversial issues. The position of the American Library Association, and comparable associations, on the subject of censorship is firmly adhered to.

2. *Materials may be acquired and made available from a variety of sources.*

In an effort to meet the needs of the instructional process and cultural enrichment, it will be necessary to acquire materials through:

a. purchase of commercially available materials;

b. lease or rental of materials where purchase is neither possible or practical in terms of cost, utilization, or type;

c. loan through free loan agencies;

d. acquisition of materials as gifts;

e. design and production of materials not readily available.

3. *Materials must be accessible to authorized individuals.*

Although there is no uniformly accepted system to make all resources available, the materials must be properly organized and the necessary staff, facilities, and hardware provided. Highly sophisticated systems for retrieving, manipulating and displaying information might be necessary.

4. *Final management decision as to the order in which materials are to be purchased or produced is the responsibility of the chief administrator or delegated subordinate.*

Within the established framework of the written statement on acquisition and production, and the budgetary restraints, the final management decision and priority judgment must be the responsibility of the chief administrator and duly designated subordinates.

5. *Representative works of high caliber which might arouse intellectual curiosity, counteract parochialism, help to develop critical thinking and cultural appreciation, 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.*

One function of higher education is to develop adult citizens intellectually capable of taking their places in a changing society. Provision of materials beyond curricular needs is essential for this goal.

6. *Materials reflect ages, cultural backgrounds, intellectual levels, developmental needs, and career goals represented in the student body.*

Two-year college students represent all strata of community and national life. To meet their needs, the collection must contain materials of all kinds and at all levels. Those students who require basic remedial materials, those who seek vocational and technical training or retraining, those who seek an understanding of their culture, and those who are utilizing their retirement years for personal stimulation should each find the materials which can serve their interests and solve their problems. Special care is taken to include representative materials related to the needs of minorities as well as materials reflecting divergent social, religious, or political viewpoints.

7. *A broad policy is developed concerning gifts to a Learning Resources Program.*

Generally, gifts are accepted only when they add strength to the collection and impose no significant limitations on housing, handling, or disposition of duplicate, damaged, or undesirable items. It is recognized that gifts frequently require more time to screen, organize, catalog, and process than new materials. Storage space and staff time requirements must be considered in accepting gift materials. In acknowledgment of gifts, attention should be called to government recognition of such contributions for tax purposes, as well as to the impropriety of any appraisal by the recipient of a donation.

8. *In local reproduction of materials for instructional use, care is taken to comply with copyright regulations.*

Laws restrict the copying of many items without permission. Procedures and guidelines must be established regarding reproduction of copyrighted materials and made easily accessible.

9. *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.*

Every two-year college requires extensive bibliographical materials for use in locating and verifying items for purchase, rental, or borrowing, for providing for subject needs of users, and for evaluating the collection.

10. *Newspapers with various geographical, political, and social points of view on national and state issues are represented in the collection.*

Newspapers should reflect community, national, and worldwide points of view. Back files of several newspapers are retained in print or microform.

11. *Government documents are required as significant sources of information.*

Some two-year colleges which are document depositories receive government publications as a matter of course. All Learning Resources Programs should acquire regularly such publications.

12. *Files of pamphlets and other ephemeral materials are maintained.*

An effective and up-to-date pamphlet file is a strong resource in any college. Included are vocational and ephemeral materials developed through systematic acquisition of new materials, including subscriptions to pamphlet services and requests for free materials. References in the catalog to subjects contained in pamphlet files are desirable in providing the fullest access to the materials. Periodic weeding of the collection is essential.

Manufacturers' and publishers' catalogs and brochures which describe new materials and equipment are needed to supplement published lists and to provide up-to-date information.

13. *A collection of recorded and other materials should be available for individual use as well as for meeting instructional needs.*

14. *Policy or procedures for the conservation of materials, deletion, and weeding the collection of obsolete materials should be developed as part of an ongoing procedure.*

The materials in the collection should be examined regularly to eliminate obsolete items, unnecessary duplicates, and worn-out materials. Procedures regarding deletion need to be explicit for weeding and disposing of such materials. Prompt attention must be given to damaged materials so that repairs and replacement (including rebinding of printed materials or replacement of portions of projected or recorded materials) are handled systematically, along with prompt action to replace important items, including those discovered to be missing.

15. *The Learning Resources Unit functions as an archive for historical information and documents concerning the college itself.*

An effort should be made to locate, organize, and house institutional archives to the extent defined by the administration.

V. SERVICES

A. *Users of Learning Resources have the right to expect:*
1. That facilities, materials, and services are available and accessible to meet demonstrated instructional needs for their use regardless of location;
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 on instructional development;
4. That physical facilities be properly maintained to make use comfortable and orderly;
5. That requests for scheduling, circulation, distribution, and utilization of materials and related equipment be handled expeditiously;
6. That acquisition, production, and organization of materials meet educational, cultural, and personal needs.

7. If an institution is conducting classes in off-campus locations, careful planning and funding must be provided to ensure that equal services are available to those programs.

VI. INTERAGENCY COOPERATIVE ACTIVITIES

A. *Cooperative arrangements for sharing of resources are developed with other institutions and agencies in the community, region, state, and nation.*

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. Through consortia, media cooperatives, and loan arrangements, institutions can share resources. The college may need to make arrangements so that its students may use the area facilities and resources. When an undue burden is placed on a neighboring institution, financial subsidy may be appropriate.

B. *The institution is willing to consider participation in cooperative projects, such as shared cataloging, computer use, and other services which may be mutually beneficial to all participants.*

By cooperative planning much expense and wasteful duplication can be avoided in the community and region. Learning Resources personnel and institutional administrators need to be alert to cooperative activities of all kinds and to be willing to explore the possibilities of participation for their own institution.

C. *Responsibility for the collection and preservation of community history and for the accumulation of other local and statistical data is shared with other institutions and is coordinated with them.* ▣▣

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Quantitative Standards for

Two-Year Learning Resources Programs*

FOREWORD

The following statement on quantitative standards for two-year college learning resources programs has been prepared by the Ad Hoc Subcommittee to Develop Quantitative Standards for the "Guidelines for Two-Year College Learning Resources Programs." A draft of the statement appeared in the March 1979 issue of *College & Research Libraries News*.

In June 1979 the Ad Hoc Subcommittee revised this draft. At the ALA Annual Meeting in June 1979, the ACRL Board voted to ratify the revised statement. "Statement on Quantitative Standards for Two-Year Learning Resources Programs" is hereby published in its final form for the information of ACRL members.

INTRODUCTION

When the "Guidelines for Two-Year College Learning Resources Programs"* was completed in 1972, it was planned that a supplementary statement of quantitative standards should be developed. This document is the intended supplement, designed to meet the recurring requests for suggested quantitative figures for help in planning and evaluating programs. No absolutes are presented here; too many variables must be considered for this to be possible. In addition, although extensive use has been made of existing statistics when these were appropriate,† no conclusive research provides quantitative measurements of some factors. In such cases the professional judgment and extensive experience of the members of the committee have been the basis for the recommendations.

*American Association of Community and Junior Colleges—Association for Educational Communications and Technology—American Library Association, "Guidelines for Two-Year College Learning Resources Programs," *Audiovisual Instruction*, XVIII, p.50–61 (Jan. 1973); *College & Research Libraries News*, XXXIII, p.305–15 (Dec. 1972).

†For example, extensive computer analysis was made of the 1975 HEGIS statistics, which had the only comprehensive coverage of audiovisual holdings. These statistics were analyzed by FTE, by types of materials, and by other factors. The quartiles developed have been used extensively by the committee. Stanley V. Smith, *Library Statistics of Colleges and Universities: Fall 1975 Institutional Data* (U.S. Dept. of Health, Education and Welfare, National Center for Education Statistics, 1977).

Adherence to every single element in the Learning Resources Program (as defined in the "Guidelines") is not considered essential in this document. For example, collection size is viewed as relating not to book holdings alone or to audiovisual holdings alone but rather to total bibliographical unit equivalents (as defined in section on collections).

The significant variable accepted for most elements is enrollment expressed as full-time equivalent (FTE) students. The tables reflect from under 1,000 FTE to the largest enrollments for a single Learning Resources Program. Should the total enrollment be more than twice the FTE, collection, staff, and space requirements will exceed the quantities in the tables. Levels of attainment of Learning Resources Programs will vary. Two levels are addressed in this document in each enrollment bracket: "minimal" (indicated in the tables by M) and "good" (indicated by G). A program consistently below the M level for its size is probably not able to provide services needed. A program consistently above the upper, or G level, will usually be found to have the capability of providing outstanding services.

It cannot be expected that these quantitative standards will remain constant. To reflect changes in two-year colleges, results of additional research, new technological and professional developments, experience in the use of this statement, and changes in the economic and educational conditions in the nation, it is recommended that a review committee be appointed three years from the date of initial adoption and at three-year intervals thereafter.

STAFF

Staff components are defined in the "Guidelines." The positions in table 1, which include the director, are full-time equivalents for staff working thirty-five to forty hours a week for twelve months a year, including vacations and holidays, in a Learning Resources Unit in which most processing occurs on campus. Staff in a central unit, such as a processing center for a multicampus district, should be in proportion to the services rendered each campus.

Staffing of branches, extension centers, commercial level production facilities, computer operations, printing services, extensive learning or developmental laboratories, bookstore operations, or on-the-air broadcasting are not included in the table. Most institutions will need to modify the

*Association of College and Research Libraries, 1979

TABLE 1

STAFF

Full-Time Equivalent Enrollment	Level	Profes-sional	Support
Under 1,000	M	2	4
	C	4	6
1,000–3,000	M	2.5	5
	C	4	10
3,000–5,000	M	3.5	9
	C	6	18
5,000–7,000	M	6	15
	C	8	24
Additional for each 1,000 FTE over 7,000	M	.5	1
	C	1	3

staffing pattern to include such factors as longer or shorter workweeks and annual contracts.

BUDGET

Budget formulas in a true sense are not possible in two-year colleges because of wide variances in practice from institution to institution. For example, film rentals may be charged to departmental budgets, and staff fringe benefits may or may not be included in the budget for Learning Resources Programs. In addition to these, various other services, such as learning or developmental laboratories, which are definitely part of such programs, will not always be so charged in the institutional budgets.

The formulas are further complicated where there are centralized services, satellite operations, and continuing education responsibilities, so that an absolute formula is not possible without examining all elements of staff, materials, services, and the delineations listed in IIIC of the "Guidelines" at each campus.

Experience indicates, however, that a fully developed Learning Resources Program will usually require from 7 to 12 percent of the educational and general budget of the institution, whether these are separately identified as learning resources or diffused in a multiple number of accounts.

COLLECTION SIZE

Size of the collection available on any two-year college campus is best expressed as "bibliographical unit equivalents." Where a multicampus district maintains some materials centrally, these holdings should be distributed for statistical purposes proportional to use by the various campuses.

Bibliographical unit equivalents (BUE) consist of written, recorded, or other materials. Each item in the following three groups is one BUE.

Written Materials
1. One cataloged bound volume.
2. One periodical volume.

3. One cataloged document.
4. One reel of microfilm.
5. One cataloged microfiche.
6. Five uncataloged microfiche.
7. Five microcards.
8. One cataloged musical work.
9. One periodical currently received.

Recorded. Materials
10. One videocassette or videotape reel.
11. One reel of 16mm motion picture film.
12. One cataloged 8mm loop film.
13. One cataloged 35mm slide program.
14. One cataloged set of transparencies.
15. One cataloged slide set or filmstrip.
16. Fifty cataloged 2 x 2 slides, not in sets.
17. One cataloged sound recording (disc, reel, or cassette).
18. Five films rented or borrowed during an academic year.

Other Materials
19. One cataloged map, chart, art print, or photograph.
20. One cataloged kit.
21. One cataloged item of realia, model, or art object.
22. Any other comparable cataloged item(s).

Table 2 shows the total number of BUEs used to measure the collection. Normally, written materials should constitute at least 70 percent of the BUEs. All other proportions of the totals may be adapted to the Learning Resources Program of the institution. Flexibility in determining the informational needs of the program then makes it possible to choose to purchase either a book or an audiovisual item, a periodical subscription, or any other materials. No two-year college should be without some BUEs in each of the five categories used in table 2. Technical institutes with extremely specialized programs may reduce the total BUE requirements as much as 40 percent.

ANNUAL ACCESSIONS

If the materials are to meet the instructional needs of the institution served, continued acquisitions accompanied by continued weeding are needed even where holdings exceed recommendations. New materials are needed for presentation of new information and new interpretations or the collection becomes dated and decreases in educational value. New courses added to the curriculum and new instructional programs require new materials to meet classroom and individual needs of students. As enrollment increases there is need for more duplication and for broader approaches to topics already represented in the collection.

Five percent of the collection size should be the minimum annual acquisition for each Learning Resources Program. This percentage does not include replacements of lost or stolen items or materials to support new courses or curricula, which should be additional.

TABLE 2

COLLECTION SIZE

FTE Enrollment	Level	Written Materials		Recorded Materials		Other Materials	BUE Collection Size Totals
		Periodical Subscriptions	Other Written Materials	Motion Pictures & Videotapes	Other Recorded Materials		
Under 1,000	M	200	20,000	15	350	50	20,615
	C	300	30,000	125	1,350	350	32,125
1,000– 3,000	M	300	30,000	125	1,350	350	32,125
	C	500	50,000	350	3,200	1,200	55,250
3,000– 5,000	M	500	50,000	350	3,200	1,200	55,250
	C	700	70,000	700	5,350	2,350	79,100
5,000– 7,000	M	700	70,000	700	5,350	2,350	79,100
	C	800	85,000	1,250	8,500	4,500	100,100
Additional each 1,000 FTE over 7,000	M	5	6,000	13	10	5	6,133
	C	30	12,000	150	405	305	12,890

TABLE 3

SPACE REQUIREMENTS

Full-Time Equivalent Enrollment	Print Materials and Services		Audiovisual Materials and Services		Related Instructional Services	Total Assignable Square Feet
	Minimum	Maximum	Minimum	Maximum		
1,667	7,500	9,250	5,000	6,750	750	15,000
2,500	9,503	13,055	5,000	8,552	950	19,005
5,000	15,495	21,693	7,748	13,946	1,550	30,990
8,333	23,000	32,200	11,500	20,700	2,300	46,000
10,834	28,503	39,904	14,251	25,652	2,850	57,005
14,167	35,488	49,683	17,744	31,939	3,549	70,975
16,667	40,650	56,910	20,325	36,585	4,065	81,000

SPACE REQUIREMENTS

Space standards for two-year colleges have already been developed by the Learning Resources Associaton of California Community Colleges and should be utilized for permanent facilities to be in use for ten or more years. Their *Facilities Guidelines*,‡ if adjusted to FTE by use of the formula provided, will serve as a satisfactory standard.

Table 3 has been adapted from the *Facilities Guidelines* using absolute FTE to allow easy comparison when that publicaton is not available. The premises upon which the original was based deserve more attention than is possible in these standards.

To be added to the total square feet in table 3 is any additional space needed for related instructional services for individualized instruction, such as learning laboratories, study skills center, language laboratories, etc. Also to be added are internal offices, office service areas (file rooms, vaults, duplica'ing rooms, internal corridors, office supply rooms, etc.), office-related conference rooms and conference room services (kitchenettes, sound equipment storage, etc.), internal classrooms and laboratories, and nonassignable space (janitor's closets, stairways, public corridors, elevators, toilets, and building utility and operational facilities).

EQUIPMENT FOR DISTRIBUTION

There is need for sufficient equipment for distribution to classrooms beyond equipment necessary for individual utilization of audiovisuals in the learning centers. Recommendations are limited to major types of equipment. Opaque projectors should be available even in minimal programs; quantity will depend upon utilization. Overhead projectors should be available in all classrooms. Recommendations in table 4 are for classroom equipment distribution only and assume a replacement schedule not longer than five years.

Quantitative formulas for some equipment are inherent in use. In a laboratory situation, type and quantity of equipment will depend upon what the course or program is. Permanent sound and projection equipment will be installed in large lecture halls. All classrooms will have per-

‡Learning Resources Association of the California Community Colleges, *Facilities Guidelines for Learning Resources Centers: Print, Non-print, Related Instructional Services* (P.O. Box 246, Suisun City, CA 94585, 1978), $25.

TABLE 4

EQUIPMENT FOR DISTRIBUTION

Uses per Year	16mm Projector	Super 8mm Projector	Video-cassette Player	Slide Projector	Audio-cassette Player	Record Player
1-100	2-9	2-9	2-9	2-24	2-49	2-9
101-1,000	10-24	10-24	10-24	25-49	50-99	10-24
1,001-3,000	25-44	15-19	25-32	50-64	100-174	25-35
3,001-5,000	45-49	20-24	33-49	65-99	175-249	36-49
5,000+	50+	25+	50+	100+	250+	50+

manently installed projection screens and room-darkening drapes or shades and will have connections and outlets for closed-circuit television where it exists

In determining the number of pieces of equipment, a reasonable distribution of demand is assumed, i.e., that all use will not be concentrated on a peak period of either the days or the academic year. Random access or broadcast delivery systems will also affect the needs for equipment.

PRODUCTION

All Learning Resources Programs should provide some production capability according to the needs and requirements of the curricula, the availability of commercial materials, and the capability of the delivery system. Production, except where part of an instructional program or meeting a specific institutional need, is not an end in itself. Neither is it related to institutional size.

Basic production capability for all campuses consists of minimal equipment items for:

Still photography (1 35mm camera and arrangements for developing film elsewhere).

Ability to make and duplicate sound recordings.

Sign production.

Graphics layout and lettering.

Laminating and dry-mounting.

Ability to make overhead transparencies.

Simple illustrations.

Videoplaying and duplication.

One camera videotaping and videodubbing.

Intermediate production capability consists of all elements above and in addition equipment items for:

Photographic black-and-white printing and processing.

Ability to edit sound recordings.

Two-camera video production.

Advanced production when justified consists of all above and in addition equipment items for:

Simple studio videoproduction in color.

Simple studio for sound recording and editing.

Optional production (justifiable only when needed for programs for cooperative distribution or highly sophisticated institutional needs) in addition consists of:

Color television du... production, and editing.

16mm motion picture directing, production, and editing.

Color photographic developing and processing.

Glossary

Average Weekly Student Contact Hours (WSCH: the average number of class hours (50 min. periods) per week during which students are assembled for instruction summed across all classes taught.

Closed-Circuit Television (CCTV): a limited television system in which programs are not broadcast over air but sent to receivers via coaxial cable.

Computer-Aided Instruction (CAI): a means of individualizing instruction through the use of a computer to provide the student with interactive experiences.

Computer-Managed Instruction (CMI): the use of a computer to keep track of individual student progress and even to prescribe student learning activities based on the diagnosis of achievement or ability level via constantly updated input.

CRT (computer display): "cathode ray tube"-the visual display of computer input and output on a TV-type screen ther than on hardcopy (q.v.).

Fulltime Equivalence (FTE): the number of fulltime students plus a num- ber of theoretical fulltime student enrollments/loads computed by summing the fractional enrollments/loads of all parttime students.

Hardcopy (computer terminal): the visual display of computer input and output on paper.

Hardware: any machine or collection thereof which is required for the display/use of software (q.v.).

Instructional Development: the systematic process of designing and pro- ducing teaching/learning materials, presentations, courses or programs.

Instructional Support Service: a non-classroom activity which is designed to assist teachers and/or students by providing either pro- ducts or services.

Learning Material Unit (LMU): a self-contained body of information, the parameters of which vary according to the type of material considered.

Learning Resources: any material, service or person which can be employed in the teaching/learning process.

Learning Resources Center (LRC): the gathered collection of learning re- sources under one administrative, and normally one physical, structure.

Learning Resources Program: the functional interrelation of learning re-
        sources administered to maximally enhance the teaching/learn-
        ing process.

Re-Entry (program): a program f counseling and/or special classes to
        enhance the academic success of individuals returning to the
        formal educational system after having been out of school for
        several years.

Remote (computer terminal): a computer input/output station located at
        some distance from the actual computer.

Reprographic: relating to the reproduction of graphic materials by xero-
        graphic, mimeographic, or lithographic techniques.

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Personnel & Materials Guidelines for Learning Resources Programs in Community Colleges

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