

REPORT OF A SURVEY OF OKLAHOMA  
MEDIA PROFESSIONALS CONCERNING  
OKLAHOMA STATE UNIVERSITY'S  
SCHOOL OF JOURNALISM AND  
BROADCASTING EXTENSION  
SERVICES

BY

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Can you believe it's really over? I

without my deepest gratitude

and the assistance of my advisor, but

**ACKNOWLEDGEMENTS** send. My heartfelt

After all is said and done, this will be the most difficult part of the whole process because there is no way to adequately express how grateful I am for not only this opportunity, but for all of those who have touched my life along the way. If I happen to forget to mention you, it is not because you were not important, but because by this point, I would most likely be medically diagnosed as brain dead. So, in advance, please forgive me.

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CHAPTER I  
INTRODUCTION

**CHAPTER I**

**INTRODUCTION**

From government to businesses all across America, the concept of "serving the people" has been the foundation of their success. And, without fail, the better people are served the more success organizations will reap. Therefore, it should have come as no surprise when the higher education system borrowed the concept and developed the plan that brought the university to the people: Cooperative Extension Service.

According to research, it was the Cooperative Extension Service that forever changed the direction of the higher education system. At one time, higher education was an achievement for only the elite in America. However, under the provisions of the first and second Morrill Land-Grant College Acts in 1862 and 1890, everyone, from that point on, was to be provided with the opportunity to attain a college degree. Nevertheless, the concept of "serving the people" by land-grant institutions was still not fully realized until 1914:

Then came a new concept, which Cooperative Extension embodied, that the knowledge within the land-grant institutions should be made available to those not attending those institutions and

should continue to be available throughout one's new life. Thus was the university brought to the people.<sup>1</sup>

In simpler terms, extension education is a service which trains people to help themselves through programs such as workshops, internships and research services.

## Background

### General

Even though there are many different opinions on when, or by whom university extension service was developed, research clearly acknowledged that university extension service has been responsible for the reconstruction of the American system of higher education.

According to George Woytanowitz, university extension originated in England in the late 1860s. University extension was a means by which a university-style education could be attained by everyone, especially middle-class women and the laboring poor. By the 1880s, the university extension idea had spread to the United States; but, it would take until the next decade before it would be recognized as the important educational movement it would become.<sup>2</sup>

However, according to Allan Nevins, it was the day of July 2, 1862, that had an everlasting impact on the higher education system in America. On July 2, 1862, Abraham Lincoln signed the College Land Grant Act, of which Justin

S. Morrill of Vermont was the principal author. This new enactment granted every state, even members of the Confederacy once they returned to the Union, 30,000 acres of public land for each member of Congress. The proceeds from the selling of the land would be used to establish colleges in each state.<sup>3</sup>

As reported by the National Association of State Universities and Land-Grant Colleges, the Morrill Act's legacy for higher education was the philosophy: "campuses should be accessible to students from all economic classes-- not just wealthy, that higher education should be practical as well as classical, and that colleges and universities should draw support from the federal government."<sup>4</sup>

However, by the early 1870s, land-grant institutions were struggling and in need of more federal assistance. According to J.B. Edmond, the universities were financially failing because the Morrill Act had restricted the use of the endowment to the purchasing of "a farm for experimental work and to paying salaries of the president and the faculty and to buying supplies and equipment for the classroom and laboratory."<sup>5</sup> The state was required to provide funds for the construction of the buildings and laboratories. However, during the late 1800s, the nation was in a depressed state so money was scarce and colleges began to go in debt.<sup>6</sup>

Nevertheless, it took until 1890 to pass the second

Morrill Act. This Act, finally, provided the funds required for land-grant colleges to stay in operation. According to Prawl, Medlin, and Gross, as a result of the second Morrill Act, states took the future of land-grant colleges more seriously and even began investing additional funding of its own into the institutions.<sup>7</sup>

By the early 1900s, land-grant colleges had become "viable and recognizable forces in agriculture and higher education in the United States and, ultimately, throughout the world."<sup>8</sup> However, as Edmond concluded, "the crowning achievement of these institutions was the development of continuous or continuation education--the opportunity for all of the people to enrich their lives by learning after their formal period of education."<sup>9</sup>

On May 8, 1914, with the help of the American Association of Land-Grant Colleges, the Smith-Lever Act was passed. According to the National Association of State Universities and Land-Grant Colleges, the Smith-Lever Act provided the "legislative foundation and national recognition for a third key function of state and land-grant universities: extension or public service."<sup>10</sup> This Act supplied federal support to land-grant universities for the purpose of off-campus instruction.<sup>11</sup>

Even though the Smith-Lever Act legislated that the purpose of extension services was "... to aid in the diffusing among the people of the United States useful and

practical information on subjects relating to agriculture and home economics, and to encourage the applications of the same," today, the extension concept has progressed far beyond just agriculture.<sup>12</sup>

Throughout the 1900s, extension service providers have had to re-think how effectively they were accomplishing the land-grant mission.

By the mid-'40s, Extension had not only survived the Great Depression years but had played a vital role in postwar efforts for both World War I and World War II.<sup>13</sup>

However, by the 1950s, technological advancements in farm equipment had started a decline in smaller farms and thus farming communities.<sup>14</sup> Extension was now facing its toughest obstacle yet, becoming obsolete. Therefore, to remain viable, extension service officials had to consider broadening their mission.

In response to the ever increasing pressure to change, by the 1970s, the concept of carrying research productivity beyond agriculture in land-grant schools was steadily, but painfully, increasing.<sup>15</sup> As a result of the changing clientele, according to G. Lester Anderson, education has had to continually change over the last 100 years. Therefore, the land-grant colleges and universities of today bear little resemblance to what they were seventy-five or even fifty years ago.<sup>16</sup> Nevertheless, the one thing that has not changed, according to Wayne Rasmussen, "extension

brings the rewards of higher education into the lives of all segments of our extraordinarily diverse population."<sup>17</sup>

As Kelsey and Hearn were quoted in Prawl et al, extension education is

an out-of-school system of education in which adults and young people learn by doing. It is a partnership between the government, the land-grant colleges, and the people, which provides service and education designed to meet the needs of the people.<sup>18</sup>

#### Oklahoma State University's Mission of Extension

Many times, over the years, extension programs at land-grant universities have been low on the priority list of things to devote time and effort, and Oklahoma State University (OSU) has been no exception. However, Dr. Halligan, the president of OSU, has voiced his dedication to not only reviving, but increasing extension services offered by OSU to the public and businesses of Oklahoma. During his presidency, Dr. Halligan hopes that "Consistent with its land-grant mission, OSU will provide broad-based, high quality extension programs that assist Oklahomans in improving their lives and the economic competitiveness of the state."<sup>19</sup>

This broad mission of extension, of bringing a wide spectrum of university services to the people, has moved far beyond the original concept of agricultural services. Each college at OSU, from the Human Environmental Sciences to Arts and Sciences, has its own publics to which it is

responsible. For example:

The mission of Arts of Sciences (A&S) Extension is to deliver high quality outreach programs to people anywhere in the state of Oklahoma. These outreach programs, which are offered through various media, include public service activities, conferences, non-credit training courses, and credit courses.<sup>20</sup>

According to Robert Fite, by the early 1990s, OSU was serving tens of thousands of individuals each year through Extension non-credit programs or other forms of outreach activities.<sup>21</sup>

### **Statement of the Problem**

The problem that will be addressed by this thesis is the lack of information on how institutions of higher education can better meet the needs of the people and organizations it serves through extension and service. In particular, it will focus on the needs of persons and organizations in the mass media professions in Oklahoma that could be addressed by Oklahoma State University's School of Journalism and Broadcasting.

### **Research Objectives and Methodology**

The focus of this study will be to determine how Oklahoma State University's (OSU's) School of Journalism and Broadcasting (SJB) can better assist the Oklahoma media industry through extension programs such as workshops, internships, and research services.



The research problems examined were:

- (a) to what extent has the extension services of been successful in meeting the needs of the field?
- (b) how can the SJB improve its extension progra
- (c) are extension programs a needed service for organizations and professionals?
- (d) what are the needs of the Oklahoma media tha could be met by the SJB's extension services

To gain the above-mentioned information in the mo cost-effective and timely manner, a mail survey was se all Oklahoma media professionals found in the Oklahoma Association Media Guide, and the Public Relations Soci America (PRSA), Broadcast Executives of Tulsa (BET is Tulsa, Oklahoma Advertising Association), and Oklahoma Ad Club directories. The survey instrument was a self administered questionnaire.

The results of the study will be used to identify educational needs and appropriate delivery systems tha would help the SJB better meet the needs of the Oklaho media industry. This research is expected to find tha Oklahoma media has many needs that the SJB can meet th various extension and outreach programs.

#### **Significance of Research**

The purpose of this study would be to find out fr

Oklahoma public relations, advertising, print and broadcasting professionals what specific services the SJB can provide to better meet the needs of the Oklahoma media industry.

The value of researching this topic would be that the SJB will benefit from the information collected in this study by being able to improve the quality of services provided by its extension program.

Media professionals will also benefit from the study by not only having the opportunity to express their needs, interests, and concerns but, as a result, have extension programs that are tailored to meet those needs. In addition, the results of this study will provide a benchmark for future, similar studies.

### **Limitations**

As with any study, there are limitations that must be acknowledged.

This study was restricted to the extension services of Oklahoma State University's School of Journalism and Broadcasting. Therefore, the results of this study would not necessarily be representative of other university journalism programs.

In addition, the survey only includes the media in the state of Oklahoma, which can cause the results to not be representative of other populations.

Also, as with any survey-type study, the researcher has to assume that the questionnaire will be received by the appropriate people and that they will be honest in their responses. However, even when the survey does reach the designated person, there is no guarantee that he/she will take the time to reply to the requested information.

Another limitation that must be addressed is that the researcher would not be available (personally) to answer and/or explain any questions that might be confusing to the respondents. As a result, participants of the survey process, instead of taking the time to call and ask questions about the questionnaire, may just not answer specific questions or the survey instrument at all.

### **Organization of Research**

Chapter II, will present a literature review of published materials in the United States concerning extension services provided by land-grant universities.

Chapter III will describe the methodology used in this research study. An analysis of the data collected in this study will be presented in Chapter IV.

Chapter V will conclude this study with a summary and recommendations for the Oklahoma State University's School of Journalism and Broadcasting, researchers, and Oklahoma media professionals.

## ENDNOTES

<sup>1</sup>Wayne D. Rasmussen, Taking the University to the People (Ames, Iowa: Iowa State University Press, 1989), 3.

<sup>2</sup>George M. Woytanowitz, University Extension 1885-1915: The Early Years in the United States (Iowa City, Iowa: The American College Testing Program, 1974), ix.

<sup>3</sup>Allan Nevins, The Origins of the Land-Grant Colleges and State Universities (Washington, D.C.: Civil War Centennial Commission, 1962), 8.

<sup>4</sup>National Association of State Universities and Land-Grant Colleges (Washington, D.C.: NASULGC, 1989), 11.

<sup>5</sup>J.B. Edmond, The Magnificent Charter: The Origin and Role of the Morrill Land-Grant Colleges and Universities (Hicksville, New York: Exposition Press, 1978), 31.

<sup>6</sup>Ibid.

<sup>7</sup>Warren Prawl, Roger Medlin, and John Gross, Adult and Continuing Education Through the Cooperative Extension Service (Columbia, Missouri: University of Missouri-Columbia, 1984), 19.

<sup>8</sup>Ibid.

<sup>9</sup>Edmond, Magnificent Charter, xvi.

<sup>10</sup>National Association of State Universities, 14.

<sup>11</sup>Ibid, 15.

<sup>12</sup>Ibid.

<sup>13</sup>Rasmussen, University to the People, 116.

<sup>14</sup>Ibid., 139.

<sup>15</sup>Anderson, Universities and Their Challenge, 5.

<sup>16</sup>Ibid., 1.

<sup>17</sup>Rasmussen, University to the People, 3.

<sup>18</sup>Prawl et al., Adult and Continuing Education, 24.

<sup>19</sup>Vision Statement of President James Halligan of Oklahoma State University, Special Collections, Edmon Low Library, Oklahoma State University, Stillwater, Oklahoma.

<sup>20</sup>Strategic Planning Committee, Oklahoma State University's Art and Science's Extension Mission Statement, created as part of the Strategic Planning Committee meeting at Oklahoma State University, Stillwater, Ok., 1992.

<sup>21</sup>Robert C. Fite, Ph.D, A History of Oklahoma State University Extension and Outreach (Stillwater, Oklahoma: Oklahoma State University, 1988), 4.

## CHAPTER II

### LITERATURE REVIEW

#### Introduction

Serving the people is an integral part of the success of any business and the business of education is no exception. For land-grant universities, one of the traditionally accepted forms of serving the people is through extension programs.

Chapter II examines the history, through literature and research studies, of university extension and the emergence of land-grant institutions. In examining university extension and the emergence of land-grant institutions, the emphasis will be on the triad mission of land-grant universities: teaching, research, and extension. The legislative foundation for the three key functions of the state and land-grant system is also an essential component of Chapter II's examination.

## The History of Land-Grant Universities and University Extension

### Extension: The Early Years

University extension, according to Woytanowitz, originated in England in the late 1860s. University extension was defined as a means by which a university-style education could be attained by everyone, especially middle-class women and the laboring poor.<sup>1</sup> However, according to Prawl, Medlin, and Gross, the roots of extension service can be found even earlier in the United States.

In America, extension ideas have been traced back to the days of George Washington, Thomas Jefferson, Daniel Webster, and Benjamin Franklin. But, if a popular folk tale is to be believed, it was in 1607, after the first settlers arrived in Jamestown, that the earliest form of extension work was started. The folk tale claims that "Squanto, an Indian friend of early-day settlers, was the first extension agent because he demonstrated to the pilgrims how to plant a small fish in each hill of corn for a better crop."<sup>2</sup>

Whether the folk tale is to be believed is not really relevant, but that extension began as a means of disseminating agricultural and homemaking information from not only father to son, mother to daughter, neighbor to neighbor, but from generation to generation. The information was learned through observation, trial and error, and then exchanged with the ideas of others.<sup>3</sup>

However, it was not until 1785 that the extension movement really began to prosper.

In an effort to promote agriculture, Benjamin Franklin, in 1785, organized the first agricultural society. The idea of an agricultural society, which provided information about advancements in agriculture, quickly spread to other communities across America. Soon the community societies merged into state societies and began sponsoring agricultural fairs which were not only places for fellowship, but proved to be very educational. By the 1860s, agricultural societies were in every state.<sup>4</sup> However, there were serious problems confronting the early efforts of extension service.

One of the major problems encountered by the supporters of the early days of extension service was that the people who could afford to take the time and money to attend the agricultural society meetings were not the farmers, but wealthy landowners, professional men and merchants.<sup>5</sup> Another problem, according to Rassmussen, was that the societies' primary source of communication about agriculture information was derived from bulletins, newsletters, leaflets, farm papers and institutional reports and although many farmers were literate, they still did not trust "book farming."<sup>6</sup> Therefore, the very people whom the extension efforts were intended to help were not the ones receiving the benefits.



Recognizing the need for more direct contact between those who possessed the information with those who needed it, the agriculture societies began having farmers with specialized experience and college professors doing work related to agriculture speak at the societies' meetings. The demand for more direct contact with those with specialized knowledge of agriculture led to what became known as the farmers' institutes.<sup>7</sup>

In 1863, the Massachusetts State Board of Agriculture formed the farmers' institutes which were designed to upgrade farmers' skills. The institutes were a combination of school-convention-institute-meeting.<sup>8</sup> The meetings were conducted annually, during the winter months, in different districts, with discussions and lectures given by qualified people, including professors and farmers. The purpose of the agricultural institutes was to take the knowledge to the people who needed it: the farmers.<sup>9</sup>

According to Prawl et al., "the farmers' institute movement rapidly spread across the country and was readily adopted by the newly organized land-grant colleges."<sup>10</sup> Nevertheless, before the institutes could have an impact, again, there were some obstacles that had to be tackled.

One of the major difficulties facing the farmers institutes' efforts was "the shortage of reliable, factual and research-tested data that could be used for making sound, practical and feasible recommendations for farmers

and, later, homemakers."<sup>11</sup> However, even when the data were available, it could not be used as a universal problem solver because of the "great diversity in climate, soils and crops that existed across the country."<sup>12</sup> In addition, because agriculture was still a relatively new science, there were not many agriculture graduates. Therefore, many of the early day professors of agriculture at the institutes were chemists, zoologists, botanists, geologists etc.<sup>13</sup>

Nevertheless, the institutes brought to light a need and in turn, created a new venue in which extension services could prosper. According to Rassmussen, the institutes' "success led many people to call for even greater efforts to take practical education directly to farmers and their families."<sup>14</sup>

#### Emergence of Land-grant Universities

With each passing year of the nineteenth century, according to Nevins, "the faith of the Western nations in progress was strengthened by social, scientific, technological, and cultural advances."<sup>15</sup> Specifically, in America, each new invention, from telegraphs to oil wells, fostered the growing belief that for Americans anything was possible.<sup>16</sup>

Therefore, it should have come as no surprise when against the age of industrial revolution and new social enlightenment, a revolt was raised against the college of earlier times which believed that only the elite deserved an

education. The educational revolt consisted of four elements: "rejection of the tyranny of classical and theological studies, championship of science, insistence on attention to agriculture and the mechanic arts, and -- most important of all -- a demand for greater democracy in education."<sup>17</sup> From this educational revolt, the plan for a state industrial university was conceived.

According to Prawl et al., it is Jonathan Turner of Illinois who is known as the founder of the land-grant college movement. Turner was a vital advocate during the mid-1800s for "an institution that offered agriculture and the practical arts to the 'common man'."<sup>18</sup> However, even though many people believed in Turner's vision, no one knew exactly how to make the dream a reality. Nevertheless, the passion with which Turner's supporters believed in democracy would prove to be enough to keep the dream alive:

Great social changes are never effected by ideas alone, but they are never effected without them, and without passion behind the ideas. The most important idea in the genesis of the land-grant colleges and state universities was that of democracy, because it had behind it the most passionate feeling.<sup>19</sup>

With such a powerful movement motivating Turner, he soon determined that the best way for his educational plan to be realized would be through federal land grants to the states. Turner argued that with the nation's vast public domain just lying there awaiting constructive use, what better way for it to be used than in serving the public?<sup>20</sup>

However, what was needed first was a little help from Congress.

Acquainted with Turner's ideas, it was Representative Justin Morrill who proposed the first federal legislation designating funds for university education. As Nevins reported, Morrill supported Turner's belief that everyone, with no restrictions, should have an equal opportunity for an education.<sup>21</sup>

This was the central motivation propelling the land-grant movement: the fear that without the freedom for everyone to obtain an education, liberty and equality in America would not survive.<sup>22</sup> However, as Nevins concluded, "the struggle for liberty when carried to its logical conclusion is always a struggle for equality, and education is the most potent weapon in this contest."<sup>23</sup>

#### The Morrill Land-Grant Act

Success is hardly ever easily won; but, the struggle that surrounded the passage of the College Land Grant Act was a long and often bitter one that lasted years. Matter of fact, Morrill's first attempt at getting his bill passed, was vetoed by President Buchanan, but Morrill, who later became senator, was not easily dissuaded.<sup>24</sup>

As a result of Morrill's persistence along with the culmination of the educational movement, the long awaited Morrill Land-Grant Act was born.

On July 2, 1862, Abraham Lincoln signed the College

Land Grant Act, of which Justin Morrill of Vermont was the principal author. This new enactment would allow every state, even members of the Confederacy once they returned to the Union, to select 30,000 acres of public land for each member of Congress. The proceeds from the selling of the land would be used to establish colleges in each state.<sup>25</sup>

The main objective of the land-grant universities would be "without excluding other scientific or classical studies, to teach such branches of learning as are related to agriculture and the mechanic arts."<sup>26</sup> Therefore, the Morrill Act of 1862 would be the legislative foundation that enabled the state and land-grant universities to realize its first mission--teaching.<sup>27</sup>

As reported by National Association of State Universities and Land-Grant Colleges, the Morrill Act's legacy for higher education was the philosophy: "campuses should be accessible to students from all economic classes--not just wealthy, that higher education should be practical as well as classical, and that colleges and universities should draw support from the federal government."<sup>28</sup>

However, by the early 1870s, land-grant institutions were failing and in need of additional federal assistance. According to Edmond, the universities were financially struggling because of the restrictions that were imposed on how the endowment of the Act could be used. The money from the Morrill Endowment was to be used only to purchase "a

farm for experimental work and to paying salaries of the president and the faculty and to buying supplies and equipment for the classroom and laboratory."<sup>29</sup>

The reasoning behind the restrictions of the Act was that the development of the land-grant colleges should be a collaboration between the federal and state governments. Therefore, the federal government was responsible for providing funds for the beginning of the college, and the state was required to fund the construction of the buildings and laboratories. However, during the latter part of the 1800s, the nation was in a depressed state so money was scarce and colleges began going into debt.<sup>30</sup> But, financial matters were not the only problems facing land-grant institutions of the late 1800s.

Even though, as stated before, the original concept for establishing land-grant universities was for the teaching of agriculture, it was still a new science and there were few graduates in the field and even less of a research base from which to teach.<sup>31</sup> However, according to Anderson, agricultural education and experimentation, by the mid-1800s, was no longer an option, but imperative in order "to keep food production ahead of population growth."<sup>32</sup> Therefore, out of necessity, teachers began literally moving their classrooms into the fields. Professors began taking their students to the farms (a provision of the Morrill Act) and experimenting, which not only developed a resource base

from which to teach, but gave the students the best laboratories in which to learn.<sup>33</sup>

### The Hatch Act

Recognizing the importance of developing a research base for the future of agricultural education, professors and presidents of Morrill land-grant universities began to band together in an effort to urge Congress to establish agriculture experiment stations in each state.<sup>34</sup>

By the late 1870s, experiment stations were being organized all across the United States. As a result of the lobbying, by supporters of the land-grant colleges, and the research being conducted at the experiment stations, Congress was finally inspired to approve the Hatch Act on March 2, 1887.<sup>35</sup> The Act specified that agriculture experiment stations would be established in each of the land-grant colleges and that these stations would be required to:

aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture and to promote scientific investigation and experiment respecting the principles and applications of agricultural science.<sup>36</sup>

Through the Hatch Act, the United States committed itself, for the first time, to national scientific research—"research designed to push back the frontiers of knowledge to improve the quality of life for all Americans."<sup>37</sup> This commitment also symbolized the fulfillment of the second

mission of the state and land-grant universities-- research.<sup>38</sup> According to Edmond, the organization of the experiment stations benefitted not only the universities, but America as a whole: "making available to all of the people a wide variety of high-quality food at reasonable cost."<sup>39</sup>

However, more importantly, the passage of the Hatch Act was considered to be an acknowledgment, by Congress, of the contributions the land-grant university had made since its inception. This recognition would "set the trend for future cooperation and coordination between the federal government and land-grant colleges."<sup>40</sup> The relationship between the federal government and land-grant universities was strengthened through a third partner, the United States Department of Agriculture (USDA). Under the Act, the USDA was required to supervise and report on the activities of the experiment stations.<sup>41</sup>

Soon after the Hatch Act, supporters of the land-grant universities realized that if their ideas were to continue to be heard, they needed to officially band together. The supporters recognized that not only had they played an instrumental role in the passage of the Hatch Act, but the benefits the colleges would receive from more coordinated efforts. As a result, the Association of American Agricultural Colleges and Experiment Stations was formed. The organization is now called the Association of State



Universities and Land-Grant Colleges (ASULGC).<sup>42</sup> From this point on, officially, the Association would play a critical role in the future of Land-Grant Colleges.

#### The Second Morrill Act

Even though the Hatch Act provided for research facilities, the financial troubles that the land-grant colleges had experienced from the beginning were still being encountered. Morrill, again, only this time with the support of the ASULGC, realizing that the original endowments were not enough to support the fledgling institutions, proposed a new bill which would appropriate more federal assistance for the universities.<sup>43</sup>

The second Morrill Act was made into law on August 30, 1890. The 1890 Morrill Act allowed for an additional \$15,000 to be given to each land-grant university. To the endowment of 1890, \$1,000 would be added monthly until the total reached \$25,000. Again, the Act stipulated the following provision:

the monies were to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their application in the industries of life and to the facilities for such instruction.<sup>44</sup>

The passing of the second Morrill Act also caused the state officials to start taking the future of the land-grant colleges more seriously and appropriating additional funding of their own for the institutions. As a result, by the

early 1900s, land-grant colleges became "viable and recognizable forces in agriculture and higher education in the United States and, ultimately, throughout the world."<sup>45</sup>

After successfully lobbying for the Second Morrill Act of 1890, the ASULGC focused its efforts on organizing a nationwide extension service.

### University Extension

Since the early 1900s, the progression toward a nationwide extension system had steadily been building. In 1908, President Roosevelt designated a Commission on Country Life to "recommend legislation that would enhance the well-being of farmers and others living in rural areas."<sup>46</sup> Between 1909 and 1913, at least 32 bills supporting a nationwide, federally assisted, extension program were presented before both the House and Senate.<sup>47</sup>

However, it was not until 1911 when Representative A. Frank Lever of South Carolina proposed his Extension bill that Congress paid attention. But, Lever's bill needed modifying. Therefore, the USDA and colleges working with and in the ASULGC made the revisions in Lever's bill and, on July 16, 1912, Senator Hoke Smith of Georgia introduced the amended version to the Senate. Nevertheless, it would take two more years of revisions before the bill passed.<sup>48</sup> But, on May 8, 1914, President Wilson, finally, signed the Smith-Lever Act into law. According to Rassmussen, President Wilson referred to the bill as "one of the most significant

and far-reaching measures for the education of adults ever adopted by the government."<sup>49</sup>

The main objective of extension work according to the Smith-Lever Act was "to aid in the diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the applications of the same."<sup>50</sup> However, the Smith-Lever Act also specified that extension work was to

consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise.<sup>51</sup>

It is no coincidence that the wording of the Smith-Lever Act was similar to both the Hatch Act of 1887 and the Morrill Act of 1862, both of the Acts were used as a pattern in the development of the Smith-Lever Act. However, it was the Smith-Lever Act that provided the third and final link between the government, represented by the USDA, and the land-grant universities. What the Hatch Act did for research, and the Morrill Act did for teaching, the Smith-Lever Act bonded the efforts together with extension service.<sup>52</sup>

Extension education, as defined by Kelsey and Hearn in Prawl et. al, is

an out-of-school system of education in which adult and young people learn by doing. It is a partnership between the government, the land-grant colleges, and the people, which provides service

and education designed to meet the needs of the people.<sup>53</sup>

In simpler terms, extension education is a service which trains people to help themselves.<sup>54</sup>

### Extension Today

The old saying, "The more things change, the more they stay the same" has never been more true than in the case of the land-grant university extension system.

According to Anderson, the education system in America has continually changed over the last 100 years and land-grant colleges and universities of today bear little resemblance to what they were seventy-five or even fifty years ago.<sup>55</sup> However, even though this statement is true enough, the land-grant universities seem to have perpetually struggled with the same problems since the beginning. But, these same institutions have also experienced its share of accomplishments.

According to Rasmussen, the land-grant institutions' success for the first seventy-five years was possible because of certain fundamental principles:

helping people help themselves, identifying and meeting the needs of the people served, developing new methods of education, undertaking programs based upon research, making needs known to research institutions, and maintaining Extension as a cooperative program carried on by the local, state, and federal governments.<sup>56</sup>

Therefore, in developing a vision for the future of Extension, Rasmussen encouraged supporters and leaders to

"keep in mind the principles that brought it success in the past."<sup>57</sup>

#### Where We Have Been

In 1914, the same year that the Smith-Lever Act was made into law, World War I broke out. When the United States entered the war in 1917, the Cooperative Extension program played a major role in the efforts of the war:

Extension's responsibility was to help farmers increase the production of essential crops, particularly wheat. With many people entering the armed forces and taking jobs in war industries, farm labor shortages occurred. County agents helped solve this problem by recruiting labor from nontraditional sources.<sup>58</sup>

Out of the efforts of the Extension system during World War I, came national acceptance. However, by 1920, the nation was beginning to sink into a financial depression. By 1930, the U.S. was deep into what would become known as "The Great Depression." For about fourteen years, the nation was subjected to some of the most difficult economic circumstances that it had ever faced, and it would be rural America that would suffer the most.<sup>59</sup> Obviously, the Great Depression slowed the expansion of the Extension movement. However, help was right around the corner.

President Roosevelt's New Deal of the 1930s provided emergency money which assisted in keeping the Extension program alive. And, as a result, Extension became the educational force behind The New Deal's programs. According to Rasmussen, "The New Deal of the 1930s would both

challenge and strengthen Extension at the county, state, and federal levels."<sup>60</sup>

The first challenge that the Extension system faced was to help the U.S. overcome the worst depression in history. However, the strength of the Extension system was proven by its ability to adapt to meet the needs of a nation at a critical time. Nevertheless, The Great Depression was hardly over when the nation was already facing another war, World War II. But, this time, the Cooperative Extension Program, with the support of funds from the New Deal, was ready and responded immediately to wartime concerns.<sup>61</sup>

By the mid-'40s, Extension had not only survived two major national emergencies but had also played a vital role in postwar problem solving.

At the end of World War II, Extension services were used to help veterans "turn from wartime to peacetime projects and activities, and to provide knowledge helpful to farmers and rural families in adjusting to the tremendous changes that research would bring to their lives."<sup>62</sup> The Extension system successfully met the post-war challenges and, in addition, assisted farmers in reaching the greatest agricultural production increases in the history of the world. However, very few achievements come without a price.<sup>63</sup>

After World War II, due to the many technological advancements in agricultural equipment, the size of

commercial farms started growing, but the number of family-owned farms started declining. Farmers who depended on a wide range of purchased products became caught up in "boom and bust" cycles and with every bust, the number of farmers became fewer and hence so did rural communities.<sup>64</sup> This would be Extension's toughest obstacle yet, the threat of becoming obsolete.

Until the early 1950s, the Extension system had focused on serving the rural public as its only clientele, however; without farmers, there would be no need for the system. As Rasmussen concluded, the context in which land-grant universities formed its mission was to improve farming and farm life; however, that was a notable vision for a time when the "rural population was nearly one-half the total population; in recent years it is one-quarter of the total."<sup>65</sup> Therefore, in order to survive, Extension would need to broaden its mission. Of course, change always takes time.

#### The Beginning of Change

By the 1950s, according to Wheeler, "the United States that the land-grant universities were created to aid and assist no longer exists."<sup>66</sup> In other words, when land-grant institutions were formed, 75 percent of Americans were farmers but after more than a century of technological advancements, only a mere 2 percent of the population were making their living in the agricultural field.<sup>67</sup>

Therefore, to remain viable, land-grant universities had to change with the times. Scientists, research administrators and even the land-grant universities themselves were calling for "universities to move beyond their agricultural past and broaden their research agenda."<sup>68</sup> As Carolyn Mooney reported in The Chronicle of Higher Education, "The future success of the system, insist political leaders and higher-education officials who follow it closely, depends on how well it reflects--and adapts to--change."<sup>69</sup>

In response to the ever increasing pressure to change, by the 1970s, the concept of carrying research productivity beyond agriculture in land-grant schools was steadily, but painfully, progressing.<sup>70</sup>

However, the problems that land-grant university officials struggled with from the beginning, still plagued them into the late 1900s: "state budget cuts, federal funding that is not suppose to increase in the next decade, and the changing demographics of rural America."<sup>71</sup>

Nevertheless, in an attempt to examine the progress of broadening the mission of extension, Wagner conducted the study, "Social Contracts and University Public Service." The researcher examined the efforts of one research university to replicate the extension services of the agricultural field into the educational field.<sup>72</sup> However, it was found that the educational extension program did not



generate the following:

(1) the kind of research breakthroughs attributed to programs in agriculture; and, (2) nor have service artifacts and activities developed through the educational extension program been targeted by private enterprise for the kind of capital investment, production, and marketing that characterizes developments in agriculture.<sup>73</sup>

In another study, "Knowledge in Action: The University of Missouri's Extension Network", conducted by Brice Ratchford, it was found that the biggest hindrance to establishing an extension program in every department of a university was the "pervasive attitude, even in the College of Agriculture, that extension work was of low quality and low academic level and hence should not be a part of the mission of a research university."<sup>74</sup>

Many times, hostilities were even found between the different departments. According to Wheeler, the Northwest Area Foundation's Mr. Stauber reported that in his visits to land-grant universities he had heard "economists call agronomists dirt clods and ecologists refer to agricultural economists as the bastard children of Adam Smith."<sup>75</sup>

Nevertheless, even though change takes time, land-grant university officials were beginning to feel an "increasing pressure to contribute to statewide economic development and to a wide variety of other issues on the states' growing agendas," which caused them to re-examine how effectively they were carrying out the land-grant mission.<sup>76</sup>

At the University of Missouri, as Ratchford's study

concluded, it was found that it is possible to make a total university extension program work; but, there were conditions that would be useful for every school to remember:

- (1) Outreach must be stated and accepted as a primary mission of the University.
- (2) There must be strong support for the mission from the Governing Board and the top administration.
- (3) There must be a single office with the responsibility for the planning and coordination of the many initiatives. The office must be a part of central administration. Naming any one school as leader will effectively deter other colleges from participating.
- (4) The program must have core support in hard money.
- (5) The program should be an extension of the regular academic departments and the personnel part of the regular faculty.
- (6) In all programs except where the potential participants are clearly identified--attorneys, M.D.'s, and so on--a field staff is needed, preferably living in geographic area served.
- (7) The basic approach should be problem solving. While new technology is frequently the answer, people are interested in solving problems and not in technology per se.
- (8) Funding from a host of external sources must be aggressively pursued, and positive results shown from their subsequent expenditure."

Nevertheless, what works for one university cannot always be thought of as a universal answer for all organizations. For instance, a total university extension program was not the answer for OSU.

#### Serving at Home

Until 1965, OSU, along with most land-grant institutions, had interpreted the function of extension to rest primarily within the agricultural field. Granted, other schools at OSU had experienced success in its

extension efforts; but, many of the supporters still believed that extension as a whole would profit more from coordinated efforts between the different departments.<sup>78</sup>

Therefore, in July of 1965, the OSU Board Of Regents combined the Division of Continuing Education and the Cooperative Extension Service into a single agency, University Extension. All university extension activities, from that point on, would fall under the direction of one administrator. Supporters of the University Extension program hoped that now "the extension services of all colleges of the university would be recognized as important."<sup>79</sup>

According to Fite, under the leadership of Dr. Jean C. Evans, the new extension system prospered.<sup>80</sup> To meet his responsibilities as the newly chosen dean of the reorganized extension program, Dr. Evans announced that "OSU was prepared to launch extensive educational programs for people across the state."<sup>81</sup> It was clearly a time of experimentation for OSU's extension program. From new extension programs, to delivery systems, to technologies from atomic energy research and the space program becoming available at such a rapid pace, no one could foresee exactly how everything would fit together, but it appeared that for extension, the opportunities were limitless.<sup>82</sup>

To most people, the new extension program seemed to be flourishing. However, there were still those who thought

that by combining the two extension systems, agriculture was not receiving the attention that it had before. Therefore, by 1974, it was recommended that "the Cooperative Extension Service be separated administratively from University Extension and again placed back under the direct administration of the dean of agriculture."<sup>83</sup>

Some of the complaints that were gathering over the extension program were not just coming from OSU but from sister colleges and universities that did not appreciate "OSU's aggressive nature in providing extension services."<sup>84</sup> According to Fite, "various government agencies and sub-state planning districts also felt threatened by the projected image of University Extension being able to solve any problem."<sup>85</sup> As a result, the Colleges of Agriculture, Veterinary Medicine, and Home Economics were once again placed under Cooperative Extension. In addition, separate extension directors were chosen to oversee each of the remaining colleges as well as the university as a whole.<sup>86</sup>

Once again, the task of reorganizing OSU's extension system was on the agenda. However, even though many supporters of the reorganization were in favor of a new system, they were also daunted by the successes of the past system. Nevertheless, there was not time to dwell on the past because "existing extension and outreach programs needed to be maintained and new activities proposed and developed."<sup>87</sup> The late '70s were quickly becoming a time of

reorganization not only for the Extension system, but for OSU as a whole.

In 1977, Robert B. Kamm stepped down as president of OSU and was succeeded by Lawrence L. Boger.<sup>88</sup> As the newly appointed president, Boger brought with him the vision of expanding extension services through electronic communications. By the Spring of 1980, President Boger had taken the first step in making his vision a reality. Boger appointed a campus-wide committee "to study the possibilities of an on-campus facility for using electronic media in the whole realm of continuing education."<sup>89</sup>

Smith Holt who was also appointed the dean of the College of Arts and Sciences in 1980 shared President Boger's vision of using electronic media for the purpose of extension education.<sup>90</sup> According to Fite, "Dean Holt recognized that the curriculum of any school could be enriched by offering quality courses via satellite teleconferencing that would not otherwise be economically feasible."<sup>91</sup>

By April 1, 1983, the foundation had been laid for what President Boger claimed would be an investment in not only the future of OSU's extension system, but the entire university. In Boger's dedication of the new building for the expansion of the Educational Television Services, he declared that "the future begins now."<sup>92</sup> This multimillion-dollar investment would soon become a state of the art media

facility able to "access over thirty communications satellites positioned around the earth."<sup>93</sup>

Because of the visionary administration, dynamic extension program, and top of the line media facility, OSU experienced an explosion of teleconferencing activities throughout the 1980s.<sup>94</sup> By late 1988, OSU had received a "\$5.5 million federal grant to be used for programs, equipment, and training in satellite education."<sup>95</sup>

According to Fite, U.S. Congressman Wes Watkins claimed that "This award proves that OSU has the technical expertise to lead the nation in satellite education."<sup>96</sup>

In looking back, it seems almost inconceivable that less than 100 years ago the educational message at OSU was delivered painstakingly by trains and/or cars on dirt roads.<sup>97</sup> And, now, with the technological innovations accumulating at such a rapid pace, tens of thousands of individuals every year receive services through OSU extension non-credit programs or other forms of outreach activities.<sup>98</sup>

It would seem that OSU has understood the secret to keeping extension and outreach alive--continual renewal and uplifting. Even today, in the late 1990's, OSU administrators and staff are still striving to further the extension and outreach mission of their institution.

Oklahoma State University's President Boger envisions that

Consistent with its land-grant mission, OSU will provide broad-based, high quality extension

programs that assist Oklahomans in improving their lives and the economic competitiveness of the state. The university will have active exchange programs with the business community of Oklahoma to ensure that our intellectual capital is accessible to spur economic development. Entrepreneurial funding of extension efforts will increase by fifty per cent over the next ten years. OSU will continue to be the national leader in the use of information technology to provide access to education.<sup>99</sup>

To sum it up, it would appear that the history of the nation's extension efforts supports Allan Nevins' conclusion, "Leaders come and go, but ideas, if valid, endure forever."<sup>100</sup>

## ENDNOTES

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<sup>2</sup>Warren Prawl, Roger Medlin, and John Gross, Adult and Continuing Education Through the Cooperative Extension Service (Columbia, Missouri: University of Missouri-Columbia, 1984), 13.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Wayne D. Rasmussen, Taking the University to the People (Ames, Iowa: Iowa State University Press, 1989), 27.

<sup>7</sup>Ibid., 28.

<sup>8</sup>Prawl et al., Adult and Continuing Education, 14.

<sup>9</sup>Rasmussen, University to the People, 28.

<sup>10</sup>Prawl et al., Adult and Continuing Education, 14.

<sup>11</sup>Ibid., 15.

<sup>12</sup>Ibid., 16.

<sup>13</sup>Ibid.

<sup>14</sup>Rasmussen, University to the People, 31.

<sup>15</sup>Allan Nevins, The Origins of the Land-Grant Colleges and State Universities (Washington, D.C.: Civil War Centennial Commission, 1962), 8.

<sup>16</sup>Ibid.

<sup>17</sup>Ibid.

<sup>18</sup>Prawl et al., Adult and Continuing Education, 16.



- <sup>19</sup>Nevins, Origins of Land-Grant Colleges, 21.
- <sup>20</sup>Ibid., 19.
- <sup>21</sup>Ibid., 20.
- <sup>22</sup>Ibid., 21.
- <sup>23</sup>Ibid., 22.
- <sup>24</sup>Prawl et al., Adult and Continuing Education, 16.
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- <sup>31</sup>G. Lester Anderson, Land-Grant Universities and Their Continuing Challenge (Ann Arbor: Michigan State University Press, 1976), 57.
- <sup>32</sup>Ibid., 56.
- <sup>33</sup>Prawl et al., Adult and Continuing Education, 17.
- <sup>34</sup>Edmond, Magnificent Charter, 43.
- <sup>35</sup>Prawl et al., Adult and Continuing Education, 18.
- <sup>36</sup>National Association of State Universities, 13.
- <sup>37</sup>Ibid.
- <sup>38</sup>Ibid.
- <sup>39</sup>Edmond, Magnificent Charter, 42.
- <sup>40</sup>Prawl et al., Adult and Continuing Education, 18.
- <sup>41</sup>Ibid.
- <sup>42</sup>Ibid., 19.

<sup>43</sup>Ibid., 18.

<sup>44</sup>National Association of State Universities, 14.

<sup>45</sup>Prawl et al., Adult and Continuing Education, 19.

<sup>46</sup>Ibid., 23.

<sup>47</sup>Ibid., 24.

<sup>48</sup>Ibid.

<sup>49</sup>Rasmussen, University to the People, 48.

<sup>50</sup>National Association of State Universities, 15.

<sup>51</sup>Rasmussen, University to the People, 49.

<sup>52</sup>Prawl et al., Adult and Continuing Education, 24.

<sup>53</sup>Ibid.

<sup>54</sup>Ibid., 25.

<sup>55</sup>Anderson, Universities and Their Challenge, 1.

<sup>56</sup>Rasmussen, University to the People, 222.

<sup>57</sup>Ibid., 223.

<sup>58</sup>Ibid., 70.

<sup>59</sup>Ibid.

<sup>60</sup>Ibid., 94.

<sup>61</sup>Ibid., 107.

<sup>62</sup>Ibid., 116.

<sup>63</sup>Ibid., 139.

<sup>64</sup>Ibid.

<sup>65</sup>Ibid., 224.

<sup>66</sup>David L. Wheeler, "Land-Grant Universities Urged to Broaden Research Beyond Traditional Agricultural Mission," The Chronicle of Higher Education 38 (April 22, 1992): A8.

<sup>67</sup>Ibid.

<sup>68</sup>Ibid.

<sup>69</sup>Carolyn J. Mooney, "Land-Grant Institutions Take a Fresh Look at How They Treat 125-Year-Old Mission," The Chronicle of Higher Education XXXIV (October 28, 1987): A1.

<sup>70</sup>Anderson, Universities and Their Challenge, 5.

<sup>71</sup>Wheeler, "Universities Urged to Broaden Mission," A8.

<sup>72</sup>Jon Wagner, "Social Contracts and University Public Service: The Case of Agriculture and Schooling," Journal of Higher Education 64 (November/December 1993): 697.

<sup>73</sup>Ibid., 720.

<sup>74</sup>Brice C. Ratchford, "Knowledge in Action: The University of Missouri's Extension Network," The Annals of the American Academy 529 (September 1993): 61.

<sup>75</sup>Wheeler, "Universities Urged to Broaden Mission," A8.

<sup>76</sup>Mooney, "Take a Fresh Look," A30.

<sup>77</sup>Ratchford, "Knowledge in Action," 69.

<sup>78</sup>Robert C. Fite, Ph.D., A History of Oklahoma State University Extension and Outreach (Stillwater, Oklahoma: Oklahoma State University Centennial Histories Series, 1988), 77.

<sup>79</sup>Ibid.

<sup>80</sup>Ibid., 80.

<sup>81</sup>Ibid., 78.

<sup>82</sup>Ibid., 94.

<sup>83</sup>Ibid., 96.

<sup>84</sup>Ibid., 97.

<sup>85</sup>Ibid.

<sup>86</sup>Ibid., 4.

<sup>87</sup>Ibid., 101.

<sup>88</sup>Ibid., 107.

<sup>89</sup>Ibid., 108.

<sup>90</sup>Ibid., 121.

<sup>91</sup>Ibid., 123

<sup>92</sup>Ibid.

<sup>93</sup>Ibid., 125.

<sup>94</sup>Ibid., 123.

<sup>95</sup>Ibid., 124.

<sup>96</sup>Ibid.

<sup>97</sup>Ibid., 125.

<sup>98</sup>Ibid., 4.

<sup>99</sup>Vision Statement of President James Halligan of Oklahoma State University, Special Collections, Edmon Low Library, Oklahoma State University, Stillwater, Oklahoma.

<sup>100</sup>Nevins, Origins of Land-Grant Colleges, 7.

## CHAPTER III

### METHODOLOGY

#### General

The purpose of this chapter is to explain the research methodology of the study, population used, sampling plan, the data collection and processing techniques as well as a discussion of the limitations, assumptions and weaknesses of the study.

A mail survey was the methodological procedure used in this study to determine how institutions of higher learning could better meet the needs of the people and organizations that could be served through extension and service. In particular, the survey focused on the needs of persons and organizations in the mass media professions in Oklahoma that could be addressed by the Oklahoma State University's (OSU) School of Journalism and Broadcasting's (SJB) extension services.

The results of this study will be useful not only for the SJB, but also for the media organizations in Oklahoma. The participants from the different media organizations were offered the opportunity to express their needs, interests, and concerns through a mail survey. The results of the

survey process would help the SJB tailor its extension programs to meet the specific needs of each media field. In addition, the information obtained from this study will provide a benchmark for future, similar studies.

### Selection of Population

The focus of this study was the owners, directors, managers, and or publishers currently employed in the public relations, advertising, print and broadcasting fields in the state of Oklahoma.

The subjects used for this study were selected from the Oklahoma Press Association (OPA) Media Guide, and Public Relations Society of America (PRSA), Broadcast Executives of Tulsa (BET) and Oklahoma City Ad Club directories.

From the OPA Media Guide, there were 183 daily and weekly newspapers (combined), and 119 radio and television stations (combined) in the state of Oklahoma that were contacted for this study. In the BET directory, which is an association for advertising professionals located in the Tulsa metro area, there were 51 advertising agencies. In the Oklahoma City Ad Club directory, there were 100 advertising agencies. In the PRSA directory, which is a national directory, there were 93 Oklahoma public relations firms. A total of 546 media organizations were contacted for this study.

If a media organization was not listed in one of the

directories, it was not considered for participation in the survey. The only organizations, found in the directories, that were excluded from the total were ones in which an owner had multiple organizations. In this instance, only one questionnaire was sent to that person. Also deleted, from the total, were organizations in which questionnaires were returned to the sender without a forwarding address. Other Oklahoma colleges listed in the directories were also not considered for participation in the study.

The composition, by strata, of the sample consisted of the broadcasting field as 22% of the total, the print field 33%, the public relations field 17%, and the advertising field was 28%.

### Research Design

This study addressed the problem of the lack of information on how institutions of higher education could better meet the needs of the people and organizations that could be served through extension and service. Specifically, the study focused on the needs of persons and organizations in the mass media professions in Oklahoma that could be addressed by the SJB's extension services.

The research problems examined were:

- (a) to what extent has the extension services of OSU been successful in meeting the needs of the media field?

- (b) how can the SJB improve its extension program?
- (c) are extension programs a needed service for media organizations and professionals?
- (d) what are the needs of the Oklahoma media that could be met by the SJB extension services?

### Methodology

Being a land-grant university, OSU has a duty to serve the people of its community and for the SJB, that includes all of the media organizations in the state of Oklahoma. Therefore, in order to gain the information that would help the SJB meet the needs of its community, in the most cost-effective and timely manner, a mail survey, according to Babbie, is the best method "for describing a population too large to observe directly."<sup>1</sup>

Initially, the survey process began with creating a list of Oklahoma media organizations. The best directories for media professionals were found through professional clubs/associations.

After a media mailing list was constructed from the directories, a focus group was conducted with instructors from the SJB. The instructors participating in the focus group consisted of a member with expertise from each of the media fields: television, radio, newspaper, advertising, and public relations. The group was asked to "brainstorm" ideas about questions that could be used in the

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questionnaire. After the focus group was conducted, an analysis was made of the suggestions and the first draft of the survey instrument was constructed.

The next step in the survey process included conducting a pretest with a member working in each of the media fields. Each member who took the pretest was asked to take the questionnaire as if he/she had received it in the mail. A blank sheet of paper was attached to the questionnaire and each person was requested to make comments about anything that seemed confusing and/or about how the questionnaire could be improved. Once the analysis from both the focus group and pretest was completed, the final questionnaire was constructed.

The questionnaire was sent to all Oklahoma media organizations found in the OPA Media Guide, and PRSA, BET, and Oklahoma City Ad Club directories. The survey instrument was a self-administered questionnaire.

The first mailing was on February 7, 1996, and scheduled to be returned by February 21, 1996. The second mailing was on March 5, 1996, and scheduled to be returned by March 20, 1996. The above schedule allowed the participants about two weeks to return the survey before the given deadline. An extra week, which would allow three weeks between mailings, was scheduled between the first deadline and the second mailing to ensure that all

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questionnaires from the first mailing had a chance to be returned.

### Data Collection and Analysis

The survey instruments were sent through the mail to 546 Oklahoma media organizations.

#### The Cover Letter

In the first mailing, a cover letter, introducing the study, along with a pre-addressed, stamped envelope, to encourage the return of the questionnaire, accompanied the survey instrument to the selected subjects of the population.

The cover letter introduced not only the researcher and the reason for the survey, but also set a deadline for returning the questionnaire. However, the main purpose of a cover letter is to encourage the subject to participate in the study. Therefore, it is important to use a "catchy introduction" to capture the reader's interest. The use of humor, which was attempted in the cover letter, has been found to be an excellent way to secure a reader's attention.

In introducing the reason for the survey, it is vital, without necessarily providing any compensation that might bias results, to convince the reader that his/her participation will not only help the researcher, but will provide benefits for the participant as well.

Another key component of a cover letter includes

promising confidentiality to the potential participant. To lend credibility to the survey, providing a phone number where the researcher can be contacted for further information is also essential.

The letter for this study was one page and closed with thanking the subject for his/her participation. A copy of the cover letter can be found in the Appendix.

### The Questionnaire

To help participants answer the survey instrument more efficiently, OSU's definition of extension was included on the questionnaire.

The survey instrument consisted of a combination of yes or no, rating, and fill in the blank type questions.

Some of the general information items that were requested by the questionnaire were as follows: (1) Had the participant ever used OSU's extension services? (2) If so, was he/she happy with the services; and, if he/she had not used the extension services, why not, and would he/she be interested? (3) What services would he/she be interested in as a part of the extension program? What type of delivery? What type of format?

The data acquired from the questionnaire would help the SJB determine what programs needed revamping, what services needed to be offered and, most of all, whether the media industry regarded extension programs as a needed service.

Again, at the end of the questionnaire, the participant

was thanked for his/her contribution and provided with a phone number where he/she could contact the researcher for further information.

As stated before, the first mailing of the survey instrument was on February 5, 1996. If the requested information was not received within three weeks from the mailing date, a follow-up note, encouraging the subjects to participate, as well as an extra questionnaire, the original cover letter, and a pre-addressed, stamped envelope was mailed again.

In the follow-up mailing, the note, attached to the original cover letter, mentioned, again, the purpose for the survey. However, the significance of the note was to serve as a reminder to the subject to fill out the questionnaire. The note explained that the first questionnaire had not been received, that this would be the last time the subjects would be contacted and thanked them again for their time. The note was short, a half page, and to the point. The second mailing was on March 7, 1996. A copy of the questionnaire and note from the second mailing can be found in the Appendix.

Data from the surveys were tabulated and some of the comparisons that were examined were: as a whole, what extension services were needed by the media industry, do the media organizations think that an extension program would be

a useful service and, what were the specific needs of each of the media fields?

### Limitations

As with any research effort, this study has been subjected to several limitations that must be acknowledged.

First of all, this study was restricted to the extension services of the Oklahoma State University's School of Journalism and Broadcasting. Therefore, the results of this study would not necessarily be representative of other university programs. Other limitations include:

- (a) The researcher had to assume the questionnaire would be received by the appropriate people and that they would be honest in their responses.
- (b) Even when the questionnaire was received by the designated person, there was no guarantee that he/she would take the time to reply to the requested information.
- (c) There was no way to guarantee that all media professionals would have an equal chance to be included in the study due to the fact that they might not be listed in the directories of the OPA, PRSA, BET, or Oklahoma City Ad Club.
- (d) It is difficult to determine cause and effect in any study.

- (e) Resentful demoralization could also effect the results of the study. For example, many people feel that the SJB is a print school; therefore, professionals from the other media fields may feel that it would be a waste of time to answer the survey.
- (f) Some people do not trust mail surveys. This may be because the participant could not be sure of the confidentiality of the survey process or the credentials of the researcher.
- (g) Some of the respondents said that they felt that the services offered by extension had nothing to offer them or could not be of use to them.
- (h) The researcher was not available (personally) to answer questions and/or explain any questions that might have been confusing. Because of the busy schedules of media professionals, instead of taking time to call and ask questions, they might just not answer either specific questions or the whole questionnaire.
- (i) The history of the participants could also influence the results of the study. For example, many people are bias toward any school other than the one they attended. Another problem is that many professionals feel that people in academia have nothing to teach people in the "real world."

- (j) The time participants took the questionnaire could also influence the results of the survey. For example, how the subject's day was going (good, bad, stressful, etc.) could effect how he/she answered the questionnaire.
- (k) Survey results are valid only for the time the questionnaire was administered. Things change.

**ENDNOTES**

<sup>1</sup>Earl Babbie, The Practice of Social Research, 6th ed. (Belmont, California: Wadsworth Publishing Company, 1992), 262.



## CHAPTER IV

### ANALYSIS OF DATA

#### General

This chapter discusses the analysis of the data received from the extension questionnaire.

Beginning in February of 1996, a total of 546 Oklahoma media organizations were contacted for this study. The survey instruments were mailed to all Oklahoma media professionals found in the Oklahoma Press Association (OPA), Broadcast Executives of Tulsa (BET), Public Relations Society of America, and Oklahoma City Ad Club directories. Of the 546 people surveyed, there were 220 questionnaires returned for a 40 percent response rate.

In general, the data collected were used to determine how institutions of higher education could better meet the needs of the people and organizations served through extension and service. Specifically, the data received from the survey process were used to determine how Oklahoma State University's (OSU) School of Journalism and Broadcasting (SJB) could better meet the needs of persons and organizations in the mass media professions in Oklahoma.

### Analysis

Table I illustrates whether respondents have ever used OSU's extension services. The data were distributed by media.

TABLE I  
 WHETHER RESPONDENTS HAVE EVER USED OSU  
 EXTENSION SERVICES, BY MEDIA

N = 220

	Print	B'cast	Ad	PR	Overall
Teleconferences	1%	3%	3%	14%	5%
Weekend courses	5	0	2	9	4
Satellite programs	1	5	2	7	3
Internships	8	31	16	11	15
Workshops	11	0	13	23	12
Other	7	10	3	2	5
Number =	74	39	63	44	220

#### LEGEND

Number = THE TOTAL OF PEOPLE WHO RESPONDED FROM THAT MEDIA FIELD.

The percentages in Table I do not add to 100 percent because respondents could check more than one extension service. Overall, of the respondents who had used OSU's

extension services, the internship service (15%) was the program used most. However, specifically, the print (11%) and public relations (23%) industries appear to have used the workshop services the most, while the broadcast (31%) and advertising (16%) professionals were more involved in the internship program.

Services that were reported in the "other" category ranged from on-line services, to consulting, to extension services provided by other schools at Oklahoma State University.

Table II illustrates whether extension programs are a needed service for media professionals. The data were distributed by media and responses were on a scale of 1 = strongly agree and 5 = strongly disagree.

TABLE II  
WHETHER EXTENSION PROGRAMS ARE  
A NEEDED SERVICE, BY MEDIA

N = 220

	Print	B'cast	Ad	PR	Overall
Strongly Agree	22%	10%	16%	16%	17%
2	26	31	37	39	32
3	39	41	37	32	37
4	12	10	8	9	10
Strongly Disagree	1	8	0	2	2
No Response			2	2	2
Total	100%	100%	100%	100%	100%
Mean	2.5	2.7	2.4	2.4	2.5

Overall, the percentages in Table II indicate that 37 percent of the respondents were undecided (3) on whether extension programs are a needed service. However, 32 percent of the respondents appeared to agree (2) that extension services are a needed service. Therefore, overall, more respondents agreed (32%), or strongly agreed

(17%) for a total of 49 percent that extension programs are a needed service.

ADDITIONAL INFORMATION

Table III illustrates whether respondents thought that providing information and services to the Oklahoma media organizations and professionals was something the SJB should do. The data were distributed by media and responses were on a scale of 1 = strongly agree and 5 = strongly disagree.

TABLE III  
WHETHER OSU SHOULD PROVIDE SERVICES  
TO OKLAHOMA MEDIA

N = 220

	Print	B'cast	Ad	PR	Overall
Strongly Agree	30%	23%	30%	25%	28%
2	33	44	43	41	39
3	28	23	24	23	25
4	8	2	1	11	6
Strongly Disagree	0	5	0	0	1
No Response	1	3	2	0	1
Total	100%	100%	100%	100%	100%
Mean	2.2	2.2	2.0	2.2	2.1

Overall, the percentages in Table III indicate that 39 percent of the media professionals agreed (2) that the SJB should provide extension services. Most of the respondents (a total of 67%) strongly agreed (28%) or agreed (39%) that

the SJB should provide extension services to the Oklahoma  
media.

Table IV illustrates whether respondents thought the SJB does a good job of meeting the needs of the Oklahoma media. The data were distributed by media and responses were on a scale of 1 = strongly agree and 5 = strongly disagree.

TABLE IV  
WHETHER OSU MEETS THE NEEDS OF THE  
OKLAHOMA MEDIA

N = 220

	Print	B'cast	Ad	PR	Overall
Strongly Agree	5%	0%	2%	5%	3%
2	19	18	5	25	16
3	51	34	59	50	50
4	9	28	13	6	13
Strongly Disagree	5	10	5	0	5
No Response	11	10	16	14	13
Total	100%	100%	100%	100%	100%
Mean	2.9	3.3	3.2	2.7	3.0

According to Table IV, 50 percent of the respondents, overall, were undecided (3) on whether the SJB does a good job of meeting the needs of the Oklahoma media. The remaining respondents were almost equally distributed between agreeing (19%) and disagreeing (18%) on whether the



SJB does a good job of meeting the needs of the Oklahoma media and professionals.

Table V illustrates whether respondents would like to see more media-related services and programs made available to the Oklahoma media organizations and professionals. The data were distributed by media and responses were on a scale of 1 = strongly agree and 5 = strongly disagree.

TABLE V  
WHETHER MORE MEDIA-RELATED SERVICES  
SHOULD BE MADE AVAILABLE

N = 220

	Print	B'cast	Ad	PR	Overall
Strongly Agree	33%	23%	27%	23%	27%
2	28	36	35	48	36
3	28	26	29	18	26
4	7	13	1	2	5
Strongly Disagree	1	2	2	2	2
No Response	3		6	7	4
Total	100%	100%	100%	100%	100%
Mean	2.1	2.4	2.1	2.1	2.2

According to Table V, 36 percent of the respondents, overall, agreed (2) that more media-related services and programs should be made available to the Oklahoma media and professionals. The public relations (48%), advertising (35%), and broadcast (36%) professionals all agreed (2) that

more media-related services should be made available, while the print professionals (33%) strongly agreed. Therefore, a total of 63 percent of the respondents would like more media-related services and programs made available to Oklahoma media and professionals.

Table VI illustrates whether respondents thought that their organizations could benefit from media-related consulting by the SJB faculty. The data were distributed by media and responses were on a scale of 1 = strongly agree and 5 = strongly disagree.

TABLE VI  
WHETHER AN ORGANIZATION COULD BENEFIT  
FROM MEDIA-RELATED CONSULTING

N = 220

	Print	B'cast	Ad	PR	Overall
Strongly Agree	36%	13%	13%	9%	20%
2	24	33	24	32	27
3	24	18	27	36	26
4	15	28	17	16	18
Strongly Disagree	0	8	14	7	7
No Response	1		5		2
Total	100%	100%	100%	100%	100%
Mean	2.2	2.8	3.0	2.8	2.6

According to Table VI, overall, 27 percent of the respondents agreed (2) that their organizations could benefit from media-related consulting. However, 26 percent of the respondents were not sure (3) whether their organizations could benefit from media-related consulting.

As for the media fields individually, the print professionals (36%) strongly agreed (1) and the broadcast professionals (33%) agreed (2) that their organizations could benefit from media-related consulting. However, the advertising (27%) and public relations (36%) professionals were more undecided (3) on whether their organizations could benefit from media-related consulting. Nevertheless, a total of 47 percent of the respondents agreed to some degree that their organizations could benefit from media-related consulting by the SJB faculty, while only 25 percent disagreed.

Table VII illustrates whether respondents thought that their organizations could benefit from the services of student interns. The data were distributed by media and responses were on a scale of 1 = strongly agree and 5 = strongly disagree.

TABLE VII  
WHETHER AN ORGANIZATION COULD BENEFIT  
FROM STUDENT INTERNS

N = 220

	Print	B'cast	Ad	PR	Overall
Strongly Agree	27%	28%	33%	27%	29%
2	24	57	29	34	33
3	33	5	13	21	20
4	8	5	14	14	10
Strongly Disagree	5	5	8	2	5
No Response	3		3	2	2
Total	100%	100%	100%	100%	100%
Mean	2.4	2.0	2.3	2.3	2.3

The percentages in Table VII indicate that, overall, 33 percent of the participants agreed (2) that their organizations could benefit from the service of interns.

As for the media fields individually, the advertising professionals (33%) strongly agreed that their organizations

could benefit from the service of interns. The broadcast (57%) and public relations (34%) professionals agreed (2), while the print (33%) professionals were more undecided (3) on whether their organizations could benefit from the services of student interns. However, a total of 62 percent of the respondents agreed to some degree that their organizations could benefit from the service of student interns while, only 15 percent of the respondents disagreed.

Table VIII illustrates whether participants thought extension services should be provided to Oklahoma media and professionals at no cost to the recipients. The data were distributed by media and responses were on a scale of 1 = strongly agree and 5 = strongly disagree.

TABLE VIII  
 WHETHER EXTENSION SERVICE  
 SHOULD BE PROVIDED AT NO COST

N = 220

	Print	B'cast	Ad	PR	Overall
Strongly Agree	26%	18%	11%	16%	18%
2	23	26	17	23	22
3	29	44	37	18	31
4	15	8	19	27	17
Strongly Disagree	3	4	13	14	9
No Response	4		3	2	3
Total	100%	100%	100%	100%	100%
Mean	2.5	2.6	3.0	3.0	2.8

The percentages in Table VIII indicate that, overall, 31 percent of the participants were undecided (3) on whether extension services should be provided at no cost to the recipients. The print (29%), broadcast (44%) and advertising (37%) professionals were undecided (3) on



whether extension services should be provided to Oklahoma media professionals at no cost. The public relations professionals (27%) disagreed (4) that extension services should be provided at no cost. However, a total of 40 percent of the respondents agreed, to some degree, while only 26 percent disagreed that extension services should be provided at no cost.

Table IX illustrates what skills respondents thought should have more emphasis in extension programs.

TABLE IX  
RANKING SKILLS THAT  
SHOULD HAVE MORE EMPHASIS IN  
EXTENSION PROGRAMS

N = 220

	VI	2	3	4	NI	Means
Newswriting	34%	22%	6%	20%	10%	2.5
Editing	27	19	12	25	9	2.7
Interviewing skills	23	26	12	24	6	2.6
Feature writing	16	29	13	25	9	2.8
Voice Control/ performance	13	11	13	37	18	3.4
Computer Assist. journalism	23	25	14	24	6	2.6
Readership/viewer/ listener surveys	14	24	16	28	10	3.0
Other	19	10		1		1.4

In Table IX, the percentages do not add to 100 percent because respondents were asked to rank the skills individually on a 1-5 scale where 1 = very important and 5 = unimportant. Thus, some skills may have had the same rankings.

According to Table IX, overall, 34 percent of the respondents ranked newswriting as the most important (1) skill to place emphasis on in extension programs. Twenty-nine percent of the respondents ranked feature writing as an important (2) skill. A total of 55 percent of the respondents thought that voice control and performance were unimportant (4 or 5) skills to place an emphasis on in an extension program.

In the "other" category, respondents listed skills from the following areas: technical, sales, reporting, basic grammar, photography, management, computer, critical thinking, research, and ethics.

Table X illustrates what courses respondents thought should be included in an extension curriculum.

TABLE X  
RANKING COURSES THAT  
SHOULD BE INCLUDED IN  
EXTENSION CURRICULUM

N = 220

	VI	2	3	4	NI	Means
Desktop Publishing	18	34	8	26	4	2.6
Multicultural Awareness	5	12	8	52	13	3.6
Public Speaking	9	21	8	45	7	3.2
Media Ethics	9	19	9	46	7	3.3
Graphics	10	33	9	31	5	2.9
Research	9	32	7	34	7	3.0
Other	3	8	2			2.0

In Table X, the percentages do not add to 100 percent because respondents were asked to rank the skills individually on a 1-5 scale where 1 = very important and 5 = unimportant. Thus, some skills may have had the same rankings.

According to Table X, a total of 52 percent of the

respondents rated (1 or 2) desktop publishing as the most important course to be included in an extension curriculum. Respondents rated (1 or 2) graphics (a total of 43%) and research (a total of 41%) as important courses to be included in an extension curriculum. Respondents rated media ethics (a total of 53%), multicultural awareness (a total of 65%), and public speaking (a total of 52%) as courses that were unimportant (4 or 5) to include in an extension curriculum.

Some of the courses that were included in the "other" category were: technical, writing, sales, computer, editing, etc.

Table XI illustrates, whether, if for the right price and the right programs, respondents thought their organizations would be willing to pay for services provided by the SJB extension program. The data were distributed by media.

TABLE XI  
FOR THE RIGHT PRICE AND PROGRAMS

N = 220

	Print	B'cast	Ad	PR	Overall
Yes	38%	26%	45%	50%	40%
No	7	15	11	5	9
Maybe	51	56	38	43	47
No Response	4	3	6	2	4
Total	100%	100%	100%	100%	100%
Mean	2.1	2.3	2.0	1.9	2.1

According to Table XI, 51 percent of the print professionals and 56 percent of the broadcast professionals were not sure whether their organizations would be willing to pay for extension programs. However, advertising (45%) and public relations (50%) professionals thought that their organizations would be willing to pay for extension programs.

Table XII illustrates how respondents were, at the time of the survey process, receiving career training.

TABLE XII  
HOW RESPONDENTS CURRENTLY RECEIVE  
CAREER TRAINING

N = 220

Training	Percentage
In-House	73%
Not Provided	8
Trade Assoc.	58
Workshops	40
Elsewhere in State	10
Other	15

In Table XII, percentages do not add to 100 percent because respondents could check more than one answer. Overall, according to the percentages in Table XII, 73 percent of the respondents were, at the time of the survey process, receiving career training in-house. Fifty-eight percent of the respondents were receiving their training through trade associations, and 40 percent were attending workshops for professional training.

Some of the places to receive career training that were

included in the "other" category were: universities, vo-  
techs, out of state, and through publications.



Table XIII illustrates what type(s) of format(s) for extension programs respondents would be most interested.

TABLE XIII  
WHAT FORMAT WOULD RESPONDENTS  
BE MOST INTERESTED

N = 220

Format	Percentage
Semester Long	2%
Week Night(s)	16
Half-day mini-workshops	64
Day-long	44
Weekend	28
Other	5

In Table XIII, percentages do not add to 100 percent because respondents could check more than one type of format.

Overall, the percentages in Table XIII indicate that 64 percent of the respondents were interested most in half-day mini-workshops as the format for extension programs. Forty-four percent of the respondents were interested in the day-long format.

Some of the formats that respondents added in the

"other" category were: teleconferences, two to three day workshops, and through correspondence.

Table XIV illustrates what type(s) of delivery services for extension programs respondents could take advantage of most.

TABLE XIV

WHAT TYPE(S) OF DELIVERY SERVICE  
RESPONDENTS COULD TAKE ADVANTAGE  
OF MOST

N = 220

Delivery Service	Percentage
Satellite	15%
Video Programs	42
On Site at Organization	50
OSU Campus-Stillwater	13
E-mail	24
On-line Services	25
Nearest Major Community	26
Teleconferencing	12
Written Materials (fax machines)	40
OSU Campus-OKC	26
Other	4

In Table XIV, percentages do not add to 100 percent

because respondents could check more than one type of delivery service.

Overall, the percentages in Table XIV indicate that 50 percent of the respondents preferred extension programs to be conducted on site at their organizations. However, 42 percent of the respondents preferred to have extension services made available through video programs, while 40 percent would take advantage of written materials the most.

Some of the type(s) of delivery services respondents included in the "other" category were: Oklahoma City, Tulsa, and through the mail.

Table XV illustrates what positions on staff respondents thought would most likely take advantage of extension training.

TABLE XV  
WHAT POSITIONS ON STAFF WOULD  
MOST LIKELY TAKE ADVANTAGE  
OF EXTENSION TRAINING

N = 220

Job Title	Percentage
Advertising	43%
Management/Support Staff	13
Public Relations	14
Print Journalism	12
Broadcast News	18
Computer	9
Production/Technical	31

In Table XV, percentages do not add to 100 percent because respondents could answer with more than one staff position.

Overall, according to Table XV, 43 percent of the respondents thought that professionals in advertising staff positions would take advantage of extension training the

most. Under the advertising heading, there were staff positions in the areas of: sales, marketing, promotions, etc.

However, 31 percent of the respondents thought that professionals needing production/technical training would also take advantage of extension services. Under the production/technical heading, there were staff positions such as: master control operator, production director, editors, producers, etc.

Table XVI illustrates whether respondents have a need for research services. The data were distributed by media.

TABLE XVI  
WHETHER RESPONDENTS HAVE A NEED  
FOR RESEARCH SERVICES

N = 220

	Print	B'cast	Ad	PR	Overall
No	41%	39%	42%	43%	41%
Need to learn ourselves	27	10	8	30	19
Need someone to conduct it for us	4	28	22	9	15
Both	9	10	16	7	11
Other	8	3	6	0	5
No Response	11	10	6	11	11
Total	100%	100%	100%	100%	100%
Mean	2.1	2.3	2.4	1.8	2.2

In Table XVI, it appears that, overall, 41 percent of the respondents did not have a need for research services. Most of the respondents, from each field, did not have a need for research services.

The "both" category was a combination of the answers: need someone to conduct it for us, and need to learn

ourselves. In the "other" category, respondents included comments such as: at times, depends on service, and would like to learn more about the services.



Table XVII illustrates whether respondents would be interested in off-campus workshops or seminars that offer college credit. The data were distributed by media.

TABLE XVII  
 WHETHER RESPONDENTS WOULD BE  
 INTERESTED IN WORKSHOPS/SEMINARS  
 FOR COLLEGE CREDIT

N = 220

	Print	B'cast	Ad	PR	Overall
No	66%	64%	54%	61%	61%
For undergraduate credit	14	5	6	5	8
For graduate credit	5	10	21	23	14
Both	4	8	6	2	5
Maybe	3	5	2	0	2
No Response	8	8	11	9	9
Total	100%	100%	100%	100%	100%
Mean	1.5	1.8	1.8	1.6	1.7

Percentages in Table XVII indicate that, overall, 61 percent of the respondents would not be interested in off-campus workshops or seminars that offer college credit.

Most of the participants from each field were not interested in extension programs for college credit.

The "both" category was a combination of the answers: for graduate credit, and for undergraduate credit.

Table XVIII illustrates the number of respondents who have used the SJB's internship services. The data were distributed by media.

TABLE XVIII  
WHETHER RESPONDENTS EVER USED  
OSU INTERNS

N = 220

	Print	B'cast	Ad	PR	Overall
No Need	24%	10%	24%	30%	23%
Like to learn more more about it	49	52	51	45	49
Yes	19	38	22	18	23
No Response	8		3	7	5
Total	100%	100%	100%	100%	100%
Mean	1.9	2.3	2.0	1.9	2.0

Percentages in Table XVIII indicate that, overall, 49 percent of the respondents would like to learn more about the SJB internship program. The remaining respondents were equally distributed between not needing interns and having used the SJB's interns in their organizations.

Table IXX illustrates how respondents, who had used the SJB's internship program, felt about their experience.

TABLE IXX  
HOW RESPONDENTS FEEL ABOUT  
OSU INTERNS

N = 220

	Yes	No	Maybe
Adequately qualified	18%	2	1
Experience positive	20	.9	.9
Would use again	21	.5	1

In Table IXX, the percentages do not add to 100 because all of the participants of the survey have not used the SJB's internship program.

However, from the 23 percent of the respondents who had used SJB interns in their organizations, 20 percent reported having a positive experience with the internship program. Eighteen percent of the respondents thought that the interns were adequately qualified and 21 percent would use the SJB's internship program again.

Table XX illustrates whether respondents would be interested in participating in future extension programs.

TABLE XX  
 WHETHER RESPONDENTS WOULD  
 BE INTERESTED IN PARTICIPATING  
 IN FUTURE EXTENSION PROGRAMS

N = 220

	Print	B'cast	Ad	PR	Overall
Yes	50%	39%	27%	35%	38%
No	8	10	11	2	8
Undecided	34	51	56	52	47
No Response	8		6	11	7
Total	100%	100%	100%	100%	100%
Mean	1.8	2.1	2.3	2.2	2.1

The percentages in Table XX appear to indicate that, overall, 47 percent of the respondents were undecided on whether they or their organizations would be interested in participating in future extension programs provided by the SJB. However, 38 percent of the respondents were interested in future SJB extension programs. Only eight percent of the respondents were not interested in participating in future extension programs.

Table XXI illustrates the respondents' comments on how the SJB's extension program could better serve Oklahoma media professionals and organizations.

TABLE XXI  
HOW TO BETTER MEET THE  
NEEDS OF THE OKLAHOMA MEDIA

N = 220

Comments	Percentage
Not familiar with the program. Need to have better communication with the media on what services are available.	15%
Can not be of any help at this time.	2
If there were qualified people running the program, we would be interested in exploring the possibilities.	3
Need to expand the program to include other areas such as: business, computer skills, being able to conduct a meeting, etc. Students need to realize that they have to be multi-talented.	2
Need updates and refresher courses on the basics, such as grammar, writing skills, and need to require more on-the-job training.	1
Need better trained sales and management professionals.	1
Need to work more with professional organizations/associations.	2

Need to provide programs at a reasonable cost.	1
Need to integrate the program with the industry. For example, have local media people for speaking engagements.	1

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In Table XXI, the percentages do not add to 100 percent because 65 percent of the respondents did not offer comments and only comments that scored a one percent or above were included in the table.

It would appear that, overall, most of the respondents (15%) would be interested in future extension programs, if they were provided with more information about the services. It seems that most of the respondents were not even aware that the SJB had an extension program.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The problem addressed by this thesis was the lack of information on how institutions of higher education could better meet the needs of the people and organizations that could be served through extension and service.

Specifically, this study examined how the Oklahoma State University School of Journalism and Broadcasting (OSU SJB) could better assist the Oklahoma media industry through extension programs such as workshops, internships, and research services.

Some people may not consider an internship program as an extension service but, for this survey, the component of the internship program that was deemed extension was the outreach and services it provides to the Oklahoma media. In addition, including questions about the internship program in the questionnaire provided an excellent opportunity for the SJB to evaluate the quality of the services provided by the program.

A mail questionnaire was used to determine the needs of persons and organizations in the mass media professions in



Oklahoma that could be addressed by the OSU's SJB extension services. A total of 546 media organizations were surveyed.

The composition, by strata, of the sample consisted of the broadcasting field as 22% of the total, the print field 33%, the public relations field 17%, and the advertising field was 28%.

The first mailing of the survey instrument was on February 7, 1996, and scheduled to be returned by February 21, 1996. The second mailing was on March 5, 1996, and scheduled to be returned by March 20, 1996. Of the 546 people surveyed, there were 220 questionnaires returned for a 40 percent response rate.

Some of the information items that were requested by the questionnaire were: (1) Had the participant ever used OSU's extension services? (2) If so, was he/she happy with the services; and, if he/she had not used the extension services, why not, and would he/she be interested? (3) What services would he/she be interested in as a part of the extension program? What type of delivery? What type of format?

The data obtained from the returned questionnaires would help the SJB determine what programs needed revamping, what services needed to be offered, but most of all, whether media professionals regarded extension programs as a needed service. After processing the data collected from the 220

participants, the following research questions were answered.

1. Are extension programs a needed service for media organizations and professionals?

The majority of the respondents agreed that extension programs were a needed service for Oklahoma media organizations and professionals. Most of the participants in the survey process also agreed that providing information and services to Oklahoma media and professionals were the responsibility of the SJB. However, the majority of the participants were clearly undecided on whether the SJB, at the time of the survey, did a good job of meeting the needs of the Oklahoma media.

2. To what extent has the extension services of OSU been successful in meeting the needs of the media field?

Of the 74 print organizations that participated in the survey, only eight had ever used extension services provided through workshops and only six reported ever using the internship services offered by OSU extension. Of the 39 broadcast organizations, 12 reported using the internship services. Of the 63 advertising organizations contacted for this survey, 10 had used the internship services and only eight had ever attended workshops. Of the 44 public relations firms, 10 reported attending workshops while only

six had used the teleconferencing services provided through OSU's extension programs.

Overall, the internship program was the service that participants of the survey reported using the most. Of the respondents who reported using the internship services, the majority had positive experiences with the program and would use it again. Even those respondents who had never used interns in their organizations agreed that they could benefit from the service of interns and would like to learn more about the internship program.

3. What are the needs of the Oklahoma media that could be met by the SJB's extension services?

The participants in the survey wanted more emphasis to be put on the following courses and skills in an extension curriculum.

Overall, respondents ranked newswriting as the most important skill on which more emphasis should be placed in extension programs. However, refresher programs on the basics such as grammar and writing were also needed, respondents indicated.

Print and broadcast professionals rated newswriting as the most important skill, while the advertising and public relations professionals rated computer-assisted journalism as the most important skill to emphasize in extension programs.

Overall, the course that Oklahoma media professionals

would be most interested in as a part of an extension curriculum was desktop publishing. However, many of the respondents also said that graphics and research were important courses to include.

Print professionals were most interested in a research course as part of an extension curriculum. The broadcast participants were most interested in media ethics while the advertising and public relations fields were most interested in desktop publishing as extension courses.

The programs that respondents were most interested in were not ones which offered college credit. It appeared that most of the respondents were interested in programs as refreshers for skills they already possessed, or to keep them current with the latest technological advancements in their fields.

For the right price and program, many of the respondents said that their organization would even be willing to pay for extension services. The term "right price" was used in the questionnaire as a way to see if the participants of the survey would be willing to pay "any price" for extension services. In other words, the definition of the "right price" was meant to be subjective.

When the participants were asked who would be most likely to take advantage of extension programs, the majority of the respondents said that advertising professionals would take advantage of extension training the most. However,

there were a large proportion of the respondents who reported that professionals needing production/technical training would also take advantage of extension services. The majority of those needing production/technical training came from the print field. This is because under the heading of "production/technical," photographers and editors were included and these were the positions most requested by print professionals.

4. How can the SJB improve its extension program?

Most of the participants preferred extension programs that could be conducted on site at their organizations.

The format for extension programs that respondents were most interested in were half-day mini-workshops but many were interested also in the day-long format. However, a significant proportion of the respondents felt that they would be more likely to take advantage of extension training if the services were made available through video programs or written materials.

Nevertheless, at the end of the survey process, the majority of the respondents remained undecided on whether they would participate in future extension programs. However, there was still a large proportion of the participants that reported that their organizations would be interested in future extension services.

Ironically, the majority of the respondents claimed that the problem that prevents the SJB from better serving

the Oklahoma media professionals and organizations is a lack of communication. For example, some participants wrote on the questionnaire things like, "I am not familiar with the program. Need better communication to the media on what is available," "Am totally unfamiliar with you. I might be interested if I knew anything about you," and "These services sound promising. However, I have no idea how to utilize them or what is available."

### Conclusions

The results of the survey process clearly indicated that the SJB has not been doing its job with respect to providing extension services to the Oklahoma media.

This conclusion was supported by the fact that very few of the participants of the survey process reported having ever used any extension services. Of the extension services used by the respondents, the internship program was the service used the most.

Participants who reported using interns the most were from the broadcast field. One of the most probable reasons for this would be that the OSU SJB broadcast students are required to complete an internship, while students in other fields such as advertising and public relations are not.

However, another reason for broadcast organizations using interns more than the other media organizations could be because broadcast organizations tend to be larger than

public relations or advertising firms and therefore, would probably need more help.

In addition, because broadcasting organizations are built more around a team concept, there would be more positions available for interns to fill; whereas, for example, in a print organization, a news story is usually covered by one person, and the work is more of an individual effort. In other words, since there are more components that go into producing a broadcast story than a print story there is a greater need for interns in broadcasting, and a greater opportunity for an intern to acquire more practical experience.

This same rationale would apply to advertising and public relations organizations. Both fields tend to work on a specific account for weeks, maybe months at a time, which could make it hard for an intern to become too involved in the process because his/her internship only lasts a certain amount of hours. Also, in the public relations profession, many times the job involves resolving corporate crises in which an intern's help may not be welcomed. However, in the broadcast field, interns can examine and learn the process of producing a story every day/night from beginning to end.

When asked what the needs were of the Oklahoma media that could be met by extension services, the responses were not really a surprise; programs on basics such as grammar and writing, and new technology headed the list.

The people most likely to take advantage of extension training were from the advertising field and those who needed production/technical training. The majority of the respondents needing production/technical training came from the print field. However, a large proportion of the broadcasting professionals also reported needing production/technical training. In these fields, the more qualified people are in new technology, the greater the opportunities for those people to advance in their chosen fields.

In addition, because of the busy schedules of media professionals, providing extension services either "in house" through half-day mini-workshops, or day-long formats, or through video programs, or written materials makes sense.

First of all, these formats and delivery systems for extension services would allow more people to take advantage of extension training. Specifically, providing extension services through video programs or written materials would allow everyone in an organization to participate at his/her convenience.

However, it would appear that even if the SJB offers the right programs for the right price, it will be pointless if they cannot communicate effectively (through promotions such as, brochures, pamphlets, phone calls, etc.) with the media professionals about the services being offered.



## Recommendations

Recommendations from this study are for the Oklahoma State University's School of Journalism and Broadcasting, the Oklahoma media professionals, and researchers.

### Recommendations for Future Research

First of all, the relationship between the Oklahoma media field and the SJB needs some attention. It appears that for most of the participants of the survey, the questionnaire was the first time they had heard that the SJB had an extension program. Therefore, if the SJB is serious about revamping their current program and trying to better serve the Oklahoma media, this study needs to be conducted at least every two years.

In the media industry, people tend to change jobs quite frequently so conducting this survey every two years would not only keep the SJB in touch with the Oklahoma media professionals, it would also keep the SJB better informed of the current media professionals' needs.

It would also be prudent to remember that staying in contact with the people the SJB wants to serve through extension would be the best way for the SJB to keep informed about the latest equipment that the media professionals are using or would like to learn to use.

Researchers might also consider dividing the survey process among the different media in order for the SJB to

become more familiar with the needs of the individual media fields and its professionals. That is, do a thorough survey of each media field, independently. For future researchers as well as the OSU SJB, this recommendation cannot be emphasized enough because conducting more in-depth studies among the different fields will not only provide research opportunities but will provide more specific information for the SJB to use to better meet the needs of each field.

As stated before, Dr. Halligan, the OSU president, is committed to reviving the extension services provided by the University. One of the formats for extension services Dr. Halligan is most interested in establishing is the weekend college. An analysis of whether it would benefit the SJB as well as media professionals to provide media extension programs as part of the weekend college would also be a research area worth exploring.

Other research opportunities exist in studying other land grant universities' schools of journalism and broadcasting's extension programs. Researchers could compare other university extension programs to the SJB's extension program to examine how well OSU's SJB is doing.

Researchers could also find opportunities in studying how well the SJB's interns fare when interning in different states and compared with interns from different schools.

#### Recommendations for OSU's SJB

First of all, at the time of this survey, it appears

that the internship program is the major service provided by the SJB through extension. However, there are some problems even with the internship program that need to be addressed. The biggest problem with the internship program is that sometimes students become "slave labor."

In the survey process, some media professionals from the smaller markets in Oklahoma reported wanting interns but complained that students usually wanted to intern for the more prestigious or larger organizations. The problem arises when students interning for the larger media organizations do not receive the experience that the internship program was designed to provide. In other words, student interns often end up going after coffee, answering the phones, or watching the AP wire while serving their internship instead of learning their trade.

Many times, when students serve an internship at smaller market media organizations, the organization really needs the help. Often, these internships provide students with a variety of experiences which involve tasks such as writing news stories for on-air and even receiving some on-air time themselves. This is not to say that all large organizations do not provide quality internship experiences or that at all small organizations a student will receive the best internship experience; but, since some of the smaller markets reported needing the help of interns,

encouraging students to intern for smaller market organizations might be something for the SJB to consider.

This recommendation was supported by some of the participants in the survey process. Several of the participants complained that students from OSU were not adequately prepared for the "real work world," claiming that OSU graduates were stuck in their "ivory towers" and needed more on-the-job training. It would seem that if students interned in smaller markets where they would have more opportunities to obtain some "real work world" experience, it would be ideal for everyone, especially since the smaller markets are where most graduates will get their first job.

Oklahoma State University's SJB might also consider looking into working with the different professional associations that serve each media field. At the time of the survey, it appears that Oklahoma media professionals rely on the organizations for their training services. Therefore, in working with the professional organizations associated with the Oklahoma media, the SJB would be able to avoid duplicating training programs. This suggestion would also allow the SJB to develop a more personal relationship with the members of the media profession. The SJB faculty should become familiar with the members of their respective fields not only through the professional associations but by personally visiting with the members of the media fields through such things as luncheons, on-site visits, etc.

Another idea that the SJB might find worth exploring is to consult with some of the Oklahoma media professionals when establishing certain extension programs. Using media professionals as consultants, would also help develop not only better programs but relations between the media and the staff at the School of Journalism and Broadcasting.

In addition, a suggestion the SJB might consider for future extension programs is to not only offer on-site training sessions, but to complement the personal sessions with video programs or written materials. There are very few occasions when everyone in an organization can participate in any type of program at the same time. Even though nothing compares to personal, hands-on training, having video tapes and written materials as supplements would allow all in an organization to participate at their convenience. The video programs and written materials could also serve as reference tools for professionals when problems arise after the personal training session.

Finally, if the SJB is serious about the extension program, they have to not only be willing to listen but act on what they learn from the survey process. However, as stated before, to make a successful extension program it takes everyone; but, the SJB has to remember that a problem between the SJB and the Oklahoma media professionals does exist. Oklahoma media professionals are not sure of the SJB's intentions or qualifications to provide the programs

the Oklahoma media need. Therefore, the SJB should be aware that, when developing extension programs, it is important to stay in contact through phone calls, pamphlets, brochures, letters, focus groups, personal visits, etc. with the audiences that the SJB wants to serve.

If the customer has not been made aware of the service, than how can he/she participate in the program?

#### Recommendations for Media Professionals

A recommendation for the media professionals of Oklahoma would be to work with the SJB staff and realize that they are trying to develop programs that would not only benefit the media community as a whole, but individually make the media professional's job easier.

It would appear that some of the respondents found it difficult to cooperate with the survey process. More than a few of the participants made rude comments on the questionnaire. For example, some respondents wrote on the questionnaire things like, "show us that you can teach undergraduates first and then we will know that you can teach us something." Some of participants critiqued the questionnaire: "this survey doesn't cover the range of needs by agencies and doesn't show much understanding of the needs or differences in the agency environment versus company or corporate."

Nevertheless, it would seem that regardless of past experiences, media professionals would want to focus on

helping the SJB develop extension programs that would better serve the Oklahoma media. The goal, for media professionals, should be to cooperate with the SJB and future extension program surveys because it will only prove to be beneficial for all parties, individually, as well as the Oklahoma media, collectively.

#### **Concluding Comment**

The School of Journalism and Broadcasting needs to make Oklahoma media professionals believe, not only, in what extension can do for them, but also in the SJB faculty as professionals who can do the job. The School of Journalism and Broadcasting also needs to build trust in journalism and broadcasting students as future professionals who will make a positive difference in the Oklahoma media world.

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APPENDIXES

APPENDIX A  
SURVEY COVER LETTER

FIELD(name)  
FIELD(company)  
FIELD(address)  
FIELD(city, state, zip)

Dear FIELD(last name)

I want the TRUTH! You've been sneaking around and training your staff behind our backs, haven't you? Ok, maybe you didn't know that the Oklahoma State University's School of Journalism and Broadcasting has expanded its extension program, or maybe you didn't even know what extension meant; well, that's all about to change.

Our extension program can make your job easier. But, you still say, "so what?" Well, because we are willing to do almost (you have to say "almost" because you know what kind of people answer surveys) anything to prove to you that we can help you, I have enclosed a questionnaire to find out what your particular training needs and wants are. Now, has anyone ever been so concerned and willing to listen to what you have to say in order to better meet your needs and wants? Well, we are. To find out the details, read on.

Hello, my name is Tara Gentry and I am a Mass Communications graduate student at OSU. I am conducting research on how the Oklahoma State University School of Journalism and Broadcasting can better meet the needs and wants of the Oklahoma media through extension services. This study will not only allow the School of Journalism and Broadcasting at OSU to determine better ways to meet your needs, it will also allow you to voice what those needs are.

Enclosed is the questionnaire and for your convenience, I have provided a postage-paid envelope so all you need to do is return the completed form by the deadline of February 21, 1996. If for some reason this questionnaire could be better answered by someone else in your organization, I would appreciate your passing it on to that person.

Please be assured, all answers will be kept confidential. The number at the top of the survey will only be used for second mailing purposes. Once your survey has been returned, the number will be removed.

Again, thank you for your time and promptness in returning the survey. But remember, only with your participation can we begin to meet your needs. If you have any questions, please call me at 405-377-3836.

Sincerely,

Tara Gentry

# 25 ASSESS YOUR EXTENSION NEEDS

Number of people in household: \_\_\_\_\_

4000

2

1000

1000

1000

## APPENDIX B SURVEY INSTRUMENT

# HELP US UNDERSTAND YOUR EXTENSION NEEDS

*EXTENSION*, as defined by Oklahoma State University, provides the teaching, research, and professional expertise of the university faculty and staff in order to benefit individuals, groups, and society. These university resources are offered to people other than the student body and are provided through nontraditional methodologies via organized educational programs and public service activities.

**INSTRUCTIONS.** Please place a check mark or an "X" on the line next to your answer or write in your answer when asked to do so. The deadline for returning this survey is March 20, 1996. If you have any questions, please contact me at the following number: Tara Gentry 405-377-3836.

1. Have you or your organization ever used any of the following extension services provided by Oklahoma State University?  
(Check all that apply)

<input type="checkbox"/> teleconferences	<input type="checkbox"/> internships
<input type="checkbox"/> weekend courses	<input type="checkbox"/> workshops
<input type="checkbox"/> satellite programs	<input type="checkbox"/> other _____

**Instructions.** Please indicate your extent of agreement with the following statements by placing an "X" on the appropriate blank.

2. Extension programs are a needed service for media organizations and professionals.

Strongly agree      Strongly disagree

3. Providing information and services to Oklahoma media and professionals is something OSU's School of Journalism and Broadcasting should do.

Strongly agree      Strongly disagree

PLEASE TURN THE PAGE

4. OSU's School of Journalism and Broadcasting does a good job of meeting the needs of Oklahoma media and professionals.  
Strongly agree \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ Strongly disagree
5. I would like to see more media-related services and programs made available to Oklahoma media and professionals.  
Strongly agree \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ Strongly disagree
6. My organization could benefit from media-related consulting by OSU's School of Journalism and Broadcasting faculty.  
Strongly agree \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ Strongly disagree
7. My organization could benefit from the services of OSU School of Journalism and Broadcasting student interns.  
Strongly agree \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ Strongly disagree
8. All OSU School of Journalism and Broadcasting extension services should be provided to Oklahoma media and professionals at no cost to the recipients.  
Strongly agree \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_ Strongly disagree

**Instructions.** For questions 9-10, rank each item individually on a 1-5 scale where 1 = very important and 5 = unimportant to you. Thus, some skills may have the same rankings.

9. What skills would you like to see have more emphasis in the OSU Journalism extension program?
- |                         |  |
|-------------------------|--|
| ___ newswriting         | ___ voice control and performance      |
| ___ editing             | ___ computer assisted journalism       |
| ___ interviewing skills | ___ readership/viewer/listener surveys |
| ___ feature writing     | ___ other_____                         |

**PLEASE TURN THE PAGE**







17. Do you or your organization have a need for research services?

- No, we have no need
- Yes, we need to learn how to do it ourselves
- Yes, we need to have someone conduct research for us
- Other \_\_\_\_\_

If you checked "yes" to the previous question, please explain the general nature of your research need.

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18. Would you be interested in off-campus workshops or seminars that offer college credit?

- No, not interested
- Yes, for undergraduate credit
- Yes, for graduate credit

If you checked "yes," please indicate major field or subject area.

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19. Have you ever used OSU interns in your organization?

- No, and don't need any
- No, but would like to learn more about the program
- Yes

PLEASE TURN THE PAGE

If you checked "yes" to the previous question, please answer the following about OSU interns.

- a. Were the interns adequately qualified?     yes     no
- b. Was your experience with OSU interns  
positive?     yes     no
- c. Would you use OSU interns again?     yes     no

If you said "no" to any of the 3 previous questions, please indicate the reason(s) for your response.

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20. Would you or your organization be interested in participating in future extension programs provided by the Oklahoma State University School of Journalism and Broadcasting?

yes                       no                       undecided

21. Please give us your comments as to how OSU's School of Journalism and Broadcasting extension service can better serve Oklahoma media professionals and organizations.

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This is the end of the survey. Again, thank you for your time and efforts in helping find new ways to improve our services.

**FOR MORE INFORMATION CONTACT:**

**TARA GENTRY  
405-377-3836**

APPENDIX C  
SURVEY NOTE

# URGENT



Please!!! Help save not only my thesis, but my thesis advisor's sanity. Both my advisor and I want me to graduate in May. But, in order to graduate, He (advisor) keeps saying that I have to complete my thesis (some people are just so hard to please). So, with my deadline for my research right around the corner, it came to my attention that I hadn't heard from you, yet. Well, there is good news: After this reminder, I won't be bugging you anymore. However, I just had to give you one more chance to get involved, from the beginning, on helping us create programs tailored to meet your needs. I know that you are really busy with deadlines of your own, but if you could just take a few minutes of your time and fill out the enclosed survey, we would really appreciate it (and you would be saving our sanity).

APPENDIX D

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

**Date:** 01-03-96

**IRB#:** AS-96-038

**Proposal Title:** A SURVEY OF OKLAHOMA STATE UNIVERSITY'S SCHOOL OF JOURNALISM AND BROADCASTING EXTENSION SERVICES

**Principal Investigator(s):** Charles Fleming, Tara Gentry

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

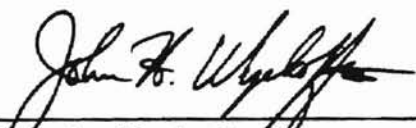
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

---

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Provisions received and approved.

Signature:

  
\_\_\_\_\_  
Chair of Institutional Review Board

Date: January 12, 1996

2  
VITA

Tara Gentry

Candidate for the Degree of  
Master of Science

Thesis: REPORT OF A SURVEY OF OKLAHOMA MEDIA PROFESSIONALS  
CONCERNING OKLAHOMA STATE UNIVERSITY'S SCHOOL OF  
JOURNALISM AND BROADCASTING EXTENSION SERVICES

Major Field: Mass Communications

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma,  
October 1, 1966, the daughter of Delbert L.  
and Mary E. Gentry.

Education: Graduated from Woodward High School,  
Woodward, Oklahoma, in May 1984; received  
Bachelor of Science degree in Radio-Television-  
Film, Broadcasting emphasis, from Oklahoma State  
University, Stillwater, Oklahoma, in December  
1988; completed requirements for the Master of  
Science degree at Oklahoma State University in  
December 1996.

Professional Experience: Video Producer, Moore-Norman  
Vo-Tech, Norman, Oklahoma, January 1990 to July  
1993; Teaching Assistant, Television Production,  
Oklahoma State University, January 1994 to  
December 1995; Video Producer, Legal Video  
Documents, Stillwater, Oklahoma, June 1994 to  
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