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I am submitting herewith a thesis written by Lexa P. Hooten entitled "The Status of Learning Media Services with Regard to Southern Association of Colleges and Schools' Requirements: A Comparative Study." I recommend that it be accepted in partial fulfillment of the requirements for Specialist in Education, with a major in Curriculum and Instruction.

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THE STATUS OF LEARNING MEDIA SERVICES WITH REGARD TO
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS'

REQUIREMENTS: A COMPARATIVE STUDY

A Thesis

Presented for the

Specialist in Education

Degree

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ABSTRACT

This study focused on a selected number of area public high schools which included all those in Knox County and nine others comparable to those in Knox County. The purpose of the study was to determine to what degree these schools are meeting the learning media program principles and standards established by the Southern Association of Colleges and Schools. This study was to determine if there were major differences between the existing media services in Knox County and those of adjoining systems in such areas as financial provisions; selection of materials and equipment for acquisition; classifying, cataloging, and processing of materials and equipment; accessibility of educational media; maintenance of collection; environment; furnishings; equipment; resources; media personnel; and the media program.

"Learning Media Services," which is Section 6 of Evaluative Criteria, 5th Edition, 1978, produced by the National Study of School Evaluation, served as the survey instrument used in this study. Media specialists, department chairmen, and principals from the participating schools responded to both the objective and subjective questions required by the evaluation tool.

The study indicated that the Southern Association of Colleges and Schools' standards are indeed valuable as professional goals, and at this point all Knox County high school learning media programs do not meet the specified requirements either in the areas of materials and/or personnel due to inadequate funding. Recommendations should be made by system administrators to Knox County Board of Education and to

the county court for support to promote the expansion of the learning media programs to the point of meeting the standards required for maintaining accreditation.

The results of the study indicated that a follow-up study is needed to determine if more uniformity should exist among the regional accrediting agencies and the state departments of education, and even, perhaps, the profession's own adopted standards.

The objective of all the agencies concerned is to provide measures whereby quality media programs are insured. Each agency establishes and enforces minimum standards in schools under its jurisdiction while encouraging improvement in the process; however, the different agencies tend to vary in their areas of emphasis. Is it still possible to accredit an institution as a whole; or are educational institutions—even secondary schools—made up of such distinct and specialized programs that "specialized" accrediting agencies are needed?

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CHAPTER I

INTRODUCTION TO THE STUDY

I. INTRODUCTION

The public and educators alike have for many decades expressed concern about the quality of educational programs. This goal is not the automatic product of imaginative programs, bold innovations and experiments, stimulating materials, new equipment, and modern facilities. Quality education does not occur by accident; it is attained as a result of careful planning, followed by meticulous review, analysis, and evaluation.

It was in response to social and economic demands that efforts to improve schools and develop some commonly-accepted academic standards began before the turn of the century. According to Dean C. M. McConn of LeHigh University,

American education at the end of the last century had come to be a variegated hodge-podge of uncoordinated practices—in school and college alike—which had never undergone any screening from anybody, and many which were shoddy, futile, and absurd beyond anything we now conceive of; and the Age of Standards—as the period from 1890 to 1915 may come to be called—brought order to chaos. (McConn, p. 44)

How this chaos, confusion, and ferment was resolved, at least partially, is the story of accreditation.

Accreditation began with the organization of regional associations. These regional accrediting agencies did not begin with the avowed purpose of establishing criteria for the evaluation of schools and colleges or of employing such criteria in the accreditation of educational

institutions. They were established first of all to allow educators to discuss common problems, one of which was the need for better articulation between colleges and secondary schools. In the process of defining productive activities and of deciding which institutions might become members, each of the agencies soon found itself establishing criteria which eventually became the bases of the first standards of accreditation.

Later, the professional associations, led by medicine and law, undertook the accrediting of professional programs. This included accreditation for library education which began in 1924.

Regional accrediting associations and professional organizations, which have been joined by state departments of education, can be credited with having made a marked improvement in education over the last half century through the implementation of the standards of their accrediting programs. Yet, however, the discussion about improving the quality of education has never been so much in the forefront as it is today (Galvin, p. 11).

II. STATEMENT OF THE PROBLEM

Knox County school officials, as well as the Knox County Board of Education, are interested in achieving standards of excellence among all the schools of the district. There is a strong feeling that accreditation fills an important place in the educational programs across the county—especially at the high school level (The Knoxville News-Sentinel, July 18, 1978, pp. 5-6). However, restraints caused by the budget crunch have caused legitimate questioning as to how long the present standards

for accreditation can be maintained, much less new ones met. Administrators are concerned about this dilemma and wish to learn to what degree comparable secondary schools in the surrounding school systems are able to meet the standards set forth by the regional accrediting agency—Southern Association of Colleges and Schools.

III. PURPOSE OF THE STUDY

This study focused on a selected number of area public high schools which included all those in Knox County and nine others comparable to those in Knox County. The purpose of the study was to determine to what degree these schools were meeting the learning media principles and standards established by the Southern Association of Colleges and Schools. The intention of the study was to determine if there were major differences between the existing learning media services in Knox County and those of adjoining systems in such areas as financial provisions; selection of materials/equipment; classifying, cataloging, and processing of materials/equipment; accessibility of educational media; maintenance of collection; environment; furnishings; equipment; resources; media personnel; and the media program as a whole.

IV. NEED FOR THE STUDY

Recently, Knox County was in danger of losing its Southern Association of Colleges and Schools' accreditation in a number of its secondary schools, due in a large part to the failure of the media services to meet the prescribed standards (The Knoxville News-Sentinel,

July 18, 1978, pp. 5-6). This concerned the county school officials, as well as the local school board. A study such as this may serve as a basis for self-evaluation which also may help to determine the quality of the programs that now exist in Knox County schools in comparison to those in surrounding systems. In the future, this study could help with answering such questions as: are the criteria developed by the regional accrediting agency focusing more on quantitative rather than qualitative goals, and is membership in a regional accrediting association worth the effort that is taken to meet the standards?

V. DEFINITION OF TERMS

For the purpose of this study, the following definitions applied:

1. Accreditation.

The recognition accorded to an educational institution in the United States by means of inclusion in a list of institutions issued by some agency or organization which sets up standards or requirements that must be complied with in order to secure approval. (Zook and Haggerty, p. 18)

2. Audiovisual Materials. Those training or educational materials directed at both the senses of hearing and sight. These include such materials as still and motion pictures, sound filmstrips, captioned filmstrips, recordings, photographs, audio tapes, video tapes, and slides.

3. High School. A high school in this study may include grades seven through twelve, nine through twelve, or ten through twelve.

4. Instructional Materials. A variety of materials, including books and other printed materials, all kinds of audiovisual materials

and resources which are to be used by teachers and students as individuals and in groups.

5. Learning Media Services/Program. The use of "a combination of resources that includes people, materials, machines, facilities, and environments, as well as purposes and processes" (American Library Association, p. 4) as an integral part of an education program.

6. Objectives of a School. A school's objectives are "philosophical principles reduced to specific aims" (National Study of Secondary School Evaluation, p. 25).

7. "Quality" Education. "Programs that will assure opportunity for maximal development of the full potentialities of each student" (Jackson, p. 1).

8. School Library/Learning Media Center. The location in a school from which instructional materials are disseminated and which is the center for the learning media programs.

9. Secondary School. Synonymous with "high school."

10. Self-Study.

Evaluation of every policy, every program, every attitude and procedure, measuring them against formed philosophy and objectives and against the nature and needs of the students. (National Study of Secondary School Evaluation, p. 25)

11. Standards. Certain levels of quality and effectiveness . . . "the minimum level of achievement expected of any educational enterprise desiring recognition as an effective institution of learning" (Southern Association of Colleges and Schools, p. A-1.00).

VI. LIMITATIONS OF THE STUDY

The purpose of this study was to compare and contrast the learning media services programs in the seven Knox County high schools with similar public high schools in the immediate geographical area around Knoxville. Therefore, one school was selected to be contacted from each bordering district, with the exception of Knoxville City system, from which all the high schools were contacted. These various schools were comparable to those in Knox County in size, enrollment, and in the clientele being served. All the schools contacted lie within the area over which the Southern Association of Colleges and Schools has jurisdiction, and all either have made or are eligible to make application for accreditation. The social and economic demands of most of the school communities can be likened significantly to those of Knox County.

VII. PROCEDURES

A total of twenty-six area high school principals were contacted by letter concerning the study and asked to indicate on an enclosed form whether he or someone in his school would be willing to participate. (See Appendix A for the list of schools contacts, the way each responded, and the present status of each in regard to membership in Southern Association of Colleges and Schools; and Appendix B for the Letters and Forms.) Nine of the schools contacted outside of Knox County agreed to be a part of the study. In each case, an appointment was set up with the principal for the writer to visit the school, tour the facilities, meet the media specialist(s),

and deliver/explain the survey being used to collect data. A copy of "Learning Media Services," Section 6 of Evaluative Criteria, Fifth Edition, 1978, produced by the National Study of School Evaluation, was left with the principal or media specialist(s) to be completed during the following two weeks. (However, much more time was required in most cases.) After completing the form, the respondent, using a self-addressed, stamped envelope, returned it to the writer.

Information in such areas as financial provisions; selection of materials/equipment; classifying, cataloging, and processing of materials/equipment; accessibility of educational media; maintenance of collection; environment; furnishings; equipment; resources; media personnel; and the media program as a whole was collected from the seven Knox County schools and from nine schools outside Knox County.

To serve the purpose of this study, school names were omitted in the treatment of the data. Instead, schools were assigned an identification letter which corresponded with the size of the school. School A represented the one with the largest student body, and School I had the least number of students. Likewise, Knox County schools were given letters A-G based on current enrollment figures; the letter A also indicated the largest school.

VIII. TREATMENT OF DATA

Both the objective and subjective data collected were presented by using the same format as the survey itself. As often as possible, the exact words of the respondent were used in order that nothing

would be lost in the translation. The objective data was further treated in table form, accompanied by an explanation, so as to give a ready comparison for educators and lay people alike.

IX. ORGANIZATION OF THE STUDY

This study is organized into six chapters with a bibliography and appendix.

Chapter I includes the introduction, the statement of the problem, the purpose of the study, the need for the study, definition of terms, limitations of the study, treatment of the data, and the organization of the study.

Chapter II deals with the related literature and research. Included here are the introduction, a discussion of the Southern Association of Colleges and Schools and its accreditation of secondary schools, the concept of accreditation, an interpretation of the school media program, standards affecting school media programs, and the summary.

Chapter III provides the criteria and principles of the Southern Association of Colleges and Schools as well as standards to be met for membership.

Chapter IV contains the presentation of the data for Knox County schools as well as those outside of Knox County.

Chapter V gives an analysis of the data.

Chapter VI presents the general summary of the study, conclusions, observations, and recommendations for further study drawn from the study.

X. SUMMARY

Chapter I, the Introduction to the Study, provided the reader a framework upon which the study was based. Included were the introduction, statement of the problem, the purpose of the study, the need for the study, definition of terms, limitations of the study, procedures, the treatment of the data, the organization of the study, and a summary.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

The accreditation of educational institutions is a distinctly American phenomenon and is largely one of the twentieth century. The United States, its territories and possessions, except the Panama Canal Zone, are unique in the area of accreditation (Dressel, p. 277). No other nation approaches the problem of supervising educational institutions through voluntary accreditation as does the United States. Most other countries have the power of accreditation centered in the government—usually in the minister of education (Koerner, p. 50). Much of the government control which does exist in the United States comes at the state level.

Generally, secondary schools are accredited by one of six regional accrediting agencies. The process is a voluntary one, but one which requires that certain standards of excellence be met. All programs and departments within a given school must be able to indicate to a visiting evaluation team from the accrediting agency that they are in fact knowledgeable of the school's philosophy to the point that the objectives of the school are being met. Every department undergoes a complete examination in order to determine if all criteria are being met. If it is the consensus of the visiting evaluation team that all departments either are providing, or can be within a reasonable period

of time, quality education for their school community, the school then becomes a candidate for accreditation.

To serve the purpose of this study, attention was focused upon one of the six regional accrediting agencies, the Southern Association of Colleges and Schools. (The Southern Association of Colleges and Schools hereafter is often referred to as Southern Association or abbreviated as SACS.)

This study examined literature relevant to the media center segment of the accrediting process of the Southern Association. In addition to a brief overview of the Southern Association itself and a look at what has been written about accreditation, the writer included a discussion of the media center as it is viewed today by educators—both media specialists as well as those outside the library profession. The writer also felt that media program standards play a very important role in accreditation as it applies to media centers; therefore, a discussion of standards affecting the school media program was included. By including each of these discussions, an effort was made to give a better understanding of the problem on which the survey was based.

II. THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS AND THE ACCREDITATION OF SECONDARY SCHOOLS

The Southern Association of Colleges and Schools is one of the six regional associations which accredit the schools and colleges of the United States and American schools abroad. Founded in 1895, its territory embraces the eleven states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina,

Tennessee, Texas, and Virginia. The Southern Association is the second largest regional accrediting agency (The North Central Association is the largest with nineteen states.) (Commission on Secondary Schools, p. 1).

The accrediting agencies in the United States are voluntary organizations which derive their operating income from membership dues. These agencies possess no inherent legal power over their members; in practice, however, they do exert a considerable amount of influence (Koerner, p. 50).

The function of accreditation, as it is known today, was first implemented by regional associations, most of which were established initially to promote good relations between secondary schools and institutions of high education, and to improve the latter's admission standards and requirements (Koerner, p. 50).

The associations began as follows: (1) The New England Association of Colleges and Secondary Schools established as the New England Association of Colleges and Preparatory Schools (1885); (2) The Middle States Association of Colleges and Secondary Schools, organized as the College Association of Pennsylvania (1887) and changed to its present name in 1931; (3) The North Central Association of Colleges and Secondary Schools (1895); (4) The Southern Association of Colleges and Preparatory Schools of the Southern States (1895); (5) The Northwest Association of Schools and Higher Schools (1917); and (6) The Western College Association, organized as the Southern California Association of Colleges and Universities (1942) (Blauch, 1959).

Since its beginning, the work of the Southern Association has increased in size and complexity. In 1949, the central office was established in Atlanta where it is still located (Blauch, 1959). The Association functions through a number of standing committees such as the Board of Trustees, the Commission on Secondary Schools, the Commission on Colleges, and the Commission on Elementary Schools. Many actions of these bodies are subject to review by the membership at the annual business meeting of the Association. The Commissions, along with their respective Delegate Assemblies, have direct responsibility for accreditation.

The Commission on Secondary Schools, the oldest of the Commissions, was authorized by the Association at its annual meeting in 1911 and was formally organized in 1912 (Commission on Secondary Schools, p. 1).

The members of the Commission on Secondary Schools within a state constitute the State Committee. The State Committee, as agencies of the Commission, are responsible for making decisions and recommendations relative to the standing of member schools. The Chairman of each State Committee is the official agent of communication between the secondary schools of his state and the Commission. State Committees also have responsibility for reviewing annual reports and making recommendations concerning the status of each member school, holding conferences, visitation and inspection, and other activities which will benefit members (Commission on Secondary Schools, p. 2).

In order for a secondary school to receive the recommendation of the State Committee that the school be accredited or that it continue

in membership, such a school must go through a process of self-evaluation, if an applying school, and of periodic reevaluation as a member school in accordance with prescribed procedures. The actions and recommendations of the State Committee are not final, but they do carry a great deal of weight since it is recognized that "these committees are in a much better position than any other group within the Association to judge the situation with respect to schools within their own state" (Commission on Secondary Schools, p. 2).

State Committees may recommend that applying schools be accredited or that accreditation be denied such schools if they fail to meet the standards. Member schools must apply for accreditation annually and State Committees then may recommend that they be dropped.

Recommendations of the State Committees are subject to review by the Central Reviewing Committees, by the Commission, and by the school Delegate Assembly. The two Central Reviewing Committees each takes action separately on the schools within its own category, joint sessions are held while State Committees submit their reports, appeals are made, or general business is being considered. Decisions made by the Central Reviewing Committees, in turn, are reviewed by the Commission as a whole in its annual session and by the School Delegate Assembly (Commission on Secondary Schools, p. 3).

Any school, therefore, which has been accredited by the Commission and approved for membership in the Association has been carefully screened at five stages. It has conducted a self-evaluation and been observed by a Visiting Committee. The results of this evaluation and

the recommendations of that committee have been examined carefully by the appropriate Reviewing Committee. The actions of the Central Reviewing Committees then have been subject to review by the Commission and by the School Delegate Assembly. Schools which have failed to achieve accreditation or which are faced with the possibility of losing accreditation have the privilege of a hearing at any of these stages (Commission on Secondary Schools, p. 3).

Pfnister (1971) points out that a particularly trying problem for the accrediting associations is that they are to serve several different constituencies which have different views about the real purpose of the agency. For instance, the consumer often feels that the standards have not been applied rigorously enough. This group insists high standards must be maintained.

On the other hand, the educators feel that after accreditation the agencies should place more emphasis on stimulation of growth and the solution of problems (Pfnister, p. 562). Pfnister also points out that as more and more high schools become accredited the agencies may in fact need to reevaluate their purpose and/or emphasis.

The literature does not yield an abundance of information concerning accrediting agencies in regard to specific programs within a school—such as the learning media program; but instead most of the writing is concerned with the regional accrediting agencies themselves, their purposes, activities, and status.

III. THE CONCEPT OF ACCREDITATION

The term accreditation has almost come to be synonymous with the phrase "standards of excellence." The literature leaves the impression that to oppose accreditation in "principle" places one in the position of seeming to oppose high professional standards. However, the literature does indicate that there are some areas of concern, such as in qualitative versus quantitative standards, delineation of special interests, and implementation of procedures.

Of all the literature examined and/or cited, Rolf Larson's lengthy article, "Accreditation: Some Professional Problems," covers more points on the concept of accreditation than does any other. Rolf Larson, Director, National Council for Accreditation of Teacher Education, believes that quality in accreditation is much like freedom.

To be maintained, it must be constantly sought. Like freedom, it can be lost quickly if complacency and lack of action occur for any appreciable period of time.
(Larson, p. 27)

In his article, he examines several of the basic problems and questions with which the accrediting associations must contend. Here are a sampling of those problems.

1. Perhaps the major accreditation problem of any agency, be it professional or regional, is the one identified as "validity of standards." He says that what looks like elaborate standards and guidelines often are too general and not easily identified. For example, he questions such terms as "adequate library" or "well-equipped" audiovisual department.

2. Another major problem faced by many professional associations is the determination of their role and function. Problems arise when a professional association which tries not to duplicate the efforts of the regional body and tries "to assume some common base of excellence" in its efforts. Yet, when the professional agency looks across the country at the regional accrediting agencies, they find "such a wide range of activity, such diverse practices, and such varying coverage" (Larson, p. 30).

3. A third issue that is peculiar to regional accrediting can be identified as one of philosophy or purpose. Larson explains that an agency begins an evaluation with the purpose of applying minimal standards to an institution or program; however, after these standards are met, and accreditation is granted, the agency's purpose is likely to change gradually from that of applying standards to one of institutional stimulation and improvement.

4. Accreditation agencies not only have the problem of validating the standards they apply, but they also have the problem of qualitatively evaluating these standards. The author suggests that quantitative matters, such as the number of books in a media center is not nearly so difficult as dealing with a qualitative matter, such as the quality of those same volumes.

5. Larson (1972) also suggests there is a need to reduce the duplication of efforts with other agencies. Too much overlapping exists among the various accrediting agencies as well as at the state, local, and national level, both governmental and nongovernmental.

The author ends his article on an optimistic note saying that over the years there have been increased benefits which accreditation has brought about and is continuing to produce. Voluntary accreditation has demonstrated that it is a most viable concept, and standards bring about many worthwhile changes (Larson, p. 37).

John Stanavage, Executive Secretary, Commission on Secondary Schools, North Central Association, tells how accreditation can be of use to the classroom. Dr. Stanavage does this by first pointing out that the "excellent media centers" which are now found in schools from Maine to California are proof that quantitative standards can bring about change in American education. But on the other hand, he says that "in spite of these gains, educators still fail to individualize achievement or redirect the teaching-learning process" (Stanavage, p. 41). Stanavage (1972) feels that education will need a revolution which is promoted by media specialists who are interested first of all in learning, because they know that learning is becoming increasingly dependent upon the use of personalized media.

Howard Clayton, editor of Learning Today, makes this contribution in an editorial:

It is a truism that each educator must set his own goals and establish standards for himself. In establishing qualitative goals accreditation can serve a useful purpose, for outside evaluations do cause a school to back various programs in at least quantitative terms. This may not be enough to satisfy anyone very long, but it's better than nothing, and nothing is what we would have if it weren't for accreditation today. (Clayton, p. 9)

Accrediting agencies have recently come under closer scrutiny and met with increasing criticism, says Walter Paterson, President, Dubuque

University. However, he suggests, accreditation is bearing the brunt of criticism that should be directed at the whole educational community. Accreditation will have to begin taking such factors as the final product into consideration. To do this, examiners must look at students more closely; and they will have to look at the media center more closely and be more insistent on individualized education (Paterson, p. 49).

All the literature seems to agree with Summers and Bidlack (1972) that the most important function of accreditation is "to protect the public from inferior educational programs." Accreditation guarantees the prospective student, the employer of an institution's graduates, and the general public that the educational program meets recognized professional standards (Summers and Bidlack, p. 658).

John Chalmers (1972) adds that accreditation "must contribute positively to the institution's efforts to improve its effectiveness."

Since 1952, accreditation has played an important, if not decisive, role in determining eligibility for many types of federal aid programs, according to R. S. Pubsley (1977).

James Carpenter (1970) purposes that the "evaluation process has the most impact on the least sophisticated schools and the least impact on the most sophisticated schools."

Most of the literature concerning the concept of accreditation generally runs in the positive vein, sprinkled here and there with concerns as those which have been mentioned. But it was Rolf Larson's article that looked most critically at accreditation. He even ends his essay on a strong note by telling educators and accrediting agencies to keep their standards high. He warns that

too much accreditation, unnecessary accreditation, and poorly executed accreditation could lead to a rapid decline in the effectiveness of accreditation activities—either regional or professional. (Larson, p. 37)

IV. INTERPRETING THE SCHOOL MEDIA PROGRAM

Understanding the school media program is a necessary foundation for understanding the need for this study. Two key questions that the reader needs answered before reading the study are (1) What is a "good" library or learning media services program? and (2) What elements are required to support a full program of learning media services to students and teachers?

Guidelines for use in answering these questions are provided in Media Programs: District and School, produced by the American Association of School Librarians, a division of the American Library Association, which developed the new standards in cooperation with representatives of nineteen other national organizations concerned with improving educational opportunities for children and young people. According to the 1969 Standards, "Educational leaders stress the point that the school library is one of the basic requirements for quality education" (American Association of School Librarians, 1969). It is also stated that

through the school library, the many materials needed by teachers and students can be supplied efficiently and economically, and their quality and suitability assured. Equally important, the school library program, embracing teaching, guidance, and advisory services, forms a unique and vital part of quality education. (American Association of School Librarians, 1969)

The impact of good school media centers is evidenced in an article by Bernard H. McKenna, which reviewed studies made by the Institute of Administrative Research, Teachers College, Columbia University. These studies investigated "staff deployment practices" in school systems of high quality and found that, of eight types of professional specialists employed in these school systems, full-time librarians contributed most to the quality of education. McKenna (1961) comments:

In light of the recent emphases on individualization of instruction, independent study, and research, the implications of adequate numbers of library personnel to serve pupils become even more critical.

The worth of the school media center must be measured by the services it provides for students and teachers. Mary F. Kennon (1962), Director of the School Library Development Project, which was established by the American Association of School Librarians in the early sixties to encourage and assist state and local groups in implementing the national standards, points out that the good school media program makes four unique and essential contributions to education:

- (1) It is a center for the learning materials required to support the instructional program and meet the needs of students.
- (2) It offers a planned, continuous program of instruction in library and study skills, equipping pupils for independent use of learning resources.
- (3) It serves as a classroom laboratory for reference and research work, and its staff works closely with other teachers in a team approach to instruction.
- (4) It offers individual guidance to students in using materials—in reading, listening and viewing—to meet their personal, social, educational, and vocational needs.

These guidelines are equally as responsive to effective educational programs today as they were when they were developed several years ago.

The definition and/or explanation of the library/learning media center concept has become more and more complex over the years. As educational strategies have changed, so have the media programs. While the 1945 Standards stated that "three essential factors for the school library are the librarian, the book collection, and the library quarters," (American Association of School Libraries, 1945) the 1975 Standards encourage the development of a "media program tailored to the individual educational program of which it is a part" (American Association of School Librarians, 1975).

According to the 1975 Standards, the media program can be described as

patterns of interfacing among program components, such as people, materials, machines, facilities, and environments managed by media professionals who establish and maintain relationships between or among the components. (American Association of School Librarians, p. 105)

The latest guidelines published by the American Library Association also recognize that educational programs and media programs "develop together to promote the intellectual, physical, emotional, aesthetic, and spiritual growth of its users" (American Association of School Librarians, p. 105).

V. STANDARDS AFFECTING SCHOOL MEDIA PROGRAMS

Though it is not the intent of this study to compare/contrast the various standards imposed on the media centers, the writer considers it at least relevant to the study of the accreditation of school learning media programs to include a brief overview of the standards which must be met.

Historically, the development of standards for media programs has followed three broad channels: (1) national standards (developed by national professional associations), (2) regional standards (the work primarily of regional education or accrediting associations but sometimes involving regional and state library associations and state educational agencies), and (3) state standards (usually the responsibility of state educational agencies but frequently involving state professional associations or special committees) (Henne, 1972).

The objective of all the agencies concerned is to provide measures whereby quality media programs are insured. Each agency establishes and enforces minimum standards in schools under its jurisdiction while encouraging improvement in the process; however, the different agencies tend to vary in their areas of emphasis. According to a statement in the 1969 American Library Association Standards, the national standards are by necessity higher than state and/or regional standards. While the national standards are comparatively high quantitatively, the Committee on Standards feels that the current standards are based on real educational need (American Association of School Librarians, 1969). Although some people dismiss the concept of standards of excellence as unrealistic in the actual world, there is a need for a vision of the educational program as it should be, even though its achievement may seem impossible (Fast, 1976). This is a concept set forth by Elizabeth Fast, Director of Media Services in a Connecticut public school district.

Regional standards, in cases where they are issued by accrediting agencies, must be implemented in order to attain and keep accreditation

status. "Mandated state standards" also must be met in order to qualify for federal and state financial assistance for media centers (Henne, p. 245).

Elizabeth Fast contends that standards are valuable as professional goals, and that we need standards of excellence to help us remember the discrepancies between the programs we have and the programs we are aiming to build, "to keep us from adapting to the level of mediocrity which most school districts have budgeted for their media programs" (Henne, p. 245).

VI. SUMMARY

In reviewing the related literature, the major objective of the writer was to provide an overview for the reader in the areas of (1) the accrediting agent, Southern Association of Colleges and Schools and how it functions, (2) the concept of accreditation itself, (3) the concept of learning media programs, and (4) standards and how they affect school media programs. The intent was simply to clarify for the reader four key elements which are involved in this study.

CHAPTER III

CRITERIA AND PRINCIPLES OF SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

I. INTRODUCTION

According to the Standards, Policies, and Procedures of the Commission on Secondary Schools, a manual prepared by the Southern Association's Commission on Secondary Schools, the primary function of SACS is the improvement of education through accreditation. One of the continuing problems of the Association, since its inception, has been that of finding and using instruments which would first identify institutions worthy of Association membership and then in years following would bring about evidence of educational upgrading of these member schools and colleges.

In this chapter attention was directed toward the criteria, principles, and standards which were developed by the Charter and the Bylaws of SACS and directed by the Commission on Secondary Schools and its School Delegate Assembly.

That material which dealt with the broad, general principles and standards and which applied to the accreditation of the entire school as an institution as well as that which focused directly on the learning media center program was included in this chapter.

II. CRITERIA FOR ACCREDITATION

Each school interested in evaluation or accreditation must show a determination to achieve quality or excellence in terms of criteria "that indicate whether or not the school's operations and accomplishments are in conformity with acceptable purposes" (Southern Association of Colleges and Schools, 1977).

Thus, the school has the responsibility of developing for itself specific purposes, goals, and programs which will guide and support that institution's programs and accomplishments. In addition to these specific purposes, the Commission on Secondary Schools has developed eight additional purposes which also serve as guidelines for all schools in the region governed by SACS. Evaluation of an individual institution in terms of accreditation is based on how well the school is meeting these eight general purposes, the school's particular purposes, as well as the Standards of the Commission on Secondary Schools.

The Commission on Secondary Schools feels that every school striving to develop an effective program will need to apply the following general purposes before accreditation is granted:

1. Growth and understanding of—and readiness to assume the rights, duties and responsibilities inherent in membership in—a democratic society.
2. Understanding and appreciation of our social heritage and an acceptance of the responsibility for evaluating and contributing to it.
3. Formulation and practice by each individual of moral and ethical values which will serve as guides to desirable conduct and personal, family, and community living.
4. Acquisition and maintenance of good physical, mental, and emotional health.
5. Maturation of intellectual abilities and processes including self-direction, critical thinking, and problem solving.

6. Development and appreciation of aesthetic values.
7. Growth in creative ability and in the use of the media of communication such as speech, reading, writing, and numbers.
8. Development of economic and vocational competency.

III. PRINCIPLES OF ACCREDITATION

Before a school can be accepted as a member in SACS, the Commission on Secondary Schools shall determine its accreditation status by using the following principles as guidelines:

1. A school shall be evaluated in terms of its own functions and purposes.
2. Both quantitative and qualitative criteria shall be used in the accreditation of a school.
3. Standards shall be used as one means of assisting in the implementation of the school's functions, purposes, and improvements.
4. Standards and the procedures for the accreditation of schools shall be developed cooperatively by all concerned.
5. The effectiveness of a school shall be judged by the extent to which it meets the needs of the clientele it serves.
6. Standards of accreditation shall be sufficiently comprehensive and provide enough flexibility to stimulate each school toward the achievement of its purposes.
7. The accreditation of a school shall be based upon the school's composite program and the resources, facilities, and staff required to accomplish this program.
8. The accreditation of a school shall depend not only upon its status on a given date, but also upon the progress the school makes between two dates.
9. Accreditation shall become one significant means of enabling teachers and administrators to look upon their task as a full-time vocation which calls for their maximum growth and their development as professional persons.
10. The extent to which a school utilizes all its resources and the extent to which it avails itself of every opportunity to serve the educational needs of its whole community shall be considered in the accreditation process.

IV. PRINCIPLES AND STANDARDS OF MEMBERSHIP

The principles and standards for membership in SACS, that apply most directly to the library/learning media program, were taken from Standards, Policies, and Procedures of the Commission on Secondary Schools, a manual prepared by commission members, and are listed below.

PRINCIPLE A

The member school's processes of administration and supervision, the pattern of its program, and the relationships of those engaged in the program should conform to democratic principles.

PRINCIPLE B

The member school's program shall evolve from the educational needs and aspirations of the people served by the school and shall provide opportunity for personal growth and achievement.

Standard 8. Each member school shall provide a program of instructional materials service, adequate in quantity and quality to supply the instructional resources (printed and audiovisual) to assure opportunities for breadth and depth in learning necessary to develop the personal growth of those served by the member school. The instructional materials services shall include a basic book and periodical collection. The school library shall be organized as a resource center for the entire educational program. The number and kind of library and reference books, periodicals, newspapers, pamphlets, instruction files, audiovisual equipment and materials, and other learning aids shall be adequate for the number of pupils and the needs of instruction in all courses. The instructional materials services program shall be headed by a qualified person. This person shall be responsible for:

- (a) planning with teachers to utilize fully the instructional materials center
- (b) instructing pupils in the use of materials and guiding their reading and research
- (c) acquainting those served by the instructional materials center with its collection and potential services and uses
- (d) acquiring, organizing and cataloging of materials
- (e) training and supervising the services of additional personnel needed to provide adequate instructional materials services.

PRINCIPLE C

Community resources (agencies, organizations, lay and professional personnel, and physical facilities) shall be analyzed and the appropriate ones used by the member school in the accomplishment of its purposes.

PRINCIPLE D

The member school's yearly calendar and daily schedule shall be developed to provide for the activities and arrangements necessary to accomplish its purpose.

PRINCIPLE E

Personnel shall be provided in the number and quality needed to provide the administrative, instructional, supervisory, guidance, clinical, health, lunchroom, custodial, and other services required for effective operation of the school system.

Standard 4. Each member school with an enrollment of not more than 299 pupils shall provide the service of at least one half-time librarian who has completed a minimum of twelve semester hours of study in library science. A member school with an enrollment of 300-999 shall provide the services of a full-time professionally qualified librarian. Member schools with an enrollment of 1,000 or more pupils must provide, in addition to the above, at least one professionally qualified instructional materials services assistant such as librarian, an audiovisualist, or a materials specialist. In addition to the above requirements, a member school enrolling 750 or more students must provide a full-time clerical assistant to make it possible for the professional instructional materials staff to perform their services efficiently. Additional staff should be added for member schools with an enrollment of more than 1,500.

PERSONNEL REQUIREMENTS*

Standards for Secondary Schools Southern
Association of Colleges and Schools

Enrollment	Professional	Library	Clerical
1-299	1/2		0
300-499	1		0
500-649	1		0
650-749	1		0
750-999	1		1
1000-1249	2		1
1250-1349	2		1
1350-1499	2		1
1500-1700	2		1+
1701-1749	2		1+
1750-2049	2		1+

*Chart accompanies Principle E

PRINCIPLE F

The environment provided school personnel, including such factors as the nature and amount of work, opportunities for study and recreation, remuneration, living conditions, and status in the community, shall be such as to contribute to the welfare, happiness, and growth of staff members.

PRINCIPLE G

The member school's physical plant and its operation shall meet the needs and safeguard the welfare of those served by it; and it shall be designed to contribute to the achievement of the school's purpose and to facilitate expansion and modification as needs arise.

Standard 4. The plant shall include rooms properly arranged and equipped for such activities and programs as laboratory study, vocational programs, audiovisual education, fine and applied arts education, clinics, cafeterias, and adult and physical and health education programs.

Standard 5. The physical facilities shall include a library room or rooms readily accessible to pupils, attractive in appearance, properly lighted, fitted with standard library equipment and with sufficient floor space to provide for 10% of the enrollment but not fewer than forty (40) pupils and

with adequate space for storage, workroom, and other areas appropriate to an instruction materials center.

Standard 6. Equipment shall include instructional materials, various types of audiovisual equipment, and school supplies commensurate in kind, quality, and amount to the activities of its program.

PRINCIPLE H

There shall be evidence of financial support by the board of control sufficient in amount to promote achievement of the school's purpose. Approved budgetary procedures shall be followed in the administration of the school funds.

Standard 3. Money raising activities of pupils and teachers shall be limited to those that have recognized educational value and shall not be used primarily as a means of providing equipment, materials, and services which are ordinarily financed by capital outlay or maintenance and operation funds.

Standard 4. A balanced program of expenditures for instructional materials shall be planned so that annual expenditures for various types of instructional materials and supplies shall be adequate to facilitate the maintenance of a quality program of instruction in each of the subject areas included in the member school's program of study.

Standard 6. The member school's budget shall include funds in adequate amounts for the purchase of library books, periodicals, supplies, and audiovisual materials (exclusive of equipment). The minimum annual expenditure for the purchase of library books, periodicals, library supplies, and audiovisual materials (exclusive of equipment) for any school shall be \$350. An accredited school (except in the case of one newly constructed and consolidated with one or more accredited schools) shall have a minimum of 1,000 usable and acceptable library volumes or not fewer than ten (10) volumes per pupil, whichever is greater. In the case of the exception noted, such new schools shall have at least two books per pupil at their opening and shall add at least two books per pupil per year until the Standard is met.

The following schedule is required as a minimum:

Enrollment	Expenditure Per Pupil
Up to 500	\$2.50
501-1,000	\$1,250 for the first 500 pupils and \$2.00 per pupil above that number
1,001 and above	\$2,250 for the first 1,000 pupils and \$1.00 per pupil above that number

Until the school has the required ten (10) volumes per pupil, it shall spend at least 20% of its budget, as per the schedule above, but no more than 33 1/3% of such budget on nonprint materials. After the required ten (10) volumes per pupil is reached, a school may spend as much as 66 2/3% of the instructional materials budget on nonprint materials.

PRINCIPLE I

Member schools are encouraged and expected to carry on active experimental programs designed to improve the school.

V. SUMMARY

The information presented in this chapter outlined some of the criteria, principles, and standards upon which membership into Southern Association of Colleges and Schools is based. All the material was taken from Standards, Policies, and Procedures of the Commission on Secondary Schools, a manual prepared by the Southern Association's Commission on Secondary Schools. The writer not only focused upon those general principles and standards which apply to accreditation of the entire school as an institution, but also identified those standards which dealt specifically with the library/learning media center program.

CHAPTER IV

PRESENTATION OF DATA

I. INTRODUCTION

"Learning Media Services," Section 6 of Evaluative Criteria, Fifth Edition, 1978, produced by the National Study of School Evaluation, served as the basis for collecting the data used in this study. Letters which explained the study and requested participation in it were sent to twenty-six area high school principals. Positive responses were received from sixteen of these. In most cases the form was completed by the media specialist(s); but in others, department heads and principals provided additional input. Those supplying the information placed certain value judgments on the questions, depending on the interpretation of the question by that individual. No two forms were completed alike; some forms were returned with a response to every question, while varying numbers of gaps were found in others. Where gaps were found, the author stated in the presentation and analysis of the data that the information was not available.

To serve the purpose of this study, school names have been omitted. Instead, schools were assigned an identification letter which corresponded with the size of the school. School A represented the one with the largest student body, and School I had the least number of students. Likewise, Knox County schools were given letters A-G based on current enrollment figures; the letter A also indicated the largest school.

Checklist items and evaluation items, which make up the objective part of the survey, were judged on the following scale: 5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Missing But Needed, NA-Not applicable.

(A copy of the survey used in the collection of the data has been included in Appendix C.)

II. DATA FOR SCHOOLS A-I

The presentation of the data for Schools A-I, the programs to which Knox County's were being compared, was designed so as to follow the identical organizational pattern as the survey itself. In most cases, words and ideas of the respondent were taken down verbatim in order that nothing would be lost in the translation. When necessary, phrases and listings were incorporated into complete sentences, using the words of the media specialist as the core of the thought. Data secured from Schools A-I were placed in Appendix D.

III. DATA FOR KNOX COUNTY SCHOOLS A-G

The presentation of the data for the seven Knox County schools was treated in the exact manner as those to which the comparison was being made. The format followed the identical organizational pattern as the survey itself. The words and ideas of the media specialist served as the basis for the text of the subjective portions of the presentation of the data. When phrases and/or listings had been given in response to a question, these were turned into complete sentences using the words of the media specialist as the basis for the thought. Data for Knox County Schools A-G were placed in Appendix E.

IV. SUMMARY

A total of sixteen schools—all seven Knox County high schools and nine high schools from systems bordering Knox County—participated in this study which was designed to compare learning media services programs, using the Evaluative Criteria to collect the data.

The form requested both objective and subjective information. Varying amounts of information were provided by each of those who completed the questionnnaire depending on that person's interpretation of the question, attitude, the time available, and other factors. As often as possible, the words and ideas of the person supplying the information were used in order to maintain the true "flavor" of the response. This provided a clearer picture of the program being described.

CHAPTER V

ANALYSIS OF DATA

I. INTRODUCTION

Maintaining the same format as "Learning Media Services," Section 6 of Evaluative Criteria, Fifth Edition, 1978, the survey used as a basis for the collection of data for the study, this chapter tabulated and analyzed the objective data provided by each respondent. All but one division of the survey gave the media specialist(s) two opportunities to respond objectively concerning the program in his/her particular school. Checklist items and evaluation items, which made up the objective part of the survey, were judged on the following scale: 5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Missing But Needed, NA-Not Applicable. Part VI of the survey, "Special Characteristics of Learning Media Services," required no objective responses; and, therefore, no table was included. (A copy of the survey used in the collection of the data has been included in Appendix C.)

Each table was divided into two sections. One portion was devoted to the mean results of both checklist and evaluation items for Schools A-I, the schools with which those of Knox County were being compared. The other section treated all seven Knox County schools in a like manner, so as to give the reader a ready comparison in each area being evaluated. In every instance, the rating mean was carried out to two decimal points. When the letters DNA appeared in the place of a rating, this indicated "Data Not Available."

The writer included with each table a brief discussion/explanation to help the reader interpret the data more easily.

II. ANALYSES OF OBJECTIVE DATA PROVIDED BY EACH RESPONDENT

In this section is a brief discussion designed to assist the reader in the analysis of the data. The identical organizational pattern of the original survey used in the study was followed in this chapter.

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions. (See Table I)

School B, the second largest school involved in the study outside Knox County, receives the most financial support; however, School G, one of the smaller schools, indicates almost as much support.

Both these schools rated themselves higher in financial provisions received than did Knox County's School F, which appears to be the most satisfied with the present funding. All except one Knox County media specialist rated the financial support given the media program with a 3, indicating a general agreement that the funding is only FAIR; whereas, a much wider range of responses can be noted from the schools outside Knox County.

There seems to be little or no relationship between the size of the school and the amount of financial provisions being made for learning media programs in either set of schools involved in this study.

TABLE I

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: ORGANIZATION AND
MANAGEMENT—FINANCIAL PROVISIONS

School	Mean Scores	
	Checklist	Evaluations
School A	3.92	3.85
School B	4.57	4.71
School C	3.00	3.25
School D	4.08	3.50
School E	2.00	1.71
School F	2.11	2.50
School G	4.00	4.25
School H	2.50	2.30
School I	3.11	3.75
Knox County School A	3.66	DNA*
Knox County School B	3.36	3.20
Knox County School C	3.13	3.89
Knox County School D	3.93	3.00
Knox County School E	3.15	3.50
Knox County School F	4.38	3.57
Knox County School G	3.00	3.00

*Data Not Available.

B. Selection of Materials and Equipment for Acquisition. (See Table II)

A marked difference in the responses concerning the selection of materials and equipment existed between the four largest schools outside Knox County and the responses of the medium-sized schools. The larger schools in this case were more pleased with their particular process for selecting materials and equipment.

The ratings given by Knox County media specialists were much more consistent, with the majority of scores falling in the FAIR to GOOD range.

Data on the Evaluation items were not available from Knox County School A.

School F, a medium-sized school, appeared to have the least adequate process for the selection of materials and equipment of any school within the study.

School C rated its selection policy highest of any school within the study.

C. Classifying, Cataloging, and Processing of Materials and Equipment. (See Table III)

Both sets of schools rated themselves high on having all media of permanent value classified, cataloged, and processed for central distribution.

Two schools outside Knox County, School D and School H, both rated themselves as EXCELLENT in this category, as did two schools within the Knox County system—Knox County School B and Knox County School C.

TABLE II

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: ORGANIZATION AND
MANAGEMENT—SELECTION OF MATERIALS AND
EQUIPMENT FOR ACQUISITION

School	Mean Scores	
	Checklist	Evaluations
School A	4.77	4.29
School B	4.83	4.00
School C	4.50	4.60
School D	4.64	4.00
School E	2.90	3.00
School F	2.86	1.43
School G	3.50	2.66
School H	4.11	2.86
School I	4.19	1.00
Knox County School A	4.11	DNA*
Knox County School B	3.94	3.00
Knox County School C	3.89	3.86
Knox County School D	4.39	3.86
Knox County School E	3.82	3.29
Knox County School F	4.41	3.86
Knox County School G	3.94	3.00

*Data Not Available.

TABLE III

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: ORGANIZATION AND
MANAGEMENT—CLASSIFYING, CATALOGING,
AND PROCESSING OF MATERIALS
AND EQUIPMENT

School	Mean Scores	
	Checklist	Evaluations
School A	4.80	4.50
School B	5.00	4.75
School C	4.60	5.00
School D	5.00	5.00
School E	4.20	4.00
School F	4.20	4.25
School G	5.00	4.60
School H	5.00	5.00
School I	5.00	4.25
Knox County School A	4.00	DNA*
Knox County School B	5.00	5.00
Knox County School C	5.00	5.00
Knox County School D	4.80	4.50
Knox County School E	4.20	3.75
Knox County School F	4.60	4.75
Knox County School G	3.60	4.25

*Data Not Available.

Of all the schools included within the study, only two fell as low as the FAIR range. They were Knox County School E (Evaluations items) and Knox County School G (Checklist items).

Data on the Evaluations items were not available from Knox County School A.

D. Accessibility of Educational Media. (See Table IV)

Two schools outside Knox County—School A and School G—rated themselves EXCELLENT concerning the accessibility of educational media, while only Knox County School F felt that all media in that school have been housed for quick access.

Knox County School A gave itself a 5.00 or EXCELLENT rating on the Checklist items, but data were not available on the Evaluation items, making an average of the two impossible.

Knox County School G was the program rated lowest of all schools within the study. An average of 2.83, or POOR to FAIR rating, indicated this media specialist felt improvement is needed in the school's circulation system.

Two other schools—Knox County School B and Knox County School E—rated themselves within the lowest three of all the schools included in the study, indicating their circulation systems also needed improvement.

According to the data in Table V, there appeared to be no relationship between the size of school and the accessibility of materials.

TABLE IV

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: ORGANIZATION AND
MANAGEMENT—ACCESSIBILITY OF
EDUCATIONAL MEDIA

School	Mean Scores	
	Checklist	Evaluations
School A	5.00	5.00
School B	4.50	4.66
School C	4.50	5.00
School D	4.83	4.66
School E	3.67	4.00
School F	3.50	4.00
School G	5.00	5.00
School H	4.17	4.33
School I	4.50	5.00
Knox County School A	5.00	DNA*
Knox County School B	3.67	3.00
Knox County School C	4.29	4.33
Knox County School D	4.17	4.67
Knox County School E	3.50	3.33
Knox County School F	5.00	5.00
Knox County School G	2.66	3.00

*Data Not Available.

TABLE V

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: ORGANIZATION AND
MANAGEMENT—MAINTENANCE OF COLLECTION

School	Mean Scores	
	Checklist	Evaluations
School A	3.40	4.00
School B	5.00	5.00
School C	4.70	4.50
School D	4.60	4.33
School E	3.40	3.00
School F	2.20	1.66
School G	4.71	4.00
School H	1.40	2.00
School I	5.00	DNA*
Knox County School A	3.75	DNA
Knox County School B	4.40	3.00
Knox County School C	3.33	3.33
Knox County School D	3.40	3.33
Knox County School E	2.60	3.00
Knox County School F	3.80	4.33
Knox County School G	1.80	2.33

*Data Not Available.

E. Maintenance of Collection. (See Table V)

The data from Table V depicted a wide range of scores for those schools outside Knox County in the area of maintaining and updating materials and equipment, while Knox County media specialists rated their maintenance programs consistently low.

Both the highest, School B—(5.00-EXCELLENT), and the lowest, School H—(1.70-MISSING to POOR), ratings were found in the first set of schools.

School I gave itself a 5.00 or EXCELLENT rating on the Checklist items, but data were not available on the Evaluation items, making an average of the two impossible.

In the second set of schools, Knox County School F was the only one to rate its maintenance program as GOOD (4.07). All other schools fell into the POOR to FAIR category indicating a real need for a better plan for updating and maintaining both materials and equipment.

Data on the Evaluation items were not available from Knox County School A.

II. FACILITIES

A. Environment. (See Table VI)

The data from Table VI did not indicate any relationship between the size of the school and the adequacy of the media center's facilities.

Only three schools of the sixteen rated the adequacy of their media center's facilities as GOOD.

TABLE VI
COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: FACILITIES—
ENVIRONMENT

School	Mean Scores	
	Checklist	Evaluations
School A	4.60	4.75
School B	4.00	3.88
School C	3.86	3.88
School D	4.68	4.71
School E	2.10	2.57
School F	1.40	1.38
School G	4.00	3.00
School H	3.79	2.88
School I	4.06	3.57
Knox County School A	4.95	DNA*
Knox County School B	3.10	2.63
Knox County School C	3.14	3.00
Knox County School D	3.85	3.38
Knox County School E	2.95	2.57
Knox County School F	4.65	4.50
Knox County School G	2.32	2.25

*Data Not Available.

Knox County's School A Checklist rating was 4.95; however, data were not available for the Evaluation items, making an average of the two impossible.

All other schools fell in the FAIR to POOR to MISSING categories.

The lowest rating was turned in by School F (1.39 or MISSING to POOR), while the next to the lowest was Knox County School G whose facility evaluation averaged 2.29 or POOR.

B. Furnishings. (See Table VII)

Apparently, the respondents from both sets of schools felt that the furnishing in the respective media centers were more adequate than is the space set aside for the media center itself.

The majority of media specialists rated their furnishings as GOOD.

The Checklist and Evaluation items for School F, however, only averaged to be 1.65 (MISSING to POOR).

The lowest rating from the Knox County system was from Knox County School G whose average was 3.09 (FAIR).

Data were not available for Checklist items for School C, School E, or Knox County School A. This made arriving at an average for them impossible.

Data were not available for either Checklist items or Evaluation items for School G.

TABLE VII
COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: FACILITIES—
FURNISHINGS

School	Mean Scores	
	Checklist	Evaluations
School A	4.90	5.00
School B	4.60	5.00
School C	5.00	DNA*
School D	4.60	5.00
School E	3.00	DNA
School F	2.30	1.00
School G	DNA	DNA
School H	4.20	3.00
School I	4.30	5.00
Knox County School A	5.00	DNA
Knox County School B	4.20	4.00
Knox County School C	3.81	4.00
Knox County School D	4.10	4.00
Knox County School E	2.80	4.00
Knox County School F	5.00	5.00
Knox County School G	3.17	3.00

*Data Not Available.

Knox County School F turned in a perfect 5.00 (EXCELLENT) evaluation for the media center furnishings in that particular school.

Two others, Knox County School A and School C from outside Knox County, both had 5.00 on their Checklist items, but provided no data for the Evaluations items, making it impossible to come up with an average.

C. Equipment. (See Table VIII)

Both sets of schools indicated by the low averages of the Checklist and Evaluation items that the audiovisual equipment in their schools was quite inadequate.

In fact, only two respondents, School D, 4.00, and School I, 4.20, rated as GOOD their school's audiovisual equipment situation.

Data on the Checklist items were not available from School A, School G, and Knox County School B.

Knox County School A did not provide any data for either Checklist or Evaluation items.

The major portion of Knox County schools rated their situation where equipment is concerned as POOR.

Knox County School F gave the most positive evaluation of all the schools of the system which was 3.50 (FAIR).

There appears to be no relationship between the size of the school and the adequacy of the equipment for that school.

TABLE VIII

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: FACILITIES—
EQUIPMENT

School	Mean Scores	
	Checklist	Evaluations
School A	DNA*	4.00
School B	3.50	2.67
School C	2.88	4.00
School D	4.00	4.00
School E	2.30	2.00
School F	1.57	2.00
School G	DNA	3.50
School H	2.60	1.33
School I	4.40	4.00
Knox County School A	DNA	DNA
Knox County School B	DNA	2.67
Knox County School C	1.00	2.66
Knox County School D	2.14	2.00
Knox County School E	2.20	2.00
Knox County School F	4.00	3.00
Knox County School G	2.33	2.66

*Data Not Available.

III. RESOURCES. (See Table IX)

The data for both sets of schools concerning the materials which support the instructional programs falls, with only a few exceptions, into two general clusters.

With three exceptions—School F and School H—which labeled their learning media collections as POOR, and School B who rated their collection as FAIR, all the schools outside Knox County reported adequate collections (GOOD).

Within Knox County all the schools, except one, listed their collections of instructional materials as FAIR.

Knox County School F showed an average of 4.13 (GOOD).

Data was not available for the Evaluation items on School I and Knox County School A, which made averaging those two schools' responses impossible.

Table X indicated a detailed breakdown of the actual holdings, both print and nonprint, of each of the learning media centers involved in the study.

(At this writing the Southern Association of Colleges and Schools is only concerned with each school's having a minimum of ten books per student.)

The figures used in this study were current at the beginning of the 1978-79 school year, and the averages were based upon the average daily attendance (ADA) of each school.

The writer went one step farther by adding the dimension of nonprint to the table. (Although SACS' requirements for accreditation

TABLE IX
COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: RESOURCES

School	Mean Scores	
	Checklist	Evaluations
School A	4.00	4.71
School B	3.73	4.10
School C	4.49	4.09
School D	4.64	4.57
School E	4.20	4.07
School F	2.40	2.71
School G	4.40	3.83
School H	2.10	2.57
School I	4.30	DNA*
Knox County School A	4.22	DNA
Knox County School B	3.11	3.71
Knox County School C	3.08	3.43
Knox County School D	3.55	3.00
Knox County School E	3.44	3.71
Knox County School F	3.82	4.43
Knox County School G	3.27	3.14

*Data Not Available.

TABLE X

COMPARISON OF ADDITIONAL RESOURCES OF SCHOOLS IN THE STUDY*

School	Number of Items in Collection			Number of Items Per Student (ADA)			
	Print	Nonprint	Total	Print Items	Nonprint	Total Items	
	Items	Items	Items	Per Student	Per Student	Per Student	
School A	15,587	4,148	19,735	8.99	2.39	11.39	
School B	15,969	1,652	17,621	9.57	.99	10.56	
School C	17,772	2,333	20,105	16.41	2.15	18.56	
School D	13,681	1,843	15,524	13.04	1.76	14.80	
School E	16,874	3,355	20,229	19.97	3.97	23.94	
School F	9,864	2,721	12,585	13.48	3.72	17.19	
School G	11,673	4,891	16,564	18.77	7.86	26.63	
School H	4,548	762	5,310	8.63	1.45	10.08	
School I	9,164	1,384	10,548	33.08	5.00	38.08	
Knox County School A	19,714	1,141	20,855	9.66	.52	10.18	
Knox County School B	11,147	665	11,812	9.27	.55	9.82	
Knox County School C	19,073	3,895	22,968	15.97	3.26	19.23	
Knox County School D	11,629	364	11,993	10.60	.33	10.93	
Knox County School E	11,816	495	12,311	11.75	.49	12.24	
Knox County School F	10,445	1,043	11,488	11.08	1.11	12.19	
Knox County School G	11,933	262	12,195	13.85	.35	14.20	

*Table X was included to accompany Table IX (Resources) to give a more exact indication as to the present holdings of each media center being considered. The data were based on figures which were current at the beginning of the 1978-79 school year and were calculated using the average daily attendance figures provided by each school.

deal only with books—print items—each of these same schools is also governed by Tennessee Department of Education standards which requires twelve items per student—ten print and two nonprint.)

According to the figures presented in this table, five of the schools failed to have the proper book count to meet accreditation requirements. These were School A (8.99), School B (9.57), School H (8.63), Knox County School A (9.66), and Knox County School B (9.27).

Four of the five schools mentioned represented the two largest from each set of schools.

School I, the smallest school represented in the entire study, had an overwhelming lead in the number of books per student. Knox County School C led the system with the number of books per student; however, Knox County, as a whole, fell much behind most of the other schools within the study where the book collections were concerned.

In looking at the nonprint count per student, Knox County schools fell even farther behind the other schools.

IV. MEDIA PERSONNEL. (See Table XI)

According to Table XI, the larger schools in set one appeared to be better satisfied with their media personnel than were the medium-sized and smaller schools.

Knox County School F, one of the smaller schools, rated the adequacy of its media personnel staff the highest.

TABLE XI

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: MEDIA PERSONNEL

School	Mean Scores	
	Checklist	Evaluations
School A	4.09	2.75
School B	4.27	5.00
School C	4.44	4.67
School D	4.00	3.20
School E	3.09	2.50
School F	3.00	2.60
School G	3.38	2.67
School H	3.56	4.00
School I	DNA*	DNA
Knox County School A	4.64	DNA
Knox County School B	3.33	3.50
Knox County School C	3.75	3.40
Knox County School D	4.00	2.40
Knox County School E	3.30	3.20
Knox County School F	4.18	4.00
Knox County School G	3.56	3.25

*Data Not Available.

With the exception of the above-mentioned school, all other Knox County media specialists indicated the media staffs at their schools were not adequate and rated them FAIR.

Data were not available for School I.

Data also were not available for the Evaluation items for Knox County School A.

V. MEDIA PROGRAM. (See Table XII)

Of the schools outside Knox County, the four largest schools rated themselves considerably higher where their learning media programs were concerned than did the medium-sized and smaller schools. The scores ranged all the way from 4.74 (GOOD) for School C to 2.68 (POOR) for School H.

Data were not available for the smallest school (I) of the study on either the Checklist or Evaluation items.

Knox County Schools F (4.37) and D (4.03) considered the media programs in each of their schools to be GOOD.

All other Knox County media specialists ranked their media programs as FAIR, with the exception of Knox County School A, which had insufficient data to be averaged.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES. (See Table XIII)

Many of the respondents did not make a final evaluation of their total learning media services program.

These gaps hindered the researcher in making a final analysis of each school's program; however, of those responding, Knox County School F (4.75) rated the media program at that school

TABLE XII

COMPARISON OF CHECKLIST AND EVALUATIONS MEAN SCORES
OF SCHOOLS IN THE STUDY: MEDIA PROGRAM

School	Mean Scores	
	Checklist	Evaluations
School A	4.43	4.17
School B	4.38	4.17
School C	4.64	4.83
School D	4.71	4.50
School E	3.92	3.17
School F	3.47	3.40
School G	4.09	3.80
School H	2.86	2.50
School I	DNA*	DNA
Knox County School A	3.90	DNA
Knox County School B	3.27	3.00
Knox County School C	3.74	3.50
Knox County School D	4.38	3.67
Knox County School E	3.70	3.40
Knox County School F	4.23	4.50
Knox County School G	3.32	2.83

*Data Not Available.

TABLE XIII

COMPARISON OF EVALUATIONS MEAN SCORES OF SCHOOLS IN THE STUDY:
GENERAL EVALUATION OF LEARNING MEDIA SERVICES

School	Mean Evaluations
School A	3.50
School B	4.00
School C	4.33
School D	4.00
School E	DNA*
School F	2.75
School G	DNA
School H	2.00
School I	DNA
Knox County School A	DNA
Knox County School B	DNA
Knox County School C	4.00
Knox County School D	DNA
Knox County School E	3.33
Knox County School F	4.75
Knox County School G	DNA

*Data Not Available.

highest, followed by School C (4.33) which is outside Knox County.

III. SUMMARY

This chapter dealt with the objective responses of the sixteen schools which participated in the study. Checklist items and Evaluation items, which made up the objective part of the survey, were tabulated, examined, and analyzed for the reader.

Each table was broken down into two sets of schools. Set I included Schools A-I, which were the nine schools outside Knox County with which Knox County schools were being compared. Set II included Knox County Schools A-G. For even easier comparison, a brief discussion or explanation was included about each table.

CHAPTER VI

SUMMARY OF STUDY, CONCLUSIONS, OBSERVATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

I. INTRODUCTION

Contained in this chapter is a presentation of the summary, conclusions, and recommendations drawn from this study. This summary will be based on the review of the purposes and intention of the study presented in Chapter I. The conclusions will be based on the collation of data presented in Chapters IV and V, and the recommendations will then be based upon the conclusions of this study.

II. SUMMARY OF STUDY

This study focused on a selected number of area public high schools which included all those in Knox County and nine others comparable to those in Knox County. The purpose of the study was to determine to what degree these schools were meeting the learning media program principles and standards established by the Southern Association of Colleges and Schools. This study was designed to determine if there were major differences between the existing media services in Knox County and those of adjoining systems in such areas as financial provisions; selection of materials and equipment for acquisition; classifying, cataloging, and processing of materials and equipment; accessibility of educational media; maintenance of collection; environment; furnishings; equipment; resources; media personnel; and the media program as a whole.

"Learning Media Services," which is Section 6 of Evaluative Criteria, 5th Edition, 1978, produced by the National Study of School Evaluation, served as the survey instrument used in this study. Media specialists, department chairmen, and principals from the participating schools responded to both the objective and subjective questions required by the evaluation tool.

III. CONCLUSIONS

The study indicated that the Southern Association of Colleges and Schools' standards are indeed valuable as professional goals and that recommendations should be made by system administrators to Knox County Board of Education and to the county court for support to promote the recommended expansion of learning media programs. Maintaining a status quo where the budget is concerned can only mean that more ground is being lost and services and acquisitions must be cut, as was indicated in the responses from Knox County media specialists. While Southern Association minimum standards are not unrealistically high for the learning media program, they do provide a certain amount of uniformity among the different accredited schools of a region. At this point all Knox County high school learning media programs do not meet the specified requirements either in the areas of materials and/or personnel due to inadequate funding.

IV. OBSERVATIONS

Other observations made by the researcher, after examining both the objective and subjective responses of the survey instrument, include the following.

Additional professional and paraprofessional personnel is needed to order to provide better media services to both schools inside and outside Knox County. Four Knox County schools are currently failing to meet SACS' requirements because of inadequate staffing.

A common complaint on the part of both sets of schools was the lack of equipment and a need for a better system for equipment and materials repair/replacement.

There is no apparent relationship between the size of the schools in the study and the amount of materials or the quality of programs they have.

Knox County Schools are growing at such a rapid pace that adequate funding is not always available to maintain the minimum learning media standards required by SACS, much less the higher standards required by the state of Tennessee or the American Library Association. A portion of the selected schools outside Knox County are experiencing a decline in enrollment, affording these schools an opportunity to better meet the SACS' standards.

The amount of materials/equipment does not, however, always indicate the quality of the learning media program a certain school has.

According to figures from Table X, page 53, Knox County schools fell below the other schools outside the system in the amount of nonprint materials they have per student.

Two Knox County Schools and three of the schools in the study from outside Knox County failed to have the proper book count to meet accreditation requirements. On the whole, Knox County fell much behind

many of the other schools involved in this study were book collections were concerned.

Inflated prices for both print and nonprint materials/equipment are quickly eroding media program budgets. This has created necessary cuts—mentioned more often by Knox County media specialists than by the other respondents.

Another conclusion to which the researcher came was that the person completing the survey/making the evaluation can make a major difference in the rating given a particular program. Many variables in each situation influenced the responses/lack of responses which color the final analysis. However, one interesting observation was that there was much uniformity in the responses of the Knox County media specialists. This simply reinforced the final rating mean.

IV. RECOMMENDATIONS FOR FURTHER STUDY

This study indicated that a follow-up study is needed to determine if more uniformity should exist among the regional accrediting agencies and the state departments of education, and even, perhaps, the profession's own adopted standards. The objective of all the agencies concerned is to provide measures whereby quality media programs are insured. Each agency establishes and enforces minimum standards in schools under its jurisdiction while encouraging improvement in the process; however, the different agencies tend to vary in their areas of emphasis. Is it still possible to accredit an institution as a whole; or are educational institutions—even secondary schools—made up of such distinct and

specialized programs that "specialized" accrediting agencies are needed?

Additional study should also be done on variations in accrediting procedures and standards. Is the emphasis placed more on "inputs" (faculty salaries, media resources, etc.) as opposed to "outputs" (the quality of graduates)? Is the final product even being taken into consideration? Does accreditation really protect the public from inferior educational programs? Does accreditation guarantee the prospective student, the employer of an institution's graduates, and the general public that the educational program of a given school meets "recognized professional standards?" These and other similar questions need to be considered.

V. SUMMARY

This chapter included a summary of the study, along with the conclusions drawn from the objective and subjective responses of the survey instrument, and recommendations for further study. These recommendations were based both on the findings of the survey and on the review of the literature in Chapter II.

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APPENDICES

APPENDIX A

SCHOOLS CONTACTED TO PARTICIPATE IN STUDY

TABLE XIV
SCHOOLS CONTACTED TO PARTICIPATE IN STUDY

School	Member of SACS	Participated in Study
1. Alcoa High School	No	Yes
2. Clinton High School	Yes	No
3. Cocke County High School	No	No
4. Heritage High School	No	Yes
5. Jefferson County High School	Yes	Yes
6. Knoxville Austin East High School	Yes	No
7. Knoxville Bearden School	Yes	Yes
8. Knoxville Central High School	Yes	Yes
9. Knoxville Fulton High School	Yes	Yes
10. Knoxville Holston High School	Yes	No
11. Knoxville Rule High School	Yes	Yes
12. Knoxville South-Young High School	Yes	No
13. Knoxville West High School	Yes	Yes
14. Lenoir City High School	Yes	No
15. Loudon County High School	No	Yes
16. Maryville High School	Yes	No
17. Oak Ridge High School	Yes	No
18. Sevier County High School	No	No
19. Union County High School	No	No

TABLE XIV (continued)

School	Member of SACS	Participated in Study
20. Knox County Carter High School	Yes	Yes
21. Knox County Doyle High School	Yes	Yes
22. Knox County Farragut High School	Yes	Yes
23. Knox County Gibbs High School	Yes	Yes
24. Knox County Halls High School	Yes	Yes
25. Knox County Karns High School	Yes	Yes
26. Knox County Powell High School	Yes	Yes

APPENDIX B

LETTERS AND FORMS

September 12, 1978

Mr. Dan Boring
c/o Central High School
5321 Jacksboro Pike
Knoxville, Tennessee 37918

Dear Mr. Boring:

I am working on my Specialist in Education thesis in Curriculum and Instruction at the University of Tennessee. My thesis deals with the status of area high school media centers in regard to accreditation by the Southern Association of Colleges and Schools (SACS).

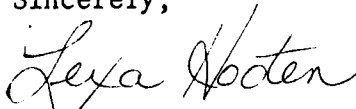
As you are aware from reports by the media, two Knox County schools have already lost their accreditation by SACS, and others are in danger of doing the same. This loss of accreditation is due in a large part to the failure of the library/media center to meet specified standards. There is a strong feeling that accreditation fills an important place in educational programs—especially at the high school level. Administrators are concerned about this dilemma and wish to learn to what degree comparable secondary schools in the surrounding school systems are able to meet the standards set forth by the regional accrediting agent.

Mr. Boring, yours is one of twenty-five high schools in which we are interested in having the survey include. The checklist being used in the study is taken from Section 6, Evaluative Criteria, 5th Edition, which is used by most schools in doing the "self study" required as a prerequisite to a SACS evaluation. Of course, no respondents' names will be identified in the results of the study; and by request, all participating high schools may receive a resume of the completed study.

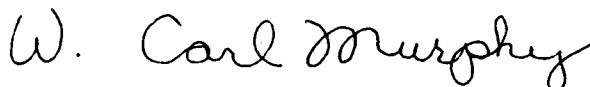
In order to make the study of the surrounding metropolitan area complete, we hope that you are able to take some time from your busy schedule to respond to the survey. Enclosed you will find for your convenience a self-addressed, stamped envelope along with a short form on which we ask you to indicate your interest.

We would greatly appreciate your cooperation. Feel free to call me, 693-3207 (home) or 522-0119 (office), if you have any questions.

Sincerely,



Lexa Hooten
Librarian
Knox County Schools Materials Center



W. Carl Murphy
Professor of Education
University of Tennessee

Enclosures

Mr. Dan Boring
Central High School
5321 Jacksboro Pike
Knoxville, Tennessee 37918

Please indicate below whether or not you are willing for your school to participate in the study concerning Southern Association accreditation standards for high school libraries.

If you, or someone in your school, will be completing the survey, I will phone you to make arrangements for a convenient time to bring it by your school and explain it. (You may choose to ask another staff member, such as your librarian, secretary, or assistant principal, to do the actual compiling of the information.)

You may use the enclosed self-addressed, stamped envelope for your reply. Please return this form to me no later than Thursday, September 21.

_____ I am willing for my school to be included in the study.

_____ I do not wish to participate in the survey.

September 21, 1978

Mr. Jimmy Thacker, Principal
Austin East High School
2800 McCalla Avenue
Knoxville, Tennessee 37914

Dear Mr. Thacker:

Recently your school received a request for assistance in gathering data for research concerning the status of area high school media programs in regard to Southern Association of Colleges and Schools' accreditation.

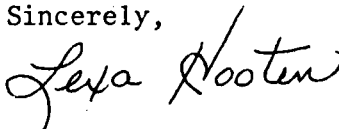
The validity of this study depends upon the responses of those schools contacted. If you have not as yet responded to the initial request, we are again requesting your assistance. If, of course, you have responded, please disregard this.

Would you please take time from your busy day to complete the enclosed form and return it to me via the enclosed stamped envelope? No respondents' names will be identified in the results of this study. Since we are operating within a very tight time schedule, your attention to this request before October 6 will be appreciated.

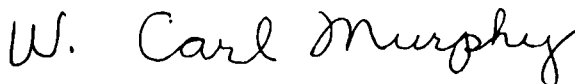
If you would like to have a resume of the completed study, please indicate this on the form.

Thank you for your cooperation.

Sincerely,



(Mrs.) Lexa Hooten
Librarian
Knox County Schools Materials Center



W. Carl Murphy
Professor of Education
University of Tennessee

Enclosures

Mr. Jimmy Thacker, Principal
Austin East High School
2800 McCalla Avenue
Knoxville, Tennessee 37914

Please indicate below whether or not you are willing for your school to participate in the study concerning Southern Association accreditation standards for high school media centers.

If you, or someone in your school, will be completing the survey, I will phone you to make arrangements for a convenient time to bring it by your school and explain it. (You may choose to ask another staff member, such as your media specialist, secretary, or assistant principal, to do the actual compiling of the information.)

You may use the enclosed self-addressed, stamped envelope for your reply. Please return this form to me no later than Friday, October 6.

_____ I am willing for my school to be included in the study.

_____ I do not wish to participate in the survey.

APPENDIX C

SURVEY INSTRUMENT

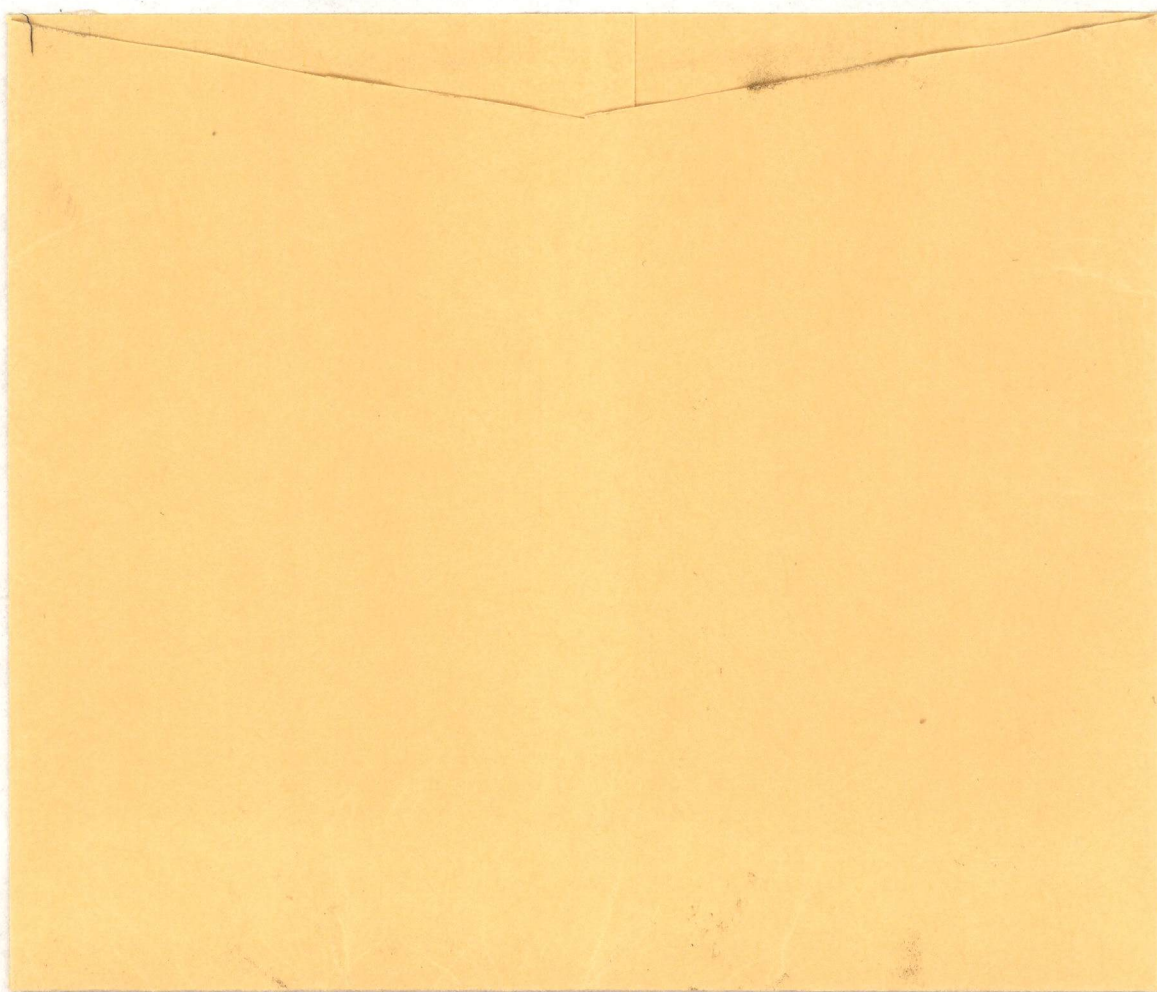


Figure C-1. Survey Instrument.

Learning Media Services

Name of School _____ Date _____

Self-evaluation by

(Name)	(Position)	(Name)	(Position)	(Name)	(Position)
(Name)	(Position)	(Name)	(Position)	(Name)	(Position)
(Name)	(Position)	(Name)	(Position)	(Name)	(Position)

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

One of the important purposes of the educational program is to provide the student with a variety of self-enriching ideas and experiences which lead to intellectual curiosity, achievement, and the establishment of a life-long pattern of learning. Utilization of human resources and the full range of media which includes printed and audio-visual forms of communication and their accompanying technology are required to implement the purposes and program of the school or district.

Trends which began to receive national attention in the 1940's have influenced the development of the single administrative unit known as the media center which furnishes those services

traditionally associated with the library and provides a wide variety of audiovisual and electronic services. This single administrative unit requires the skills of media professionals and non-professional supportive staff, e.g. paraprofessionals, technicians, production personnel, clerical staff, and student assistants. The media center serves not only a leadership function in improving the educational environment but also a supportive function by providing the resources for learning. The criteria that follow are intended for the evaluation of the entire range of learning media services, even though their administration may not yet be unified.

EVALUATIVE CRITERIA Fifth Edition

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INSTRUCTIONS

General

Staff members conducting self-evaluations are encouraged to modify the Guiding Principles, the checklist items, and the evaluation items, when necessary to make them congruent with the objectives and characteristics of the school or community. In those instances where significant changes are made, the reasons for the changes should be identified unless otherwise obvious.

The two fundamental guidelines for school evaluation are (1) the characteristics of the school and community and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the items of this section are being checked and evaluated. While making evaluations persons should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of this school?" When evaluations are made, factors such as size, type, location of school, financial support, and state requirements should not be used to justify failure to provide a program or facilities appropriate to the needs of the school and community consistent with the philosophy and objectives of the school. Also, the two-fold nature of the work — evaluation and stimulation to improvement — should be kept in mind. Careful, discriminating judgments are essential if these purposes are to be satisfactorily achieved.

Checklists and Evaluations

Both the checklist items and the evaluation items should be judged on the following scale:

- 5 Excellent
- 4 Good
- 3 Fair
- 2 Poor
- 1 Missing But Needed
- NA Not Applicable

In the process of arriving at a single numerical rating for an item, the self-study committee and/or the visiting team members are asked to consider both the extent to which provisions exist and the adequacy with which they are functioning. In those instances where there is significant disparity between the provision for, and the function or utilization of an item observed, a description or recommendation should be included in the self-study and/or the visiting team report. (Example: If classrooms are exceptionally well equipped but the use of the equipment is limited, the evaluator(s) should assign a numerical rating and call attention to the fact that even though the facilities are excellent, their ineffective use results in a lower rating.)

Questions frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items

for which judgments are required. The best answer seems to be that the evaluator should draw upon his total professional experience and make a judgment on the basis of that experience. It should be kept in mind that 5 does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that 5 should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members are encouraged to add checklist and evaluation items to make the description more complete.

Let us consider an example that will assist in understanding the use of the scale. Examine the statement "classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are some of the best that you have seen, circle the number 5. On the other hand, if you decide that the demonstration facilities are good but not the best, circle the number 4. Should the demonstration facilities be fair, circle the number 3. If the demonstration facilities are poor, circle the number 2. If, however, the facilities are non-existent but necessary, circle the number 1. Should the facilities be unnecessary, circle NA.

Comments

The space under the heading, Comments, at the end of each subsection should be used to provide additional information needed to provide a comprehensive report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space any time it will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program — or additional content areas — cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline be used:

- I. Organization
- II. Nature of Offerings
- III. Physical Facilities
- IV. Direction of Learning
- V. Outcomes
- VI. Special Characteristics
- VII. General Evaluation

I. ORGANIZATION AND MANAGEMENT

A. FINANCIAL PROVISIONS

Checklist

- | | |
|--|---|
| 1. The director of learning media services constructs a detailed budget after systematically establishing needs na 1 2 3 4 5
2. Money is budgeted annually for the learning media program, and the directors of the respective services are informed of the amounts available to them na 1 2 3 4 5
3. Budget allotments may be spent as needed any time during the year na 1 2 3 4 5
4. The school accounting system facilitates efficiency in the expenditure of budgeted funds by keeping accounts current to funds available, disbursements, encumbrances, balances, and income na 1 2 3 4 5
5. The budget provides for:
a) Purchase of books, periodicals, newspapers, and pamphlets na 1 2 3 4 5 | b) Purchase of audiovisual materials, including microforms na 1 2 3 4 5
c) Purchase of replacement and duplicate materials na 1 2 3 4 5
d) The rental and leasing of materials and equipment na 1 2 3 4 5
e) Purchase of audiovisual equipment na 1 2 3 4 5
f) The maintenance of materials na 1 2 3 4 5
g) The maintenance of equipment na 1 2 3 4 5
h) Purchase of professional literature for the instructional and media staff na 1 2 3 4 5
i) Purchase of supplies and equipment for producing educational materials na 1 2 3 4 5
j) Purchase of supplies and equipment for the general operation of the media center na 1 2 3 4 5
6. na 1 2 3 4 5 |
|--|---|

Supplementary Data

1. Enter expenditures for the past two years and the budget for the current year. The figures are for this school.

	EXPENDITURES Year _____	EXPENDITURES Year _____	CURRENT BUDGET Year _____
Purchase of materials:			
Print			
Books.....	\$ _____	\$ _____	\$ _____
Periodicals.....	_____	_____	_____
Newspapers.....	_____	_____	_____
Pamphlets.....	_____	_____	_____
Audiovisual.....	_____	_____	_____
Replacements and Duplicates.....	_____	_____	_____
Maintenance			
Materials.....	_____	_____	_____
Equipment.....	_____	_____	_____
Rental and leasing of materials and equipment.....	_____	_____	_____
Purchase of equipment.....	_____	_____	_____
Professional collection.....	_____	_____	_____
Supplies	_____	_____	_____
General	_____	_____	_____
Production.....	_____	_____	_____
Total.....	\$ _____	\$ _____	\$ _____

2. Additional funds available (identify sources):

A. FINANCIAL PROVISIONS—Continued**Evaluations**

<i>a) How adequate are funds for the purchase of printed materials?</i>	na 1 2 3 4 5
<i>b) How adequate are funds for the purchase of audiovisual materials?</i>	na 1 2 3 4 5
<i>c) How adequate are funds for the maintenance of materials?</i>	na 1 2 3 4 5
<i>d) How adequate are funds for the purchase and maintenance of equipment?</i>	na 1 2 3 4 5
<i>e) How adequate are funds for leasing and rentals?</i>	na 1 2 3 4 5
<i>f) How adequate are funds for supplies?</i>	na 1 2 3 4 5
<i>g) To what extent does flexibility in budgetary procedures contribute to effective service?</i>	na 1 2 3 4 5

Comments**B. SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION****Checklist**

1. A written materials selection policy has been developed, with input from administrators, faculty, students, community members and the board, and has been approved by appropriate authorities	na 1 2 3 4 5	<i>f) Instructional methods utilized in the school.</i>	na 1 2 3 4 5
2. Appropriate materials regardless of form are considered	na 1 2 3 4 5	<i>g) Review of existing resources to assess needs</i>	na 1 2 3 4 5
3. A process of evaluation wherein specific criteria are applied to the selection of all materials is utilized	na 1 2 3 4 5	<i>h) Specific requests from students and faculty</i>	na 1 2 3 4 5
4. Equipment is selected on the basis of mechanical and performance specifications.....	na 1 2 3 4 5	<i>i) Data on utilization of resources</i>	na 1 2 3 4 5
5. The following factors receive consideration in the selection of media:		<i>j) Employment of basic selection tools and bibliographies</i>	na 1 2 3 4 5
<i>a) Educational goals of the curriculum.</i>	na 1 2 3 4 5	<i>k) Quality of materials.</i>	na 1 2 3 4 5
<i>b) Content of the curriculum.</i>	na 1 2 3 4 5	<i>l) Availability of materials and equipment from non-school sources</i>	na 1 2 3 4 5
<i>c) Unique characteristics of students served.</i>	na 1 2 3 4 5	<i>m) Awareness of developing trends in content areas, equipment design, and instructional procedures</i>	na 1 2 3 4 5
<i>d) Learning styles of the students</i>	na 1 2 3 4 5	<i>n) Materials that contribute to and support the efforts toward multicultural-multiracial education.</i>	na 1 2 3 4 5
<i>e) Personal interests of the students.</i>	na 1 2 3 4 5	6.	na 1 2 3 4 5

B. SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION—Continued

Supplementary Data

1. Describe the process for selecting materials and equipment.
2. List the criteria employed in the evaluation of materials and equipment.
3. List the descriptive and evaluative tools used in the selection/evaluation process.
4. Describe any cooperative activities engaged in by school and community agencies regarding the selection/evaluation of media.
5. Attach a copy of the materials selection policy.

Evaluations

- | | | | | | | |
|--|----|---|---|---|---|---|
| a) How adequate is the process for the selection of materials and equipment?..... | na | 1 | 2 | 3 | 4 | 5 |
| b) How adequate is the process for the selection of resources to stimulate and sustain intellectual curiosity? | na | 1 | 2 | 3 | 4 | 5 |
| c) How effectively are teachers involved in the selection/evaluation of materials?..... | na | 1 | 2 | 3 | 4 | 5 |
| d) How effectively are students involved in the selection/evaluation of materials? | na | 1 | 2 | 3 | 4 | 5 |
| e) How effectively are administrators involved in the selection/evaluation of materials? | na | 1 | 2 | 3 | 4 | 5 |
| f) How effectively are community members involved in the selection/evaluation of materials? | na | 1 | 2 | 3 | 4 | 5 |
| g) How adequate is the materials selection policy with reference to selection procedures, criteria, and handling of complaints?..... | na | 1 | 2 | 3 | 4 | 5 |

Comments

C. CLASSIFYING, CATALOGING, AND PROCESSING OF MATERIALS AND EQUIPMENT**Checklist**

- | | | | |
|--|--------------|---|--------------|
| 1. All media of permanent value are classified, cataloged, and processed for central distribution..... | na 1 2 3 4 5 | 4. All materials are organized for easy accessibility and effective use | na 1 2 3 4 5 |
| 2. An integrated card catalog is maintained... | na 1 2 3 4 5 | 5. An inventory of all media is current | na 1 2 3 4 5 |
| 3. The shelf list is kept current through the addition of information about acquisitions and deletions | na 1 2 3 4 5 | 6. | na 1 2 3 4 5 |

Evaluations

- a) *How adequately are all media organized for effective use?* na 1 2 3 4 5
- b) *How adequately does the card catalog represent the total collection?* na 1 2 3 4 5
- c) *How complete is the permanent record of acquisitions?* na 1 2 3 4 5
- d) *How current is the media inventory?* na 1 2 3 4 5

Comments**D. ACCESSIBILITY OF EDUCATIONAL MEDIA****Checklist**

- | | | | |
|--|--------------|---|--------------|
| 1. All media are housed for quick access..... | na 1 2 3 4 5 | 5. Appropriate resources are available for group use | na 1 2 3 4 5 |
| 2. All media are available for circulation..... | na 1 2 3 4 5 | 6. Appropriate materials are available for individual use | na 1 2 3 4 5 |
| 3. A flexible and efficient circulation system has been developed | na 1 2 3 4 5 | 7. | na 1 2 3 4 5 |
| 4. Sufficient equipment is available to encourage full use of all media..... | na 1 2 3 4 5 | | |

Supplementary Data

1. Describe procedures for making materials and equipment accessible.

2. Explain any exceptions to an open circulation policy.

D. ACCESSIBILITY OF EDUCATIONAL MEDIA—Continued**Evaluations**

- a) *How accessible are media for group use?* na 1 2 3 4 5
 b) *How accessible are media for individual use?* na 1 2 3 4 5
 c) *How effective is the circulation system?* na 1 2 3 4 5

Comments**E. MAINTENANCE OF COLLECTION****Checklist**

- | | |
|---|--|
| 1. All materials are regularly inspected and repaired according to professional standards. na 1 2 3 4 5 | 4. There is a plan for updating materials and equipment..... na 1 2 3 4 5 |
| 2. All equipment is regularly inspected and repaired na 1 2 3 4 5 | 5. A continuing policy for the re-evaluation of the collection has been developed na 1 2 3 4 5 |
| 3. Records are maintained on the repair of equipment..... na 1 2 3 4 5 | 6. na 1 2 3 4 5 |

Evaluations

- a) *How adequate are provisions for maintenance of materials?* na 1 2 3 4 5
 b) *How effective is the plan for updating materials and equipment?* na 1 2 3 4 5
 c) *How adequately is equipment maintained?* na 1 2 3 4 5

Comments

II. FACILITIES

A. ENVIRONMENT

Checklist

- | | | | |
|---|--------------|--|--------------|
| 1. The media center is located conveniently to provide easy access | na 1 2 3 4 5 | h) Staff work areas | na 1 2 3 4 5 |
| 2. The size and arrangement of the center is adequate to support a multi-faceted program..... | na 1 2 3 4 5 | i) Material and equipment maintenance.... | na 1 2 3 4 5 |
| 3. The media center includes space allocations for: | | j) Storage areas | na 1 2 3 4 5 |
| a) Circulation and distribution | na 1 2 3 4 5 | k) | na 1 2 3 4 5 |
| b) Conferences | na 1 2 3 4 5 | 4. The media center is equipped with: | |
| c) Group viewing and listening..... | na 1 2 3 4 5 | a) Adequate electrical outlets | na 1 2 3 4 5 |
| d) Individual reading, viewing, and listening..... | na 1 2 3 4 5 | b) Temperature and humidity controls..... | na 1 2 3 4 5 |
| e) Materials processing..... | na 1 2 3 4 5 | c) Acoustical treatment | na 1 2 3 4 5 |
| f) Materials production..... | na 1 2 3 4 5 | d) Telephone..... | na 1 2 3 4 5 |
| g) Professional materials and their utilization..... | na 1 2 3 4 5 | e) Sink and running water..... | na 1 2 3 4 5 |
| | | f) Provision for access by handicapped persons | na 1 2 3 4 5 |
| | | g) Adequate security devices | na 1 2 3 4 5 |
| | | h) Adequate lighting | na 1 2 3 4 5 |
| | | i) | na 1 2 3 4 5 |

Supplementary Data

1. Describe facilities for reading, viewing, and listening experiences for:

a) Individuals

b) Groups

2. In what ways is the space flexible enough to permit adaptation for new programs?

3. Describe any satellite facilities.

A. ENVIRONMENT—Continued**Evaluations**

- a) How satisfactory is the location of the center? na 1 2 3 4 5
- b) How adequate are the facilities for group use of resources? na 1 2 3 4 5
- c) How adequate are the facilities for individual use of resources? na 1 2 3 4 5
- d) How adequate are the provisions for staff work areas? na 1 2 3 4 5
- e) How adequate are the facilities for production of resources? na 1 2 3 4 5
- f) How adequate is the storage space for materials? na 1 2 3 4 5
- g) How adequate is the storage space for equipment? na 1 2 3 4 5
- h) How adequate are provisions for expansion or alteration of space when needed? na 1 2 3 4 5

Comments**B. FURNISHINGS****Checklist**

1. The media center is provided with the following:

- a) Adjustable shelving na 1 2 3 4 5
- b) Tables and chairs of suitable size and height na 1 2 3 4 5
- c) Dictionary and atlas stands na 1 2 3 4 5
- d) Card catalog na 1 2 3 4 5

- e) File cabinets na 1 2 3 4 5
- f) Storage for unique media formats na 1 2 3 4 5
- g) Display areas na 1 2 3 4 5
- h) Circulation desk na 1 2 3 4 5
- i) Typewriters na 1 2 3 4 5
- j) Book trucks and equipment carts na 1 2 3 4 5
- k) na 1 2 3 4 5

Evaluation

- a) How adequately is the center furnished? na 1 2 3 4 5

Comments

C. EQUIPMENT

Checklist

Indicate the number of each of the following that is available for the exclusive use of this school:

1. Projection Equipment

- _____ Motion picture projectors—16mm
- _____ Motion picture projectors—8mm
- _____ Filmstrip projectors
- _____ Sound filmstrip projectors
- _____ Filmstrip viewers
- _____ Slide projectors
- _____ Sound slide projectors
- _____ Slide viewers
- _____ Opaque projectors
- _____ Overhead projectors
- _____ Tripod screens
- _____ Projection cards

The availability and use of projection equipment is appropriate..... na 1 2 3 4 5

2. Audio Equipment

- _____ Radios AM-FM
 _____ Record players
 _____ Portable public address systems
 _____ Tape recorders
 _____ Tape duplicators

The availability and use of audio equipment is appropriate..... na 1 2 3 4 5

3. Production Equipment

- _____ Copying machines
- _____ Lettering equipment
- _____ Spirit duplicator
- _____ Drymount press
- _____ Primary typewriter
- _____ 35mm camera and accessories
- _____ Copy camera and stand
- _____ Other camera (identify) _____
- _____ Paper cutter
- _____ Sound synchronizers
- _____ Diazo transparency equipment

The availability and use of production equipment is appropriate..... na 1 2 3 4 5

4. Television Equipment

- ☐ Cameras
☐ Video tape recorder
☐ Video cassette equipment
☐ Video disc equipment
☐ Monitors
☐ Microphones and stands
☐ Cable TV
☐ Closed circuit TV

The availability and use of television equipment is appropriate..... na 1 2 3 4 5

5. Maintenance Equipment

- _____ Film splicer
_____ Film rewinder
_____ Film inspector
_____ Tape splicer

The availability and use of maintenance equipment is appropriate..... na 1 2 3 4 5

6. Microfilm Equipment

- _____ Microfilm reader-printer
_____ Microfiche readers

The availability and use of microfilm equipment is appropriate na 1 2 3 4 5

7. Electronic Stations

- _____ Dial Access
- _____ Listening and viewing
- _____ Listening only
- _____ Teaching machines
- _____ Computer terminals

The provision and use of electronic stations
is appropriate..... na 1 2 3 4 5

Supplementary Data

1. Describe, in general terms, the use of the audiovisual equipment.
2. List specialized equipment provided for students with unique needs.

C. EQUIPMENT—Continued

Supplementary Data—Continued

3. Describe unique installations not appearing in the checklist.
4. List additional equipment and services available from other agencies.

Evaluations

- a) *How adequate is the audiovisual equipment?*..... na 1 2 3 4 5
- b) *How adequate is the production equipment?*..... na 1 2 3 4 5
- c) *How adequate is the equipment to meet the needs of exceptional students?* na 1 2 3 4 5

Comments

III. RESOURCES

Checklist

- | | | | |
|---|--------------|--|--------------|
| 1. Materials are not excluded from the collection because of physical form | na 1 2 3 4 5 | e) Multi-ethnic materials | na 1 2 3 4 5 |
| 2. Resources relevant to the needs of students, faculty and the curriculum: | | f) Bi-lingual materials | na 1 2 3 4 5 |
| a) Professional materials..... | na 1 2 3 4 5 | g) Career-related materials | na 1 2 3 4 5 |
| b) Materials which include general coverage of a variety of subjects pertinent to educational programs..... | na 1 2 3 4 5 | h) Materials which emphasize current views, ideas and differing points of view | na 1 2 3 4 5 |
| c) Materials which appeal to the special interests and needs of students | na 1 2 3 4 5 | i) Materials which relate to contemporary social issues (e.g. non-traditional sex roles, alternative life styles)..... | na 1 2 3 4 5 |
| d) Special editions for students with unique needs (e.g. large print editions, taped textbooks, Braille editions, sound books, high interest/low vocabulary, manipulative devices)..... | na 1 2 3 4 5 | 3. A clearinghouse of up-to-date information concerning human and physical resources is provided | na 1 2 3 4 5 |
| | | 4. | na 1 2 3 4 5 |

Supplementary Data

Supply the following information; append as necessary:

1. Number of volumes in the book collection by general subject categories and indicate the total number of volumes.
2. Number of current periodical subscriptions by subject fields.
3. List of current newspaper subscriptions.
4. Number of audiovisual materials by form.
5. List of titles of periodicals and newspapers for which back issues are retained; indicate the form (original copy, microform).

III. RESOURCES—Continued

Evaluations

- a) *How adequately does the media collection support the instructional program?* na 1 2 3 4 5
- b) *How adequate is the book collection to meet the needs and interests of the students?* na 1 2 3 4 5
- c) *How adequate is the audiovisual collection to meet the needs and interests of the students?* na 1 2 3 4 5
- d) *How adequate are the periodicals to meet the needs and interests of the student?* na 1 2 3 4 5
- e) *How adequate are the periodicals to meet the needs of the faculty?* na 1 2 3 4 5
- f) *How adequate are the files of back issues of periodicals and newspapers?* na 1 2 3 4 5
- g) *How adequate are the newspapers to meet student and faculty needs?* na 1 2 3 4 5

Comments

IV. MEDIA PERSONNEL

For data on preparation of staff, see Section 11, "Individual Staff Member."

Checklist

- | | |
|---|---|
| 1. A media professional with qualifications in both library science and audiovisual education is charged with responsibility for the total media program na 1 2 3 4 5 | 8. The director of media services participates in policy-making decisions related to the curriculum na 1 2 3 4 5 |
| 2. Additional professional personnel are provided as needed na 1 2 3 4 5 | 9. The school system's organization and relationships are such that media personnel have administrative support na 1 2 3 4 5 |
| 3. Paraprofessional assistance is provided na 1 2 3 4 5 | 10. Professional personnel participate in professional organizations na 1 2 3 4 5 |
| 4. Adequate clerical assistance is provided.... na 1 2 3 4 5 | 11. The administration of the school encourages media professionals to attend meetings for professional improvement by providing released time, and when possible, financial support na 1 2 3 4 5 |
| 5. Professional media personnel have status consistent with the school's organization for administration and faculty na 1 2 3 4 5 | 12. na 1 2 3 4 5 |
| 6. Media personnel possess a role perception which emphasizes leadership responsibilities..... na 1 2 3 4 5 | |
| 7. The allotment of time is adequate for media personnel to carry on their specialized duties na 1 2 3 4 5 | |

Supplementary Data

Indicate the number of staff members:

1. Full-time media professional _____
2. Full-time equivalence of all professional staff _____
3. Full-time equivalence of paraprofessional assistants _____
4. Full-time equivalence of clerical staff _____
5. Number of student assistants _____
6. Describe how consultant services available to media personnel at national, state, or local levels have been utilized. _____

IV. MEDIA PERSONNEL—Continued

Evaluations

- a) How adequate is the number of professional personnel to meet program needs? na 1 2 3 4 5
- b) How adequate is the number of paraprofessionals? na 1 2 3 4 5
- c) How appropriate is the preparation of the non-professional media staff? na 1 2 3 4 5
- d) How adequate are the opportunities for media personnel to participate in professional activities? na 1 2 3 4 5
- e) How adequate is the number of clerical staff? na 1 2 3 4 5

Comments

V. MEDIA PROGRAM

Checklist

The media program:

1. Is an integral component of the total educational program na 1 2 3 4 5
2. Provides a humanistic environment for learning na 1 2 3 4 5
3. Includes an active public relations program which emphasizes on-going mutual communication between the media staff and the total school community na 1 2 3 4 5
4. Provides for the coordination of the procurement, availability and utilization of materials and equipment by individual departments na 1 2 3 4 5
5. Reflects an active awareness of current developments in education na 1 2 3 4 5
6. Provides assistance in planning for effective use of media na 1 2 3 4 5
7. Provides open access through flexibility in scheduling and extended hours na 1 2 3 4 5

Services to students:

8. Include orientation sessions to the media center and its services na 1 2 3 4 5
9. Provide for a comprehensive program of guidance in the development of skills in reading, viewing and listening na 1 2 3 4 5
10. Provide for the development of research and reference skills to achieve independence in learning na 1 2 3 4 5
11. Assist students in the use of available networks of libraries and information centers. na 1 2 3 4 5
12. Provide instruction and encouragement in the use of computer-assisted instruction, dial access systems, and data storage and retrieval systems as necessary na 1 2 3 4 5

13. Aid in creatively reporting the results of research efforts, e.g. slide/tape presentations, video programs, illustrated reports, etc. ... na 1 2 3 4 5
14. Provide guidance in the selection and use of the most effective medium to achieve the objectives and accommodate individual needs and abilities na 1 2 3 4 5

Services to faculty and staff:

15. Include cooperation in the development of in-service training and/or orientation programs na 1 2 3 4 5
16. Provide indices to and bibliographies of media to aid in selecting materials for instructional planning and use na 1 2 3 4 5
17. Include information on new materials and equipment which have been acquired na 1 2 3 4 5
18. Include the development of resource lists on selected subjects na 1 2 3 4 5
19. Provide professional assistance in the production of media na 1 2 3 4 5
20. Include ordering and scheduling the use of rented or borrowed material na 1 2 3 4 5
21. Provide media for reserve, classroom and satellite collections na 1 2 3 4 5
22. Incorporate assistance in the improvement of teaching through instructional development projects na 1 2 3 4 5
23. na 1 2 3 4 5

V. MEDIA PROGRAM—Continued

Supplementary Data

1. Describe the methods used to integrate media services into the total educational program.
2. Describe the current time schedule and provisions for open access to the media center; include the rationale which determines the present policy.
3. Describe the plan for developing the students' skills in using resources effectively.

Evaluations

- | | | | | | | |
|--|----|---|---|---|---|---|
| a) How adequately do members of the staff serve teachers and administrators in the effective use of media? | na | 1 | 2 | 3 | 4 | 5 |
| b) How adequately do media personnel keep administrators alert to the needs of the media center? | na | 1 | 2 | 3 | 4 | 5 |
| c) How adequately do staff members facilitate the production of media? | na | 1 | 2 | 3 | 4 | 5 |
| d) How adequately do members of the staff assist students in effective utilization of media? | na | 1 | 2 | 3 | 4 | 5 |
| e) How competent are students in the use of the materials and facilities for self-directed study? | na | 1 | 2 | 3 | 4 | 5 |
| f) How extensively are the media services utilized by students? | na | 1 | 2 | 3 | 4 | 5 |

Comments

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Describe any changes recently implemented in the learning media services program.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations

- a) To what extent do learning media services meet the need of students as indicated in Section 2, "School and Community"? na 1 2 3 4 5
- b) To what extent are learning media services consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"? na 1 2 3 4 5
- c) To what extent is the school identifying problems in learning media services? na 1 2 3 4 5
- d) To what extent is the school seeking solutions to these problems? na 1 2 3 4 5

APPENDIX D

DATA SECURED FROM SCHOOLS A-I

SCHOOL A

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

The media specialist needs to be more informed concerning the budget and allowed to spend it as needed during the school year.

Equipment maintenance is partially supplied by the central office of the system.

Checklist Rating Mean - 3.92

Funds for purchasing materials/equipment are reasonably adequate.

Evaluations Rating Mean - 3.85

B. Selection of Materials and Equipment for Acquisition.

Selections are made by the media specialist based on reliable reviewing sources, teacher/student input, recommendations by other professionals in the field, and from actual previews.

Checklist Rating Mean - 4.77

Students, administrators, and community members are less involved in the selection process than the media specialist would prefer.

Evaluations Rating Mean - 4.29

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All media of permanent value are classified, cataloged, processed, and inventoried regardless of where they are housed.

Checklist Rating Mean - 4.80

The permanent record of acquisitions is not as complete as the media specialist would prefer.

Evaluations Rating Mean - 4.50

D. Accessibility of Educational Media.

Faculty members have unlimited check out time on materials/equipment.

Books are checked out on a two-week basis with renewable privileges. Magazines, audiovisuals, reference books, and reserve books are for overnight checkout only.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - 5.00

E. Maintenance of Collection.

The media specialist would prefer a more effective plan for updating materials and equipment, as well as a more efficient record-keeping system.

Checklist Rating Mean - 3.40

Evaluations Rating Mean - 4.00

II. FACILITIES

A. Environment.

In addition to the customary facilities provided in any library for reading, viewing, and listening experiences, this media center also provides wet/dry carrels as well as an audiovisual room.

Checklist Rating Mean - 4.60

The media center is arranged so that groups may work in different areas of the main room simultaneously. In addition, there is a large conference room, which may be divided into two smaller rooms, and a small conference area which is also available to groups.

Evaluations Rating Mean - 4.75

B. Furnishings.

Checklist Rating Mean - 4.90

Evaluations Rating Mean - 5.00

C. Equipment.

Both the availability and use of audiovisual equipment seem adequate for the school. Through proper planning, the needs of both students and teachers are sufficiently met.

Checklist Rating Mean - Data Not Available

School's Equipment Includes:

1. Projection Equipment

- 10 16 mm projectors
- 1 8 mm projectors
- 1 sound filmstrip projector
- 18 filmstrip projectors
- 8 filmstrip viewers
- 6 slide projectors
- 1 slide viewer
- 4 opaque projectors
- 18 overhead projectors
- 4 tripod screens
- 25 projection carts

2. Audio Equipment

- 1 AM-FM radio
- 12 record players
- 17 tape recorders

3. Production Equipment

- 3 copying machines
- 10 spirit duplicators
- 1 drymount press
- 15 primary typewriters
- 2 35 mm cameras and accessories
- 1 copy camera and stand
- 1 other cameras (used for making identification cards)
- 3 paper cutters

4. Television Equipment

- 6 cameras
- 4 video tape recorders
- 4 video cassette equipment
- 5 monitors
- 10 microphones and stands
- 20 closed circuit televisions

5. Maintenance Equipment

(This service is provided by the school system's central office.)

6. Microfilm Equipment

- 6 microfiche readers

7. Electronic Stations

- 12 listening and viewing
- 75 listening only

The media specialist sometimes wishes for additional equipment to meet the needs of exceptional students.

Evaluations Rating Mean - 4.00

III. RESOURCES

The media center includes in its holdings 15,587 volumes or 8.37 books per student and the media specialist adds that this number reflects a well-rounded collection.

The greatest need lies in the area of bilingual materials and special editions for students with unique needs.

Checklist Rating Mean - 4.00

Current periodical subscriptions total ninety, and three newspapers are subscribed to

Evaluations Rating Mean - 4.71

IV. MEDIA PERSONNEL

The most urgent needs stem from the lack of adequate personnel.

Both paraprofessional and clerical assistance are missing but badly needed. One of the greatest needs is a clerk-typist.

Checklist Rating Mean - 4.09

Current Staff Includes:

2 full-time professionals

0 full-time paraprofessionals

0 full-time clerks

14 student assistants

In the planning and the operation of the media center, the local supervisor and state regional library personnel are consulted frequently. Their visitation is both appreciated and encouraged.

Evaluations Rating Mean - 2.75

V. MEDIA PROGRAM

The media staff members are involved in all school functions and in most educational endeavors. They are consulted in educational planning and in curriculum development.

However, they feel that their involvement in curriculum planning should be even greater.

The media center is open continuously from thirty minutes before school until fifteen minutes after school hours. This gives students and teachers time to utilize the facilities. If additional time is needed, it is freely given.

Teachers sign up to schedule an entire class. Otherwise, individual students come from various classes and study hall as they need to.

Checklist Rating Mean - 4.43

Library orientation is done more extensively with ninth graders through the English classes. Emphasis on library skills, especially the use of the Abridged Reader's Guide, is stressed. Scavenger hunts, maps, and question sheets are used to enhance their learning.

Research involving subject areas is done more extensively in the upper grades, especially in the college-bound classes.

Evaluations Rating Mean - 4.17

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Recent changes implemented in the learning media program are mostly organizational in nature.

(a) The book and nonbook card catalogs have been combined.

(b) Classes may now come as a group for study and research.

2. Changes planned for the future by the media specialists include increasing the periodical and microfiche collections. Hopefully, by increasing the amount of materials available, there will be an increase in the amount of research being done.
3. Strengths of the learning media center services program:
 - (a) The reference collection is quite adequate.
 - (b) The facilities are sufficient and attractive.
4. One of the greatest weaknesses of the learning media program is the need for a clerk-typist to free the professional staff from some menial tasks in order that they may better serve the clientele.
5. Steps planned for improvement include:
 - (a) Better communications with the administration concerning the media program.
 - (b) More interchange with faculty concerning services which are available to them and their students.

VIII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 3.50

SCHOOL B

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

The media specialist is not always allowed to spend the budget allotments as needed during the school year.

Checklist Rating Mean - 4.57

Financial provisions in the past have been quite adequate. The media specialist has been informed that future expenditures allocated to the learning media center are expected to be considerably less.

Evaluations Rating Mean - 4.71

B. Selection of Materials and Equipment for Acquisition.

A formal, written media selection policy serves as the basis for the acquisition of all new materials.

Checklist Rating Mean - 4.83

Faculty input, curriculum needs, student interest, gaps in the collection, reviews from reliable sources, all serve as a basis for selection of both materials and equipment.

Many monetary memorial gifts also supplement funds for acquisition of new materials.

Evaluations Rating Mean - 4.00

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All media of permanent value are classified, cataloged, processed, and inventoried regardless of where they are housed.

Checklist Rating Mean - 4.50

Evaluations Rating Mean - 4.75

D. Accessibility of Educational Media.

Only the reference collection is not circulated.

Checklist Rating Mean - 4.50

Evaluations Rating Mean - 4.66

E. Maintenance of Collection.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - 5.00

II. FACILITIES

A. Environment.

The greatest drawbacks, the media specialist points out, are (1) that no provisions were made in the multilevel media center for the handicapped, (2) poor acoustical treatment, and (3) inadequate security devices and lighting.

Checklist Rating Mean - 4.00

The physical environment does not provide for expansion or alteration of space when needed.

Evaluations Rating Mean - 3.88

B. Furnishings.

The media specialist sometimes wishes for additional storage space, display areas and typewriters.

Checklist Rating Mean - 4.60

Evaluations Rating Mean - 5.00

C. Equipment.

The equipment is most often used by faculty members in a classroom situation.

Checklist Rating Mean - 3.50

School's Equipment Includes:

1. Projection Equipment

- 5 16 mm projectors
- 6 filmstrip projectors
- 3 sound filmstrip projectors
- 1 filmstrip viewer
- 3 slide projectors
- 25 overhead projectors
- 1 tripod screen

2. Audio Equipment

- 1 AM-FM radio
- 8 record players
- 5 tape players

3. Production Equipment

- 1 copying machine
- 1 lettering equipment

- 1 spirit duplicator
- 1 drymount press
- 1 copy camera and stand
- 1 paper cutter
- 4. Television Equipment
 - 2 camera
 - 3 video tape recorders
 - 8 video cassette players
 - 3 monitors
 - 3 microphones and 1 stand
- 5. Maintenance Equipment
 - None
- 6. Microfilm Equipment
 - 1 microfilm reader-printer
- 7. Electronic Stations
 - 6 listening and viewing
 - 54 listening only

The media specialist suggests that there is a need for additional audiovisual equipment, production equipment, and especially equipment which can meet the needs of exceptional students.

Evaluations Rating Mean - 2.67

III. RESOURCES

The media center includes in its holdings 15,969 volumes or or 9.03 books per student.

Additional attention is needed in the areas of multiethnic materials, bilingual materials, and special editions for students with unique needs.

Checklist Rating Mean - 3.73

The media specialist is concerned that some of the audiovisual materials are old and that the collection only moderately meets the needs of the staff and students.

Evaluations Rating Mean - 4.10

IV. MEDIA PERSONNEL

The media specialist's greatest concerns lie in the fact that the director of media services at the school does not participate in policy-making decisions related to the curriculum and that the administration of the school does not encourage media professionals to attend meetings for professional improvement by providing released time or financial support.

Checklist Rating Mean - 4.27

Current Staff Includes:

- 2 full-time professionals
- 0 full-time paraprofessionals
- 1 full-time clerk
- 30 student assistants

Evaluations Rating Mean - 5.00

V. MEDIA PROGRAM

There is no set time schedule for use of the learning media center and its services. Each faculty member signs up for bringing groups in.

The media center opens at 7:45 a.m. and closes as the last faculty or student has been served—usually around 4:00 p.m.

One professional media specialist is in charge of the audiovisual equipment and its use. This person handles faculty requests, ordering, and scheduling of audiovisual materials.

Checklist Rating Mean - 4.38

The media specialist feels that the plan being used for developing students' skills in using resources is effective. Orientation begins with a formal presentation to freshman classes, but it is actually a continuing process through the students' four-year high school career.

Evaluations Rating Mean - 4.17

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Data Not Available
2. Data Not Available
3. Data Not Available
4. The area where the learning media services program needs improvement is in attracting more faculty members.
Too many teachers have not been accustomed to an

adequate media program, and it is exceedingly difficult to sell some faculty members on the need for media resources.

5. Steps planned to correct this weakness:

- (a) Enlist principal and curriculum director's support in encouraging faculty to come to media center.
- (b) Ask faculty input in the materials selection process.
- (c) Try to honor these requests first.
- (d) Notify faculty when new material has arrived.
- (e) Try to maintain a friendly, helpful attitude.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 4.00

SCHOOL C

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office.

Checklist Rating Mean - 3.00

Funds provided do not adequately fill all the needs in the purchase of both print and nonprint materials.

Evaluations Rating Mean - 3.25

B. Selection of Materials and Equipment for Acquisition.

Acknowledged selection tools such as Booklist are examined for recommended materials.

Recommendations from teachers are given top priority if such requests fit within the budget.

Audiovisual materials are previewed before purchase if they have not received recommended ratings in library selection aids.

Checklist Rating Average - 4.50

The media center consistently gets recommendations from some teachers—never from others.

Announcements are made in faculty meetings and printed forms are put in teachers' boxes asking for recommendations; this is moderately successful.

Evaluations Rating Average - 4.60

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All materials and equipment purchased through media center funds are thoroughly inventoried, classified, etc.

Materials purchased with other funds through other departments are not centrally classified or kept in a central location.

There is a complete inventory of equipment.

Checklist Rating Mean - 4.60

The card catalog does not include print and nonprint media belonging to individual departments.

Evaluations Rating Mean - 5.00

D. Accessibility of Educational Media.

There is a need for more audiovisual equipment to alleviate problems.

Special displays are used to promote use of materials.

Checklist Rating Mean - 4.50

More equipment for individual and small-group use is needed. Too often equipment is tied up with heavy classroom use.

Evaluations Rating Mean - 5.00

E. Maintenance of Collection.

Broken pieces of equipment are sent to the school system's central office which in turn sends the equipment out for repair.

There is a need to replace some outdated equipment
due to difficulty in getting replacement parts.

Checklist Rating Mean - 4.70

Evaluations Rating Mean - 4.50

II. FACILITIES

A. Environment.

Periodical storage is most inadequate. Many usable
periodicals must be discarded for lack of storage space.
The media specialist would like to see microfilm and
microfiche hardware/software brought into use in
order to alleviate some of this problem.

Checklist Rating Mean - 3.86

The media specialist wishes all areas designated
for audiovisual—storage, use, and production—
were enlarged.

Evaluations Rating Mean - 3.88

B. Furnishings.

The media specialist is pleased with the furnishings
of the media center.

Checklist Rating Mean - 5.00

Evaluation Rating Mean - Data Not Available

C. Equipment.

Most audiovisual equipment is in good working
condition; however, there is a real need for

additional equipment to meet the heavy demand/use
by the staff.

Checklist Rating Mean - 2.88

School's Equipment Includes:

1. Projection Equipment

- 11 16 mm projectors
- 1 8 mm projector
- 24 filmstrip/slide projectors
- 1 opaque projector
- 27 overhead projectors
- 55 wall screens
- 5 tripod screens
- 43 projection carts

2. Audio Equipment

- 21 record players
- 17 tape recorders

3. Production Equipment

- 4 copy machines
- 4 spirit duplicators
- 1 paper cutter

4. Television Equipment

None

5. Maintenance Equipment

None

6. Microfilm Equipment

- 1 microfilm reader

A need exists for a Xerox-type copier.

Though 16 mm films, professional materials, equipment repair, and the use of video tape recording equipment are made available through services of the school system's central office, the media specialist sees a real need for additional audiovisual materials and equipment—especially video taping equipment owned by the school.

Evaluations Rating Mean - 4.00

III. RESOURCES

The high standards used in the selection of materials and the size of the collection are two strong points about this media center.

Checklist Rating Mean - 4.49

The large periodical holdings have been extensively used; however, such heavy usage has damaged many periodicals. Since individual issues cannot usually be replaced, the media specialist hopes that consideration will be given to the purchase of microfilm or microfiche as the budget allows.

Evaluations Rating Mean - 4.09

IV. MEDIA PERSONNEL

More time and additional professional and paraprofessional assistance could help the staff provide better services.

Checklist Rating Mean - 4.44

Current Staff Includes:

2 full-time professionals

1 full-time clerk

10 student assistants

Evaluations Rating Mean - 4.67

V. MEDIA PROGRAM

Teachers are informed during the course of the year of new additions to the media center.

An in-service program designed to meet the needs and requests of teachers is held.

Media specialists provide professional assistance in use of materials in all areas on a group or individual basis.

Checklist Rating Mean - 4.64

The media specialists provide very able assistance to both students and teachers alike in the selection of materials as well as in the use of equipment.

Attractive displays are always in evidence to attract and interest the student.

The total program is one of cooperation, not only in keeping teachers informed, but also by continually requesting

input from staff members so as to update materials in the different disciplines.

Evaluations Rating Mean - 4.83

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Data Not Available
2. Data Not Available
3. Strengths of the media program include:
 - (a) the quality of book selection, size of collection, and the balanced distribution;
 - (b) morale, service, and accomplishments of the student assistants;
 - (c) professional staff with wide interests, good training, and genuine like for young people and secondary school work;
 - (d) adequate space for most media service activities except production.
4. Weaknesses of the media program include the following:
 - (a) more audiovisual equipment geared for individual use,
 - (b) more audiovisual materials/equipment,
 - (c) increased periodical storage or addition of microfilm service,
 - (d) expanded production facilities,
 - (e) security systems to combat loss,
 - (f) addition of video-tape recorder.

5. Steps planned for improvement include:

- (a) requesting additional audiovisual equipment,
- (b) ordering additional audiovisual materials,
- (c) working on additional production of materials,
- (d) adding microfilm/microfiche service for periodicals,
- (e) developing a better security system.

VIII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 4.33

SCHOOL D

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office with some additional funds coming from federal money such as Title IV-B.

Checklist Rating Mean - 4.08

Budgetary restraints are making it more difficult to provide for current needs.

Evaluations Rating Mean - 3.50

B. Selection of Materials and Equipment for Acquisition.

The system's board of education has an adopted policy to be used as a guideline in the selection of all media. (Each media center has a copy of the handbook and is expected to follow the suggested procedures.)

One method of getting the local staff's input is by regularly sending memorandums and newsletters concerning what is currently available in the media center and by asking for their suggestions/recommendations.

Checklist Rating Mean - 4.64

Often, there is a problem in receiving books and audiovisual materials. Sometimes, as much as a

year lapses between the time such materials are ordered and the time they are received. The problem lies (1) with publishers who print only a limited number of copies and (2) with the great mass of processing which the central office staff must accomplish before sending the materials on to the schools.

Evaluations Rating Mean - 4.00

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All media of permanent value are classified, cataloged, processed, inventoried, and are easily accessible for effective use.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - 5.00

D. Accessibility of Educational Media.

A list of new materials is given to each teacher as new materials arrive.

Displays/clusters are made to show materials.

Audiovisual materials and equipment may be checked out for in-school use by teachers and students.

Records may be taken home.

Checklist Rating Mean - 4.83

Evaluations Rating Mean - 4.66

E. Maintenance of Collection.

The media specialist sees a need for a more effective plan for updating materials and equipment.

Checklist Rating Mean - 4.60

Evaluations Rating Mean - 4.33

II. FACILITIES

A. Environment.

The physical layout and facilities of the media center adequately provide for individual as well as group reading, viewing, and listening experiences.

Checklist Rating Mean - 4.68

The media center is in a most accessible area.

In fact, its location is such that through-traffic can often be a disturbing factor.

Evaluations Rating Mean - 4.71

B. Furnishings.

The greatest need in the media center at the present is for more dictionary and atlas stands.

Checklist Rating Mean - 4.60

Evaluations Rating Mean - 5.00

C. Equipment.

Cassette recorders, 16 mm projectors, filmstrip projectors, reel-to-reel recorders, overheads,

record players, and opaque projectors are in constant use and demand. (Videotape equipment may be borrowed from supervisors' offices.)

Additional audiovisual equipment has been requested.

Checklist Rating Mean - 4.00

School's Equipment Includes:

1. Projection Equipment

- 11 16 mm projectors
- 2 8 mm projectors
- 29 filmstrip projectors
- 3 filmstrip viewers
- 3 slide projectors
- 1 sound slide projector
- 2 opaque projectors
- 24 overhead projectors
- 4 tripod screens
- 35 wall-mounted screens
- 40 projection carts

2. Audio Equipment

- 31 record players
- 1 public address system
- 27 tape recorders

3. Production Equipment

- 5 copy machines

- 1 xerox (often out of order)
- 1 thermofax
- 1 mimeograph
- 1 photo copier
- 2 spirit duplicators
- 1 paper cutter (office)
- 4. Television Equipment (Used only by athletics department.)
 - 1 camera
 - 1 videotape recorder
 - 5 monitors
 - 2 microphones/stands
- 5. Maintenance Equipment

(All equipment sent to central office for maintenance.)
- 6. Microfilm Equipment
 - 1 microfilm reader-printer (biology department)

Evaluations Rating Mean - 4.00

III. RESOURCES

Books, periodicals, newspapers, and other supportive materials in the media center currently appear to be meeting the needs of the staff and student body.

(Special editions for students with unique needs are limited to high interest/low vocabulary materials, because the school has few handicapped students.)

Checklist Rating Mean - 4.64

The current periodical subscriptions number ninety-four and are retained in the original form for a period of at least five years.

Magazines cover a wide variety of interests from one end of the spectrum to the other—current events, science, languages, technology, homemaking, sports, horticulture, social science, business, crafts, art, and literature.

Six newspapers—three local, two regional, and one of national/international interest—are subscribed to.

Evaluations Rating Mean - 4.57

IV. MEDIA PERSONNEL

Additional professional personnel and paraprofessional assistance are badly needed in order to provide better services.

Checklist Rating Mean - 4.00

Current Staff Includes:

2 full-time professionals

1 full-time clerk

8 student assistants

Evaluations Rating Mean - 3.20

V. MEDIA PROGRAM

The media specialists integrate media services into the total educational program by preparing bibliographies,

bulletin boards, sending lists of new materials to teachers, calling attention to ideas/publications, developing/presenting book talks, setting up displays, and sponsoring promotions by the Library Club.

Checklist Rating Mean - 4.71

Flexibility is employed at all times in scheduling classes; individuals and small groups are permitted at any time. This is adhered to each day from 8:30 to 3:30 in spite of large study hall periods.

Evaluations Rating Mean - 4.50

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Recently the following changes have been implemented in the learning media services program:
 - (a) Sophomore tests have been reevaluated and changed which now include more student activity following instruction.
 - (b) Student assistants' handbook has been rewritten.
 - (c) Clusters of books have been created on various topics.
2. Changes planned and anticipated for the future include:
 - (a) revamping of sophomore library teaching skills and tests; (b) purchasing laminating machine to enable putting protective covering on maps, posters, and pictures; (c) altering inventory procedures.

3. Strengths of learning media program include:
 - (a) flexible scheduling, (b) cooperation with faculty,
 - (c) individualized assistance to students, and (d) good and varied collection.
4. Weaknesses of the learning media program include:
 - (a) presence of large study halls every period in the media center,
 - (b) difficulty in retrieving long-overdue materials,
 - (c) books/materials being taken without being checked out,
 - (d) multiple exists and two levels allow students to leave without permission.
5. Steps planned to correct weaknesses:
 - (a) developing a system (a card file of names) for rejecting pupils who disturb others in the media center;
 - (b) using the following steps in order to retrieve overdue materials—send overdue notice, second overdue notice, send notice to teacher, write parents, and call parents;
 - (c) using a check-out sheet for persons needing to leave the library.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 4.00

SCHOOL E

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions and limitations are made by the school system's central office.

The only money controlled at the local level is fine money collected for overdue books.

Checklist Rating Mean - 2.00

Requests for equipment, supplies, and materials are sent directly to the central office. Rarely, are all requests completed. Feedback usually takes from seven months to two years.

Evaluations Rating Mean - 1.71

B. Selection of Materials and Equipment for Acquisition.

Requests for additional equipment go to the central office once or twice a year.

Professional reviewing tools, limited input from the faculty, actual previewing, and suggestions from other librarians serve as a basis for materials selection.

Checklist Rating Mean - 2.90

Teachers are rather actively involved in the selection of materials; administrators and students are only

moderately involved in book selection; community members are almost never involved in the selection and evaluation process.

Evaluations Rating Mean - 3.00

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All the classifying, cataloging, and processing is done by personnel in the central office. (Usually, the quality of work meets the media specialist's expectations.)

Checklist Rating Mean - 4.20

Evaluations Rating Mean - 4.00

D. Accessibility of Educational Media.

The media specialist notes that more equipment needs to be made available to encourage full use of all media.

Checklist Rating Mean - 3.67

Evaluations Rating Mean - 4.00

E. Maintenance of Collection.

Equipment needing repair is sent to the school system's central office, which in turn sends it out for repair.

Checklist Rating Mean - 3.40

There is a need for a better plan for updating both materials and equipment.

Evaluations Rating Mean - 3.00

II. FACILITIES

A. Environment.

No telephone service, inadequate electrical outlets, poor temperature and humidity controls, and poor acoustical treatment as well as poor lighting are all noted by the media specialist as areas which need attention.

Checklist Rating Mean - 2.10

Storage space for equipment and adequate facilities for production of resources are two of the media center's most pressing needs.

Evaluations Rating Mean - 2.57

B. Furnishings.

The learning media center needs additional tables and chairs of suitable size and height as well as extra typewriters.

Checklist Rating Mean - 3.00

Evaluations Rating Mean - Data Not Available

C. Equipment.

Checklist Rating Mean - 2.30

School's Equipment Includes:

1. Projection Equipment

- 10 16 mm projectors
- 20 filmstrip projectors
- 7 sound filmstrip projectors
- 3 filmstrip viewers
- 1 slide projector
- 1 sound slide projector
- 1 slide viewer
- 3 opaque projectors
- 18 overhead projectors
- 7 tripod screens
- 12 wall-mounted screens
- 1 film-loop projector

2. Audio Equipment

- 17 record players
- 1 portable public address system
- 28 tape recorders

3. Production Equipment

- 5 copying machines
- 1 spirit duplicator
- 1 primary typewriter
- 1 other camera (photography class)
- 2 paper cutters

4. Television Equipment

- 2 cameras
- 2 videotape recorders
- 4 microphones and stands

5. Maintenance Equipment

None

6. Microfilm Equipment

2 microfiche readers (guidance department)

7. Electronic Stations

6 teaching machines (in teachers' resource room)

The learning media center has recently received a grant and will soon receive new, sophisticated television station equipment.

Thanks to the present "media-oriented" principal, much emphasis has been given to bringing the school more in line with standards where equipment is concerned; however, production equipment and equipment used to meet the needs of exceptional students is badly needed.

Evaluations Rating Mean - 2.00

III. RESOURCES

The media center includes in its holdings 16,874 volumes or 18.33 books per student.

This school has a widely varied student body; therefore, the media center's collection contains an unusual range of materials. From the academic-level students to those with primary-grade reading ability, materials are purchased and made available for all.

Though the collection is an old one, it has been built
intelligently and carefully.

Checklist Rating Mean - 4.20

Ninety-five percent of the periodicals are retained for
five years. The remainder are kept for students to clip.

Evaluations Rating Mean - 4.07

IV. MEDIA PERSONNEL

There is a need for additional personnel in order to provide
better services.

The media specialist is very pleased to have the "good"
support of her principal.

Checklist Rating Mean - 3.09

Current Staff Includes:

2 full-time professionals

2 full-time equivalents of professional staff

1 full-time paraprofessional

1 full-time clerk

18 student assistants

The number of staff members does not always indicate how
well staffed a facility is. Lack of enthusiasm, motivation,
caring for students and one's work can break a media program.

Evaluations Rating Mean - 2.50

V. MEDIA PROGRAM

The media specialists do not provide professional assistance in
the production of media as is needed to strengthen services.

Checklist Rating Mean - 3.92

In self-directed study students only rate "fair" in their use of the materials and facilities.

The media services are not always utilized by students as much as the media specialist would like.

Evaluations Rating Mean - 3.17

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Recently the following changes have been implemented in the learning media services program:
 - (a) The library was carpeted, painted and the stacks were moved to a more desirable location about five years ago which made the facility more inviting and efficient.
 - (b) The audiovisual equipment was moved from a fourth floor room to a room adjacent to the media center.
 - (c) Each piece of audiovisual equipment was given a card, pocket, and accession number, making it much easier to keep up with.
2. Anticipated changes in the future include enlarging the learning media center. The principal announced that he is planning to expand the media center by including an adjoining classroom. Plans are currently being made as how to best utilize the additional space. A conference room and production facilities are being considered for the space.

3. Strengths of the learning media services program center around the good attitude of most of the students and faculty toward the media center.
4. The media specialist lists as weaknesses of the learning media services program as being
 - (a) a lack of a high degree of motivation shown by nonprofessional assistants, and
 - (b) a lack of a more skilled clerk.
5. Data Not Available.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - Data Not Available

SCHOOL F

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

The school system's central office provides the funds for the library.

The librarian is not free to spend allotments as needed during the school year.

The librarian is not kept well-informed as to the status of the school's current budget, its balance, encumbrances, etc.

Checklist Rating Mean - 2.11

Funds are inadequate for purchase of audiovisual materials.

Evaluation Rating Mean - 2.50

B. Selection of Materials and Equipment for Acquisition.

The librarian does most of the selecting of materials with input from teachers and students and with the aid of various reviewing sources.

Checklist Rating Mean - 2.86

The school system's central office purchases equipment for each school based on school size and need.

Evaluations Rating Mean - 1.43

C. Classifying, Cataloging, and Processing of Materials and Equipment.

Materials are not as organized for accessibility as the librarian would prefer.

Checklist Rating Mean - 4.20

Evaluations Rating Mean - 4.25

D. Accessibility of Educational Media.

Sufficient equipment is not available to encourage full use of all media.

Checklist Rating Mean - 3.50

Audiovisual materials are checked out by teachers only.

Evaluations Rating Mean - 4.00

E. Maintenance of Collection.

The school system's central office handles all equipment repair. This system is "ineffective" according to the media specialist.

Checklist Rating Mean - 2.20

Evaluations Rating Mean - 1.66

II. FACILITIES

A. Environment.

The media specialist feels that the size and arrangement of the center is not at all adequate to support a multifaceted program, nor is the space flexible enough to permit adaptation of new programs.

Checklist Rating Mean - 1.40

The media specialist expressed a need for a
completely new, centrally located media center.

Evaluations Rating Mean - 1.38

B. Furnishings.

The center lacks adequate furnishings with needs
existing for storage areas, display areas, type-
writers, book trucks, equipment carts, and
dictionary/atlas stands.

Checklist Rating Mean - 2.30

Evaluations Rating Mean - 1.00

C. Equipment.

Much of the existing equipment is in poor condition
and in constant need of repair, according to the
media specialist; therefore, the minimal amount of
equipment in the school is rarely available for the
teachers.

Checklist Rating Mean - 1.57

School's Equipment Includes:

1. Projection Equipment

- 7 16 mm projectors
- 4 filmstrip projectors
- 2 sound filmstrip projectors
- 8 filmstrip viewers
- 4 slide projectors

- 2 opaque projectors
 - 9 overhead projectors
 - 8 tripod screens
 - 14 projection carts
- 2. Audio Equipment
 - 12 record players
 - 3 portable public address systems
 - 10 tape recorders.
- 3. Production Equipment
 - 1 copy machine
 - 1 spirit duplicator
 - 1 primary typewriter
 - 1 paper cutter
 - 1 diazo transparency equipment
- 4. Television Equipment
 - 1 camera
 - 1 video tape recorder
 - 1 monitor
 - 2 microphones
 - 1 stand
- 5. Maintenance Equipment

The school itself is not responsible for
maintenance of equipment.
- 6. Microfilm Equipment

None

7. Electronic Stations (for use by chemistry department only)

4 listening and viewing

2 listening only

According to the media specialist, the teachers use the audiovisual materials as little as possible, due mostly to the lack of properly functioning hardware.

Evaluations Rating Mean - 2.00

III. RESOURCES

Although the media center holdings include 9,864 volumes, the media specialist feels a need for materials which emphasize current views and ideas as well as more professional material.

Checklist Rating Mean - 2.40

The media center's collection only moderately meets the needs of the staff and students.

Evaluations Rating Mean - 2.71

IV. MEDIA PERSONNEL

Additional professional personnel and paraprofessional assistance are badly needed in order to provide better services.

There is not adequate time allotted for media personnel to carry on specialized duties.

The director of media services feels a real need to participate in policy-making decisions related to the curriculum.

Checklist Rating Mean - 3.00

Current Staff Includes:

- 1 full-time media professional
- 1 full-time equivalent of professional staff
- 1 full-time clerk

Evaluations Rating Mean - 2.60

V. MEDIA PROGRAM

There is currently an effort being made to order a greater variety of audiovisual material for all departments.

(If the school had more reliable equipment, the use of existing media would greatly increase.)

Checklist Rating Mean - 3.47

The media center has just begun a library skills instruction program. Since none of the students have ever had any instruction, all three grades are involved. However, in following years, the program will be designated primarily for tenth graders only.

Evaluations Rating Mean - 3.40

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. The most recent change implemented in the learning media services program in this school has been the change in professional personnel.

2. Planned changes for the future include developing ways of getting students and teachers more involved in the media center and its program.
3. One of the present strengths of the learning media services program is the newly initiated library skills instructional classes.
4. One area of the learning media services program that most needs improvement is that of public relations.
5. Steps for correcting this weakness include the library instruction classes now being conducted, promoting the learning media center as a pleasant place to visit, and encouraging teachers to become more involved in the selection of materials.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 2.75

SCHOOL G

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Budgets for the learning media center are provided by the central office of the school system.

The media specialists are kept well-informed about the school's budget.

Checklist Rating Mean - 4.00

Money must be encumbered too early in the year for media specialist/staff member to keep up with the very current needs.

Evaluations Rating Mean - 4.25

B. Selection of Materials and Equipment for Acquisition.

The media specialist selects materials based on reviews and previews of audiovisual materials.

Checklist Rating Mean - 3.50

Students and teachers are involved very little in the selection process.

Evaluations Rating Mean - 2.66

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All educational media of permanent value are processed, classified, cataloged, and inventoried, regardless of where they are housed.

Checklist Rating Mean - 5.00

The media specialist is working toward up-grading the card catalog to be sure that it is both current and accurate.

Evaluations Rating Mean - 4.60

D. Accessibility of Educational Media.

Educational media are available to students and teachers when materials are requested/needed.

Checklist Rating Mean - 5.00

Audiovisual equipment is not handled by the learning media center staff.

Evaluations Rating Mean - 5.00

E. Maintenance of Collection.

Repair/records pertaining to audiovisual equipment are kept by the school system's central office.

Checklist Rating Mean - 4.71

Replacement of worn-out/obsolete materials and equipment depends upon money budgeted for that purpose.

Evaluations Rating Mean - 4.00

II. FACILITIES

A. Environment.

The media center is not as conveniently located in relation to the academic classrooms as it could be.

Checklist Rating Mean - 4.00

According to the learning media specialist, environmental weaknesses include lack of adequate facilities for use and production of audiovisual resources, lack of adequate storage space, and a lack of space for expansion.

Evaluations Rating Mean - 3.00

B. Furnishings.

Most of the media center furnishings are adequate; however, there is no atlas stand.

Checklist Rating Mean - Data Not AvailableEvaluations Rating Mean - Data Not Available

C. Equipment.

Audiovisual equipment is checked out by staff members from an Audiovisual Coordinator.

The media center only has a small collection of audiovisual equipment which may be used in the media center by staff and students.

Student use of equipment is almost exclusively for recreational viewing/listening.

Checklist Rating Mean - Data Not Available

School's Equipment Includes:

1. Projection Equipment

10 16 mm projectors

1 sound filmstrip projector

- 15 filmstrip/slide projectors
 - 1 filmstrip viewer
 - 2 opaque projectors
- 10 overhead projectors
 - 2 wall screens
 - 6 tripod screens
- 12 projection carts
- 2. Audio Equipment
 - 1 AM-FM radio
 - 18 record players
 - 1 public address system
 - 14 tape recorders
- 3. Production Equipment
 - 1 copy machine
 - 1 spirit duplicator
- 4. Television Equipment
 - None
- 5. Maintenance Equipment
 - None
- 6. Microfilm Equipment
 - None

The media specialist expressed a need for the materials and equipment to be better maintained.

There is also a need for shades to darken the auditorium so that the area could also be used for showing films.

Evaluations Rating Mean - 3.50

III. RESOURCES

The learning media center includes in its holdings 11,673 volumes or 17.37 books per student.

Four newspapers—two local, one regional, and one of national/international interest—are subscribed to.

Teachers depend on the school system's central instructional media professional library for professional materials.

Checklist Rating Mean - 4.40

All magazines are kept for a period of five years.

Evaluations Rating Mean - 3.83

IV. MEDIA PERSONNEL

Additional qualified professional and paraprofessional personnel are badly needed to provide better quality programs.

The allotment of time is not adequate for learning media personnel to carry on their specialized duties.

The media specialist feels a need to be more actively involved in policy-making decisions related to educational planning.

Checklist Rating Mean - 3.38

Current Staff Includes:

1 full-time professional

1 full-time equivalent of professional

1 full-time clerk

Evaluations Rating Mean - 2.67

V. MEDIA PROGRAM

There is currently a need for the learning media center to maintain a clearinghouse of up-to-date information concerning community resources for instructional purposes.

There is also a need to develop an in-service training program for teachers as well as an orientation for new faculty.

Checklist Rating Mean - 4.09

The media specialist pointed out that one problem lies in the fact that the students do not effectively use materials and facilities for leisure-time activities.

Evaluations Rating Mean - 3.80

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Data Not Available
2. Data Not Available
3. Data Not Available
4. Data Not Available
5. Steps planned to correct weaknesses:
 - (a) supplying additional staff to perform the routine work;
 - (b) developing a schedule whereby the professional personnel will have more time to work with the faculty and to provide additional services for both students and teachers;
 - (c) scheduling additional time to train students as to the function of the media center and how they can benefit from its materials and services.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - Data Not Available

SCHOOL H

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Little emphasis is placed on budget for the learning media center/services.

Checklist Rating Mean - 2.50

In most cases funds are "missing but needed" for upgrading the audiovisual collection.

Evaluations Rating Mean - 2.30

B. Selection of Materials and Equipment for Acquisition.

The media specialist makes the selection of materials and equipment based on where the greatest need lies and the money that is available.

Checklist Rating Mean - 4.11

Students, community members, and administrators are less involved in the selection process than the media specialist would prefer.

Evaluations Rating Mean - 2.86

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All media of permanent value are classified, cataloged, processed, and inventoried regardless of where it is housed.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - 5.00

D. Accessibility of Education Media.

The faculty receives lists of all new additions;
they may reserve any materials needed at specific times.

Checklist Rating Mean - 4.17

Evaluations Rating Mean - 4.33

E. Maintenance of Collection.

The media specialist would prefer a more effective
plan for updating materials and equipment, as well
as a more efficient record keeping system.

Checklist Rating Mean - 1.40

Evaluations Rating Mean - 2.00

II. FACILITIES

A. Environment.

The media specialist pointed out environmental
weaknesses include a lack of space designed for
group viewing and listening, for production of
materials, and for staff work areas.

Poor acoustical treatment is a real drawback.

Checklist Rating Mean - 3.79

Two strengths of the physical layout of the media
center are (1) its location within the school
and (2) its ample storage space for equipment and
materials.

Evaluations Rating Mean - 2.88

B. Furnishings.

The media center could use additional typewriters,
books trucks and equipment carts, and display areas.

Checklist Rating Mean - 4.20

Evaluations Rating Mean - 3.00

C. Equipment.

Checklist Rating Mean - 2.60

School's Equipment Includes:

1. Projection Equipment

- 3 16 mm projectors
- 5 filmstrip projectors
- 2 sound filmstrip projectors
- 3 filmstrip viewers
- 1 slide projector
- 1 opaque projector
- 5 overhead projectors
- 1 tripod screen

2. Audio Equipment

- 4 record players
- 5 tape recorders

3. Production Equipment

- 2 copying machines

- 1 spirit duplicator
- 2 paper cutters
- 4. Television Equipment
 - 1 camera
 - 1 video tape recorder
 - 1 microphone and stand
- 5. Maintenance Equipment
 - 1 film splicer
- 6. Microfilm Equipment
 - None
- 7. Electronic Stations
 - None

The media specialist feels a real need for more audiovisual equipment, more production equipment, and more equipment to meet the needs of exceptional students.

Evaluations Rating Mean - 1.33

III. RESOURCES

The media center includes in its holdings 4,548 volumes or 8.42 per student.

Three newspapers and thirty-five periodicals are subscribed to by the learning media center.

The media specialist indicated that the resources now available to staff and students only does a fair job of meeting the needs.

Checklist Rating Mean - 2.10

The audiovisual collection and periodicals meet the needs of the clientele very poorly.

Evaluations Rating Mean - 2.57

IV. MEDIA PERSONNEL

The greatest need of this learning media center is additional personnel—especially paraprofessional and clerical.

Checklist Rating Mean - 3.56

Current Staff Includes:

- 1 full-time professional
- 1 full-time equivalent of professional
- 0 full-time paraprofessional
- 0 full-time clerk
- 6 student assistants

Evaluations Rating Mean - 4.00

V. MEDIA PROGRAM

The media specialist does not see the school's media program as an integral component of the total educational program. Services to the faculty and staff do not include cooperation in the development of in-service training and/or orientation programs, nor do they provide professional assistance in the production of media.

Checklist Rating Mean - 2.86

Actually, the media specialist feels that the staff members and students rate poorly in the use of materials and facilities offered by the media center.

Evaluations Rating Mean - 2.50

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Data Not Available
2. Data Not Available
3. Data Not Available
4. Weaknesses of the learning media program include:
 - (a) a poorly designed floor plan, and
 - (b) inadequate audiovisual equipment to implement new programs.
5. Data Not Available

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 2.00

SCHOOL I

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Financial provisions are made by the central office of the school system; however, the media specialist needs to be more informed about the budget and allowed to spend it as needed during the school year.

Checklist Rating Mean - 3.11

Overdue fines provide an additional source of revenue for the learning media center.

Evaluations Rating Mean - 3.75

B. Selection of Materials and Equipment for Acquisition.

A written materials selection policy is the basis for purchase of equipment/materials.

Checklist Rating Mean - 4.19

Students and administrators are not as actively involved with the selection process as the media specialist would prefer.

Evaluations Rating Mean - 1.00

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All media of permanent value are classified, cataloged, and processed for central distribution.

Checklist Rating Mean - 5.00

The entire audiovisual collection has just been
added to the card catalog.

Evaluations Rating Mean - 4.25

D. Accessibility of Educational Media.

Audiovisual materials/equipment may be checked out
by both the faculty and students.

Checklist Rating Mean - 4.50

Evaluations Rating Mean - 5.00

E. Maintenance of Collection.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - Data Not Available

II. FACILITIES

A. Environment.

Individual wet and dry carrels provide for individual
reading, viewing, and listening experiences.

Two conference rooms are available for small group
work.

Because of the design of the building, the space
is inflexible.

Checklist Rating Mean - 4.06

The media specialist is pleased that the learning
media center is centrally located which provides
for easy access.

There is a need for additional storage space for
both materials and equipment.

Evaluations Rating Mean - 3.57

B. Furnishings.

The greatest need in the learning media center at
this time is for adjustable shelving.

Checklist Rating Mean - 4.30

Evaluations Rating Mean - 5.00

C. Equipment.

Extensive use is made of the audiovisual equipment
by the faculty.

Checklist Rating Mean - 4.40

School's Equipment Includes:

1. Projection Equipment

- 6 16 mm projectors
- 3 8 mm projectors
- 7 filmstrip projectors
- 5 sound filmstrip projectors
- 9 filmstrip viewers
- 1 slide projector
- 7 slide viewers
- 2 opaque projectors
- 16 overhead projectors
- 4 tripod screens

2. Audio Equipment

- 1 AM-FM radio
- 19 record players
- 1 portable public address system
- 12 tape recorders

3. Production Equipment

- 1 lettering equipment
- 3 spirit duplicators
- 3 primary typewriters
- 1 8 mm movie camera
- 3 paper cutters

4. Television Equipment

- 1 camera
- 2 cassette video tape recorders
- 1 video cassette player
- 3 monitors
- 2 microphones and 1 stand

5. Maintenance Equipment

None

6. Microfilm Equipment

- 2 microfiche

7. Electronic Stations

None

Students at this school have access to the television studio at the elementary school.

Production equipment is available for staff members
in the administrative office building adjacent to
the school.

Evaluations Rating Mean - 4.00

III. RESOURCES

The data concerning the number of volumes in the collection
is not available.

Checklist Rating Mean - 4.30

Evaluations Rating Mean - Data Not Available

IV. MEDIA PERSONNEL

Data Not Available

V. MEDIA PROGRAM

Data Not Available

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

Data Not Available

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Data Not Available

APPENDIX E

DATA SECURED FROM KNOX COUNTY SCHOOLS A-G

KNOX COUNTY SCHOOL A

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office with some additional funds coming from federal money such as Title IV-B.

Checklist Rating Mean - 3.66

The budget, according to the media specialist, fails to provide sufficiently for the maintenance of materials, for the purchase of audiovisual materials, for the purchase of supplies and equipment for producing educational materials, or for the purchase of supplies and equipment for the general operation of the media center.

Evaluations Rating Mean - Data Not Available

B. Selection of Materials and Equipment for Acquisition.

The system's board of education has an adopted policy to be used as a guideline in the selection of all media.

Checklist Rating Mean - 4.11

In selecting materials the needs are balanced against available resources (materials approved in selection sources), and needs are balanced against requirements (state and SACS, etc.).

Requests from both students and faculty are solicited
and honored in the selection of new materials.

Evaluations Rating Mean - Data Not Available

C. Classifying, Cataloging, and Processing of Materials
and Equipment.

All the audiovisual materials are still not completely
cataloged and/or processed due to the flood of
print materials; however, these materials are
available for check out.

As soon as possible, all materials in the school will
be cataloged in the learning media center.

Checklist Rating Mean - 4.00

Evaluations Rating Mean - Data Not Available

D. Accessibility of Educational Media.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - Data Not Available

E. Maintenance of Collection.

Budget cuts have impaired the total equipment
repair program.

Checklist Rating Mean - 3.75

Evaluations Rating Mean - Data Not Available

II. FACILITIES

A. Environment.

Each department has materials housed there which are peculiar to the needs of that department, but which will later be cataloged in the media center and will be available for circulation anywhere within the school.

Checklist Rating Mean - 4.95

Evaluations Rating Mean - Data Not Available

B. Furnishings.

The media center is a very pleasant part of an excellent physical plant.

More shelving is needed and is being planned for.

Additional card catalog space has been ordered.

Checklist Rating Mean - 5.00

Evaluation Rating Mean - Data Not Available

C. Equipment.

The use of video taping equipment would be more widespread if an audiovisual specialist were available.

The media center provides a variable speed tape player for students with unique needs.

Checklist Rating Mean - Data Not Available

School's Equipment Includes:

1. Projection Equipment

- ✓ 16 mm projectors
- ✓ 8 mm projectors
- ✓ filmstrip projectors
- ✓ sound filmstrip projectors
- ✓ filmstrip viewers
- ✓ slide projectors
- ✓ slide viewers
- ✓ opaque projectors
- ✓ overhead projectors
- ✓ tripod screens

2. Audio Equipment

None

3. Production Equipment

- 3 copy machines
- 4 spirit duplicators
- 2 drymount press
- 1 35 mm camera and accessories
- 1 copy camera and stand

4. Television Equipment

- ✓ cameras
- ✓ video tape recorder
- ✓ video disc equipment
- ✓ monitors
- ✓ microphones and stands

5. Maintenance Equipment

None

6. Microfilm Equipment

1 microfilm reader-printer

5 microfiche readers

7. Electronic Stations

2 computer terminals

Evaluations Rating Mean - Data Not Available

III. RESOURCES

The current periodical subscriptions number seventy-five.

Thirty-one of the magazines titles are retained on microfiche, and thirty-six are retained in the original form. (No indication was given as to how many years back issues are kept.)

Three newspapers—one local, and two of national/international interest—are subscribed to.

The media center's current holdings number 25,740 or 11.83 items per student. (The student body numbers 2,176.)

Checklist Rating Mean - 4.22

Evaluations Rating Mean - Data Not Available

IV. MEDIA PERSONNEL

The media staff works together very well; however, some paraprofessional assistance is badly needed in order to provide better services.

There is a real need for a full-time audiovisual person.

Checklist Rating Mean - 4.64

Current Staff Includes:

2 full-time professionals

2 full-time clerks

Students assistants vary in number from quarter to quarter;
the number and quality have dropped over the last ten years.

Evaluations Rating Mean - Data Not Available

V. MEDIA PROGRAM

The media specialists help in the preparation of bibliographies which support modules and/or class units, in the selection of teaching aids for individual units, and in the adaptation of teaching to the media center and vice versa.

Checklist Rating Mean - 3.90

A program on the orientation of library skills for incoming freshman is currently being prepared for video taping.

Each year the media specialists hope to attain more breadth and depth in research skills through the English classes.

Evaluations Rating Mean - Data Not Available

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. A change currently being implemented in the learning media services program is a computer program for dealing with overdue materials.
2. Changes anticipated for the future include computerizing the total media center inventory.

- 3.. Strengths of the learning media services program center around an adequate print collection and the heavy usage of the facilities/materials by both students and faculty.
4. Weaknesses of the learning media program include:
 - (a) a need for additional audiovisual materials, and
 - (b) the need to establish a program for the use of audiovisual materials/equipment, especially in the area of video tape.
5. Steps planned to correct weaknesses:
 - (a) adding an audiovisual specialist,
 - (b) expanding the collection,
 - (c) cataloging all materials of the school, and
 - (d) publishing an annotated catalog of all the holdings.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - Data Not Available

KNOX COUNTY SCHOOL B

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office with additional funds coming from federal money, such as Title IV-B.

Checklist Rating Mean - 3.36

Additional funds are needed for the purchase of supplies and equipment for producing/maintaining educational materials.

Evaluations Rating Mean - 3.20

B. Selection of Materials and Equipment for Acquisition.

The system's board of education has an adopted policy to be used as a guideline in the selection of all media. (Each learning media center has a copy of the handbook and is expected to follow the suggested procedures.)

At the building level, the media specialists distribute request forms to faculty members. The requests are assessed and categorized; later the decision for ordering is determined by the needs in relation to money to be spent.

Checklist Rating Mean - 3.94

Book review guides, such as School Library Journal,
Booklist, Hornbook, etc., are checked regularly
for holding in a "consideration" file.

The criteria employed in the evaluation process
include (1) suitability of materials for various
types of use; (2) the format; (3) authenticity; and
(4) recognized value.

Teachers, students, and administrators are not as
actively involved in the selection/evaluation
process as the media specialists would prefer.

The community is not at all involved with the
selection process.

Evaluations Rating Mean - 3.00

C. Classifying, Cataloging, and Processing of Materials
and Equipment.

All media of permanent value are classified, cataloged,
processed, inventoried, and are easily accessible
for effective use.

The "housekeeping" of this media center is probably
its most important asset.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - 5.00

D. Accessibility of Educational Media.

Equipment is located in every department with supplemen-
tary equipment housed in the learning media center.

Each department chairman is responsible for circulating equipment among his own department members.

Teachers may borrow from the media center if equipment is not available in their department.

The media specialists refer to another department chairman a request the media center cannot fill.

There is no due-date on materials checked out through the media center.

No audiovisual materials/equipment is circulated to students.

Checklist Rating Mean - 3.67

All audiovisual materials are very accessible for classroom use, but are limited for small group or individual use in the library.

There are only two conference rooms which can be used for viewing/listening purposes.

Evaluations Rating Mean - 3.00

E. Maintenance of Collection.

The collection is maintained as well as funding permits.

The media specialists see a need for a more effective plan for updating materials and equipment.

Checklist Rating Mean - 4.40

Evaluations Rating Mean - 3.00

II. FACILITIES

A. Environment.

Large groups are assigned to either section of a multilevel floor, and two conference rooms will accomodate up to eight people for reading, viewing, and listening experiences.

The number of tables, chairs, and carrels provide a "fair" amount of space for reading and viewing.

The six wet carrels could be used more effectively.

The multilevel structure provides natural room dividers; however, it can also create discipline problems and problems for certain types of physical handicaps.

Checklist Rating Mean - 3.10

The third-floor location of the media center creates problems in circulating equipment even with a dumb waiter which goes only to the second floor.

The staff work area is not properly equipped to provide for the most effective use by personnel, and there are no facilities for production of resources.

Storage space for equipment and materials is rated "poor," as are provisions for expansion or alteration of space.

Evaluations Rating Mean - 2.63

B. Furnishings.

The facilities for student use of the center are acceptable; however, the storage areas and staff work areas, excluding the office, needs to be completely redesigned.

There are not sufficient display areas.

Checklist Rating Mean - 4.20

Evaluations Rating Mean - 4.00

C. Equipment.

The audiovisual equipment is used primarily in the classrooms.

Occasionally, there will be a showing in the conference rooms to small groups working on projects.

There is little or no use of audiovisual equipment/ materials in the library by individuals.

The Dukane sound filmstrip projectors and 16 mm projectors are in the most demand for classroom use.

Checklist Rating Mean - Data Not Available

School's Equipment Includes:

1. Projection Equipment

6 16 mm projectors

20 filmstrip projectors

4 sound filmstrip projectors

- 20 filmstrip viewers
- 4 slide projectors
- 3 opaque projectors
- 21 overhead projectors
- 1 tripod screen
- 40 projection carts
- 2. Audio Equipment
 - 18 record players
 - 1 portable address system
- 3. Production Equipment
 - 1 spirit duplicator
 - 1 drymount press
 - 1 paper cutter
 - 1 dumb waiter
- 4. Television Equipment

(Video taping equipment can be borrowed from social studies department and the basketball coaches.)

(An 8 mm camera/projector can be borrowed from the principal.)
- 5. Maintenance Equipment

None
- 6. Microfilm Equipment

None
- 7. Electronic Stations

None

Evaluations Rating Mean - 2.67

III. RESOURCES

The current book collection numbers 12,388, audiovisual materials number 1,342; and the total periodical subscriptions number 58.

The only two newspapers subscribed to by the media center are The Knoxville Journal and the Sunday edition of the New York Times.

Checklist Rating Mean - 3.11

The media center retains in the original form all magazines subscribed to. (The number of years that back issues are held was not indicated.)

No back issues of newspapers are kept.

Evaluations Rating Mean - 3.71

IV. MEDIA PERSONNEL

There is a great need for additional clerical assistance.

One person is provided on a half-time basis; however, this person does not type which is a handicap to the program.

The directors of the media services program do not participate in policy-making decisions related to the curriculum, but they see a real need to be involved.

The administration of the school does not encourage media professionals to attend meetings for professional improvement by providing released time or financial support.

Checklist Rating Mean - 3.33

Current Staff Includes:

2 full-time media professionals2 full-time equivalents of professional staff0 paraprofessionals1/2 clerical staff member9 student assistantsEvaluations Rating Mean - 3.50

V. MEDIA PROGRAM

The media specialists provide bibliographies on all new media.

The media specialists visit with departments to advise staff members of the services offered by the learning media center.

Individual teachers are contacted concerning materials of special interest to them.

Checklist Rating Mean - 3.27

The media center is open from eight o'clock in the morning until four o'clock in the afternoon.

Two class groups plus two small groups in the conference rooms per period may sign up to use the media center.

When the media center is not filled with scheduled groups, individuals from study halls may come in.

A few students at a time are always allowed to come to use the media center.

Means for developing the students' skills include (1) freshman orientation through the English classes, (2) group instruction at the request of a teacher, and (3) individual instruction as the need arises.

Evaluations Rating Mean - 3.00

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Data Not Available
2. Changes planned in the learning media services program include permanently displaying art work for senior art students.
3. Strengths of the learning media services program center around the quality of the collection and its organization.
4. Data Not Available
5. Data Not Available

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Data Not Available

KNOX COUNTY SCHOOL C

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office with some additional funds coming from local sources. Using the 1978-79 school year as an example, supplementary funds were provided by (1) the federally-funded Reading Is Fundamental program through which \$500 worth of Perma-Bound books were added to the collection; (2) a yearly allocation from the principal's general fund which totaled \$401.10; (3) the Buckelew Memorial Fund that netted \$1,035 in memory of a student; and (4) fines collected for overdue materials.

Checklist Rating Mean - 3.13

Budgetary restraints have forced the media specialists to cut back to some extent on purchases. Although the supplementary funds listed above have helped considerably this year, these additional funds are not available to this extent every year.

Evaluations Rating Mean - 3.89

B. Selection of Materials and Equipment for Acquisition.

The media specialists adhere to a formal, countywide written materials selection policy.

Students, faculty members, administrators, and community members are urged and often prompted to make suggestions for possible additions to the collection.

Professionally recognized sources, such as Booklist, School Library Journal, etc., are also utilized as evaluative tools in the selection process.

Checklist Rating Mean - 3.89

The date of publication, the relevance (how well the materials supports the curriculum), the demand, and the needs, interests, and abilities of the media center clientele are all criteria employed in the selection of new materials/equipment.

Evaluations Rating Mean - 3.86

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All print and nonprint materials purchased by the media center or by individual departments are cataloged and processed and therefore, made accessible through a central catalog in the media center.

When departmental materials are cataloged, the department receives a duplicate of the shelf list card. (Each department then has a complete record of all its materials that have been cataloged through the media center.)

At the end of each year, a complete inventory is
made of both media center and departmental holdings.

Checklist Rating Mean - 5.00

Evaluations Rating Mean - 5.00

D. Accessibility of Educational Media.

All print (including magazines and reference books)
and nonprint materials circulate.

Audiovisual equipment can also be checked out by
students and faculty for in-school or home use.

While the bulk of the audiovisual materials is
housed in the media center, some departments choose
to house their own. This is especially feasible
for the vocational department which is physically
located in a separate building and which uses
highly specialized materials, rarely needed by
other departments.

Checklist Rating Mean - 4.29

Since a record of all print and nonprint holdings
are cataloged and housed in the media center,
individuals/groups may request, obtain, and
utilize media with few difficulties.

Student aides are available to set up individual/
group viewing stations immediately upon request.

Evaluations Rating Mean - 4.33

E. Maintenance of Collection.

The services of a specially trained audiovisual technician is needed, as is the services of additional clerical personnel for repair and maintenance of the print collection.

Checklist Rating Mean - 3.33

Evaluations Rating Mean - 3.33

II. FACILITIES

A. Environment.

Facilities for individual reading are excellent.

Unfortunately, none of the forty-four carrels are equipped for individual viewing/listening.

However, the facilities for individual viewing/listening are adequate. A conference room, the audiovisual storage room, and an alcove area of the media center can be used by individuals/groups.

The professional reading/work room has facilities available for faculty preview and viewing of audiovisuals.

Satellite facilities include carrels in the vocational advancement which are equipped for individual viewing/listening.

Checklist Rating Mean - 3.14

Additional areas for small-group work are needed, as are additional areas for individual viewing/listening.

There is really no area for faculty production of materials unless it is done in the professional reading room.

The only area that could in the future be used for expansion of library facilities is presently serving as a classroom and a departmental office.

Evaluations Rating Mean - 3.00

B. Furnishings.

Shelving of print materials is "tight," as is the storage area for periodicals. (Some additional shelving was added this year which eased but did not eliminate the "tight" situation.)

Additional audiovisual shelving was added this year which has solved the problem of inadequate audiovisual storage.

Checklist Rating Mean - 3.81

Evaluation Rating Mean - 4.00

C. Equipment.

All audiovisual equipment is accessioned, processed, and inventoried through the media center.

Equipment can be checked out on a long-term or day-to-day basis.

An established check-out system using check-out cards and a day-by-day, period-by-period check-out board makes keeping up with the equipment very easy.

Delivery and pick-up of equipment is the responsibility of student aides under the supervision of an adult media center aide.

Checklist Rating Mean - 1.00

School's Equipment Includes:

1. Projection Equipment

- 11 16 mm projectors
- 1 8 mm projectors
- 5 filmstrip projectors
- 12 sound filmstrip projectors
- 12 filmstrip viewers
- 4 slide projectors
- 1 sound slide projector
- 4 opaque projectors
- 22 overhead projectors
- 22 tripod screens
- 21 projection cards

2. Audio Equipment

- 13 record players
- 1 portable public address system
- 23 tape recorders

3. Production Equipment

- 3 copying machines
- 3 spirit duplicators
- 1 drymount press
- 1 paper cutter

4. Television Equipment

1 monitor

5. Maintenance Equipment

None

6. Microfilm Equipment

1 microfilm reader-printer

1 microfiche reader

7. Electronic Stations

The media center provides a very limited amount of production service for faculty members. Dry mounting, laminating, and transparency production are done upon request.

Evaluations Rating Mean - 2.66

III. RESOURCES

The media center includes in its holdings 14,987 volumes and 3,758 nonprint items, which based on an enrollment of 1,283 provides 14.6 items per students.

Current periodical subscriptions total seventy-seven; current newspaper subscriptions total two.

Checklist Rating Mean - 3.08

When new courses are introduced into the curriculum, efforts are immediately made to assess the library's holdings in these areas and make additions as needed. This is a continuous, ongoing process, including not

only print and nonprint materials, but also periodicals that support such areas.

Evaluations Rating Mean - 3.43

IV. MEDIA PERSONNEL

Additional paraprofessional personnel are badly needed in order to provide better services.

Checklist Rating Mean - 3.75

Current Staff Includes:

2 full-time professionals

2 full-time clerks

25 student assistants

The addition of a second professional librarian has increased the numbers/kinds of services that may be offered faculty/students. While one professional spends the bulk of her time in technical services (cataloging and processing incoming materials), the other professional is free to spend her time working directly with students and faculty in library orientation programs, providing direction/guidance in individual student and faculty research endeavors, etc.

Two full-time staff members provide adequate clerical assistance. One takes care of circulation, while the other is responsible for duplication and production of

materials for faculty, miscellaneous typing associated with technical processing, etc.

Evaluations Rating Mean - 3.40

V. MEDIA PROGRAM

In order to integrate media services into the total program, a continuous public relations program is ongoing.

As soon as new books, records, or magazine subscriptions arrive, faculty members, administrators, and students are made aware of their arrival through displays, bibliographies, and announcements on the school's intercom.

Book fairs, RIF programs and activities, a cultural festival each fall and spring, and other activities of this nature keep the media center constantly in the limelight of the school and help to make it an integral part of the educational program.

The learning media center can accommodate two full classes, plus a number of study hall students during any one period.

Teachers schedule classes for library visits (indicating the space needed, type/amount of media resources/assistance needed) at any time they feel such visits are relevant—whether for academic pursuits or for students to pursue individual interests.

Each fall, all incoming freshmen are introduced to the learning media center, its resources and services, through a three-day orientation program. Then throughout the year students return as individuals or with classes to "build upon" these library skills.

The sophomore research paper required of all "standard" sophomore students calls upon the use of these skills for almost the entire third nine weeks period.

Checklist Rating Mean - 3.74

The media staff needs to devote a greater portion of time to assisting faculty members and students in the designing and production of media. The employment of a paraprofessional or an audiovisual technician would be a step toward the solution of this problem.

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Recently the following changes have been implemented in the learning media services program:

The media center has made attempts to begin serving an element of the school population previously unserved—the young children, ages 3-5, enrolled in the child care program. A gift of some 175 books from the school system's materials center has formed the core of a print collection. (This collection will not only be used by the children, but also by the high school

students enrolled in the child care classes in their study of children's literature.)

2. Changes planned and anticipated for the future include expanding the program described above as funds permit.
3. One of the strengths of the learning media program of which the media specialists are most pleased centers around being able to attract students with nonacademic interests/needs. Students are especially receptive to the contemporary record collection for which they have assumed the responsibility in selection, maintenance and care, and circulation. This collection brings the media center and its staff into contact with students who would otherwise be nonlibrary users.
4. Weaknesses of the learning media program include
 - (a) a need to provide expanded audiovisual production facilities and services, and
 - (b) a need to provide formal orientation and ongoing programs for utilization of audiovisual materials and equipment.
5. Data Not Available

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 4.00

KNOX COUNTY SCHOOL D

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office with some additional funds coming from federal money such as Title IV-B, gifts, and building level funds.

Checklist Rating Mean - 3.93

Budget allocations are fair and equitable; however, these funds are not nearly sufficient enough to meet curricular demand much less student needs and interests.

Funds for the rental and leasing of materials and equipment and for the purchase of supplies and equipment for producing educational materials are not available but are badly needed.

Evaluations Rating Mean - 3.00

B. Selection of Materials and Equipment for Acquisition.

The media specialist bases decisions concerning the selection of materials upon keeping a constant awareness of the curriculum through consultations with individual teachers and discussions with department chairmen concerning any changes in the curriculum or teaching methods.

Checklist Rating Mean - 4.39

According to the media specialist, there is no community involvement in the selection/evaluation of materials even though community input is needed. Equipment and materials are made available by nonschool sources.

Evaluations Rating Mean - 3.86

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All media of permanent value are classified, cataloged, and processed for central distribution.

Checklist Rating Mean - 4.80Evaluations Rating Mean - 4.50

D. Accessibility of Educational Media.

The only exceptions to an open circulation policy concerns periodicals which are not circulated and vertical file materials which are rarely circulated.

Checklist Rating Mean - 4.17Evaluations Rating Mean - 4.67

E. Maintenance of Collection.

The media specialist sees a need for a continuing policy to be developed for the reevaluation of the collection.

Checklist Rating Mean - 3.40

Provisions for the maintenance of materials was only rated as "fair" by the media specialist, as was the effectiveness of the plan for updating materials and equipment.

Evaluations Rating Mean - 3.33

II. FACILITIES

A. Environment.

Because of a sudden and continuing growth of the student body, consideration must be given to new programs, expanded services, and reevaluation of the facilities.

The present space is not flexible enough to permit adaptation for new programs; and at present the learning media center maintains no satellite facilities.

Checklist Rating Mean - 3.85

The media center does not include space allocations for materials production, provisions for access by handicapped persons, or adequate security devices.

Evaluations Rating Mean - 3.38

B. Furnishings.

Due to the rapid growth of the student body, the lack of furnishings is becoming a problem.

Display areas in/around the media center, which
have never been provided, are badly needed.

Checklist Rating Mean - 4.10

Evaluation Rating Mean - 4.00

C. Equipment.

There is no specialized equipment provided for
students with unique needs.

Production equipment, television equipment,
maintenance equipment, and electronic stations
are all inappropriate for a school this size.

Checklist Rating Mean - 2.14

School's Equipment Includes:

1. Projection Equipment

- 8 16 mm projectors
- 9 filmstrip projectors
- 3 sound filmstrip projectors
- 6 filmstrip viewers
- 4 slide projectors
- 1 opaque projector
- 10 overhead projectors
- 3 tripod screens
- 12 projection carts

2. Audio Equipment

- 15 record players
- 2 portable public address systems
- 6 tape recorders

3. Production Equipment

- 1 copying machine
- 2 spirit duplicators
- 1 drymount press
- 1 paper cutter

4. Television Equipment

- 1 camera
- 1 video tape recorder
- 1 monitor
- 1 microphone and stand

5. Maintenance Equipment

None

6. Microfilm Equipment

- 5 microfiche readers

7. Electronic Stations

- 1 listening only

Evaluations Rating Mean - 2.00

III. RESOURCES

Because of expense and necessary budget cuts, subscriptions to recreational magazines were dropped this school year unless they were indexed in the Reader's Guide to Periodical Literature.

All newspaper subscriptions were discontinued except for the Sunday edition of the New York Times because the

use they had been getting did not warrant the expense.

Checklist Rating Mean - 3.55

The current periodical subscriptions number eighty-one.

Back issues for seven of these titles are retained on microfiche. Ordinarily, back issues of periodicals are kept for a minimum of five years, with the exception of National Geographic and Reader's Digest, for which all copies are kept.

A total of 12,444 items make up this learning media center's collection.

Evaluations Rating Mean - 3.00

IV. MEDIA PERSONNEL

Additional professional, paraprofessional, and clerical personnel is badly needed in order to provide better services.

Checklist Rating Mean - 4.00

Current Staff Includes:

1 full-time professional

1 full-time clerk

6 student assistants

Evaluations Rating Mean - 2.40

V. MEDIA PROGRAM

One day per week the learning media center remains open from eight o'clock in the morning until nine o'clock in the evening. All other days find the media center open from eight o'clock until four o'clock in the afternoon. However, arrangements are frequently made to meet students as early as seven o'clock in the morning, in the evenings, or during the weekend, so that they may complete special projects.

Checklist Rating Mean - 4.38

The media specialist feels a real need to provide professional assistance in the production of media but the lack of facilities, materials, time, and personnel prevent this.

Evaluations Rating Mean - 3.67

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Recently implemented changes in the learning media services program include:
 - (a) becoming directly involved in the remedial reading program,
 - (b) staying open continuously from eight o'clock in the morning until nine o'clock in the evening one day a week,

- (c) introducing a number of special programs, some of which are open to the community, and
 - (d) developing programs which support the mathematics program.
2. Changes planned or anticipated for the future include:
- (a) setting up individual learning centers,
 - (b) developing independent study programs, and
 - (c) working on a media center/English department program for ninth and tenth grade basic readers.
3. Strengths of the learning media program include:
- (a) the availability of media center facilities and staff,
 - (b) the compilation of special bibliographies and collections when they are needed, and
 - (c) the special interest programs, such as the model contest, the art show, etc.
4. The learning media services program most needs improvement in the following areas:
- (a) expanding audiovisual programs,
 - (b) developing depth in all areas of the print collection, and
 - (c) devoting more attention to instructional areas, such as physical education, which makes few demands on the media center.
5. Data Not Available

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Data Not Available

KNOX COUNTY SCHOOL E

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office with some additional funds coming from federal money such as Title IV-B and the Reading Is Fundamental program.

According to the media specialist, the most positive aspect of Knox County's budgeting procedures is the almost total autonomy given each media specialist in allocating the funds for his/her individual media center.

Checklist Rating Mean - 3.15

Obviously budgets are tight and materials are more expensive. Funds provided by the school system to each individual media center for print and nonprint materials are as adequate as can be expected under the circumstances; however, building an excellent collection within the confines of such a budget is impossible.

Weeding the collection is impossible since every item, regardless of its condition/usefulness, is needed in an attempt to meet standards.

The maintenance budget is obviously lacking, as evidenced by shortages every year.

Evaluations Rating Mean - 3.50

B. Selection of Materials and Equipment for Acquisition.

The system's board of education has an adopted policy to be used as a guideline in the selection of all media.

Each media specialist within the system is responsible for knowing his/her own situation and selecting appropriately.

Checklist Rating Mean - 3.82

The media specialist bases decisions concerning the selection of materials on curriculum needs, student requests, the quality of the material, and gaps in the collection.

Recognized evaluation tools of the trade such as Booklist, Library Journal, Wilson Library Bulletin, New York Times Book Review, and various other sources such as publishers' catalogs are consulted to keep abreast of what is new and what is worthy of purchasing.

Evaluations Rating Mean - 3.29

C. Classifying, Cataloging, and Processing of Materials and Equipment.

According to the media specialist, all media of permanent value are not classified, cataloged, and processed for central distribution but this

is badly needed in order to provide better services.

Checklist Rating Mean - 4.20

Evaluations Rating Mean - 3.75

D. Accessibility of Educational Media.

Bibliographies are circulated periodically to the various departments to let teachers know what is available from the media center in their particular teaching fields.

The media specialist also meets with the different departments to keep the informed about the materials/services of the learning media center.

Lists of new acquisitions are given to all teachers as the new materials arrive.

Checklist Rating Mean - 3.50

All materials are easily accessible for group or individual use; but in the media center, itself, there are not adequate spaces or electrical outlets for heavy group or individual use of the materials.

Evaluations Rating Mean - 3.33

E. Maintenance of Collection.

The media specialist sees a need for a more effective plan in the area of maintenance of materials/

equipment, both at the system level and the individual school level.

The maintenance budget is inadequate.

Media specialists and teachers need more training in the use/care of materials and equipment.

Checklist Rating Mean - 2.60

Evaluations Rating Mean - 3.00

II. FACILITIES

A. Environment.

Space is quite adequate for individual reading, but the media center desperately needs additional electrical and acoustical facilities to provide for individual listening and viewing.

Accommodations for group listening/viewing is also insufficient.

Space which would provide for flexibility of the learning media program is now limited to the media center's reading room, which makes adapting many new programs difficult.

Checklist Rating Mean - 2.95

Since the learning media center is located out of the general flow of traffic and out of the hub of activity as well as directly over the band hall, the media specialist feels that the center is suffering from a poor location.

Evaluations Rating Mean - 2.57

B. Furnishings.

According to the media specialist, the furnishings are quite adequate except for the lack of space/facilities designed for equipment storage.

Checklist Rating Mean - 2.80Evaluation Rating Mean - 4.00

C. Equipment.

Equipment is checked out primarily by teachers for classroom use.

Equipment is available for individual use by students on a limited basis because of space and outlet problems.

Equipment is not available to students for recreational use.

Checklist Rating Mean - 2.20

School's Equipment Includes:

1. Projection Equipment

13 16 mm projectors1 8 mm projector10 filmstrip projectors2 sound filmstrip projectors8 filmstrip viewers

- 4 slide projectors
- 3 opaque projectors
- 11 overhead projectors
- 7 tripod screens
- 2. Audio Equipment
 - 20 record players
 - 2 portable public address systems
 - 19 tape recorders
 - 1 tape duplicator (available at central office)
- 3. Production Equipment

(Not housed in the learning media center)
- 4. Television Equipment

None
- 5. Maintenance Equipment

(All equipment sent to central office for maintenance.)
- 6. Microfilm Equipment
 - 1 microfiche reader
- 7. Electronic Stations

None

The media specialist expressed a real need for additional equipment for individual use and for exceptional students.

The present school building cannot accommodate extensive use of equipment because of the insufficient electrical outlets.

The staff is not as media-oriented as other staffs might be which also creates less demand for materials/equipment.

Considering the current trends toward heavier and heavier use of audiovisual materials/equipment, this learning media program is woefully lacking; however, the media specialist continues, the amount of materials/equipment is now adequate to meet the demands of the school's staff.

The school system's Materials Center provides 16 mm films, etc., as well as some equipment such as 8 mm projectors, tape duplicator, etc.

Additional films can be ordered from the University of Tennessee Film Library.

Evaluations Rating Mean - 2.00

III. RESOURCES

According to the media specialist, the current collection of books, periodicals, newspapers, and other supportive materials are meeting the needs of the staff and student body; however, educating teachers/students about the learning media program is a continuous and full-time job. (Many excellent resources are not utilized to their fullest extent.)

Checklist Rating Mean - 3.44

The current periodical subscriptions number seventy-six, and back issues of all titles are retained in their original form. Plans are being made to start a micro-form collection of periodicals.

No back issues of newspapers are retained.

There are a total of 12,311 items, 11, 816 print and 495 nonprint, in this learning media center's collection. These provide 11.16 items or 10.7 books per student; current enrollment numbers 1,103.

The media center subscribes to only one newspaper.

Evaluations Rating Mean - 3.71

IV. MEDIA PERSONNEL

Additional professional personnel and paraprofessional assistance are badly needed in order to provide better services. The one assistant employed at present is an excellent worker, but she is often occupied with tasks elsewhere in the school (covering classes, registration, etc.)

Checklist Rating Mean - 3.30

Current Staff Includes:

1 full-time professional

1 full-time clerk

Evaluations Rating Mean - 3.20

V. MEDIA PROGRAM

The media specialist works on public relations with school staff constantly, but she still does not feel that some staff members have accepted the media center as an integral part of the school program.

Checklist Rating Mean - 3.70

The media specialist integrates media services into the total educational program by meeting with the chairmen of departments to plan and to inform them of resources available and by getting into the classroom as often as possible to talk about books and other materials.

The media center is open from eight o'clock in the morning until four o'clock in the afternoon every school day.

Extended hours do not seem to be necessary since most of the students leave on buses and since the public library branch is nearby.

Helping to develop students' skills in using resources effectively is done mostly on an informal basis and on an individual basis. As a student asks for help, he is shown how to use the resources.

Freshmen orientation and the sophomore research paper expose all students to the learning media center.

Evaluations Rating Mean - 3.40

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. According to the media specialist, no recent changes have been implemented in the learning media services program.
2. Changes planned and anticipated for the future include adding back issues of periodicals on microform.
3. Strengths of the learning media program center around print collection which is commendable and meets the needs of the students/staff adequately.
4. A weakness of the learning media services program reflects that the teachers too often consider the media center a "holding area" for students who disrupt class or for those who simply are looking for a place to go. The definition of the media center and its services needs always to be reinforced in the minds of both students and staff.
5. Steps planned to correct this weakness include:
 - (a) less use of the media center as a "study hall,"
 - (b) the purchase of additional useful nonprint items,
 - (c) a stronger program to educate the faculty as to how to use the media center effectively.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 3.33

KNOX COUNTY SCHOOL F

I. ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

Provisions/limitations are made by the school system's central office.

Federal money has supplemented the regular budget for some years.

Checklist Rating Mean - 4.38

Budget restraints have made selective purchasing difficult.

Many teacher requests and recognized needs of the media center have not been given proper attention in the search for "bargains."

Evaluations Rating Mean - 3.57

B. Selection of Materials and Equipment for Acquisition.

The system's board of education has an adopted policy to be used as a guideline in the selection of all media.

Factors taken into consideration before new materials and equipment are purchased include the curriculum needs, the present collection, the demands in particular areas, input from staff and students, review of recommendations on approved lists, the number of books already in each subject classification, and the amount of money available.

Checklist Rating Mean - 4.41

Using such criteria as appropriateness for the school curriculum, appropriateness for the school community, the quality of the materials, the reputation of the publisher/producer, the format of materials, and needs peculiar to the existing collection, professionally recognized evaluative tools like Booklist and Senior High School Library Catalog are consulted during the selection/evaluation process.

Evaluations Rating Mean - 3.86

C. Classifying, Cataloging, and Processing of Materials and Equipment.

All materials in the media center are classified, cataloged, and processed properly; however, materials in some departments are not processed for central distribution.

A very important objective of the media specialist is the cataloging of all materials in the school no matter where they are housed.

Checklist Rating Mean - 4.60

Evaluations Rating Mean - 4.75

D. Accessibility of Educational Media.

Accessibility of materials/equipment is enhanced through the use of an efficient check-out system,

open shelves (with a very few exceptions), classroom collections, aid given to students in the selection of materials which they need, reserve book collections, schedules classes, and free access at lunch and before and after school.

Certain books which would "walk off" without being checked out are put in a "special collection" in the workroom. They are all included in the card catalog and are marked "special collection" in red. This collection is accessible to all students upon request.

Checklist Rating Mean - 5.00

Equipment is available in some subject area departments, but most equipment is available and may be checked out through the media center.

Evaluations Rating Mean - 5.00

E. Maintenance of Collection.

The repair of audiovisual equipment is handled through the school system's central office.

Checklist Rating Mean - 3.80

Evaluations Rating Mean - 4.33

II. FACILITIES

A. Environment.

A planned effort is made to keep the media center atmosphere pleasant and inviting.

Reading centers with appropriate furniture (including rocking chairs) are available to students/staff.

Special outlets in certain areas, in addition to the electrical loop, make individual listening and viewing very accessible.

Use of the audiovisual room and the conference rooms by students/staff is encouraged.

Adjoining classrooms lend themselves to classroom/media center combination for doing research and large group/small group instruction.

Checklist Rating Mean - 4.65

Additional space could be provided if necessary by including adjoining classrooms in the media center.

Evaluations Rating Mean - 4.50

B. Furnishings.

Checklist Rating Mean - 5.00

Evaluation Rating Mean - 5.00

C. Equipment.

Teachers at this school make very effective use of audiovisual equipment both by use in the regular classroom and by encouraging more students to use such equipment in class presentations.

An electronic loop is provided in the media center for individual listening without the limitation of hooking up to a particular listening station. The community library personnel are very cooperative in providing materials which supplement those in the school media center.

Checklist Rating Mean - 4.00

School's Equipment Includes:

1. Projection Equipment

- 7 16 mm projectors
- 11 filmstrip projectors
- 5 sound filmstrip projectors
- 6 filmstrip viewers
- 5 slide projectors
- 1 sound slide projector
- 1 slide viewer
- 5 opaque projectors
- 17 overhead projectors
- 10 tripod screens
- 18 projection carts

2. Audio Equipment

- 12 record players
- 3 portable public address systems
- 23 tape recorders

3. Production Equipment

- 4 copying machines
- 3 spirit duplicators
- 1 drymount press
- 1 primary typewriter
- 2 paper cutters

4. Television Equipment

- 1 camera
- 1 video tape recorder
- 1 monitor
- 2 microphones and stands

5. Maintenance Equipment

None

6. Microfilm Equipment

- 2 microfilm readers
- 3 microfiche readers

7. Electronic Stations

- 1 listening only

According to the learning media specialist, the audiovisual equipment in this school seems to adequately take care of the needs of the staff and students.

Evaluations Rating Mean - 3.00

III. RESOURCES

At the present time, the media collection meets the needs and interests of students at this school; however, if restraints on budgets are continued, an adequate collection will be hard to maintain.

Due to drastic cuts in funding, twenty periodical subscriptions have been cancelled for the school year 1979-80. This leaves the media center with a subscription to seventy-three periodicals, ten of which are gifts.

All magazines are kept for five years; in addition, certain, issues are maintained on microform back to the year 1964.

Checklist Rating Mean - 3.82

At present the media center's collection contains 10,596 titles, and the student body enrollment includes 1,047 students, which averages over ten books per student.

The media center subscribes to seven newspapers.

Evaluations Rating Mean - 4.43

IV. MEDIA PERSONNEL

Although the number of personnel meets the standards at the present time, additional clerical help is needed.

Checklist Rating Mean - 4.18

Current Staff Includes:

1 full-time professional

1 full-time paraprofessional equivalent

10 student assistants

Evaluations Rating Mean - 4.00

V. MEDIA PROGRAM

The media specialists integrate media services into the total educational program by meeting with department heads on the local and district level, maintaining a close working relationship with the curriculum principal, providing individual guidance with classroom presentations, providing individual reading guidance, and having the good fortune of working with a very cooperative staff.

Since some students carry a full schedule and are unable to visit the media center during regular school hours, it is open thirty minutes before classes begin and remains open all day until thirty minutes after the end of the last class.

Students may come to the media center from study hall, from a class, or during lunch break.

Teachers may schedule individual classes for research in the media center.

The media specialist feels that an opportunity should be provided all students to have access to media center materials.

Checklist Rating Mean - 4.23

At the present time, no formal media center instruction is offered at the high school level by the learning media specialist unless this instruction is directly related to some specific research needs of students. (Primary and middle schools are now integrating indepth library instruction into their media center programs.)

One area which contributes the most to effective research skills is the planned sophomore research (papers for standard students and exercises for basic students).

The media specialist has observed that students retain knowledge and skills of media center usage longer if they see a real purpose in what they are doing.

A good working relationship with staff members is an integral part of the adequate service offered by the media personnel, according to the media specialist.

Evaluations Rating Mean - 4.50

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Data Not Available
2. Changes planned and anticipated for the future include central cataloging of all materials in the school.
3. Strengths of the learning media services program include
 - (a) good working relationships with the staff,
 - (b) well-rounded collection,
 - (c) good facilities, and
 - (d) the interest of the staff in the total school program.

4. Weaknesses of the learning media program include
 - (a) limited financial resources,
 - (b) lack of central cataloging of all materials,
 - (c) books/materials being taken without being checked out,
and
 - (d) a need for additional audiovisual materials as funds
become available.
5. Steps planned to correct weaknesses include
 - (a) concentrating on cataloging all materials regardless of
where they are housed,
 - (b) spending federal funds on audiovisual materials, and
 - (c) making an effort to encourage more teachers to use
the media center facilities.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Evaluations Rating Mean - 4.75

KNOX COUNTY SCHOOL G

I. ORGANIZATION AND MANGEMENT

A. Financial Provisions.

Budgetary provisions only fairly meet the needs where maintenance of materials, maintenance of equipment, and purchase of professional literature for the instructional and media staff are concerned. There are no provisions for the purchase of supplies and equipment for producing educational materials, but funds are needed for a more effective media program.

Checklist Rating Mean - 3.00

Approximately \$150 additional funds, above those provided by the school system's central office, are available from "lost book" payments.

There are no charges for overdue books.

Some other additional funds come from federal money such as Title IV-B.

Evaluations Rating Mean - 3.00

B. Selection of Materials and Equipment for Acquisition.

The system's board of education has an adopted policy to be used as a guideline in the selection of all media. (Each media center has a copy of the handbook.)

Checklist Rating Mean - 3.94

The learning media specialist rated as "poor" how effectively students, administrators, and community members are involved in the selection/evaluation of materials.

Evaluations Rating Mean - 3.00

C. Classifying, Cataloging, and Processing of Materials and Equipment.

The shelf list is not as current as the media specialist would like.

Checklist Rating Mean - 3.60Evaluations Rating Mean - 4.25

D. Accessibility of Educational Media.

Audiovisual materials rarely circulate to anyone other than teachers, largely because of the severely limited facilities and equipment.

Checklist Rating Mean - 2.66

The circulation system in this school experiences mild problems, due to the fact that no fines are charged for overdue materials. Materials are often returned late which requires an increased amount of clerical work to send out overdue notices, etc. Therefore, a "mild" fine system will be implemented during the next school year.

Evaluations Rating Mean - 3.00

E. Maintenance of Collection.

"Weeding" the collection has become a lost art due to the push for meeting minimum standards, which requires a certain number of "items per student."

At this school, a significant portion of the collection could be discarded with little ill effect, but titles are left on the shelves to help meet standards.

Checklist Rating Mean - 1.80

Evaluations Rating Mean - 2.33

II. FACILITIES

A. Environment.

The media center facilities are extremely limited for viewing and listening.

No built-in equipment, such as wet carrels, etc., has been provided for viewing/listening; however, students are encouraged to utilize the existing equipment/materials even though it may involve showing films in a storage room or carrying tape recorders and headphones to tables.

Checklist Rating Mean - 2.32

The space in this learning media center is far too small for the current student population.

Storage facilities are practically nonexistent, and work space is extremely limited.

(A new facility is scheduled to be built in the near future which should alleviate these problems.)

Evaluations Rating Mean - 2.25

B. Furnishings.

Shelving is nonadjustable and, consequently, a problem.

A display area would be very valuable, but at the present displays are impossible due to a lack of space.

Checklist Rating Mean - 3.17

Evaluations Rating Mean - 3.00

C. Equipment.

Checklist Rating Mean - 2.33

School's Equipment Includes:

1. Projection Equipment

- 6 16 mm projectors
- 8 filmstrip projectors
- 2 sound filmstrip projectors
- 1 filmstrip viewer
- 3 slide projectors
- 1 slide viewer
- 2 opaque projectors

- 6 overhead projectors
 - 6 tripod screens
 - 4 projection carts
- 2. Audio Equipment
 - 1 AM-FM radio
 - 8 record players
 - 1 portable public address system
 - 5 tape recorders
- 3. Production Equipment
 - 1 copy machine
 - 1 spirit duplicator
 - 1 16 mm motion picture camera
 - 2 paper cutters
- 4. Televison Equipment
 - 1 camera
 - 1 video tape recorder
 - 1 monitor
- 5. Maintenance Equipment
 - None
- 6. Microfilm Equipment
 - 1 microfiche reader
- 7. Electronic Stations
 - None

Evaluations Rating Mean - 2.66

III. RESOURCES

Concerted efforts have been made this year to determine areas in the instructional program that are not adequately covered by the media collection. Ordering this year reflects these findings.

Checklist Rating Mean - 3.27

The average daily attendance of this school total 909 students. A total of 10,280 titles in the learning media center provides 11.3 items for each student.

The current periodical subscriptions number fifty-two.

The collection of back issues of periodicals is not complete because of a clerical error in 1977 that caused the media center not to receive issues for approximately six months. An attempt to reconstruct the collection in a microfiche format has been begun this year.

The media center subscribes to two newspapers.

Evaluations Rating Mean - 3.14

IV. MEDIA PERSONNEL

A full-time clerical aide would be a great help. As the situation exists now, the aide is in the media center one half of the day and in the study hall the other half, which creates a situation that makes a good "flow" of work practically impossible.

Checklist Rating Mean - 3.56

Current Staff Includes:

- 1 full-time professional
- 1 full-time professional staff equivalent
- 1/2 clerical staff member
- 10 student assistants

Evaluations Rating Mean - 3.25

V. MEDIA PROGRAM

Every effort is made to study the curriculum offerings thoroughly in order to obtain a working knowledge of what is being taught.

An attempt is made to contact individual teachers in the planning stages of their units in order to alert them to supplementary resources available in the learning media center and other resource centers.

Arrangements are made for either getting materials to the classroom or bringing the class to the materials.

Checklist Rating Mean - 3.32

The current schedule allows teachers to schedule classes in the learning media center as needed. (This is top priority as far as seating and the efforts of the staff are concerned.)

The media specialists also reserve space for individual students coming from classes or study hall for resource or recreational needs.

The media specialist feels that the media center is the best place for students to "learn how to learn," thus its use is encouraged by a liberal access policy.

No formal plan exists for "library instruction" although some instruction is given with the seventh grade reading classes in the fall.

Efforts are primarily focused on giving students instruction on an individual basis as the need arises.

Evaluations Rating Mean - 2.83

VI. SPECIAL CHARACTERISTICS OF LEARNING MEDIA SERVICES

1. Data Not Available
2. Changes planned and anticipated for the future include:
 - (a) getting a new facility by way of the school system's building program,
 - (b) initiating a fine policy for overdue materials,
 - (c) developing a comprehensive bibliography program which will provide teachers with specialized subject lists, and
 - (d) making more use of the microfiche equipment and materials.
3. Strengths of the learning media center stem from the satisfying personal relationship which the media specialist enjoys with both staff and students.
Seeing students learn and seeing teachers begin to use

the media center more and more makes the program both worthwhile and satisfying.

4. The learning media services program can be improved by filling some gaps in the collection, such as math and home economics.
5. Steps planned to correct weaknesses include:
 - (a) building a collection which better meets identifiable needs,
 - (b) constructing a facility which will allow for flexibility, comfort, and variety in a media program,
 - (c) making the clerical aide's position full-time instead of part-time,
 - (d) putting more effort into a public relations program with students and teachers, and
 - (e) continuing to learn the collection.

VII. GENERAL EVALUATION OF LEARNING MEDIA SERVICES

Data Not Available

VITA

Lexa P. Hooten, daughter of Mr. and Mrs. Ralph C. Pennington, was born in Columbia, Tennessee, on August 20, 1946. She attended public schools in Hickman County and graduated from Hickman County High School in 1964. She received a Bachelor of Science degree in English and history from Middle Tennessee State University in May, 1967, a Master of Science degree in library and information science from the University of Tennessee, Knoxville, in August, 1971, and a Specialist in Education degree in Curriculum and Instruction from The University of Tennessee, Knoxville, in August, 1979.

She taught English in Columbia, Tennessee, for one year, 1967-68, and in Knox County for four years, 1968-72. For the past seven years, she has been a member of the Knox County Schools Materials Center staff.

She is married to Ronald D. Hooten and has one daughter, Jennifer Renee. She and her husband anticipate the birth of their second child within the next few weeks.