III. Junior College libraries

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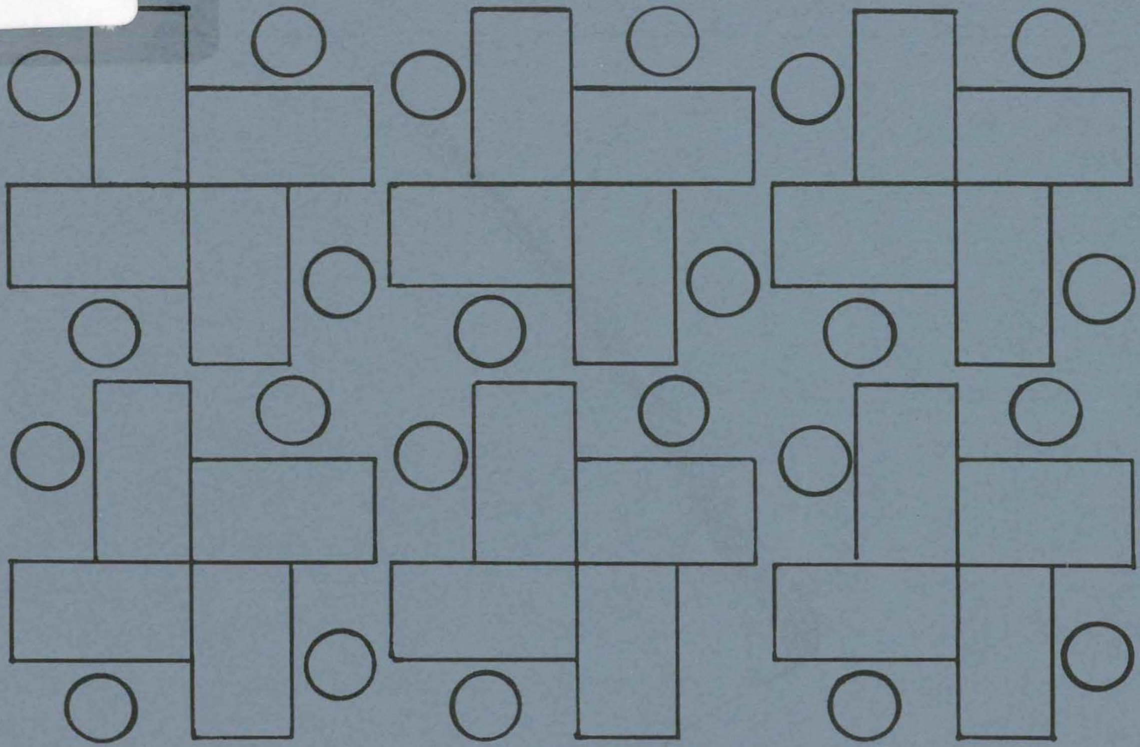
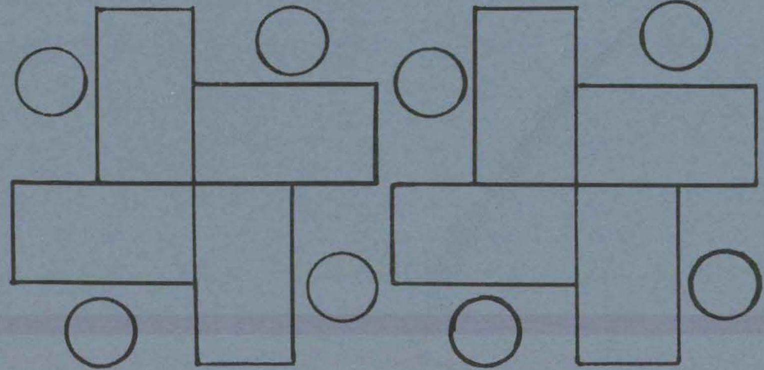
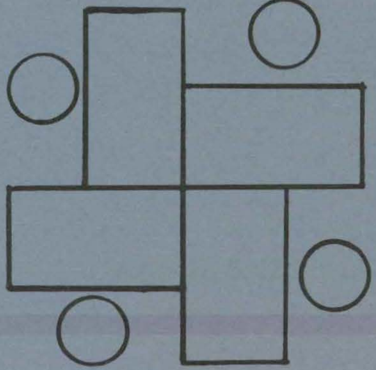
Plan for Progress in the media center





"...survey of educational media at Iowa's area community colleges and vocational schools."

AREA
COMMUNITY COLLEGES
and
VOCATIONAL SCHOOLS



EDUCATIONAL MEDIA PROGRAMS
AT IOWA'S
AREA COMMUNITY COLLEGES
AND
VOCATIONAL SCHOOLS

1971 – 72

Prepared for
Area Schools Division
Department of Public Instruction
State of Iowa

By

Virgil Kellogg, Audiovisual Consultant
Educational Media Section
Department of Public Instruction
State of Iowa

August, 1972

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INTRODUCTION

There was a time when the teaching resources available to an instructor were textbooks for the class, books for the library, a chalkboard, and perhaps a few maps on the classroom wall. If films, slides, and recordings were used as teaching aids, securing them was usually the responsibility of the individual instructor.

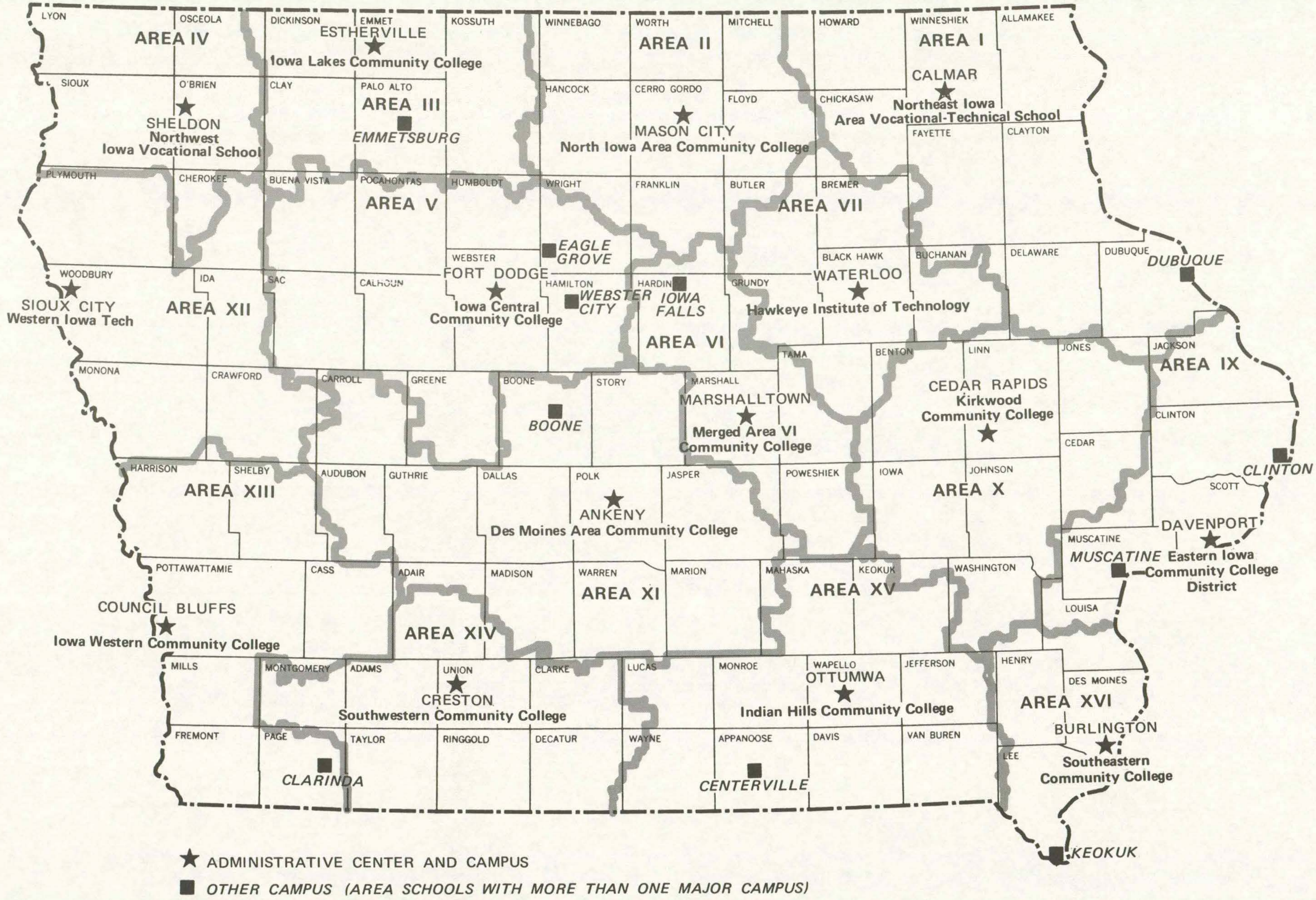
As time passed, centers were established to provide audiovisual services, usually with limited campus functions to perform. Certain media were available for those who had the interest to seek them out.

Recently, community colleges have been developing facilities to encourage the utilization of new media. The changing role of the instructors, increased enrollments, rising costs, and growing understanding of the psychology of learning are generating a trend to a new kind of support for instructional services. The trend has been encouraged by the availability of effective, appropriate, and convenient materials, devices, and classroom facilities for improved instruction.

These phonomena make reassessment of library and audiovisual practices in the area community colleges and vocational schools appropriate. Making learning more interesting and teaching more effective requires flexibility which can be achieved only through the use of many kinds of materials, equipment, and services and professional staff members to work closely with teachers and administrators. The new instructor will feel comfortable and secure in this environment to the degree he has been exposed to these new resources and techniques and has had experience in using them to design particular learning situations. The Area Schools Division and the Educational Media Section of the Iowa Department of Public Instruction wished to assist Iowa area community colleges and vocational schools in meeting increased responsibilities in the area of educational media. With the cooperation of the area school administrators, department chairmen and media personnel, an informal field study of the status of educational media in Iowa's area schools was conducted by the Department audiovisual consultant. Specific activities included on-campus visitation and observation, self-evaluation of the media programs in terms of established criteria, inventory of resources and services, and local narrative description of the media program.

This survey fulfills the stated objective of collecting data from each institution and making it available to all institutions. It must be stressed that the data presented is not comparative in nature. The responses to evaluative criteria were made by personnel at each institution in terms of the potential and expectations of that institution. Quantitative data is not authoritative and the unique pattern of organization and services at each institution makes comparison inappropriate.

MERGED AREA SCHOOLS


LYON
OSCEOLA
AREA IV
DICKINSON
EMMET
ESTHERVILLE
Iowa Lakes Community College
KOSSUTH
WINNEBAGO
WORTH
AREA II
MITCHELL
HOWARD
WINNESHIEK
AREA I
ALLAMAKEE
SIOUX
O'BRIEN
SHELDON
Northwest
Iowa Vocational School
CLAY
PALO ALTO
AREA III
EMMETSBURG
HANCOCK
CERRO GORDO
MASON CITY
North Iowa Area Community College
FLOYD
CHICKASAW
CALMAR
Northeast Iowa
Area Vocational-Technical School
FAYETTE
CLAYTON
PLYMOUTH
CHEROKEE
BUENA VISTA
POCAHONTAS
AREA V
HUMBOLDT
WRIGHT
FRANKLIN
BUTLER
BREMER
AREA VII
WEBSTER
EAGLE GROVE
BLACK HAWK
BUCHANAN
DELAWARE
DUBUQUE
DUBUQUE
WOODBURY
SIOUX CITY
Western Iowa Tech
IDA
AREA XII
SAC
CALHOUN
FORT DODGE
Iowa Central
Community College
HAMILTON
WEBSTER CITY
HARDIN
IOWA FALLS
GRUNDY
WATERLOO
Hawkeye Institute of Technology
AREA VI
MONONA
CRAWFORD
CARROLL
GREENE
BOONE
STORY
MARSHALL
MARSHALLTOWN
Merged Area VI
Community College
TAMA
BENTON
LINN
CEDAR RAPIDS
Kirkwood
Community College
JONES
JACKSON
AREA IX
CLINTON
BOONE
CEDAR
CLINTON
HARRISON
SHELBY
AREA XIII
AUDUBON
GUTHRIE
DALLAS
POLK
ANKENY
Des Moines Area Community College
JASPER
POWESHIEK
IOWA
JOHNSON
AREA X
SCOTT
DAVENPORT
MUSCATINE
MUSCATINE
Eastern Iowa
Community College
District
POTTAWATTAMIE
CASS
ADAIR
MADISON
WARREN
AREA XI
MARION
MAHASKA
KEOKUK
AREA XV
WASHINGTON
LOUISA
COUNCIL BLUFFS
Iowa Western Community College
AREA XIV
MILLS
MONTGOMERY
ADAMS
UNION
CRESTON
Southwestern Community College
CLARKE
LUCAS
MONROE
WAPELLO
OTTUMWA
Indian Hills Community College
JEFFERSON
HENRY
DES MOINES
AREA XVI
BURLINGTON
Southeastern
Community College
FREMONT
PAGE
CLARINDA
TAYLOR
RINGGOLD
DECATUR
WAYNE
APPANOOSE
CENTERVILLE
DAVIS
VAN BUREN
LEE
KEOKUK
★ ADMINISTRATIVE CENTER AND CAMPUS
■ OTHER CAMPUS (AREA SCHOOLS WITH MORE THAN ONE MAJOR CAMPUS)

DIRECTORY OF AREA SCHOOLS
EDUCATIONAL MEDIA SURVEY
1972-72

Area I - Northeast Iowa Area Vocational-Technical School
(Allamakee, Chickasaw, Clayton, Delaware, Dubuque, Fayette, Howard, and Winneshiek Counties)

North Center
Box 400
Calmar, Iowa 52132

South Center
9th Floor Dubuque Building
Dubuque, Iowa 52001

SUPERINTENDENT Max R. Clark

Survey Contact:
Director of Student Personnel Paul Kaiser

Population of Merged Area: 221,527
Size of Merged Area: 4,600 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$477,584,944

Merged Area II - North Iowa Area Community College
(Butler, Cerro Gordo, Floyd, Franklin, Hancock, Mitchell, Winnebago, Worth, and Wright Counties)

Administrative Center
500 College Drive
Mason City, Iowa 50401

SUPERINTENDENT Dr. David R. Pierce

Survey Contact:
Director of Media Dale Becker

Population of Merged Area: 136,629
Size of Merged Area: 4,000 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$447,588,133

Merged Area III - Iowa Lakes Community College
(Dickinson, Emmet, Kossuth, Clay, and Palo Alto Counties)

North Campus
Estherville, Iowa 51334

South Campus
Emmetsburg, Iowa 50536

SUPERINTENDENT Richard Blacker

Survey Contact:
Department Chairman, Learning Resources Roy Wiegert

Population of Merged Area: 81,437
Size of Merged Area: 3,228 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$314,179,565

Merged Area IV - Northwest Iowa Vocational School
(Lyon, O'Brien, Osceola, Cherokee, and Sioux Counties)

Administrative Center
Highway 18, West
Sheldon, Iowa 51201

SUPERINTENDENT Dr. Daniel W. McPherson

Survey Contact:
Director of Career Education Robert Van Driel

Population of Merged Area: 71,145
Size of Merged Area: 2,462 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$261,921,037

Merged Area V - Iowa Central Community College
(Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Sac, Webster, and Wright Counties)

Administrative Center
330 Avenue M
Fort Dodge, Iowa 50501

Eagle Grove Center

Webster City Center

SUPERINTENDENT Dr. Edwin Barbour

Survey Contact:
Director of Library Wendell Rollins

Population of Merged Area: 168,787
Size of Merged Area: 5,049 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$631,062,133

Merged Area VI - Merged Area VI Community College
(Portions of Hardin, Marshall, Poweshiek, Tama, Franklin, Butler, Hamilton, Grundy, Story, and Jasper Counties)

Marshalltown Community College
22 West Main Street, Box 536
Marshalltown, Iowa 50158

Ellsworth Community College

SUPERINTENDENT Dr. Donald W. Skinner

Survey Contacts:
Director, Learning Resource Center Miss Mary C. Weeks
Ellsworth Community College
Librarian Miss Betty Harrison
Marshalltown Community College

Population of Merged Area: 101,223
Size of Merged Area: 2,880 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$328,609,841

Merged Area VII - Hawkeye Institute of Technology
(Benton, Black Hawk, Bremer, Buchanan, Butler, Grundy, and Tama Counties)

Administrative Center
Airline & Highway 57, Box 8015
Waterloo, Iowa 50704

SUPERINTENDENT Dr. W. Travis Martin

Survey Contact:
Instructional Resources Coordinator Robert Crowley

Population of Merged Area: 208,829
Size of Merged Area: 2,555 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$482,268,062

Merged Area IX - Eastern Iowa Community College
(Cedar, Clinton, Jackson, Louisa, Muscatine, and Scott Counties)

Administrative Center
3546 Brady Street
Davenport, Iowa 52806

Clinton Community College
Muscatine Community College
Scott Community College (Davenpo

SUPERINTENDENT Gerald D. Clemmensen

Survey Contacts:
Director, Learning Resource Center Paula Hertz
Clinton Community College
Head Librarian Allan J. MacDonald
Scott Community College
Director of Instructional Media Kirby L. Kleffman
Muscatine Community College

Population of Merged Area: 265,333
Size of Merged Area: 2,000 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$662,678,954

Merged Area X - Kirkwood Community College

(Benton, Cedar, Iowa, Johnson, Jones, Linn, and Washington Counties)

Administrative Center
6201 Kirkwood Blvd, SW
P.O. Box 2068
Cedar Rapids, Iowa 52406

SUPERINTENDENT Dr. S. A. Ballantyne

Survey Contact:
Director of Educational Services Dr. Charles Cunning

Population of Merged Area: 331,098
Size of Merged Area: 4,406 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$788,052,441

Merged Area XI - Des Moines Area Community College

(Audubon, Boone, Carroll, Dallas, Guthrie, Jasper, Madison, Marion, Polk, Story, and Warren Counties)

Ankeny Campus Boone Campus
2006 Ankeny Boulevard
Ankeny, Iowa 50021

SUPERINTENDENT Paul Lowery

Survey Contact:
Director, Educational Media Eldon Walton

Population of Merged Area: 547,797
Size of Merged Area: 6,436 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$1,239,886,555

Merged Area XII - Western Iowa Tech

(Cherokee, Crawford, Ida, Monona, Plymouth, and Woodbury Counties)

Administrative Center
3075 Floyd Boulevard
Sioux City, Iowa 51105

SUPERINTENDENT Dr. Robert Kiser

Survey Contact:
Director of Adult and
Continuing Education Dr. Robert Rice

Population of Merged Area: 180,566
Size of Merged Area: 3,566 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$458,281,410

Merged Area XIII - Iowa Western Community College

(Cass, Fremont, Harrison, Mills, Page, Pottawattamie, and Shelby Counties)

Council Bluffs Campus Clarinda Campus
2700 College Road
Council Bluffs, Iowa 51501

SUPERINTENDENT Dr. Robert D. Looft

Survey Contacts:
Head Librarian Mrs. Franceta Bailey
Clarinda Campus
Media Technician Linda Sheppard
Council Bluffs Campus

Population of Merged Area: 177,649
Size of Merged Area: 4,263 Square Miles
Merged Area Assessed Valuation (Jan. 1971):
$460,426,912

Merged Area XIV - Southwestern Community College
(Adair, Adams, Clarke, Decatur, Montgomery, Ringgold, Taylor, and Union Counties)

Administrative Center
P.O. Box 458
Creston, Iowa 50801

SUPERINTENDENT Dr. John A. Smith

Survey Contact:
Director of Learning Resources Center Donald A. Rieck

Population of Merged Area: 73,059
Size of Merged Area: 4,910 Square Miles
Merged Area Assessed Valuation (Jan. 1971): $203,569,988

Merged Area XV - Indian Hills Community College
(Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Wapello, Wayne, and Van Buren Counties)

Iowa Tech Campus
Ottumwa Industrial Airport
Ottumwa, Iowa 52501

Centerville Campus
Centerville, Iowa 52544

SUPERINTENDENT Dr. Mel Everingham

Survey Contacts:

Chairman, General Studies Iowa Tech Campus	Darrel Ensz
Audiovisual Director Centerville Campus	Richard H. Dutton

Population of Merged Area: 150,601
Size of Merged Area: 4,986 Square Miles
Merged Area Assessed Valuation (Jan. 1971): $342,607,382

Merged Area XVI - Southeastern Community College
(Des Moines, Henry, Lee, and Louisa Counties)

Administrative Center
Highway 34, West, Box 1001
Burlington, Iowa 52601

North (Burlington) Campus
1308 Valley Street
Burlington, Iowa 52601

South (Keokuk) Campus
727 Washington
Keokuk, Iowa 52632

SUPERINTENDENT C. W. Callison

Survey Contacts:

Librarian Burlington Campus	Avis Long
Librarian Keokuk Campus	J. Harold Jameson

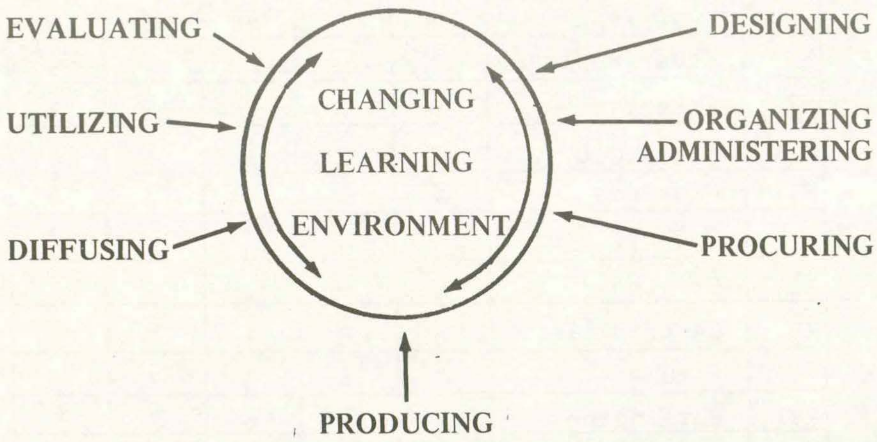
Population of Merged Area: 113,055
Size of Merged Area: 1,581 Square Miles
Merged Area Assessed Valuation (Jan. 1971): $ 274,320,075

I. The Educational Media Center

Increasingly, the library is being thought of as the learning center of the institution. Many perceive the library as the key element in curriculum design and development. The terms "Educational Media Center", "Instructional Resources Center", "Multi-Media Center", and many others reflect new developments in educational technology which are contributing new aspects to traditional library services.

At a recent national seminar, Dr. Mendell Sherman, media professor at Indiana University, predicted that recognition of the contributions of the community college media center will continue to grow. He observed that after instructors had decided on content and method, media often became the major part of the curriculum for the individual student. Dr. Sherman said he believes, however, that changes will occur in the conceptualization of the center and its functions. He feels that media centers will be viewed from the process approach instead of just as a center for media and products. The latter he stated are important to the extent that processes are enabled to achieve the purposes the purposes of the institution.

EDUCATIONAL MEDIA CENTER
A PROCESS APPROACH



The processes would appear as follows if applied to the educational media center:

DESIGNING	the learning environment
ORGANIZING AND ADMINISTERING	learning resources
PROCURING	available media
PRODUCING	media not otherwise available
DIFFUSING	media and ideas relevant to instructional procedures
UTILIZING	media and instructional procedures
EVALUATING	effect of media on learner
RE-CYCLE	re-design the learning environment

The following Iowa survey is in no sense prescriptive but rather consolidates and presents data not previously assembled. Previous information has been limited to the Higher Education General Information Survey, Colleges and Universities (pp 22-25), largely print oriented. Media personnel at each institution completed a self-evaluation of their own media program in terms of the critera stated in an established check-list (appendix). Chapter II summarizes these responses. The charts in Chapter III display media inventories in the categories of organization, facilities, equipment, materials, and services. The narrative descriptions in Chapter IV described features of the individual programs not easily presented in chart form.

II. Evaluation Checklist

The checklist* used is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which the checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The profile obtained by plotting the responses on the profile sheet provides a visual image of the program and pictorially demonstrates the "peaks" and "valleys" of attainment for program elements. It establishes a graphic baseline valuable for establishing priorities and measuring progress.

There is neither intent nor justification for making comparisons between specific institutions.

*See Appendix

AREA	LOCATION	INSTITUTIONAL EDUCATION MEDIA SERVICES				
		Commitment to Media Program	Commitment-Media Integral Part of Instruction	Commitment to Providing Facilities	Commitment to Media Finance	Commitment to Media Staffing
I	Calmar	2	6	6	3	3
II	Mason City	7	5	5	2	6
III	Emmetsburg	5	5	3	7	7
	Estherville	6	5	3	7	7
IV	Sheldon	1	5	5	9	1
V	Fort Dodge	6	7	5	8	5
VI	Iowa Falls	7	8	7	5	7
	Marshalltown	7	8	5	7	7
VII	Waterloo	3	5	9	7	3
IX	Clinton	4	5	5	2	3
	Davenport	5	6	5	4	5
	Muscatine	7	8	9	8	7
X	Cedar Rapids					
XI	Ankeny	9	8	7	7	7
XII	Sioux City	1	2	4	7	4
XIII	Clarinda	5	6	6	7	6
	Council Bluffs	5	5	4	4	4
XIV	Creston	8	6	8	7	8
XV	Centerville	6	6	7	5	3
	Ottumwa	4	4	5	7	2
XVI	Burlington	7	8	6	7	5
	Keokuk	7	8	8	8	7

SERVICES - CURRICULUM AND INSTRUCTION				EDUCATIONAL MEDIA CENTER							PHYSICAL FACILITIES			BUDGET FINANCE				STAFF	
Consultative Serv. Media Utilization	Educational Prep. Programs	Faculty-Student Use of Media	Involvement of Media Staff, Plans	Location, Access, Educational Media	Dissemination of Media Information	Availability of Educational Media	Storage, Retrieval of Educational Media	Maintenance of Media	Production of Media		Existing Classrooms	New Classrooms		Reporting Financial Needs	Basis for Budget Allocations	Development of Media Budget		Educational Media Staff	
3	3	6	4	1	7	3	2	3	3		6	3		4	5	2		3	I
5	8	6	5	5	5	5	3	3	5		2	2		4	5	5		5	II
5	5	7	4	3	5	4	2	3	3		5	4		4	4	5		6	III
5	5	7	4	5	5	5	2	3	3		5	4		4	4	5		6	
1	1	5	1	1	4	3	5	2	1		5	4		3	5	5		1	IV
7	7	5	5	8	7	8	6	7	7		5	3		8	8	8		7	V
8	8	9	8	7	5	9	6	5	7		3	3		7	4	5		7	VI
8	8	6	7	6	6	3	6	7	6		6	7		5	4	5		7	
3	3	7	2	5	6	4	5	3	4		5	9		6	6	4		3	VII
1	2	5	2	3	5	3	3	2	2		2	2		2	2	2		2	IX
4	2	5	4	6	5	5	4	3	5		3	3		2	4	3		3	
7	7	7	7	8	6	8	7	6	8		8	8		5	7	8		7	
																			X
6	8	7	6	7	7	9	9	5	7		7	7		8	5	8		7	XI
1	1	1	1	5	4	1	2	2	1		1	1		1	4	1		4	XII
7	5	5	5	7	8	8	3	2	1		7	2		8	5	8		4	XIII
5	5	5	5	7	5	5	5	7	7		4	2		3	4	6		4	
8	8	6	7	9	7	4	5	8	8		6	8		8	8	5		9	XIV
4	4	7	6	8	6	6	5	3	7		6	6		8	5	7		6	XV
2	2	5	5	5	5	5	5	5	2		5	5		5	4	5		5	
8	8	5	6	4	8	8	3	2	6		4	7		5	5	7		5	XVI
7	8	4	4	8	8	8	5	8	8		6	6		8	8	7		6	

III. Educational Media Inventory Sheet

The educational media inventory instrument used, as well as the self-evaluation form, was developed by W. R. Fulton, University of Oklahoma, pursuant to a contract with the United States Office of Education. Copies of the revised edition are available from the Association for Educational Communications and Technology, Washington, D.C. This form was modified slightly to facilitate use by Iowa's area community colleges and vocational schools and to avoid duplicating items in the H.E.G.I.S. report (pp 22-25).

It must be stressed that this data is not comparative in nature. The quantitative information is not authoritative. The unique pattern of organizatin and services at each institution make comparison inappropriate. Information was recorded as obtained and made available by media or administrative personnel. Imperfect communications and pressure of visitation agenda contributed little to verification or a guarantee of accuracy. Verbal discussion of these limitations was included on each agenda and it was suggested by the consultant that a valuable by-product of the survey might be the generation of dialog between institutions. It is hoped that the recently - formed Iowa Educational Media Association will provide a suitable forum and appropriate format for continuity in the exchange and sharing of information and ideas.

Pattern of Organization

1. Students served by a single campus ranged from less than 400 to over 6,000.

2. Teaching stations served by the media program ranged in number from 13 to 117. The ratio between 1 or 2 to certain quantitative inventory items make the data more meaningful.

3. The trend is to centralize and integrate media services, however, there is considerable dependence upon departmental media collections.

Facilities (General)

1. A few institutions had classrooms not suited to utilization of new media. Light control, ventilation, permanent screens, and storage space were items of greatest need. Three reported classrooms equipped for viewing television.

2. The majority of campuses had learning carrels available to students. Many had carrels wired for using newmedia. Most had learning laboratories with all or most of the stations equipped for the use intended.

3. Auditoriums are available on half the campuses.

4. Seven reported multi-purpose studios or photographic areas. The same number had labs for graphic services.

5. More than half have small group conference rooms available.

6. Three have recording studios for general use.

7. Less than half of the campuses have media maintenance areas for repair, storage, and records of equipment.

Equipment and Materials

1. The area schools in general had a variety of basic audiovisual equipment although sometimes limited in quantity and accessibility. Most of the equipment was for group use. A general need existed for gear and materials for individual and small-group use.

2. A few campuses did not provide access to still or motion picture photographic equipment but most owned portable closed circuit television equipment.

3. Seven campuses had equipment to make diazo transparencies and most could produce transparencies on copy

machines. Mechanical lettering devices were available on a few campuses. Eight had access to a dry-mount press for mounting and laminating flat materials.

4. Teachers generally had access to record players and tape recorders but some campuses need more portable cassette units.

5. Few owned 16mm films. Most have developed 2x2 slide, overhead transparency, microform, video tape, and sound recording collections. Many campuses provide programmed instruction devices and materials.

6. The campuses varied in their ability to produce materials. Most frequently listed were overhead transparencies, sound recordings, video tapes, dry-mounting, and still photographic materials.

7. Five use 16mm motion picture cameras and about half use 8mm.

8. Radio programs are produced on four campuses.

Services

1. On most campuses, teachers can secure equipment on long-term loan or could have equipment delivered on request. Most media centers order materials for teachers and produce certain materials locally. Over half provide some consultative services. About the same number have conducted in-service activities for staff members. In fewer instances, faculty are provided preview facilities.

				PATTERN OF ORGANIZATION						CLASSROOMS % EQUIPPED WITH:							
AREA	LOCATION	Fall Term Full and Part-Time Enrollment	Teaching Stations Served	Centralized All Media Service One Center	Campus Library Primarily Print	Separate Campus Media Center - Campus AV	Department Centers Curr. Mat. (AV & Print)	Other		Light Control For Projected Media and TV	Ventilation And Temperature Control	Electrical Outlets Sufficient In Number, Location	Permanently Mounted Screens	Display Facilities And Chalk Boards	Storage Cabinets, Files, Built-ins For Materials	Permanent TV Mounts With Coaxial Cable	
I	Calmar	844	27					X		100	90	100	90	100	100	0	
II	Mason City	1539	63	X	X					15	100	100	65	100	10	0	
III	Emmetsburg	401	15				X			100	100	100	100	100	15	0	
	Estherville	443	18	X						100	100	75	0	100	50	0	
IV	Sheldon	418	27				X			100	0	100	80	100	50	0	
V	Fort Dodge	2079	109	X						10	100	100	70	100	10	15	
VI	Iowa Falls	1060	30	X													
	Marshalltown	951	29	X						100	25	100	98		100		
VII	Waterloo	1200	--			X				50	90	90	75	95	90	0	
IX	Clinton	585	16	X						13	13	100	0	100	100	0	
	Davenport	545	33	2 Locations				X		95	75	60	95	95	50	0	
	Muscatine	618	23		X	X				100	100	100	100	65	50	43	
X	Cedar Rapids	2780	100	X							100	100	100	100	3	0	
XI	Ankeny	6381	117	X						90	40	100	100	100	50	40	
XII	Sioux City	660	29				X			10	10	10		90	0	0	
XIII	Clarinda	395	25	X													
	Council Bluffs	983	52	X						10	2	80	2	80	2	0	
XIV	Creston	550	26	X						100	100	100	25	100	75	0	
XV	Centerville	375	22		X	X				100	100	100	100	100	25	0	
	Ottumwa	735	48				X				10	80	75	95	50	0	
XVI	Burlington	875	30	X						25	50	50	60	100	50	0	
	Keokuk	437	13	X						100	100		100	100		0	

		LEARNING CARRELS													% EQUIPPED WITH:				
				MEDIA USED IN CARRELS															
		Total Number	% Equipped For Use of Educational Media	Systems Designed For Ind. Learning	Table-top Viewers With Sound	Programmed Learning Mat. And Devices	Curriculum Mat. Study Guides	Single Concept Films	Microfilm	Controlled Readers And Pacers	Maps And Models	Language And Learning Labs Total Stations	% Equipeed For Use Intended	Auditoriums	Permanently Mounted Adj. Angle Screens	Light Control For Projected Media & TV	Elect. Outlets Sufficient In Number Location	Permanent Mounts TV Receivers	
		38	75	X	X	X	X	X		X		32	100						I
		33	100	X	X	X	X	X		X	X	25	100	1		X	X		II
		7	100	X	X	X	X	X		X	X	16	100	1	X	X	X		III
												25	100						
		10	0																IV
		75	0									96	100	2	X	X	X		V
		61	28	X	X	X	X	X	X	X		43	100	1	X	X	X		VI
		82	33	X	X	X	X	X	X	X	X	28	100	1					
		20	5	X	X	X	X	X	X	X	X	32	85						VII
												24	100	1		X	X		IX
												12	90						
		47	100	X	X	X	X	X	X	X	X	12	100	1	X	X	X		
		70	20	X	X	X	X	X	X		X								X
		148	33		X	X		X	X	X		54	75	1	X	X	X	X	XI
																			XII
		16	0																XIII
		9	0																
		24	100	X	X	X		X	X	X		20	100	1	X	X	X	X	XIV
		6	100	X		X	X					6	100	1	X	X	X		XV
																			XVI
		25		X	X	X	X	X	X	X	X	Portable		2	X	X			

AREA	LOCATION	MEDIA PRODUCTION														Small Group Conference Rooms	Central Professional Media Library For Staff
		16MM Motion Pictures	8MM Motion Pictures	Processing Motion Picture Film	Multi-purpose Studio Or Photo. Area	Still Photographic Processing	Slides And Filmstrips	Overhead Transparencies	Sound Recordings	Video Tapes	Microfilm (Production)	Dry Mounting, Laminating	Graphics Laboratory	Maintenance Area (Repair, Storage, Parts, Records)	Radio Programs		
I	Calmar							X		X						X	
II	Mason City		X		X	X	X	X	X	X		X	X				
III	Emmetsburg		X			X	X	X	X	X		X					
	Estherville		X				X	X	X	X							X
IV	Sheldon																
V	Fort Dodge				X	X	X	X	X	X		X		X	X	X	X
VI	Iowa Falls		X		X	X	X	X	X	X	X	X	X	X		X	X
	Marshalltown		X			X		X	X	X	X	X		X	X		X
VII	Waterloo				X	X	X	X	X	X		X				X	X
IX	Clinton							X	X	X		X					
	Davenport					X	X	X		X							
	Muscatine		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	Cedar Rapids	X	X			X	X	X	X	X		X		X		X	X
XI	Ankeny	X	X		X	X	X	X	X	X		X	X	X		X	
XII	Sioux City							X									
XIII	Clarinda							X	X	X		X		X	X		
	Council Bluffs							X	X			X	X	X			
XIV	Creston		X			X	X	X	X	X		X	X	X		X	X
XV	Centerville	X	X		X		X	X	X				X				
	Ottumwa		X					X	X	X						X	
XVI	Burlington							X				X		X		X	
	Keokuk						X	X	X	X						X	X

EQUIPMENT OWNED BY INSTITUTION (I) AND CONTROLLED BY MEDIA CENTER (MC)																		
16MM Projectors		8MM Projectors		Slide Projectors		Sound/Slide Projectors		Filmstrip Projectors		Sound/Filmstrip Projectors		Combination Slide-Filmstrip Projectors		Overhead Projectors		Opaque Projectors		
I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	
10		3		7				13		1		1		34		4		I
12		3		14		2		12		2				31		7		II
4		3		6		1		4		2		1		14		1		III
2	2	1		5	5	1	1	1	1	1	1			17	17	1	1	
6		1		4						6				10		1		IV
17	17	2	2	9	9	1	1	2	2	4	4	12	12	64	64	4	4	V
6	5	1	1	21	4					1	1	3	3	14	2	6	3	VI
6	5	3	2	14	12					1	1	8	8	25	21	2	2	
14	1	2	2	11	1	3		7	1	10	1			33	1	5		VII
2	2									2	1	1	1			2	1	IX
10	2	2	2	2	1			2	2	1	1	3	2	21	0	3	1	
5	5	3	3	44	7			5	5	2	2	5	5	23	23	5	5	
13	13	10	10	30	30	1	1	5	5	12	12	6	6	54	54	5	5	X
17	15	18	18	24	24	1	1	14	14	20	16			65	44	4	3	XI
6		2		1				2						6				XII
5		2		1				3		1				12		1		XIII
7	7			3	3					4	4			20	20	2	2	
7	7	6	6	8	8	1	1			1	1	8	8	20	20	2	2	XIV
7	7	3	3	15	15			3	3	6	6			23	23	3	3	XV
6		6		3		2		3						20		1		
7	7	3	3	4	4			4	4	2	2			16	16	1	1	XVI
2	2	1	1			1	1					13	13	7	7			

AREA	LOCATION	EQUIPMENT OWNED BY INSTITUTION (I) AND CONTROLLED BY MEDIA CENTER (MC)															
								CAMERAS									
		Micro-Projectors		Controlled Readers		Tachistoscopes		16MM Motion Picture		8MM Motion Picture		Polariod		35MM		Press	
		I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC
I	Calmar			24		10								1		1	
II	Mason City	1		7		2				1		3		7			
III	Emmetsburg									1		1		1			
	Estherville			17	0	7	0			2	1			1	1		
IV	Sheldon													1			
V	Fort Dodge	4	4	20	20			1	1	1	1	1	1	3	3	1	1
VI	Iowa Falls	4	3	6	0	1	0			1	1	1	1	2	2	1	1
	Marshalltown	7	7	2	2	1	1	1		1	1			1			
VII	Waterloo			12		1						6		3		2	
IX	Clinton			1	1	1	1										
	Davenport											1		2			
	Muscatine	1	0	10	0					2	2	2	2	2	2		
X	Cedar Rapids			30	30	10	10			4	4	1	1	6	6		
XI	Ankeny			29	29	4	4	1	1	1	1	1	1	9	9	2	1
XII	Sioux City													2			
XIII	Clarinda		1														
	Council Bluffs											1	1	3	2	1	1
XIV	Creston	1	0	18	18	3	0	1	1	3	3	1	1	5	5	1	1
XV	Centerville			1	1	1	1	1	1	1	1			2	2		
	Ottumwa			1	2					1							
XVI	Burlington	1	1									1		2			
	Keokuk													1	1		

EQUIPMENT OWNED BY INSTITUTION (I) AND CONTROLLED BY MEDIA CENTER (MC)																		
CLOSED-CIRCUIT TV				TRIPOD SCREENS				TRANSPARENCY MAKERS						TAPE RECORDERS, PLAY BACKS				
Cameras		VTR'S		70 x 70 or Larger		Smaller Than 70 x 70		Diazo		Thermal or Photocopy		Record Players		Battery		A.C.		
I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	I	MC	
1		1		1		6				4		6		4		11		I
2		2		5				1		5		14		55	(Both)			II
2		2		1		15				3		4				6		III
3	3	3	3							2				15	15	3	3	
		1		4						2				3				IV
4	4	4	4	10	10			3	3	5	5	10	10	3	3	71	71	V
3	2	2	1	2	2					7	1	7	5	1	1	14	13	VI
2	2	3	3	1	1	5	5			3		12	12	19	19	13	13	
3		3		14		26		2		10						25		VII
2	2	2	2			2	1	1		1		4	4			3	1	IX
1		1		15	1	3	0			2	0	2	1	2	2	8	2	
3	3	3	3	23	0	3	3	1	1	3	3			2	2	50	13	
4	4	5	5	9	9	5	5			5	5	17	17	4	4	140	140	X
6	6	6	6	10	10	5	3	1	1	2	1	15	15	28	26	37	37	XI
										1				3				XII
1		1				4				1		3				4		XIII
						11	11			1	1	1	1	1	1	3	3	
2	2	3	3	10	10	3	3	1	1	6	4			10	10	21	21	XIV
				11	11	15	15			2	2			4	4	18	18	XV
3		2		3		19				15		2				14		
1	1	1	1	4	4	2	2			1	1	6	6	1	1	9	9	XVI
1	1	1	1			2	2			1	1	3	3	14	14	5	5	

AREA	LOCATION	SERVICES															
		Center Serves Students	More Services Requested Than Available	Center Personnel Serve As Consultants	Materials For Instruction Without Charge	Equipment Available On Long-Term Loan	Equipment And Materials Delivered	Materials Ordered For Faculty	Materials Produced Locally	Repair, Maintenance Of Equipment And Materials	Consultative Service	Preview For Faculty	Preview For Students	Recording Studios Available For General Use	Annual Report To Administration	In-Service	Dissemination Of Media Information
I	Calmar	X	X		X						X						
II	Mason City	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
III	Emmetsburg	X	X	X	X	X		X								X	
	Estherville		X		X	X		X	X	X	X					X	
IV	Sheldon		X		X	X		X	X								
V	Fort Dodge	X	X	X	X	X	X	X	X	X	X	X			X		
VI	Iowa Falls	X	X	X		X	X	X	X	X	X			X	X		X
	Marshalltown	X		X	X	X	X	X	X	X	X					X	
VII	Waterloo		X		X	X	X	X									X
IX	Clinton	X	X		X	X	X	X		X						X	
	Davenport			X	X	X	X	X	X	X	X				X		X
	Muscatine	X		X	X	X	X	X	X	X	X	X	X	X		X	
X	Cedar Rapids	X	X	X	X	X			X	X	X				X	X	X
XI	Ankeny	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
XII	Sioux City					X		X								X	
XIII	Clarinda	X	X		X	X	X	X	X						X		
	Council Bluffs				X	X	X	X		X	X						
XIV	Creston	X	X	X	X	X	X	X	X	X	X	X			X	X	X
XV	Centerville		X		X	X	X		X		X	X			X		X
	Ottumwa		X		X	X	X	X	X	X							
XVI	Burlington	X	X	X	X	X	X	X	X		X				X	X	X
	Keokuk	X		X	X	X	X	X	X			X	X		X	X	

FUNDS FOR EDUCATIONAL MEDIA					
Included In Library Budget Without Amount	Included In Library Budget With Amount	Separate Allocation	Included In Departmental Budgets	Included In Allocation For General Instruction	
X		X			I
		X	X		II
X			X	X	III
X			X	X	
X			X		IV
	X		X		V
X		X	X	X	VI
	X				
X					VII
X			X		IX
X				X	
		X	X	X	
		X			X
				X	XI
X					XII
	X	X			XIII
	X				
X				X	XIV
	X				XV
X			X		
	X				XVI
X		X			

Higher Education General Information Survey, Colleges and Universities

Information from the H.E.G.I.S. report - 1971 - is presented in summary chart form on the next four pages. The area community colleges and vocational schools submit this report annually to federal education authorities. The inventory on the preceeding pages was modified to avoid duplicating data in the H.E.G.I.S. report. This separation of library and audiovisual information represents convenience in reporting only. It is intended that the total information including the narrative descriptions represent the educational media program for a specific institution.

HIGHER EDUCATION GENERAL INFORMATION SURVEY, COLLEGES AND UNIVERSITY LIBRARIES - 1971

AREA	LOCATION	Single Campus Institution	Main Campus	Branch Campus	Adm. Equal Campus Of Multi-Campus Institution	Included In "Institutional System"		LIBRARY HOLDINGS - END OF YEAR					
								Volumes Held	Reels Microfilm	Number Of Physical Items Of Other Microform	Periodical Titles		
I	Calmar		X					5,500			196		
II	Mason City	X						27,018	112		334		
III	Estherville		X	2 Service Centers				18,675	302		225		
IV	Sheldon	X						1,251			40		
V	Fort Dodge	X		3 Service Centers				46,000	1,094		365		
VI	Iowa Falls				X			18,080	2,050	1	380		
	Marshalltown				X			23,523	1,698	103	330		
VII	Waterloo	X						8,000		35	321		
IX	Clinton				X			13,793	502		141		
	Davenport				X			3,410			161		
	Muscatine				X			15,043	629	12	292		
X	Cedar Rapids	X						16,912	392	72	367		
XI	Ankeny		X					17,423	670	812	376		
	Boone			X				7,933			84		
XII	Sioux City	X						3,000			320		
XIII	Clarinda			X				25,143	165		174		
	Council Bluffs		X					8,917	128		183		
XIV	Creston	X						8,420	566		262		
XV	Centerville		X					16,600	459		70		
	Ottumwa	No Report											
XVI	Burlington				X			15,636	72		267		
	Keokuk				X			10,737	492		164		

	EXPENDITURES 1970-71									
	Books, Other Print Materials Except Microform	AV, Other Non-Print Materials	Binding, Rebinding	Library Services To Other Components Of Institution	Other Operating Expenses Than Salaries And Wages	Total Library Expenses Other Than Salaries And Wages	Non-Hourly Salaries	Hourly Wages	Grand Total Operating Expenses Including Salaries	
	16,250				200	16,460	8,124		24,584	I
	15,469	622	348		1,947	18,386	37,731	12,211	68,328	II
	13,769	1,499	324		2,374	17,966	26,706		44,672	III
	7,549					7,549	3,282		10,831	IV
	51,314	1,954	500		5,637	59,405	65,903	11,041	136,349	V
	13,705	1,540			3,086	18,331	35,291	5,060	58,682	VI
	16,800	261	710		5,504	23,275	35,592	4,534	63,401	
	15,439	2,602			3,024	21,065	13,137		34,202	VII
	9,702	298			4,548	14,548	21,471	9,505	45,524	IX
	9,192				3,898	13,090	12,547	4,218	29,855	
	11,116		83		5,797	16,996	30,369	4,890	52,255	
	14,458	2,566	600	2,000	15,055	34,679	60,754	21,472	116,905	X
	56,903	5,916			12,389	75,208	66,318		141,526	XI
	18,750		350		1,570	20,670	12,622	3,966	37,258	
	11,443					11,443	200		11,643	XII
	7,943	1,722	758		1,400	11,823	19,230	5,551	36,602	XIII
	21,837	2,063	710		4,174	28,874	22,175	9,927	60,886	
	6,209	650	62		9,151	16,071	57,563	1,113	74,747	XIV
	5,597	1,041			23,878	30,516	17,430	2,081	59,027	XV
	9,761	2,361			5,039	17,161	22,638	12,709	52,508	XVI
	7,613	1,524			2,294	11,431	11,855	3,817	27,103	

AREA	LOCATION	NON-HOURLY STAFF															
		LIBRARIANS INCLUDING CHIEF LIBRARIANS				PROFESSIONAL STAFF OTHER THAN LIBRARIANS				CLERICAL AND OTHER STAFF ON LIBRARY BUDGET				TOTAL			
		9-10 Mos.		11-12 Mos.		9-10 Mos.		11-12 Mos.		9-10 Mos.		11-12 Mos.		9-10 Mos.		11-12 Mos.	
		M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
I	Calmar				1								1				2
II	Mason City		1		1		1								2		1
III	Estherville			1	1								2			1	3
IV	Sheldon						Contracted $2400					$882.00					
V	Fort Dodge	1	3	1		1	1				2.5			2	6.5	1	
VI	Iowa Falls				2			1			2		1		2	1	3
	Marshalltown		1.5		1						1		1		2.5		2
VII	Waterloo				1								1				2
IX	Clinton				1												1
	Davenport			1												1	
	Muscatine		1	2											1	2	
X	Cedar Rapids			1	1			1			1	1	3		1	3	4
XI	Ankeny			1				2				6				9	
	Boone	1												1			
XII	Sioux City		1												1		
XIII	Clarinda		1								2		1		3		1
	Council Bluffs								1								1
XIV	Creston	.2			1.8			1					3	.2		1	4.8
XV	Centerville				1								1				2
	Ottumwa																
XVI	Burlington	1	1.4											1	1.4		
	Keokuk	1												1			

			No. Hrs. Staff Assistance On Hourly Basis (pd.by Liby.)	No. Hrs. Staff Assistance On Hourly Basis At Part. Or No Pay By Liby.	EXTENDED USER PRIVILEGES							Other	Provide Materials On Inter-Library Loan	Receive Materials On Inter-Library Loan	Share Computer Facilities With Other Libraries	Participate In Cooperative Acquisition Programs	CENTRAL A-V COLLECTION		
					Other Higher Ed. Institutions	Educ. Agencies Other Than High Ed. Instit.	Educationally Disadvantaged	Culturally Disadvantaged	Handicapped	Retired	Community At Large						Part Of The Library	Independent Unit Of Instit. Other Than Liby.	Part of Another Academic Service Unit Of Instit.
I							X		X					X			X	None At This Time	
II			2,717	5,671		X				X			X	X				X	
III				3,240							X		X	X			X		
IV						X	X	X	X	X	X		X	X					
V			2,160	4,000			X	X	X		X		X	X			X		
VI			2,412	5,040	X	X					X		X	X			X		
			2,830	1,677							X		X	X			X		
VII					X		X	X	X	X	X		X	X			X		
IX			2,133	2,407		X	X				X			X	X		X		X
			1,616	414		X	X	X			X				X				X
			1,560	1,068	X	X	X				X		X	X	X		X		X
X			680	5,640	X	X	X	X	X				X	X		X	X		
XI				2,160	X	X	X	X	X				X	X			X		
			1,872								X		X	X					X
XII					X	X								X					X
XIII			687	2,971	X				X	X	X		X	X			X		
			4,660	4,259	X	X		X		X	X		X	X			X		
XIV				3,704							X			X			X		
XV				$2,081	X	X	X		X	X	X								X
XVI			6,451	728	X						X		X	X			X		

AREA SCHOOLS' TAX REVENUE

Following are the revenue amounts acquired from property taxes in 1971 by Iowa's 15 area schools. There is no Area VIII in Iowa's area school system.

Area I	(Northeast Iowa Vocational Technical School) Calmar, Dubuque	$330,660
Area II	(North Iowa Area Community College) Mason City	$337,033
Area III	(Iowa Lakes Community College) Emmetsburg, Estherville	$235,590
Area IV	(Northwest Iowa Vocational School Sheldon	$203,383
Area V	(Iowa Central Community College) Eagle Grove, Fort Dodge, Webster City	$500,860
Area VI	(Merged Area VI Community College) Iowa Falls, Marshalltown	$250,400
Area VII	(Hawkeye Institute of Technology) Waterloo	$359,078
Area IX	(Eastern Iowa Community College) Bettendorf, Clinton, Muscatine	$503,636
Area X	(Kirkwood Community College) Cedar Rapids	$585,952
Area XI	(Des Moines Area Community College) Ankeny, Boone	$928,659
Area XII	(Western Iowa Tech) Sioux City	$322,822
Area XIII	(Iowa Western Community College) Clarinda, Council Bluffs	$350,632
Area XIV	(Southwestern Community College) Creston	$163,604
Area XV	(Indian Hills Community College) Centerville, Ottumwa	$408,465
Area XVI	(Southeastern Iowa Community College) Burlington, Keokuk	$205,740

Iowa's 15 area schools had about 23,600 full-time students in 1971. In addition, more than 125,000 persons went to classes on a part-time basis, attended a variety of adult evening courses or took part in special projects. To meet the objectives of community service, the area schools gear courses to local educational and employment needs and offer cultural and recreational outlets as well as special educational programs for the whole community.

IV. Educational Media Programs

The following pages provide additional information about the educational media programs at each institution or campus. The narrative descriptions have either been submitted by media personnel in the institution and edited by the consultant or represent a brief summary compiled from notes of the visit. In either case, there is no relationship between the length of the description and the scope of the media program. In certain cases, significant changes or improvements were being planned or in progress at the time of the survey.

AREA I

The Area One philosophy concerning educational media is that instruction is facilitated by a variety of methods in teaching and that learning experiences are often more effective when use is made of educational media materials.

Media services are currently the responsibility of each teacher and department with consultation from the campus librarian. There is not a central media center as such. The equipment and materials are housed and utilized within each program, with all interchange arranged by instructors.

The reference budgets for each program include both print and non-print media as does the materials budget for the central library. There is no amount budgeted specifically for non-print media.

More centralized service is anticipated and the institutional plans are for a unified, multi-media program to be developed with a new building constructed as soon as possible to house all media services - print and non-print including a production area.

There is a wide range of equipment available on campus in the individual programs with some facilities for individualized instruction including a Learning Center which specializes in individualized instruction in reading and mathematics. Some programs have begun collections in various media and the central library is beginning to purchase non-print materials. Many of the materials (models, etc.) are unique to the Career Education school.

The use of media varies greatly from program to program depending on the interest of the instructor. For example, the nursing department has developed an entire individualized course which includes readily available print and non-print media. More individualization of instruction is the policy of the institution and centralized planning and co-ordination of media services are in the developmental stages.

AREA II

The media center is a separately organized administrative unit but connected physically to the new library on the unified campus in one of the interim buildings along with administrative and other offices. The director of media services has a half-time teaching load. A technical assistant works full-time. Three student assistants work a certain number of hours each week and assist with technical production and equipment distribution. Plans are being drawn up to improve coordination between the media center and the library.

The media center is primarily used by faculty but students do have access to the services. The center proposes expansion of storage and physical facilities and is seeking a central circulation control for equipment and software. It is planned to catalog the non-print materials including departmental holdings and integrate with the card catalog in the library.

The media center emphasizes production of materials including video taping, audio recording processes, slide production, and photo modification. The library is an attractive facility furnished with carpeting, effective lighting, and a balance of study tables and carrels. Materials include audio-tapes, slides, filmstrips, and phonodiscs along with the necessary equipment for listening and viewing such media.

The laboratories for career education contain the latest equipment and facilities for proper instruction. The reading improvement lab has several machines designed specifically to aid students wishing to improve their readingg skills. The foreign language department has an electronic lab utilizing prepared tapes and enabling recording by students. The business department has two fully-equipped labs including a listening center with a complete collection of shorthand tapes.

The director of media services has offered a course, Educational Media Techniques, with emphasis on operation and maintenance of equipment, materials, production, and sources of equipment and materials.

AREA III

The function of the Learning Resources Center at Iowa Lakes Community College is to serve the diverse needs of the students, faculty, and the people in the area, embracing all the requirements of all the divisions of the college. To this end, although materials are housed in different centers, they are available to all through a daily delivery service between campuses. Two sets of catalog cards are made for all materials received and a set provided for each library.

Construction on the new library unit on the North Campus will be completed in 1972 and will provide modern learning resource facilities. On the South Campus the Arts and Science library is located in the main classroom building combining it with the Vocational-Technical. This center falls short of adequate size and approval has been granted for construction of an addition to the South Campus building in 1972 that will provide facilities for a new Learning Resource Center.

Faculty members are encouraged to select new titles for acquisition and to make recommendations for updating or deletion of obsolete titles. To date, all available materials that have been requested by the instructors have been ordered. Close communication is maintained between the Learning Resource Center and the instructional staff. Information on possible new acquisitions is routed to the attention of the appropriate departments for their review and recommendation. A new acquisition list is given to each instructor.

A variety of learning resource materials have been added in the form of microfilm, tapes, cassettes, records, super 8 loops, filmstrips and slides. Most of the materials are in the learning center in an open stack arrangement so that students have quick access without any delay or time-consuming procedures, but some resource materials are in the classroom or laboratories where they are needed. These are listed in the main catalogs and can be quickly secured.

With the wide variety of fields encompassed by both the Arts and Science and Vocational Divisions, the choice of periodicals must reflect these diverse interests. The needs and growth of the various departments are considered in the selection of periodicals.

The staff consists of the department chairman, two librarians, two library clerks, and work study students.

AREA IV

Northwest Iowa Vocational School's audiovisual equipment and materials are located in the three buildings on the NIVS campus and one off-campus building.

The equipment is readily accessible to the staffs in each building and provision is made as necessary for sharing from building to building. The equipment is scheduled through an assigned instructor in the Construction Building and through a clerical employee in the Mechanical/Technical Building.

Adequate budget is available for purchase of equipment, film rental, and film purchase when deemed advisable. The budget and total supervision of audio visual equipment is a responsibility of the Director of Career Education. Requests by staff are directed to his attention in the identical manner as other equipment and supplies for instructional purposes.

Some programs are beginning to establish libraries of instructional media which have direct lesson correlation.

The instructional staff has, in most cases, had limited training in the field of audio visual utilization, but all have been involved in in-service activity.

The Adult Education Division has equipment available for utilization in all NIVS Adult Education activities.

AREA V

The Instructional Materials Center operates with one over-riding philosophy and that is: What can be done to help the staff and students to be more effective in their joint efforts to develop worthwhile learning experiences in the classrooms and shops of Iowa Central Community College? The reason for being is to serve all those involved in the learning processes by seeing that a broad range of materials is available to support the curriculum and to offer ideas for using these materials to the greatest advantage.

The Director of the Library and Instructional Materials Center coordinates the activities of this department in providing service for all centers and divisions of the college. The ordering, repair, and assignment of appropriate equipment, materials and supplies and the processing and inventory necessary for their orderly use is handled through the director's office.

Two years ago the Media Center received a grant totaling about $30,000 for the purchase of AV hardware and this was used to secure machines of all types. Because of this investment, requests for new equipment are modest because only a few additional machines have been required each year for replacement or to provide support in a new area. Iowa Central has an inventory of over 150 machines of all types for the use of instructors and students plus other pieces of equipment of a more specialized nature.

A variety of software has been purchased and/or produced over the past few years and additional items are being added continually. A federal matching fund grant has been approved that will provide over $10,000 toward the purchase of materials for use in the fall of 1972.

In addition to the director, who supervises and coordinates, a full-time person is assigned to the Media Center. Two work-study students are also available in this area to help in providing some of the more routine services.

The director attends all the meetings held regarding budget preparation and is involved in consultation, at all levels, as the final budget is made. Department heads and division directors also make recommendations which are then consolidated for the final budget request.

The Media Center is involved more heavily each year as the services expand and the college community becomes more aware of the assistance provided. Slide and tape presentations have been developed, short movies have been produced for student projects, and pictures have been taken and developed in the darkroom for use by student publications and by local newspapers. Also, tape recordings have been made and additional transparencies have been produced for classroom use. Storage, minor repair, and instruction are provided that form the heart of a Media Resources Center. The staff is dedicated to the idea of making the department an indispensable part of the total educational program of Iowa Central Community College.

AREA VI

The philosophy of the Instructional Media Center at Marshalltown Community College is to provide both the instructors and students with the hardward, software and consultative service necessary to solve their particular media problems. It is hoped that through the use of media both the teaching and learning will be innovative and relative to needs.

The media center is a part of the central library that serves the Marshalltown Community College of Merged Area VI.

There is a variety of equipment available for the use of both teachers and students. These items include 16mm projectors, 8mm projectors, opaque projectors, overhead projectors, slide projectors, filmstrip projectors, tape recorders, video tape cameras and playback equipment. There is some production equipment such as still photograph, 8mm movie photography, laminating and dry mounting press and transparency making equipment.

A new language laboratory is being installed that will provide more capability for individualized learning. Several instructors are taping lectures and providing commercial tapes for the use of students who miss class or want to study a certain area on their own.

The materials collection is representative of all curriculum areas. They reflect recent developments in the teaching of various subject fields. Various types of media are in sufficient quantities to warrant the time to classify and catalog them. They include 8mm films, filmstrips, 2" x 2" slides, 10" x 10" transparencies or masters, microfilm or microfiche, disc recordings, audio tape recordings and video tapes.

There are four professional staff members in the Instructional Media Center. The division is headed by a Librarian, and there are two assistant Librarians, and one Media Specialist. Two full time non-professional assistants are employed as well. Students are hired to do such things as video tape recording, taking pictures, helping with the operation of the Library and other clerical duties.

A budget is set up for the Instructional Media Center. The maintenance and repair of equipment is set at $500. A fund of $1,400 is set aside to buy materials. Along with this budget, federal funds from various sources are available from time to time. Some of these are for cost sharing and some of the funds call for the writing up of programs to fit certain requirements.

Utilization of the media center is made by both students and faculty. The students prepare material for class presentations and they also have assignments to complete in the media center. Assignments may be to listen to tapes prepared by the instructor or commercial sources. A video tape recorder and playback system is available for the students to check on their progress, in speech for example. Members of the faculty come to the center to prepare for class or have the center prepare material for them.

The services provided by the Instructional Media Center at the present time include the following: producing and splicing 8mm motion pictures, producing and duplicating slides, producing overhead transparencies (direct Xerox and thermofax methods). making sound recordings and duplicating sound tapes, preparing video tapes and playing back, dry mounting and laminating instructional materials.

Media is being used in the classroom. Instructors are using records, audio tapes, video tapes, slides, filmstrips, transparencies, motion picture films and learning packets with their classes.

Ellsworth Community College

Educational media at Ellsworth Community College includes all print and non-print resources used to supplement the curriculum and meet the needs of the students and faculty. The library has been expanded into a Learning Resource Center which includes a materials collection, an Individualized Instruction Center and a Media Production Service.

A faculty library committee has been given responsibility for allocating funds budgeted for the LRC, advising the professional staff on administrative problems, promoting the use of the LRC and periodically evaluating the adequacy of the center in relation to curricular demands.

Faculty members are encouraged in the use of audio-visual presentations. A variety of commercially prepared materials are cataloged and a media specialist is available to provide production services and assist instructors in planning.

Media is integrated with the library into the Learning Resource Center which includes: Reference Service; Media Production Service; Individualized Instruction Center; Technical Processes.

Audio-visual equipment is centrally controlled and delivered to classrooms upon request by an instructor. Overhead projectors are permanently located in many classrooms. Equipment most frequently requested includes 16mm projectors, record players, filmstrip or slide projectors.

An individualized instruction center has been developed in the LRC and presently, twelve stations are available for use. Three courses have been taught by audio-tutorial methods and a fourth will be offered next semester. Several other instructors are preparing packages for other courses.

In a recent questionnaire sent to faculty, seventy-five per cent of the courses make use of audio-visual materials. Films, records, tapes, filmstrips, slides and transparencies are commonly used. Occassionally single-concept film-loops are found to be useful (primarily in physical education, chemistry, and physics). Tapes are placed on reserve for literature, economics and sociology.

The Learning Resource Center is staffed by three professionals, two full-time secretaries, one full-time clerk and four part-time clerks. Two of the professional staff are librarians and one is a media specialist.

The 1971-72 budget provides $15,200 for print and non-print materials. Approximately $10,600 is allocated for equipment and supplies.

The center is open 72 hours per week during the regular school year. Student use of the book collection has remained at a fairly steady figure. Material on reserve shows an increase. Student use of non-print materials has shown an upward spiral trend. Figures are available for the two past years but monthly comparisons of this year and last show a startling increase. Faculty use of audio-visual equipment has shown a sharp rise over the past four years.

Many services are provided by the LRC besides the usual reference work, collection building and handling of reserve materials. Individualized instruction packages are available for student use. Audio-visual equipment loans and repair are handled by the LRC staff. Other services are slide duplication, tape duplication, photographic darkroom, offset printing, and tape recording studio.

AREA VII

The Hawkeye Institute of Technology is temporarily located in four different buildings in Waterloo. A permanent 320 acre campus is under way. The Library Resoure Center exists primarily for providing service to students and includes a collection of print and non-print materials which support the curriculum. The library system operates under a decentralized arrangement. Library materials are located at the LRC and in the program areas as well.

This emphasis on decentralization has been necessary for two reasons:

1. The geographic location of program facilites ranges up to six miles from the LRC.
2. Most learning activities take place during school hours in scheduled laboratory and classroom sessions. This makes it essential to bring library materials to the student rather than send the student to the library. At the present time most library contacts are made by faculty members. When the library and all programs are, eventually, on the campus site, it is anticipated that learning opportunities facilitated by the LRC will increase considerably.

The instructors, with approval of their departmental chairmen, submit media requests to the library which orders all resource materials and periodicals utilized in the program areas. Therefore, instructors do participate regularly in building the total library collection. The librarian seeks advice from faculty members and from professional individuals in the community in business, industry, and education.

The methods used in keeping the staff informed of library acquisition are as follows:

> The divided card catalog at the library is the current means by which faculty can determine holdings by subject, author, or title.
>
> Upon arrival of shipments to the library, if new acquisitions can not be cataloged and processed immediately, the items are sent to the faculty unprocessed in order that the faculty is not delayed in using the new material. This courtesy not only informs the faculty member that his material has been received, but also puts the material into his hands for immediate use.
>
> In addition to sending personal notices and special bulletins to the faculty, the library publishes a book catalog which indicates the classified media holdings within the institution by classification number. This book catalog is produced from the library shelf list and is a very inexpensive means of bringing the library to the patron.

The library serves as a point of organization for centralized records, and provides information retrieval and information dissemination to all who come or telephone for assistance. It is also the central point for ordering, receiving, processing, and circulating resource materials.

Library hours are from 8:00 to 5:00 p.m. Monday through Friday. Library stacks are open and the material is accessible to students, faculty, and walk-in patrons. Materials in the Curriculum Design Area and Professional Library Collections are not circulated to students.

In the program areas some problems of accessibility do exist for the student. These problems are due to the lack of adequate book storage and circulation control. The administration, librarian, and departmental chairmen are trying to improve the program collection arrangement.

Equipment is circulated from the library to the instructor through the in-house mail service. Three-day advance notice by the instructor allows the equipment to reach its destination by the desired date. All equipment borrowed is checked out properly and tagged in red. The tag applied to any piece of equipment identifies the type of equipment borrowed, the borrower's name, and the date loaned. The tag reminds the borrower to return the equipment to the Library Resource Center immediately after use. Maintenance difficulties are handled by professional servicemen outside the Institute.

Certain media production services are provided by the Information Service. In addition to publicity releases, the Information Service publishes a newspaper, yearbook, instructional sheets and brochures, catalogs, posters, displays, and miscellaneous media.

H.I.T. offers a 6 quarter program in Commercial Art. Examples of instructional areas are mechanics of pasteup, sketching, illustrating, design of brochures and other printed pieces, the artist and his materials, and public relations. Another 6 quarter program in Photography trains students to take jobs as assistants in the field of portrait, commercial, or industrial photography. Students specialize in the field of their choice in the first quarter.

An Audio-Visual Technician Program is in the developmental stage. This is a four-quarter program consisting of classroom and laboratory experiences concerned with preparing and utilizing audiovisual materials and operating and maintaining devices such as projectors, video tape recorders, audio tape recorders, phonographs, television and public address systems. Emphasis will also be directed toward preparation of graphs and charts, transparencies, photographs, slides, motion pictures, audio and video tapes. The seven quarter option will provide additional learning experiences in the applied psychology of learning, developing instructional materials, and practical projects utilizing subject matter covered during the first four quarters.

The Independent Learning Center is a programmed learning facility provided for students who wish to learn on their own. The Center is open 8 a.m. to 10 p.m. Monday through Thursday, and 8 a.m. to 5 p.m. on Friday. More than 50 programmed instruction courses are available. The student arranges his own study hours and programs at his own rate.

AREA IX

Clinton Community College

The media program at Clinton Community College is in the fundamental stage. The program at present is more "service" oriented, as opposed to being a center of media production. A media aide is responsible for coordinating the use of media equipment among the faculty. The various instructional departments include media purchases in their budgets. Equipment is repaired when damages are reported.

Production facilities and storage space are limited. Success has been achieved in several areas by combining the media program and the library into the Learning Resources Center. This puts the hardware and software together for the convenience of the patrons. The various forms of software are cataloged and interfiled in the card catalog, thus achieving a totally integrated card catalog. Audiovisual materials are given accession numbers then and treated the same as the printed media. This system makes all the forms of media readily available to the faculty and students alike.

Much use has been made of the video-tape in filming various classes and playing it back on the monitor to allow the class to see their presentation. The dry mount press has been used frequently for laminating and dry mounting. A sound table has been used for reproducing speech and shorthand tapes for students to use when unable to attend class. Many of these class recordings are kept on reserve in the LRC until everyone has been able to use them. An inservice course is administered to community nurses through the use of video-tape. Speeches and programs have been filmed or recorded and will be used as part of the curriculum for the various divisions.

There are efforts being made to employ a qualified media specialist and to allocate a media budget to the LRC based on both immediate and future needs. When new construction takes place the media program will seek more storage and a better production facility in an expanded Learning Resources Center.

Media Services will continue to grow as instructors become aware of the importance of media material in the classroom.

Muscatine Community College

The Educational Media Center is an indispensable factor for the achievement of instructional objectives and creating a harmony and balance of human and technical resources. If instruction is a complex pattern of activities and materials used for stimulating and guiding the complex phenomena of human learning, then a maximum amount of services should be provided the instructional staff in guiding the student in exploration of knowledge and in arriving at pre-defined instructional objectives. The direct relationship of the Educational Media Center to instructional objectives dictates that the role of the center is:

1. To provide the expertise in developing and providing instructional materials and equipment for maximum utilization of innovative techniques.
2. To provide the faculty with auxiliary services such as secretarial assistance in order that maximum utilization of the expertise of the teaching staff may be utilized.
3. To encourage innovation and alternate methods of learning. The faculty should be provided with resources with which to make this possible.
4. To provide in-service training for staff and the services and equipment available for assisting staff members in achieving educational objectives in every discipline.

The Media Center and the library are separate units, each responsible to the Director of Learning Resources, who in turn is responsible to the Director of Instruction. The Director of Instruction is responsible to the Dean of the college.

The Media Center houses two operations: Audio-visual Services and a Secretarial Pool.

Most equipment used by the staff is housed in the Media Center. When the instructor needs a piece of equipment, he checks it out from the center, and returns it when finished with it. Heavier or bulkier pieces of equipment are located in the vicinity in which they are used most frequently. Overhead projectors and projection screens are located at all teaching stations. The center has all the necessary equipment to handle almost any situation.

The center itself does not have provisions for individualized instruction. This function is carried by the departments engaged in this type of instruction. Mathematics and Engineering Drawing are taught completely on an individual basis. These programs are housed next to the Media Center where the program material is produced. The Physics and Astronomy labs are on individual instruction and housed in the science area.

Students using the music, foreign language, and Economics audio tapes generally use the play-back facilities in the library. However, they can use the equipment in the Student Service Center or Engineering Drawing and Math lab. The Student Service Center uses some audio visual equipment in their operation which is entirely individualized instruction.

Instructional materials are being acquired in all areas as the budget allows. During the past two summers, instructors have been paid to produce material for individualized instruction in Engineering Drawing, Mathematics, Physics, and Astronomy. Also, during the regular school year, several teachers have been allowed released time to produce instructional materials, and several instructors have produced instructional materials without any released time. Most curriculum areas have tried to produce something in keeping with recent trends and developments. Many types of media and approaches have been tried by most departments.

Several staff members are assigned part of their teaching load to the Media Center each quarter. These people are utilized then for specific programs that are being developed and also help with the daily production when the non-certified staff are not capable of handling the technical aspect of it.

One full-time secretary is employed the year around. This person has always been a two year graduate of this school. Workstudy students are employed during the regular school year. They help wherever needed in the Media Center.

In the past years, the funds for the Media Center have come from the library and the Dean's budget. A separate budget for the Media Center is being sought.

Students have been helped with slide presentations, audio recording, video tapes, and hand out material but have not been allowed unlimited use of the Media Center due to funds.

All members of the faculty, including those teaching in the Adult program and evening programs use the Media Center. No one has been denied a reasonable request.

The Media Center tries to produce anything that a faculty member wants. This might be something as simple as typing a test to something as complicated as a video tape or movie. Usually the instructor comes to the Media Center and explains what he wants. If the request is unusual, the situation is turned over to the Director, who sees it through to completion. Instructors also often ask for advice on equipment or techniques for making a presentation. Normally, the Director works individually with those instructors, showing them various ways to handle the problem and probably setting up the production if the software is required. Showing the instructors how to operate equipment is handled by all media personnel.

The Director has been actively involved in the planning of all course changes or additions to the curriculum that require extensive use of instructional media. The Media Center holds in-service training seminars several times a year. They include such things as transparency production, behavioral objectives, etc. Virtually all instructors are using some media in their classes. Certainly some use much more than others. Most used are overhead transparencies, 2 x 2 slides, and audio tapes. All teaching stations have light control, overhead projectors, and projection screens, which makes it easy for the instructor to use projected material. Judging from the projection lamp replacement, and from the production of slides and transparencies in the Media Center, it seems the faculty is using various media in their classes.

The T.V. Studio is used by the speech, drama, music, salesmanship, and engineering drawing classes. Television is also used by the literature and English classes, mainly taping programs or advertisements off the air and playing them back in class for class discussion.

The Media Center has also produced filmstrips and audio tapes for recruiting purposes by Student Personnel.

Each week a number of people from the community either call or come to the Media Center for information and help in making presentations or producing materials.

Scott Community College

Scott Community College

Scott Community College at Davenport is a comparatively new institution, being established in 1966. Its library is only in its third year of operation. The library-media center is still in its infancy and is still more an idea than a reality.

Scott has no central campus, but instead, its fourteen (14) programs are offered in four different, widely separated locations throughout the Davenport area. Three of these buildings are converted garages and only the building on the Riverdale campus was expressly designed and constructed for educational purposes. The library collection (as well as the librarian's services) is split between two locations, one at 627 W. 2nd Street and one at the Riverdale campus, 13 miles away. Materials kept at these sites are those that will supplement programs offered there. For programs not having ready access to these two locations, materials, after processing, are shipped directly to their instructors.

In September of 1971, the library was given the responsibility for all audiovisual equipment of the college and an individual was hired on a half-time basis to coordinate the use of this equipment, handle minor repairs and maintenance, and produce media materials for the instructional staff. The person hired for this position is not a professional media specialist but has had teaching experience and a wide background in photography and television. His services in making visual aids for the teaching staff have been in great demand and account for most of his working time. Limited funds, inadequate working facilities, and the decentralization of the college have hampered the full utilization of his services.

The personnel of the library-media center is composed of one full-time librarian, the half-time media technician, and a full-time secretary. The librarian divides his time between the two library locations and in his absence from the library at 627 W. 2nd Street the secretary provides library service.

The current library budget was prepared before the library took over custody of the audiovisual hardware and as a result monies spent in the acquisition of additional equipment, materials and supplies for implementing media production and maintenance have been secured by adjusting the allotments previously assigned to print material.

Location, distance, and availability of the librarian and media technician have not encouraged utilization of the library-media center. Faculty attitude and feelings toward supplementary teaching materials have an effect upon its utilization. Certain programs as the Health Occupations: Practical Nursing, Medical Lab Assistant, and Operating Room Technician have pioneered in this institution in developing individualized instruction and are consistent users of the library and its facilities. Programs vary in ordering materials for the library, utilizing such materials, and stimulating students to use them.

AREA X

An Educational Media Program should support the on-going instructional process and assist in planning of new programs. Its main goal should be to provide the audiovisual hardware and software needed to support and supplement instructional programs. Educational programs should not be conceived of as replacements for classroom instructors, but rather as a means to assist the instructor in his educational objective and simultaneously to relieve him of a great deal of the monotonous and routine labors of teaching.

The Educational Media Program at Kirkwood Community College is centered on the main campus. In addition, on the Transitional Campus there is a small Media Production Center. Also, basic pieces of equipment may be checked out of the main Learning Resource Center which is located on the Transitional Campus. For the Agriculture Farm and for the Rockford Road Program key pieces of audiovisual equipment are permanently assigned to those locations.

It is the desire of the Kirkwood Educational Media Program to have a sufficient variety of equipment to support the existing instructional programs. It is also the desire to add new pieces of equipment as instructional needs justify.

The program has just begun to make equipment available in the area of individualized learning. Preliminary indications are that a tremendous need for additional equipment for individualized learning is present. Both instructors and staff have expressed desire to increase the utilization of the individualized learning process.

The department has tried to make software materials available to all curriculum areas. However, in the Vocational-Technical area there is a sparsity of commercially produced materials in certain areas. However, in the curriculum areas the audiovisual staff has worked closely with the instructors involved in attempts to produce local materials for instructions. The LRC staff and the Audiovisual staff constantly screens brochures, pamphlets, booklets, etc., looking for new curriculum ideas relating to audiovisual. This material is then sent to the instructors and department heads in the specified area.

All media software is cataloged in the central Learning Resource Center. Librarians do all of the cataloging. Audiovisual software is filed in the card catalog along with book material. The non-professional staff is available to assist with cataloging and circulation of materials.

Current budget is not large enough to meet needs and it is unlikely that it ever will be.

The entire Media Center, both hardware and software, is available to students and staff. Students may use production software on a cost basis. For instructional purposes software is available to the faculty free of charge. Cataloged media software is available to the staff to be checked out for as long as instructionally needed. Students may check out all software on an open reserve basis. This means that during the final hour of the opening of the LRC the student may check out the material overnight provided he returns it within the first open hour the next morning.

The Media Center has capabilities of making transparencies, doing original graphic art work, copying slides, copying 12 cassette tapes simultaneously, copying reel-to-reel tapes, video taping commercially produced television programs, in-house miniature studio productions, copying AM and FM radio broadcasts, etc.

AREA XI

The Educational Media Center of the Des Moines Area Community College operates under the philosophy that all forms of educational material and equipment must be immediately available to each student regardless of his level or ability. This is not to imply that each usage of educational media must be individualized. Group use by an instructor comprises a large portion of the operation and media has become an integral part of the classroom environment.

It is felt that this philosophy can be best served by completely integrating the functions normally carried on under the library and audiovisual concepts into one unified center. For efficiency in operation there has been a redefining of the roles played by the professional personnel. Both library and audiovisual specialists serve as consultants to students and staff to help solve learning problems. If additional materials are needed, they may recommend the purchase of the same if they are available from commercial firms. If they are not, the audiovisual consultant helps the faculty member or student create his own. Once the materials are acquired, the librarian indexes and stores materials and acts as the distributing agent for the campus.

Although the campus has a large new facility, departmental collections are authorized for those materials that are best housed closest to instructors and are used continuously in that program. The decision as to whether an item should be housed in a departmental collection or in a general collection rests upon the determination as to where the materials will do the most students the most good.

The Center is fortunate to have a wide variety of equipment available in the numbers necessary to service staff and students. The media center has been able to handle almost 100 percent of the requests for instructional equipment that it has received. An exception to the statement is the large number of formats requested for half-inch video tape recording.

In line with Center philosophy, a number of considerations have been made for individualized learning. There are a large number of study carrels available all of which will handle some types of media; several small conference rooms are available to students; and three classroom size rooms have been set aside and equipped for individualized instruction. Many on the teaching staff have become aware of the necessity for individualized instruction and some are beginning to develop materials specifically to supplement their classroom instruction on an individualized basis. The institution has recently added a full time staff person to work specifically with faculty members in the creation of individualized learning materials.

It is difficult to assess how well the materials represent all curriculum areas. Expensive sets of materials are primarily purchased upon the recommendation of the faculty in the teaching area. It is understandable that some areas will be weaker than others due to the specific interests of the faculty and the availability of materials in various areas. It is felt any inequities will be balanced as our institution grows in size and age.

The Media Center is headed by a director with a masters degree in educational media. The professional staff includes two librarians with masters degrees and a media specialist with a masters degree in instructional technology. A paraprofessional media technician is also employed, and the balance of the staff is made up of secretaries and clerks. The Media Center also depends a great deal on part-time student help. This help is currently totaling about 120 hours per week.

The budget for the Media Center of Des Moines Area Community College both print and nonprint is based upon a guideline figure of 5 percent of the general operational budget of the campus. However, in establishing institutional priorities and the general give and take in a budget session, the current years offering is approximately 4 percent of the total institutional budget. This amount for the current year is $210,813. It should be noted that this does not include the indirect cost of building maintenance, building supplies, electricity, heat, etc. Of this amount $74,000 is earmarked for the purchase of commercially available print and non-print materials and another $5,000 is set aside for the purchase of supplies to produce instructional materials. The current equipment budget totals about $11,800.

Naturally, the utilization of the Media Center by individuals depends upon their individual interests, abilities, and knowledge. There has been a rapid growth in the utilization of the center for items other than the checking out of books. Many students are checking out individual tape recorders and audio tape lessons, having materials prepared for speeches and class assignments and requesting services of the center for student activities. The faculty usage of the center continues to grow each year with a substantial percentage of the staff being regular patrons.

A wide range of production facilities are available to produce necessary materials for the institution. The new Media Center has an audio studio, television studio and a large graphics production area with two darkrooms. The television studio at this time is not in operation, but it is hoped services in this area will be offered within the fiscal year.

The media technician is a graduate of the Hawkeye Institute of Technology program in photography and is highly skilled in the production of photographic work for education. The technician has received local training and has become skilled in many additional phases of media production and services. Some graphic arts help is supplied in cases where needed and at all times consulting services in the production and usage of materials is available to a requesting staff member.

Media is utilized extensively in individual course offerings. Most of the career education instructors depend a great deal on up-to-date materials for teaching their courses. The Adult Education Division works extensively with people that have been unsuccessful in the traditional educational processes and consequently need new methods to overcome their apprehensions. The transfer division finds a wide variety of student abilities within an individual class and many instructors are depending upon media presentations in class and on an individualized basis to help communicate the information necessary to reach their objectives.

AREA XII

The educational media program at Western Iowa Tech is in its formative stages. This past fall (1971) the Administration took positive steps to organize the print collection and to establish a master list of all equipment and materials. The rapid growth of the programs of Western Iowa Tech and its multi-campus problems have complicated the organization of an ideal media program. With the selection of a full-time professional librarian/media specialist in the coming year, the total educational media picture will change at Western Iowa Tech.

With multi campus arrangement, print and non-print materials are housed in the academic and vocational training area where used. A master catalog is being established for print and non-print at the main campus building. Each department will have a duplicate card catalog for their department materials when the job is completed.

Each department has been allowed the AV equipment requested and collections of software are developing. Western Iowa Tech maintains an Individualized Learning Center for the use of regular students and adults. The Center has programmed learning materials and is supervised by professional staff.

Requests for educational materials and periodicals are channelled through the professional librarian and cataloged upon delivery. The department has been under the direction of a professional (part-time) and she is provided with non-professional staff as needed. There are three regular (part-time) clerical and para-professionals employed at present.

During the 1971-1972 year the budget was over $8,000 for media of all forms and no requests were denied. Presently, general, reference, and professional titles are housed in the Individualized Learning Center, and is actually the beginning central library/media collection. This area is open to faculty and students, with evening hours, and enjoys maximum utilization.

Since the professional librarian is part time, the needs for media materials, production, and advice, etc. must be provided as time permits at the request of the faculty. Very little, if any production is taking place, except in the case of the individual teacher. A graphics professional has been employed and presently concentrates on printing and related production work. Much work needs to be done in the area of media in-service training before there is greater use of all types of media in the classroom. Progress has been made in this current year and the program is totally supported by the administration.

AREA XIII

Clarinda Campus

The library is the only new facility on the campus. It is truly the heart of instructional activity. The collection is adequate in books, periodicals, and other media including art prints, audio tapes, film loops, filmstrips, disc recordings, and 2 x 2 slides. Because of the resourcefulness of the librarian, many of the holdings have been obtained with a minimum expenditure of state funds. The library is well appointed with art collections, provides a good setting for study and is of service not only to faculty and students but also to the community. While an addition to the stack area is needed, maximum use is made of present facilities.

New shelving has been added to provide room for around 5,000 more volumes bringing the total to over 25,000. All media are cataloged and a new card catalog has been added to provide a total of 180 drawers.

The librarian is assisted by a secretary and work-study students.

Council Bluffs Campus

The Media Center at Iowa Western Community College-Council Bluffs Campus is located in the Library building. The Media Technician is considered part of the library staff and her immediate supervisor is the Head Librarian. All requisitions originating from the Media Center must be signed by both the Head Librarian and the Campus Director. The Media Technician is responsible for setting up the equipment delivery system, for ordering films and other audiovisual aids upon faculty request, for production of audiovisual aids, when possible, for all record keeping within the AV Department, and for delivery and pick-up of AV equipment.

The Media Technician is the only full-time employee working in the Media Center with a background primarily in the area of media production, both graphic and photographic. The Media Center also employs two work-study student assistants working a maximum of 15 hours per week. They assist in the clerical work, equipment delivery and pick-up, and in photographic production.

The Media Center budget is included in the Library budget under separate headings and may only be spent with the permission of both the Head Librarian and the Campus Director.

All audiovisual equipment of the Council Bluffs Campus is under the supervision of the Media Center. A record of all equipment is kept in the Media Center. Most equipment is checked out on an hourly or daily basis to faculty members. Certain departments are located some distance from the central campus, however, and these departments are assigned various pieces of equipment on a semi-permanent basis, the Media Center retaining responsibility for maintenance and repair. The Media Center has available: 16mm movie projectors, super-8mm cartridge movie projectors, 35mm slide projectors, 35mm film strip projectors with syncronized turn tables, 35mm film strip viewer, reel to reel and cassette tape recorders and play back unit, and record player.

The Media Center initiates purchase only of those audiovisual materials specifically requested by an instructor. The Media Center encourages use of AV materials by forwarding AV circulars and advertisements to the respective departments, and by keeping those materials owned by the school easily accessible to the faculty.

Of the materials presently owned, (primarily transparencies, film strips and super-8 cartridges), a majority pertain to the area of Health Occupations. Filmstrips in Speech, Drama and Literature have recently been purchased, and strips and slides are on order in the Science and Vocational-Technical areas. 16mm motion pictures are rented on request by instructors. Quite a few tapes, both reel and cassette are housed in the Media Center, pertaining mostly to Literature and Political Science.

Records and tapes are available to students on a regular check-out basis. Audiovisual equipment is occassionally checked out to a student, but is most often used in the Media Center, and instructors have priority in equipment use. With the exception of the tape players and the Super-8 motion picture projectors, most of the equipment presently available is of a type more often used by groups than individuals.

There are two 35mm cameras, a press camera, and a polaroid assigned to the Media Center. A small darkroom has been set up to develop black and white film and make contact prints. The Media Center has developed slide presentations of a public relations nature.

The Media Technician does artwork for transparencies and slides. The majority of the art produced at this time is for brochures, catalogs, and posters. Most of the photographs taken by the Media Center are used for the school paper or in brochures and other school publications. The department also does dry mounting and laminating.

The main concern of the Media Center is to develop a philosophy regarding its goals, and defining the role of the Media Technician. The college is growing rapidly, and the media services must keep pace.

AREA XIV

The LRC of SWCC functions as a centralized media service unit under the theme of improving instruction through the provision of all types of materials and hardware that can be integrated into campus-wide learning activities. To this end, the LRC plans for and provides services to all types of learners by supporting large group presentations, small group activities, and individualized instructional approaches. Under this "service" philosophy of the LRC, all phases of instruction such as curriculum, methodology, teaching approach, system procedures, and personnel types are allowed for in administering and directing the functions assigned to the LRC. The LRC is a centralized media distribution and production facility housed in a two level center. Both print and non-print mediums are budgeted, acquired, processed, and administered by the same staff and organization.

A complete array of media hardware is availble to students and staff through the LRC. Basic projection and audio gear, individualized learning and programmed instruction machines, and media production hardware are distributed through the audiovisual section of the LRC.

The LRC has an audio and/or video distribution system which feeds 24 wet carrels in the LRC and college building. These wet carrels in conjunction with rear-view modules in nine carrels allow complete flexibility in distribution of learning packages and the development of individualized learning at SWCC.

Due to the nature of the programs at SWCC, the materials available in the LRC are primarily in the vocational/technical areas and the basic arts and sciences. The materials reflect recent package-type media as well as the traditional mediums. Some locally produced items are housed in the LRC collections, also. The filmstrip, slide, cassette tape, and 8mm film are the categories of audiovisual media collections established in the LRC distribution area, as well as all the forms of print materials.

The LRC is staffed by four full-time professionals and three para-professional assisted by approximately 20 part-time, work-study assistant.

Professionals

1. Director
2. Coordinator of technical services
3. Coordinator of special services
4. Coordinator of graphics services and coordinator of media technology program

Para-professionals

1. Receptionist - secretary
2. Media attendant
3. Night supervisor

The budget of the LRC was developed and administered in the following categories and amounts for 1971-72 fiscal year:

Professional salaries	25,600.00
Sec. and Clerical salaries	24,100.00
Payroll costs and fringe benefits	5,467.00
Educational materials & supplies	5,000.00
Library books & films	10,000.00
Educ. furn. & equipment	12,000.00
Meetings and travel	1,000.00

The faculty and administration utilize the LRC in varying ways and degrees according to their particular academic area. The student population of SWCC, however, utilizes the LRC primarily from the arts and sciences division with minimal contact made with career education and adult education students. Numerous attempts and programs have been and are under development to reach more of this segment of the SWCC student body.

The LRC audiovisual and graphics production area provides for production of the following materials: overhead transparencies, 2 x 2 slides, audio tapes, 8mm film, signs, chargs, mounting and laminating, video taping, and CCTV programming.

The LRC also provides support services in the following areas: printing-duplicating, mimeograph, off-set, photocopying, maintenance and repair of media equipment and materials.

The usage of media in the general college course offerings is as varied and diverse as the offerings themselves. Media integration ranges from the very limited use of one type of medium in a given course to a complete mediated-programmed approach in some areas.

The greatest inclusion of media is, of course, in the Media Technology program. An outline of that program (see Appendix) illustrates the wide utilization of media materials and equipment provided by the LRC to service that **one** instructional program.

AREA XV

Centerville Campus

The Campus Library is centrally located in a new air-conditioned building and operates on an "open stack" arrangement. The staff includes a professional librarian, one clerk, and three work-study students. The librarian has complete responsibilities except for audiovisual.

The Campus Library acquires books and other materials in line with the demands of the curriculum, the students, and the faculty. Everyone is reached by the library program according to his needs. There are varied types of materials for the many kinds of interests that the user may have.

The program of teaching the use of the library and its resources is a cooperative endeavor which involves the administrators, heads of divisions, classroom teachers, and the librarian. The librarian seeks ways to improve and expand the program of service to the students, and consults the faculty about materials for curriculum, professional and personal use. In order to realize the program of service, certain quantitive provisions are made. Materials, quarters, staff, and funds are inter-dependent factors and are developed in relation to one another.

There is a **Library Committee** composed of staff members and representatives from the Student Council. This committee makes the rules to be used in the library. The faculty and the students send orders for books and materials they want in the library, to the Librarian and she does the ordering. The students get the approval of a faculty member on any book they wish to have in the library.

The staff is notified when the ordered books and materials have arrived and are ready for the shelves.

Reference materials and reserves are checked out overnight and weekends, after the last class of the day. All general materials are checked out for two weeks and can be renewed, if not in demand.

Library funds and department funds are used to supply materials needed. Most of the materials are duplicated, and one copy is in the library, if purchased from library funds.

The Media Center has been established in the Art building. The Media Center has been designed to produce software for individual instructors to their specifications and needs. All other (commercial) software is obtained through each division. The production of the Media Center is as follows, based on materials consumed.

	MEDIA	PRODUCTION (70-71)	(71-72)
A.	Overhead Transparencies	1500	1100
B.	35mm Slides	1700	2900
C.	Thermo-Masters	1400	1600
D.	Photo Copies	750	800

Besides the above production the department also makes posters, designs college literature, duplicates and originates cassette tapes, and supplies overhead pens and other media software to the staff.

Equipment at the Centerville Campus is in relatively good condition and supply in relation to the all-over financial considerations and demand at present. Present policies on equipment and software are as follows:

1. Equipment is located as desired by the teacher in respective classrooms and assigned by this method.
2. The reproduction facilities in the Media Center (located in the Art building) are availble to the instruction staff (i.e. transparency, slide and thermo-master production).
3. All equipment is checked out from the Audiovisual Director as to location and use.
4. Commercially prepared films, transparencies, slides, etc. are to be purchased by individual departments.
5. Planning and budgeting for equipment and basic supplies is through the Audiovisual Director.

The following is a comparison of the past three years budget for media software and equipment at the Centerville Campus:

		1969-70	1970-71	1971-72
1.	Equipment	$3880.00	$3477.48	$3733.00
2.	Software	694.00	1752.80	2515.00

The Director is a full-time classroom instructor in Art and is paid his regular salary plus 12% for his audiovisual duties. He has two clerical assistants on work-study who total thirty hours per week to assist with media.

Ottumwa Campus

Educational media is regarded as an important instructional tool at Iowa Tech. There is no central library as such. Materials used more or less exclusively by the department are kept in the departmental libraries. Each department is encouraged to purchase needed and useful media and apply to their instructional program.

Equipment is stored in a central location, except where the frequency of departmental use makes this impractical. A computerized record system provides a listing of equipment by item and location. An equipment check-out system makes equipment available to all departments as needed.

Departments make a list of media available in their respective department including books, periodicals, films, filmstrips, video tapes, and transparencies. It is felt that some type of central library collection may be needed to provide for study and enrichment in such areas as Related Instruction.

Financial limitations have necessitated reducing the closed circuit television operation to a limited schedule. Facilities available are presently located in the Computer Technology building.

AREA XVI

North Campus (Burlington)

The IMC provides books, periodicals, pamphlets, and such audiovisual materials necessary to meet the demands of the curriculum and offers some materials in all categories of the Dewey Decimal Classification system for supplementary as well as recreational reading.

The librarians inform the instructors of new books, periodicals, gov't documents, and AV materials as suggestions for ordering and notify them when new materials arrive.

A reference and reading guide service is provided for students, as well as instruction in the use of the library. A printed guide to the use of the library is available to all students.

The IMC promotes interest in reading by means of bulletin board displays and personal contact with students and faculty.

The coordinator is appointed by the area board and is responsible to the director in charge of instruction. The librarians hold full faculty status and are members of college committees. The librarians are informed of curriculum changes so that appropriate materials can be made available.

The IMC staff is appointed by the area board on recommendation of the coordinator and is directly responsible to the coordinator.

The coordinator plans the job descriptions of staff members and organizes the internal structure of the IMC.

A faculty-student library committee, conposed of representative faculty members and students appointed by the faculty and student senate, functions in an advisory capacity. The faculty-student committee advises concerning library policy and orientation.

The library budget is determined by the administrative cabinet after consultation with the coordinator and librarians.

The coordinator keeps all necessary statistical records and makes reports to the Director. All rules and regulations are made cooperatively with the coordinator and staff, the building director, and the faculty-student committee. These rules are set forth in a rule sheet for students.

It is the policy of the library to work toward the American Library Association Standards for Junior College Libraries. The resources of the IMC include materials presenting our common heritage and modern books in major fields of knowledge. The collection includes books which present both sides of controversial questions. Books and periodicals for recreational reading are included. The reference collection is up to date and broad in its coverage. Periodicals and newspapers are selected by the librarian after consultation with the faculty. The periodical collection is well balanced. Newspapers provide coverage at the international, national, regional, and local levels. A government document collection and a pamphlet file are maintained. The policy of the American Library Association on the subject of censorship is followed. The collection does not include an excessive number of duplicates or textbooks. AV materials are selected with the needs of faculty and students in mind.

Improved facilities, including an adequate workroom for audiovisual materials, a librarian's office, and wired study carrels will be available in the fall of 1972.

South Campus (Keokuk)

The underlying philosophy of the South Campus Library is that man learned to read before he could write. Thus any "reading materials" become library materials. A further consideration is that the classroom and library are one and not separable. These two guide lines make the library a functional part of the learning process and an extension or part of the classroom.

Nearly the entire range of AV equipment is in the center. AV items and their management are part of the central library inventory and are circulated to faculty and student users as needed with the exception of the overhead projectors which are in the classrooms. Individual carrels and rooms have been equipped for listening, viewing, and recording.

The library has tried to supply faculty members and students with instructional materials which can be used either on a classroom or individual basis. In some instances students are encouraged to borrow AV materials for home use including viewers and tape cassettes.

The LEG (Learning Experience Guide) program of the Associate Degree Nursing Program represents some of the recent concepts in learning. The student makes use of AV and printed materials which are coordinated into a learning program. He studies a unit, prepares and delivers a lecture on the objectives of the unit, and is tested. The test score must be perfect or the test is corrected with documentation for the answers missed.

Many of the other materials are traditional but an instructor can adapt them to any method of teaching. The speech and biology instructors have adapted materials to individualized instruction. The biology instructor in one sense is using materials for study which predate writing by sending bones and cats to the library for students to study.

The staff includes one full-time librarian assisted by one full-time clerk, one part-time clerk, and one student helper.

Some tapes, slides, and overhead transparencies are produced. This is an area of major concern and the production program will be expanded. Faculty use reflects student use. That is, students who use the resources for study come from classes generally whose instructors use the library.

Future Media Considerations

- The need for specialized skills and competencies in media programs to support learning and teaching activities will continue to grow.
- Changes in the design of learning resources will parallel changing emphases in education. Whether educational technology influences educational emphases or vice versa is a moot question.
- Learning resources and media services will find their way to the places where learning can efficiently take place.
- Moving the learning resources out of the center to the learner will be increasingly important in vocational and technical education.
- The trend to media centers and central facilities will continue but central management will decentralize many resources. Certain materials and equipment are needed in satellite locations or classrooms on a permanent or long-term basis.
- Educational media centers which will make the maximum contribution are those which will venture forth to the learner wherever he may be. The concept of a center to which all students come for retrieval of information will be increasingly complemented by moving the information to the student.
- Area schools will continue to investigate new technology to cope with the problem of vastly increasing information and traffic of live bodies.

EVALUATIVE CHECKLIST

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AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

COLLEGES AND UNIVERSITIES

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Norman, Oklahoma

This checklist is a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of Title VII, Public Law 85-864. Printed and distributed by the Department of Audiovisual Instruction of the NEA without use of government funds as a service to the teaching profession.

Introduction

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the checklist.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your institution. If a statement accurately describes your institution, mark the middle space to the left of that statement. If you feel that the situation at your institution is below what is described, mark the lower numbered space; if above, mark the higher numbered space. In any case mark only one space.

EXAMPLE:

1 2 3 There is no full-time director of the media program.

4 5 6 There is a full-time director in charge of the media program.

[✓ 7] 8 9 There is a full-time director and a sufficient number of clerical and technical personnel.

I. INSTITUTIONAL EDUCATIONAL MEDIA SERVICES

CRITERIA

- An institution should have a program of media services administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.
- The educational media center should be a separate service unit that operates at the same level as other major institutional services.
- An institution should have clearly defined policies, procedures, and plans for its educational media program including short-range, and long-range goals.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to an institution's entire faculty.

A. Commitment To The Media Program

1 2 3 The institution's educational media program consists of media services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for institution-wide media activities.

4 5 6 The institution's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some media training but not enough to qualify him as an educational media specialist. He reports to the institutional administrator directly responsible for instruction.

7 8 9 The institution has an educational media program including a media center and necessary sub-centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment To Educational Media As An Integral Part Of Instruction

1 2 3 The institution has some educational media and services for faculty members who request them, but the faculty is not particularly encouraged to use the services.

4 5 6 A variety of educational media and services are generally available and some attempts are made to acquaint faculty members with the services, and to encourage their use.

7 8 9 The institution provides quantity and variety of educational media and services needed by all instructional units and encourages the faculty to use media as integral parts of instruction.

C. Commitment To Providing Educational Media Facilities

1 2 3 Although some new and remodeled facilities provide for the use of some types of educational media, the institution gives very little attention to media utilization at the time classroom buildings are planned.

4 5 6 The institution provides most new and remodeled classrooms with light control and other facilities necessary for the use of some types of educational media.

7 8 9 All new classrooms are equipped for the greatest possible use of educational media and are designed to permit adaptation for the use of new developments in media. Old classrooms are being modified as fast as possible to provide for effective use of media.

D. Commitment To Financing The Educational Media Program

1 2 3 The major source of income for the educational media program is that received for media services rendered to instructional departments and non-institutional users, and the budget is based on immediate needs only.

4 5 6 The educational media program is partially financed by regularly appropriated institutional funds and partially by income derived from services to non-institutional users. Long-range plans are occasionally considered when making the budget.

7 8 9 The educational media program is financed entirely from regularly appropriated institutional funds when media and services are used for instructional purposes. The budget reflects to some degree long-range educational media plans and includes provision for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment To Staffing The Educational Media Program

1 2 3 The responsibility for educational media services is assigned to various institutional staff members whose primary commitments are in other institutional jobs.

4 5 6 The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided some clerical and technical assistance.

7 8 9 Leadership and consultative services are provided by an educational media specialist and a qualified professional staff, all of whom have faculty status. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

- An institution should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services In Educational Media Utilization

1 2 3 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

4 5 6 Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

7 8 9 Educational media professional personnel work as a part of their regular assignments with faculty members in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Media Services To Educational Preparation Programs

1 2 3 The educational media program provides some media services for teacher preparation programs, but the department or college of education depends on its own leadership for planning media experiences in preparation programs for prospective teachers and media specialists.

4 5 6 The educational media program provides some media services and leadership for the teacher preparation programs, and gives some assistance in providing preview opportunities for those wishing to examine instructional materials.

7 8 9 Professional media personnel participate in the pre-service training of teachers through appropriate assignment to teach professional courses and by serving in a consultative capacity to the education faculty. The educational media service center provides necessary media and services not otherwise available to the instructional program in education.

C. Faculty-Student Use Of Educational Media

1 2 3 Only a few faculty members make any use of educational media in their classrooms. Students rarely use media in class presentations.

4 5 6 Quite a few faculty members make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

7 8 9 Most faculty members use appropriate educational media for instructional purposes. Students also use appropriate media for individual and group study as well as for class presentations.

D. Involvement Of Media Staff In Planning

1 2 3 The professional educational media staff is seldom involved with the faculty in planning for the use of educational media.

4 5 6 The professional educational media staff is occasionally involved with the faculty and staff in planning and producing materials for use in the instructional program.

7 8 9 The educational media specialist and his professional staff are usually involved with the faculty in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

- Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of an institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location And Accessibility Of Educational Media

1 2 3 The location of the main educational media center is such that media are not accessible to most faculty members, and the main center is not supplemented by sub-centers where media are placed on long-term loan.

4 5 6 The location of the main educational media center is such that media are not very accessible to the faculty, but the main center is supplemented by sub-centers which duplicate some of the services of the main center.

7 8 9 The location of the main educational media center and the presence of necessary sub-centers make media highly accessible to all instructional units. Both the main center and the sub-centers are fully equipped to support a quality instructional program.

B. Dissemination Of Media Information

1 2 3 Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

4 5 6 Information concerning educational media is disseminated to the faculty and staff on an occasional basis or when requested.

7 8 9 Information concerning educational media is frequently disseminated to the faculty, students, and staff as a matter of policy.

C. Availability Of Educational Media

1 2 3 The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

4 5 6 There is sufficient quantity of educational media to make it possible for them to be delivered on relatively short notice.

7 8 9 There is sufficient quantity of educational media to insure their delivery to the point of use at any time during the week in which they are requested.

D. Storage And Retrieval Of Media

1 2 3 Media storage facilities are available but are inadequate for some type of media, and personnel have difficulty in locating and retrieving specific items.

4 5 6 The main educational media center and all sub-centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

7 8 9 Adequate storage space, including space for future expansions, is provided in the main educational media center and in all sub-centers with proper humidity control where needed. The center has a master retrieval system for immediate location of media.

E. Maintenance of Media

1 2 3 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

4 5 6 Educational media are repaired and cleaned whenever the maintenance staff has the time to do so.

7 8 9 All educational media are inspected after each usage and are cleaned and repaired on a regular basis, or when inspection indicates the need.

F. Production of Media

1 2 3 Limited production facilities are available for faculty members to produce their own materials.

4 5 6 The educational media personnel, as well as faculty members, produce some educational materials. The staff of the center is limited to the extent that all demands for productions cannot be met.

7 8 9 The educational media personnel produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.

Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

A. Physical Facilities in Existing Classrooms

1 2 3 A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

4 5 6 Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

7 8 9 All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

1 2 3 Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

4 5 6 Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

7 8 9 All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the institution's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

A. Reporting Financial Needs

1 2 3 The financial needs of the educational media program are reported to the chief administrative officer in charge of instruction only when immediate expenditures are urgently needed.

4 5 6 The financial needs of the educational media program are regularly reported to the chief administrative officer in charge of instruction.

7 8 9 Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization and effectiveness of the media program, are made to the chief administrative officer in charge of instruction.

B. Basis for Budget Allocations

1 2 3 The educational media budget is based on an arbitrary allotment of funds irrespective of need.

4 5 6 The budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

7 8 9 The budget is based on both the immediate needs and the long-range goals of the institution and reflects clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

1 2 3 Each instructional department develops its own educational media budget without consulting an educational media specialist.

4 5 6 The budget of the educational media program reflects the media needs of most instructional units. However, some deparments have their own media budgets which have no relationship to the educational media program.

7 8 9 The budget of the educational media program reflects the media needs of the entire institution and is developed by the professional media staff in consultation with departmental administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical and technical staff to provide adequate media services to all institutional programs.

1 2 3 An institutional staff person has been assigned to look after the educational media program. He performs more as a clerk, and a technician than as a professional media person.

4 5 6 A professional media person with some special media training, or equivalent experiences is in charge of the educational media program and has some professional assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

7 8 9 The educational media program is directed by a well qualified educational media specialist who is provided with sufficient professional, clerical and technical staff to provide adequate educational media services. He and his professional staff are instruction and curriculum oriented.

PROFILE SHEET

To develop a profile image of your program, transfer your mark from each item on the Evaluative Checklist to this sheet. Connect the marked spaces by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK → **STRONG**

Part I									
A	1	2	3	4	5	6	7	8	9
B	1	2	3	4	5	6	7	8	9
C	1	2	3	4	5	6	7	8	9
D	1	2	3	4	5	6	7	8	9
E	1	2	3	4	5	6	7	8	9
Part II									
A	1	2	3	4	5	6	7	8	9
B	1	2	3	4	5	6	7	8	9
C	1	2	3	4	5	6	7	8	9
D	1	2	3	4	5	6	7	8	9
Part III									
A	1	2	3	4	5	6	7	8	9
B	1	2	3	4	5	6	7	8	9
C	1	2	3	4	5	6	7	8	9
D	1	2	3	4	5	6	7	8	9
E	1	2	3	4	5	6	7	8	9
F	1	2	3	4	5	6	7	8	9
Part IV									
A	1	2	3	4	5	6	7	8	9
B	1	2	3	4	5	6	7	8	9
Part V									
A	1	2	3	4	5	6	7	8	9
B	1	2	3	4	5	6	7	8	9
C	1	2	3	4	5	6	7	8	9
Part VI									
A	1	2	3	4	5	6	7	8	9

SOUTHWESTERN COMMUNITY COLLEGE

EDUCATIONAL MEDIA TECHNOLOGY

Program Outline

First Semester

Credit Hours	
3	Introduction to Instructional Media
3	Audio
4	Graphics I
3	AV Equipment Operation
3	Introduction to Library
2	Related Instruction*
18	

Second Semester

Credit Hours	
2	AV Maintenance
5	Graphics II
5	Still Photography
4	Library, Technical Services
2	Related Instruction*
18	

Third Semester

Credit Hours	
4	Motion Media - Television and Motion Photography
5	Media and Schools
	*Includes Field Experience
3	Elective
4	Library, Public Services
2	Related Instruction*
18	

Fourth Semester
(Nine Weeks)

Credit Hours	
5	Coordination of Media
3	Elective
2	Related Instruction*
	(Nine Weeks)
8	Internship
18	

Semester I

Introduction to Instructional Media

A history and overview of the utilization of media in instruction with discussion of job requirements and opportunities. Emphasis will be on orientation of the student to the media field and the characteristics of each medium.

Audio

Develop student capability to operate recording, public address, and other sound equipment. Setting up and operating microphones, mixers and tape recorders, editing tapes, mixing narration, music, and sound effects. Emphasis will be placed upon scripting and recording from scripts.

Graphics I

Objective will be to develop the students' ability to follow written or oral directions to produce graphic displays. Dry mounting procedures, lettering techniques, design principles, composition, and graphic display production will be stressed.

Audiovisual Equipment Operation

Deals with setting up, operating, and taking down of common media equipment. Motion picture projectors, filmstrip projectors, overhead projectors, opaque projectors, and multi-projection equipment will be included.

*See Semester IV for Related Instruction courses.

Introduction to Library

An introduction to library services. Basic philosophy, procedures, tools, and techniques for library routines will be emphasized.

Related Instruction*

Semester II

Audiovisual Maintenance

Routine maintenance and minor repair of common audiovisual equipment. Includes inspection and cleaning of equipment, demagnetizing recorder heads, changing bulbs and fuses, replacing defective tubes, and minor mechanical repairs to restore equipment to working order. Content will include trouble shooting and decision making as to repair routing.

Graphics II

Deals with planning and preparing projected still visuals - overhead transparencies and slide series. Includes mounting of transparencies and overlays, operation of copy camera, processing and developing films, and slide duplication. Also involves forms of reproducing in hand copy format - duplicating, thermal copying, mimeographing, and offset printing.

Still Photography

An introduction to basic black and white still photography with small units on color processing and slide production. Orientation to still composition, camera basics, darkroom processes, and still photo display included in content.

Library, Technical Services

Designed to prepare students for the various supportive tasks in the Technical Services operations of libraries. Emphasis will be placed on acquisition, cataloging, and processing of materials.

Related Instruction*

Semester III

Motion Media - Television and Motion Photography

An exploration of the motion media, their utilization, characteristics and equipment. Planning and scripting procedures, shooting, editing, and playback techniques will be emphasized. Operational production using CCTV, portable TV, studio TV, and 8mm motion camera gear will be part of instructional activities.

Media and the Schools

Practical application of media in the schools. Stress is on media for instruction. This course gives background for field experience and provides lab time for the field experience.

Field Experience: Assignments to an instructor and/or content area for on-the-job service work. This would take place within the College, or local school district and would be closely supervised by the Instructor-Coordinator of the program.

Elective

To be selected from areas such as, but not limited to the following: Graphic Production, Photography, Library, Audio, and Printing. The student, with the benefit of counseling, will be allowed to follow up his special interests in areas of his own choosing. The project approach will be utilized.

Library, Public Services

Deals with circulation control systems and location of information through catalogs, indexes, and basic reference books. Includes clerical procedures in circulation control systems in various types of libraries as well as basic reference materials designed to prepare students to assist patrons in the use of library tools.

Related Instruction*

*See Semester IV for Related Instructions courses.

Semester IV

(Nine Weeks)

Coordination of Educational Media

Deals with scheduling of materials and equipment, taking inventory, keeping of purchase records and accounts, filing of materials, mailing and shipping of materials, ordering materials, and scheduling of meetings and appointments. Includes supervising and scheduling techniques for clerical personnel and student assistants.

Elective

A continuation of previous Elective. An in-depth study in the previously selected project area, or an exploration in another media related field.

Related Instruction*

(Nine Weeks)

Internship

Assignment for work in Educational Media Technology at specified locations off campus. This will be on-the-job training in an actual work situation supervised by professionals within the assignment center. Also, seminar sessions will be held by the Instructor-Coordinator with the supervisor and the student present.

*Related Instruction courses

Consumer Economics
Social Science
Communications
Human Relations

These courses will rotate with one course being taught each semester.

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