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by

Ernest G. Lowden

May, 1980

LLEVEL OF SOPHISTICATION OF INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN AREA
VOCATIONAL-TECHNICAL SCHOOLS IN THE STATE
OF OKLAHOMA AS PERCEIVED BY SUPER-
INTENDENTS AND INSTRUCTORS AS
COMPARED TO THEIR PREFERENCES
FOR THESE PROGRAMS

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PREFACE

This study is primarily concerned with the level of sophistication of instructional media/learning resource center programs in area vocational-technical schools in Oklahoma. Area vocational-technical school superintendents and instructors were requested to evaluate their programs and to express their preference for instructional media/learning resource center programs. This study compares these evaluations with their preference to determine the present status and establish future priorities for instructional media/learning resource center programs.

The writer wishes to express his appreciation and sincere gratitude to his major adviser, Dr. Kenneth L. King, for his guidance, assistance, and encouragement throughout this study. Special gratitude is also due Dr. Bruce A. Petty for his assistance and very timely counsel. A special thanks is extended to Dr. Jo Campbell for her assistance in analyzing the data generated. Appreciation is also expressed to Dr. Lloyd Briggs, for without his patience, advice, and critique the completion of this study would have been difficult.

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CHAPTER I

INTRODUCTION

In a recent California election, the voters expressed a strong desire for reduced taxes and more efficient government spending (Proposition 13). This desire of the California voters seems to be spreading across the nation. During the 1979 Oklahoma legislative session, teachers in Oklahoma expressed concern that proposed tax cuts would cause serious cuts in educational programs. Faced with the possible loss of tax dollars and increased inflation in the United States, educators must find ways to make their various educational programs even more effective.

Due to increasing technology in the educational field today, one area of potentially high cost is in the instructional media/learning resource center programs of the various school systems. Since these programs are encouraged by Public Law 89-10, the analysis of these programs for quality and effectiveness seems to be logical and beneficial.

A quality instructional media/learning resource center program can be analyzed in terms of six categories: program of services, personnel, facilities and equipment, materials, expenditures, and organization. These categories were established in a policy statement on school libraries by the Council of Chief State School Officers (1961). Since the categories were established after the National

Defense Education Act of 1958 and were not changed after the Elementary and Secondary Act of 1965, they appear to remain valid in terms of identifying effective instructional media/learning resource center programs.

A relatively new way of evaluating instructional media/learning resource center programs for quality and effectiveness is to categorize the programs into six different areas. These areas are administrative commitment to instructional media/learning resource center programs, media services, media service centers, physical facilities, budget and finance, and professional staff (Allen, 1972; King, 1969; Petty, 1972; and Stroud, 1978).

To determine the effectiveness or the status of an instructional media/learning resource center program, a periodic assessment should be performed. According to Stufflebeam (1975), assessment or evaluation is the act of examining and judging, concerning the worth, quality, significance, amount, degree or condition of something. In short, evaluation is the ascertainment of merit. Stufflebeam outlined two functions for evaluation, to provide information for decision making and accountability.

The Association for Educational Communications and Technology (1976) feels that the purpose of evaluation is not to prove but to improve; therefore, any evaluation under this assumption holds the potential for creating change. According to Moreland and Craig (1974), media programs and learning resource centers should be under constant systematic evaluation. This evaluation is to identify strengths and weaknesses in the programs and affect desirable changes.

Evaluation seems to have many meanings and purposes. The American Heritage Dictionary (1976) states, "Evaluate implies considered judgment in setting a value on a person or a thing." The keywords in this definition are judgment and value. No one wants to be a victim of judgment, and the word "value" is dependent on the individual doing the evaluating (Broden and Walker, 1978).

In this study, evaluation should serve the purpose of determining the present status of the instructional media/learning resource center program. To establish a baseline, in assessing judgment or value, the criteria should come from the consensus of many media professionals.

There are several evaluation programs established by the various state, regional, and professional accrediting agencies. These evaluation tools vary in their approach to determining the relevance, transfer, and value of the instructional media/learning resource center programs. In a review of the various evaluative tools used, some inventory the equipment available for instructional support of the educational institution (Jones, 1977). Other program evaluations inventory the various programs available in instructional media support (Inventory of Instructional Media, North Central Association of Colleges and Schools, 1975). These instruments are primarily quantitative measurements (inventories). The quantitative measurement is the most popular type of evaluation, primarily because it is easier to count media hardware, software, and programs than to evaluate their effectiveness (Stroud, 1978). It has been assumed that more is better, and, therefore, quantity is equal to quality. Quantity does not assess the effectiveness of these programs or the effectiveness

in the utilization of the available media hardware and software.

There are other potential deficiencies in the present evaluation instruments. One potential deficiency exists in the fact that evaluations are normally performed by personnel other than those directly involved with the instructional media/learning resource center programs or those directly charged with the administration of these programs. This outside evaluation is time consuming, costly, and involves additional personnel (Stufflebeam, 1975).

There is a possible alternative to the quantitative evaluation tools being used to evaluate instructional media/learning resource center programs today. The ideal evaluation process will measure more than one aspect of the instructional media/learning resource center programs. It will use both quantitative and qualitative information and will employ a variety of techniques (Stroud, 1978). The instrument used for this study appraised the administrative commitment to the instructional media/learning resource center program. In addition, it qualitatively assessed the media services, media service center, facilities, budget and finance, and the professional staff. In essence, it not only answered the question of what support is available from the instructional media/learning resource center programs, it also determined the instructor and administrative preference for the center programs. The major strength of this evaluation was that the actual users performed the evaluation, reducing the threat of outside opinions. A program of this type, in all probability, will cost less than an evaluation by an outside agency. An advantage of a self-evaluation is the internal correction of deficiencies, without the direction of administrative supervisors.

The State Department of Vocational and Technical Education of Oklahoma has thirty-three area schools with multi-faceted instructional media/learning resource center programs at various stages of development. In order to determine the status of these programs and appraise what support is available to the instructional media/learning resource centers (in terms of administrative commitment, media services, media service centers, facilities, budget and finance, and professional staff), the State Department of Vocational and Technical Education of Oklahoma deemed it an appropriate activity to engage in an assessment of these programs. To assist in planning for future needs and operations, input from the area vocational-technical school superintendents and instructional staff was obtained regarding their preference for the quality of the instructional media/learning resource center programs.

Definition of Terms

The definitions of the following terms apply to this study.

Area Vocational-Technical Schools are centralized vocational high schools which provide vocational education opportunities for students from several surrounding high school districts, which cannot for financial reasons or lack of sufficient enrollment afford to offer large numbers of vocational programs in their own individual schools (Briggs, 1971). The schools are open also for adult education programs. A list of area vocational-technical schools in the state of Oklahoma is provided in Appendix A.

Instructional media refers to all equipment and materials traditionally called audio-visual materials and equipment such as the

following: television, overhead projectors, film strip projectors, audio tape recorders, record players, film projectors, and other special purpose equipment. The term will also include books, programmed texts, still pictures, charts, and graphics. The term instructional media will be used interchangeably with educational media and will mean both instructional equipment and instructional materials.

Instructional media/learning resource center programs are those educational media services provided to the teachers and students of area vocational-technical schools. These services include the availability and use of audio-visual hardware and software, production services, in-service training, design services, administrative services, information, consultation, the use of resource facilities, and the availability of a professional staff to augment and manage these services.

Learning Resource Center is a facility that has the functions of identifying, acquiring, storing, retrieving, and making available information in a variety of formats. This definition will include curriculum resource centers, media resource centers, audio-visual resource centers, or any other center in the area vocational-technical school where resources are collected, are stored, and are available for use by students, faculty, or both.

Problem Statement

What is the level of sophistication of the instructional media/learning resource center programs in the area vocational-technical schools in the state of Oklahoma as perceived by the area school superintendents and instructors as compared to their preference for

the level of sophistication for these programs?

Purpose of the Study

A review of media standards and evaluation instruments indicates that there is a lack of evidence of qualitative assessment of the multi-faceted instructional media/learning resource center programs in area vocational-technical schools in the state of Oklahoma. There appears to be no documentation of the status of these programs in terms of what support is available and what support is preferred by the administrative and instructional staff at these schools.

This study inquired about the administrative commitment, media services, media service centers, facilities, budget and finance, and professional staff which provides the present instructional support in area vocational-technical schools in the state of Oklahoma.

1. Two groups of educational personnel were questioned about the support available in the six major categories of instructional media/learning resource center programs. These groups were:
 - a. The superintendents of area vocational-technical schools in the state of Oklahoma, and
 - b. area vocational-technical school instructional staff, including department heads and classroom instructors.
2. This study also attempted to determine area vocational-technical school superintendents and instructional staff preferences for utilization of the services provided by and for the instructional media/learning resource center programs.

Scope and Limitations

The self-evaluation instrument was limited to an evaluation of six major categories concerning a quality instructional media/learning resource center program.

Category I: Administrative Commitment to Area Vocational- Technical School Educational Media Services

1. Commitment to the instructional media/learning resource center programs.
2. Commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction.
3. Commitment to providing instructional media/learning resource center facilities.
4. Commitment to financing the instructional media/learning resource center programs.
5. Commitment to staffing the instructional media/learning resource center programs.

Category II: Media Services - Curriculum and Instruction

1. Consultative services in instructional media/learning resource center utilization.
2. In-service education in instructional media/learning resource center utilization.
3. Faculty-student use of instructional media/learning resource center programs.
4. Involvement of the instructional media/learning resource center staff in planning.

Category III: The Media Service Center

1. Location and accessibility of the instructional media/learning resource centers.
2. Dissemination of instructional media information.
3. Availability of instructional media.
4. Storage and retrieval of instructional media.
5. Maintenance of instructional media hardware and software.
6. Production of instructional media software.

Category IV: Physical Facilities

1. Instructional media/learning resource center facilities in existing classrooms.
2. Instructional media/learning resource center facilities in newly constructed classrooms.

Category V: Budget and Finance

1. Reporting financial needs.
2. Basis for budget allocations.
3. Development of instructional media/learning resource center programs budget.

Category VI: Professional Staff

1. Area vocational-technical schools instructional media/learning resource center staff.
2. Building media staff.

This investigation was limited to area vocational-technical schools in the state of Oklahoma as identified in Appendix A of this study.

Organization of the Study

Chapter I is a general description of the study. Included in this chapter are the introduction, problem statement, purpose of the study, definition of terms, scope and limitations, and organization of the study.

Chapter II is a review of the research related to the study. Included in this chapter are reviews of studies conducted over the past ten years.

Chapter III describes the procedures used to evaluate the instructional media/learning resource center programs in area vocational-technical schools. This chapter includes the steps used to collect, analyze, and evaluate the data pertaining to the study.

Chapter IV is the analysis and findings of the pilot study. Included in this chapter is the pilot evaluation of the instructional media/learning resource center programs of selected Skills and Inmate Training Centers in the state of Oklahoma.

Chapter V is an analysis and evaluation of the instructional media/learning resource programs as perceived by the area vocational-technical school administrators and members of the instructional staff as compared to their preference for these programs.

Chapter VI includes a general summary of the study, major findings, implications, conclusions based on the findings of the study, recommendations for improving the instructional media/learning resource center programs in the area Vocational-technical schools in the state of Oklahoma, and areas that might require further research in terms of implementing or developing improved instructional media/learning resource center programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review the literature related to aspects of this study. Although there have been evaluations of instructional media/learning resource center programs in vocational-technical schools in one form or another, the availability of specific literature is limited. Therefore, this review of literature will examine studies made primarily in public schools, colleges, and universities.

This approach to a review of the literature will be used because of a commonality of all educational systems -- the preparation of individuals to enter a productive society. Meckley (1972) stated:

Whether occupational training programs are housed in specialized high schools, departments of high schools, technical schools, or junior colleges, they all have at least one goal in common -- preparation of persons for entering the labor market (p. 19).

One instructional support system common to all levels of education, elementary, secondary, and postsecondary, is the learning resource center. In fact, the term "learning resource center" will vary from one institution or level of institution to another. Chisholm and Ely (1976) wrote:

Call it a library, a media center, an audio-visual center, a learning resources center, or an information center -- the important factor is that the functions of identifying, acquiring, storing, retrieving, and making available information in a variety of formats are performed (p. 11).

Since these centers generally operate under similar guidelines and essentially use similar equipment, a rationale for using public school, college, and university studies is justifiable.

This review of literature will be presented in two sections. The first section will examine studies establishing the criteria for evaluating instructional media/learning resource center programs. The second section will survey studies using evaluation procedures which are similar to the evaluation instrument used in this study.

Establishing the Criteria

Howe II (1968) stated that American industry has an unsurpassed history of effectiveness, yet one of our greatest industries -- education -- has not fully profited from the capacities of industry. Skinner (1968) suggested that there is no reason why the schoolroom be any less mechanized than, for example, the kitchen. Those who would create better educational opportunities must strive to develop comprehensive systems that meet the needs of students of differing abilities, backgrounds, and interests. These systems should enable both students and instructional staff to adjust to and influence the changing society in which they live (American Library Association and Association for Educational Communications and Technology, 1975).

In an attempt to meet the challenges implied above, Public Law 89-10, which includes Title II of the Elementary and Secondary

Education Act, provided funds to develop audio-visual services and facilities for educational institutions. This act also was a catalyst for the development of instructional media hardware and software. The State Department of Education in its administration of Title II, Elementary and Secondary Education Act, was to develop, evaluate, and set standards for selection, acquisition, and use of the instructional media and learning resource center materials and programs (Jones, 1977).

The Connecticut State Department of Education in a 1951 survey established six areas to be evaluated. These areas were (1) audio-visual staff, (2) facilities, (3) equipment, (4) budgets, (5) utilization practices, and (6) administration of audio-visual programs.

Fulton (1955) identified six major areas for evaluation in a study of audio-visual programs in the state of Oklahoma. These areas were (1) organization and administration, (2) teacher education, (3) dissemination of audio-visual information, (4) research and evaluation, (5) tax support, and (6) film distribution.

One recommendation made by Fulton, as a result of his study, was that the audio-visual activities be evaluated on a definitely planned basis. This evaluation, according to Fulton, should be accomplished by the schools and counties and should be a self-evaluation. This recommendation has importance to the present study because the instrument being used to determine the level of sophistication of the instructional media/learning resource center programs is the "Evaluative Checklist," third edition, developed by Fulton, King, Teague, and Tipling (1980b).

The Council of Chief State School Officers (1961) established

six categories to be analyzed in a policy statement on school libraries. These six categories were program of services, personnel, facilities and equipment, materials, expenditures, and organization.

The program of services, the first category, provides assistance in selection, accessibility, and organization of resource materials and equipment to the educational system which it supports. It also provides for instructional support in terms of consultative services as well as providing equipment, facilities, and instruction in the use of audio-visual resources. Service of equipment will be included within the program of services. In addition, the design function of this service is in a constant state of review and change to implement current developments in instructional technology. The design function provides for formulating and analyzing objectives, establishing priorities, implementing the instructional system, and establishing an evaluation criteria for the instructional system.

The category of personnel is a primary concern of the Council of Chief State School Officers. In instructional media/learning resource center programs the selection of a professional media staff is as important as the selection of a teaching or administrative staff. According to the American Library Association and the Association for Educational Communications and Technology (1975), the word professional implies abilities, skills, and knowledge. These abilities, skills, and knowledge should include appropriate academic preparation, a disposition to problem solving, expertise in one or more areas of educational technology or library and information science, personal efficiency, effective human relationships, and participation in professional associations. The term "media

professional" includes all persons who possess the above mentioned attributes, training, and experience in areas of instructional technology and audio-visual techniques. A quality instructional media/learning resource center program will provide guidelines for the selection of such a staff.

The selection and maintenance of facilities and equipment is to be governed by definite policies set forth by the responsible educational agency. These policies are essential if a quality instructional media/learning resource center program is to exist. Without adequate facilities and functioning equipment, instructional support cannot be provided.

Materials in a learning resource center include such items as books, films, audio tapes, phonographic records, television tapes, and other like items. The selection, collection, accessibility, and caring for these materials (media software) is equally as important in an effective instructional media/learning resource center program as is the care of the media equipment (hardware). Media materials should be selected on the basis of the needs of the learner and the specified learning objectives. Media software should be accessible to the learner and/or the instructional staff at the appropriate time in the learning sequence. Once these materials have been used by the learner and/or the instructional staff, these materials should be checked for damage, cleanliness and abuses, maintained, and replaced if necessary. This is especially important to the learner and/or the learner's facilitator.

Finances must be provided for an effective instructional media/learning resource center program. These expenditures must include

salaries, purchase of equipment and materials, maintenance of equipment and material, care of facilities, provisions for capital improvements, and any other costs considered necessary. For the program to be truly effective, sound fiscal management is imperative. Although the Department of Health, Education, and Welfare in its survey of Media Standards Report (Jones, 1977) suggested that ten percent of the per pupil operational cost be applied to this program, cost could vary in different areas of the country, depending upon the individual wealth of the school district. Gallup (1979), in a poll of the public's attitude toward public schools, estimated the total operational cost per child to be approximately \$2,100 nationwide.

As with any other program, effectiveness of an instructional media/learning resource center program is dependent upon its organization (formal and informal) and its leadership. It is important that the program be guided and managed effectively. It is equally important for the user of the program to understand the organization in order to know just where to initiate the request for the needed instructional support. These criteria established by the Council of Chief State School Officers are of importance because they outline the total functions of instructional media/learning resource centers.

A more recent checklist or breakdown of categories for the evaluation of instructional media/learning resource center programs is the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems (Fulton, King, Teague, and Tipling, 1979b), now in its third edition. This evaluation instrument, widely used in the educational media field, uses input exclusively from the media specialist (Stroud, 1978). The criteria

for this checklist, developed by Fulton (1966b) and now in its third revision, are derived from two primary sources. The first source was a review of more than 150 articles, books, and monographs addressing the various aspects of educational media programs. The second source for the criteria was obtained from papers written by outstanding media professionals in the country. Each specialist was given a special assignment to write a description of what was considered to be a model educational media program (Fulton, King, Teague, and Tipling, 1979a). The result of this study was an evaluative checklist which measures administrative commitment to educational media programs, facilities, financing, staffing, and integrating media as a part of instruction. It also measures media services in terms of consultation services, in-service education, utilization, and involvement of media staff in planning. In addition, this instrument assesses the media service center in terms of accessibility, location, dissemination of media information, availability of educational media, storage, retrieval, maintenance, and production of media hardware and software. Additional areas measured are facilities, budget and finance, and the professional staff.

The category breakdown in this instrument and its criteria is comprehensive, but it is not, nor was it intended to be, inclusive. However, it does present useful guidelines in the evaluation of instructional media/learning resource center programs, and it also assists in making subjective judgments about specific aspects of on-going programs (Fulton, King, Teague, and Tipling, 1979a).

Thornton and Brown (1968) expressed an observation which has

significant implications to this study:

. . . no permanent and lasting effect in improving instruction through the application of new media will occur until there is a substantial institutional commitment to the purpose . . . (p. 146).

This observation is in agreement with Fulton's Criteria Relating to Educational Media Programs in School Systems (1968a) and the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems (Fulton, 1968b). Administrative staffs of institutions must be committed to all aspects of an educational media program in order to improve the quality of instruction by the appropriate utilization of educational media.

According to Thornton and Brown (1968), institutional commitment to this purpose must include at least the following elements:

. . . (a) administrative involvement expressed in financial support and in recognition of faculty participation, by means both of release time and of promotional policies; (b) adequate capital investments in both space and equipment; (c) technical staff to assist instructors in development of materials and in operation of technical equipment, with leadership of faculty status; and (4) faculty interest in improving the quality of instruction (p. 146).

The following concluding observations were made by Thornton and Brown (1968):

1. Application of technology to higher education seems to have been far more adaptive than creative.
2. There is need for concentrated effort both nationally and within regions and single institutions on the development of materials of instruction to be used with new media.
3. Physical facilities for instructional application of new media are still inadequate.

4. . . . faculty development programs are essential elements in efforts to modernize instruction.
5. . . . the systematic approach to instruction offers promise for the attainment of economics of efforts and of instructional time in higher education (p. 145-146).

Sanner (1974), following Fulton's criteria for educational media programs in universities and colleges, developed an "Educational Media Program Faculty Opinionnaire." He used this instrument to get the opinions of a jury of twelve winners of Distinguished Teaching Awards pertaining to the educational media programs in California state universities and colleges. A major recommendation to come from the findings of this study is that increased effort should be made to fully inform the faculty members of the California state universities and colleges about their own educational media programs and educational media in general.

The North Central Association of Colleges and Schools (1975) developed an inventory of policy and programs for instructional technology. This inventory is the result of four years of committee staff work, a national invitational seminar/workshop, and feedback from over 500 North Central Association member schools and postsecondary institutions. This inventory, or evaluation instrument, is designed to be used by elementary, secondary, and postsecondary institutions for the following purposes:

1. To assist faculty, staff, and administration in the planning and evaluation of policies and programs for instructional technology. Institutional self-study committees will find this inventory useful when conducting a self-study and preparing for a visit by an NCA evaluation team.

2. To facilitate visits conducted by NCA evaluation teams and consultants. Visiting teams, in consultation with their host institutions, can use this inventory as a general outline for considering instructional technology.

3. To provide teacher-training students with a resource and valuable insights into policies, programs, and applications of instructional technology (p. i-ii).

Although the North Central Association instrument is an inventory of instructional technology programs, the criteria and the areas examined follow the same guidelines as established by the other instruments discussed in this chapter.

The Association for Educational Communications and Technology (1976) developed an instrument, Evaluating Media Programs: District and School. This instrument used the criteria and guidelines established in the American Library Association and Association for Educational Communications and Technology (1975) book Media Programs: District and School. The purpose of this evaluation instrument is to accomplish the following goals:

1. To assist the local school district in organizing descriptive data for the purpose of improving its media program.

2. To provide descriptive data for use by outside agencies invited to participate in the local planning and evaluation process.

3. To provide an assessment tool for purposes of accreditation (p. 5).

This instrument examines such areas as school system profile and budget, services, personnel, physical facilities, and collection. Again, these areas are in common with other agency evaluation concerns.

In the 1977 Association for Educational Communications and Technology Region VII Leadership Conference Report, a group of media professionals, working within the theme "Instructional Technology:

Dealing with Today's Reality," pointed out that positive evaluation resulted in increased utilization, support in funding policies, support for adequate staff personnel, improvement or expansion of facilities, and input into the program from all levels in the educational environment. They also pointed out that evaluation must be continuous and revised to meet the changing needs of the programs as perceived by the participants (users, staff, and administrators) of the program.

Hawkins (1979) studied the status of educational media services in selected public secondary schools in the state of Missouri. In his study, he examined specific components of educational media programs such as school systems, educational media physical facilities, educational media center equipment collection inventory, educational media personnel, and the educational media budget.

The criteria for this study was established by a jury of media professionals. These individuals were selected from professionals known for their credentials as leaders, number of years of experience, and their membership in the Association of Educational Communications and Technology.

Hawkins made the following conclusions based on the findings of his study:

1. Facilities were generally adequate in terms of floor space and light control units at all schools.
2. According to the jury criteria, equipment per teaching station was inadequate.
3. All schools used certified media staff members.
4. Schools in all categories generally did not meet the criteria established by the jury for educational media services.

5. The budget of the majority of the Missouri schools was not adequate to purchase equipment to meet the criteria established by the jury (p. 124).

This study has importance because the establishment of the educational media program criteria was developed by media professionals. This approach is similar to Fulton's Criteria Relating to Educational Media Programs in Elementary and Secondary Schools (1968a).

In summary, there have been numerous agencies, organizations, and individuals who have attempted to establish criteria for evaluating educational media programs. The areas common to each have been facilities, budgets, professional staff, media services, media service centers, and administration of educational media programs. The Criteria for Educational Media Programs in School Systems, Third Edition, (Fulton, King, Teague, and Tipling, 1979a) embraces all the common criteria and is the most recent.

Evaluations Using "Evaluative Checklist"

Since the development of Fulton's Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs (1966b), several evaluations have been conducted at the public school, university, and college level. A review of the literature reveals that there are no studies using this instrument to evaluate educational media programs in area vocational-technical schools.

An evaluation of educational media programs in Oklahoma public schools was made by Teague (1966). In this study he evaluated the current status and functions of educational media programs in Oklahoma public high school districts. This study found that there was little

commitment from either the administrators or the teachers towards educational media programs. There was a weakness in the location of the educational media center and, as a result, a weakness in the distribution methods. He also found the need for better physical facilities which would improve the utilization of educational media in the classrooms. Finally, he discovered that there was a need for an increase in the number of educational media personnel in the schools. In Teague's study the criteria used and the "Evaluative Checklist" are similar to the qualitative standards which are used in this study.

A nation-wide study designed to encourage further effective use of educational technology was conducted under the direction of Bloodworth and Wedberg (1967). The study located various types of programs with new or improved methods of instruction for visitation purposes. Using the Fulton Evaluative Checklist (1966b), the following findings were made:

1. Better classroom utilization of instructional materials results in schools employing a full-time media specialist.
2. Many of the innovative programs are in operation because of the availability of federal funds.
3. Of over 2,000 respondents, about 20 percent had an audio-visual director full time, about 25 percent employed a full time director part time, and in more than 50 percent of the schools no single individual was directly in charge of the educational media programs.
4. Material centers under the direction of librarians, without instructional media training, tended to be print oriented and did not provide adequate information to teachers on the use of audio-visual materials in instruction (p. 146).

The Bloodworth and Wedberg Study (1967) was important to this

research because it evaluated some schools in Oklahoma, using the Fulton Evaluative Checklist (1966b).

King (1969) used the Fulton Criteria Relating to Educational Media Programs in Elementary and Secondary Schools (1968a) and revised the Fulton Evaluative Checklist (1968b) for his study. This was the first study using the improved Evaluative Checklist, which is still being utilized and is now in its third revision. From the King study the following conclusions were reached:

1. Educational media programs in the Oklahoma public schools were more effective when the administration and faculty were committed to the provision and use of a wide variety of educational media and services.
2. The general facilities in many existing classrooms in Oklahoma public schools were not generally equipped to utilize a wide range of media. Physical facilities in many new classrooms appeared to be better equipped for a wider use of media.
3. Only limited provisions were made in Oklahoma public schools for staffing the educational media programs. In most cases the educational media director was not given adequate time or staff to provide the degree of media services needed within the schools.
4. Larger school systems in Oklahoma appeared to be more adequately equipped in their media program than the smaller school systems.
5. In-service education in the use of educational media in Oklahoma public schools was generally not provided in smaller schools.
6. There was a positive relationship between well established educational media programs and teacher utilization of educational media (p. 157).

The King study has significant importance to the present study because the instrument used is revised from the instrument developed by Fulton, King, Teague, and Tipling (1979b).

Lambert (1970) used an early version of the Evaluative Checklist (1968b) in his study. This checklist only looked at three levels of sophistication in the educational media programs. Lambert found the following shortcomings in an evaluation of university and college programs in the state of Florida:

1. The in-service education program conducted by the professional media staff to acquaint the faculty with media services, emerging new developments, and the appropriate utilization of educational media as integral to the instructional process;
2. The involvement of professional media personnel with faculty members in curriculum planning and development and in the integration of appropriate media and technology into the instructional process;
3. The educational media center's facilities, personnel, and ability to locally produce a range of media and original materials for faculty utilization;
4. The quantity of professional, technical, and clerical media personnel required to provide a comprehensive educational media service (p. 97).

Lambert stated:

Colleges and universities, particularly institutions involved in the preparation of teachers, have a significant role to play and a dual responsibility. These institutions should not only provide leadership in development of exemplary educational media programs, but, by their example in the professional education and training of teachers, also provide for the appropriate utilization of educational media and technology as integral to the instructional process.

Of paramount consideration in this study was the concomitant responsibility of institutions engaged in teacher preparation programs to have an institutional commitment to the educational media programs and to have implemented their commitment by providing a broad spectrum of educational media, services, and technological resources to appropriately mediate the instructional process (p. 82-83).

The Lambert (1970) study is important because it emphasizes the importance of commitment to educational media programs in terms of

integrating them into the instructional process and the importance of continued in-service training of the faculty in the utilization of the total aspects of these programs.

In a study of Oklahoma universities and colleges completed by Allen (1972), the following conclusions were reached:

1. Services provided from the educational media program in the areas of media utilization and in-service education to instructors are generally not provided.
2. Many Oklahoma universities and colleges do not regard the educational media program as an integral part of the instructional program and therefore fail to give their media programs the necessary support they need for proper operation.
3. When the educational media programs are organized under the auspices of the university or college library, the dean of instruction or the college president is usually the educational media director's immediate supervisor.
4. Generally the physical facilities of the media programs are not readily accessible to the institution's instructors, thus a low rate of media utilization could be the result of improper location and/or accessibility of educational media.
5. Media personnel are not generally available when and if the instructors need their expertise, and many of the media directors are given little or no released time for performance of their duties.
6. Most educational media program budgets are not developed as an integral part of the total educational program.
7. Many institutions do not have a sufficient quantity of materials and equipment to meet Department of Audio-visual Instruction (now Association for Educational Communications and Technology) standards.
8. The quality of an educational media program is related to the quality of personnel, equipment, and materials associated with the educational media program.
9. It is desirable to have a centrally located media program which provides services for one central location.

10. There is some evidence to support the conclusion that if the institutions that have weak programs had stronger administrative commitments their programs could be stronger (p. 152).

The Allen (1972) study is important for several reasons. First, it is an evaluation of educational media programs based on self-evaluation of these programs using the "Evaluative Checklist." Second, it showed a relationship between program strengths and administrative commitment. Finally it showed no significant difference between state-owned universities, colleges, and independent colleges which in part validates Meckley's (1972) statement regarding the commonality of training programs.

In an evaluation of the educational media programs in the state of Louisiana, Nicosia (1973) compared educational media programs to teacher utilization practices. In this study he found that generally there was a strong use of recordings, motion picture films (16mm), filmstrips, and overhead transparencies. Instructional units were generally weak in the use of opaque projection, slides (2 x 2), motion picture films (8mm), and the use of tape recordings. The use of educational television and the video tape recorder was invariably nonexistent.

In addition to the findings pertaining to the equipment usage, Nicosia's study revealed other deficiencies in the Louisiana educational media programs:

1. Services to the instructional units from the educational media centers in the area of media utilization and in-service education were not generally provided.
2. Most Louisiana school systems were not committed to financing the educational media programs.

3. Although the educational media programs were regarded as an integral part of the instructional programs, they lacked the necessary administrative support.
4. Provisions for staffing the educational media programs in the instructional units were limited.
5. The physical facilities provided in classrooms (existing and new) were customarily not adequate to utilize a wide range of media.
6. The educational media programs in the larger size instructional units appeared stronger than the programs in the medium or smaller units.
7. There is a positive relationship between a well-established educational media program and teacher utilization of educational media programs in the Louisiana public school system (p. 115).

Nicosia's study, like others before it, illustrates a lack of in-service education for media utilization and a lack of administrative commitment. It also points out that schools with established educational media programs will have better teacher utilization.

Moreland and Craig (1974), in developing a guide to organizing a learning resource center in health science educational institutions, stated, "The constant systematic evaluation of the learning resource center is one of the most important functions the director and his colleagues will perform" (p. 53). They felt that evaluation programs should examine the following in learning resource centers:

1. Leadership adequacy of learning resource center director.
2. Learning resource center services.
3. Principles of learning and teaching.
4. Principles of curriculum development.
5. Application of media as an integral part of the curriculum.
6. In-service education for faculty.

7. Standards for facilities for media utilization.
8. Standards for equipment for media utilization.
9. Standards for production of media for utilization.
10. Standards for professional and support personnel.
11. Desirable expansion and growth of consultant and technical support and services.
12. Budgetary support.

The evaluation instrument they offered in their guidelines is very similar in construction and criteria to the "Evaluative Checklist" (1980b) used in this study. The major difference between the Fulton, King, Teague, and Tipling (1979b) instrument and the instrument offered by Moreland and Craig is the number of levels. The instrument used in this study will evaluate the media programs using four levels, as compared to three levels in the Moreland Craig report.

In summary, evaluations using the Evaluative Checklist (Fulton, King, Teague and Tipling, 1979b) have effectively shown deficiencies in educational media programs not following the criteria established by media professionals. The most frequently observed deficiency was the lack of commitment to the media programs by the administration. Other deficiencies noted were the limited number of in-service programs and the non-availability of media professionals and support personnel.

CHAPTER III

METHODOLOGY

Introduction

This chapter will describe how the evaluation of the instructional media/learning resource center programs in area vocational-technical schools in the state of Oklahoma was conducted. Included in this chapter is a description of the evaluation plan, a description of the subjects, the instrumentation, procedures for collecting the data, and the procedures for analyzing the data.

Description of the Evaluation Plan

The evaluation plan follows the guidelines set forth in "Program Evaluation Skills for Busy Administrators," prepared by Owens and Evans (1977). This plan established a sequential guide for organizing evaluation plans. Using this guide, the major areas that were developed in formulating this plan were:

1. Objectives.
2. Information requirements.
3. Information sources.
4. Instrumentation.
5. Data collection.
6. Time Schedule.

7. Analysis.
8. Reporting procedures.

Each of these areas is addressed in the appropriate section of this chapter.

Description of the Subjects

The populations surveyed were the Oklahoma Area Vocational-Technical School superintendents and instructional staff. The primary objective in using these two populations was to obtain the evaluation of the instructional media/learning resource center programs from two perspectives: administrative and instructional. Both of these sources have the necessary information to make a fair evaluation of the instructional/media learning resource center programs. In addition, both of these sources are able to state with a reasonable degree of accuracy their preference for the future of these programs.

The first population, the area vocational-technical school superintendents, was surveyed in total. There were thirty-three area school superintendents or school directors in the state of Oklahoma (Appendix A).

The second population consisted of the instructional staff of area vocational-technical schools in the state of Oklahoma. This population was further identified as full-time instructors who have at least one year of teaching experience. There were 667 instructors meeting population criteria. This entire population was surveyed.

The number and percentage of each population responding to the "Evaluative Checklist" and "Preference Checklist" are shown in Table I. Follow-up letters were sent to those members of either

population not responding to the survey.

TABLE I
NUMBER AND PERCENTAGE OF SUPERINTENDENTS
AND INSTRUCTORS RESPONDING TO THE
EVALUATIVE CHECKLIST AND
PREFERENCE CHECKLIST

Type of Respondent	Number in Population	Number of Responses	Percent Responding
Superintendents	33	25	76
Instructors	667	306	46

Instrumentation

The instrument used in this study is a modification of the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems, developed by Fulton, King, Teague, and Tipling (1979b).

Since one of the objectives of this study is to determine the preference for support in instructional media/learning resource center programs, the instrument was modified to include a preference checklist (King and Lowden, 1980). (The instrument was further revised by making the terminology compatible with that used in the area vocational-technical schools. The revised instrument, "Evaluative Checklist:

An Instrument for Self-Evaluating an Instructional Media/Learning Resource Center Program in Area Vocational-Technical Schools," (1980b) appears in Appendix C.

All references made to the "Evaluative Checklist" in the remainder of this study will be to the revised form of the "Evaluative Checklist," developed by Fulton, King, Teague, and Tipling (1980b), rather than to the original instrument, and will be referred to as the "Evaluative Checklist."

The "Evaluative Checklist" is based on Criteria Relating to Educational Media Programs in School Systems developed by Fulton, King, Teague, and Tipling (1979a) and the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems developed by Fulton, King, Teague, and Tipling (1979b). The primary reasons for using the criteria developed by Fulton were its sources and the intent for its utilization. The criteria were empirically derived from two primary sources. First, many of these criteria were derived from the literature dealing with various aspects of educational media programs, some of which are listed in Chapter Two of this study. Second, others were derived from papers written by outstanding educational media specialists representing various parts of the country. These criteria have been validated through wide usage of the checklist in other studies (Allen, 1972; King, 1969; Moreland and Craig, 1974; Nicosia, 1973; Petty, 1972; Stroud, 1978; and Teague, 1966). According to King (1979), to date there have been 230,000 instruments sold by the Association of Educational Communications and Technology. Since these studies represent evaluations of colleges and universities, public school systems, and specialized

schools, it is believed that the same criteria will apply to vocational-technical schools with revision or comparable terminology (Appendix B).

Each "Evaluative Checklist" item consists of descriptions of instructional media/learning resource center programs operating at four levels of media program adequacy. The description of the "upper" level of media program adequacy represents optimum criteria by which the particular element of the instructional media/learning resource center program is evaluated. The description of the "middle" level of the media program adequacy falls below the criteria relating to effective programs. The description of the "lower" level of adequacy falls far below the criteria. The description of the "minimal" level of program adequacy refers to a situation in which no criteria are met. This range falls into the "inadequate" range of instructional media/learning resource center program adequacy on the profile sheet in the Evaluative Checklist (King, 1969).

The following is a sample item from the modified "Evaluative Checklist":

Mark only one of 12 items

1 2 3

C. Faculty-Student Use of Instructional Media/
Learning Resource Center Programs

Faculty, staff, and students seldom use educational media.

4 5 6

Only a few faculty, staff, and students utilize educational media in class presentations.

7 8 9

Several faculty, staff, and students utilize appropriate educational media in presentations and independent study.

10 11 12

Most faculty, staff, and students use appropriate educational media in their presentations, learning activities, and independent study.

The "Evaluative Checklist" provided an opportunity for each survey participant to rate his program at one of the four levels of program adequacy under each item. Each level contains three places to check, giving the participant an opportunity to rate each element as being at any one of twelve places on a scale from undeveloped to optimal.

Elements of the program which were checked by the participant as being in the undeveloped range of media program adequacy (1 to 3) were considered not to have that segment of their instructional media/learning resource center program established. It would be categorized therefore in the undeveloped range of instructional media/learning resource center program adequacy. Elements checked in the "lower" range of media program adequacy (4 to 6) were considered minimal. Elements which were checked as being in the "middle" range of media program adequacy (7 to 9) were considered neither weak nor strong but were functional. Elements which were checked as being in the "upper" range of instructional media/learning resource center program adequacy (10 to 12) were considered as optimal.

Validity

According to Fulton (1966a), the instrument was developed based on the concept that (1) evaluation is the process of ascertaining the value of something, which involves the passing of judgment on the degree of its worthiness, and that (2) the degree of validity of such a judgment is largely determined by the validity and comprehensiveness of the information available to the person making the judgment. The revised instrument follows that concept.

The "Evaluative Checklist" which was modified from the Fulton,

King, Teague, and Tipling (1979b) instrument is in its third revision and has been published by the Association for Educational Communications and Technology. It has also been used in other studies (Allen, 1972; King, 1969; Nicosia, 1973; Petty, 1972; and Teague, 1966). It has been cited as being widely used in the field (Stroud, 1978) and has been used in a modified format for the evaluation of a learning resource center in a health science educational institution (Moreland and Craig, 1974). It is listed among the evaluation tools for instructional media programs by the Department of Health, Education, and Welfare (Jones, 1977).

Reliability

To insure the reliability of the instrument, a pilot study was conducted at selected skills and inmate training centers in the State Department of Vocational and Technical Education in Oklahoma. Cronbach's Alpha was used to verify the reliability of the instrument. Table II shows the reliability for each section of the "Evaluative Checklist" and the "Preference Checklist."

Preference Checklist

The "Preference Checklist" (Appendix D) is a rewording of the "Evaluative Checklist" items. These items are designed to obtain from the survey participant his preference for an instructional media/learning resource center program. The "Preference Checklist" is based on the "Criteria: Instructional Media/Learning Resource Center Programs in Area Vocational-Technical Schools." This criteria was developed by Fulton, King, Teague and Tipling (1980a).

TABLE II
 RELIABILITY OF THE "EVALUATIVE CHECKLIST"
 AND "PREFERENCE CHECKLIST" BY SECTION
 ON THE PILOT STUDY

Section	Evaluative Checklist	Preference Checklist
I	0.78415	0.90486
II	0.74508	0.88485
III	0.84435	0.92238
IV	0.74413	0.71772
V	0.80654	0.85136
VI	0.92857	0.92486

The following is a sample item from the "Preference Checklist:"

C. Faculty-Student Use of Instructional Media/Learning Resource Center Programs

Mark only one of the 12 items

1 2 3

Faculty, staff, and students should seldom use educational media.

4 5 6

Only a few faculty, staff, and students should utilize educational media in class presentations.

7 8 9

Several faculty, staff, and students should utilize appropriate educational media in presentations and independent study.

10 11 12

Most faculty, staff, and students use appropriate educational media in their presentations, learning activities, and independent study.

Like the "Evaluative Checklist," the "Preference Checklist" provided an opportunity for each survey participant to rate his preference at one of four levels of program adequacy under each item. Each level contains three places to check, giving the participant an opportunity to rate each element as being at any one of twelve places on a scale from not preferred (level I) to most preferred (level II).

Elements of the program checked by the participant in the lower range (1 to 3) are considered as not preferred (level I). Elements checked in the range of 4 to 6 are considered as less preferred (level II). Elements in the range of 7 to 9 are considered as preferred (level III). Elements checked in the "upper" range (10 to 12) are considered as most preferred (level IV).

Participants who selected level I on the "Preference Checklist" indicated that their instructional media/learning resource center programs should remain at a level of sophistication which would be considered undeveloped in accordance with the criteria developed by Fulton, King, Teague, and Tipling (1980a). Selection of level II indicated a preference for instructional media/learning resource center programs which would meet minimum standards. Selection of level III indicated a desire for program adequacy at the functional level. Those participants who selected level IV indicated a desire for the optimal in instructional media/learning resource center programs.

Procedures for Collecting the Data

The "Evaluative Checklist" and the "Preference Checklist" along with a cover letter (Appendix E) were distributed to the superintendents

of the thirty-three area vocational-technical schools in the state of Oklahoma (Appendix A). In addition, the "Evaluative Checklist," the "Preference Checklist," and a cover letter were distributed to each instructor in the area vocational-technical schools in the state of Oklahoma which met the criteria established in the "Description of Subjects" section of this chapter.

The following was the task objective for each survey participant:

1. Condition: All the survey participants were given the following items:
 - a. Criteria summary for instructional media/learning resource center programs.
 - b. A self-evaluative checklist.
 - c. A preference checklist.
 - d. Instructions for the completion of the self-evaluative checklist and the preference checklist.
2. Task:
 - a. The survey participant evaluated his area vocational-technical school's instructional media/learning resource center programs in the following areas:
 1. Administrative commitment.
 2. Media services.
 3. Media service center.
 4. Physical facilities.
 5. Budget and finance.
 6. Professional media staff.
 - b. The survey participant indicated his preference for the following services in his area vocational-technical

school's instructional media/learning resource center program:

1. Administrative commitment.
 2. Media services.
 3. Media service center.
 4. Physical facilities.
 5. Budget and finance.
 6. Professional media staff.
3. Standards: This survey was completed individually and was based on the survey participant's own perceptions and knowledge.

The "Evaluative Checklist" was coded for control purposes. This code was destroyed once the response suspense date had passed to insure confidentiality of the participant.

Each participant was given an initial period of two weeks for completion. A follow-up letter was considered necessary. Provisions for the return of the questionnaires were made through return mail.

Analysis of the Data

The overall evaluation of the instructional media/learning resource center programs was shown by presenting frequency tables in each of the following categories: (1) evaluation for each element by superintendent and instructor populations and (2) preference for each element by superintendents and instructors.

The data also was presented, using a profile of the twenty-two elements evaluated in each of the following dichotomies: (1) a profile of the evaluation of superintendents and instructors, (2) a

profile of the preference of superintendents and instructors, (3) a profile displaying the difference between the evaluation and preference of superintendents, (4) a profile displaying the difference between the evaluation and preference of the instructors, and (5) a profile showing the difference between evaluation and preference for the combined populations. The data used to construct a profile was based on the median for each item. The profile presented on this measure of central tendency was based on a twelve point scale.

CHAPTER IV

PILOT STUDY

Introduction

This chapter will describe the pilot study conducted in selected skills and inmate training centers under the coordination of Oklahoma State Department of Vocational and Technical Education. The pilot study had two primary purposes: (1) to test the reliability of the instruments used in this study and (2) to test the procedures outlined in Chapter III.

The data collected for the pilot study also were analyzed and displayed. This procedure was similar to those procedures outlined in Chapter III, with these exceptions: (1) only two frequency charts were shown, one for evaluation and one for preference, and (2) only one profile chart was displayed, comparing evaluation to preference. The reason for the reduction in the display data was the combination of administrative and instructor personnel into one population.

Description of Procedures

Data Collection

The instruments, the "Evaluative Checklist" (Appendix C) and the "Preference Checklist" (Appendix D), and cover letter (Appendix F) were sent together for distribution to the individual members of the

population. This procedure was used to reduce the cost of individual mailing. Each set of instruments had a self-addressed, postage-paid envelope for the return of the completed instruments.

The response rate, shown in Table III, was 74 percent. This response rate was obtained without follow-up letters being sent to the members of the population. It should be noted that the response rate only includes useable returns. There were six responses which could not be used because the data were either incomplete or the instrument was incorrectly completed.

TABLE III
NUMBER AND PERCENTAGE OF THE PILOT STUDY
POPULATION RESPONDING TO THE
EVALUATIVE CHECKLIST AND
PREFERENCE CHECKLIST

Number in Population	Number of Responses	Percent Responding
89	66	74

Data Analysis

The data were encoded and processed using The Statistical Package for the Social Sciences (SPSS) (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). Contained in Table II, Chapter III, is the reliability

for each section of the two instruments. This reliability estimates the internal consistency for each of the six sections. Cronbach's Alpha was used to provide this estimate (Cronbach, 1951). Since the instrument examined six different areas, an overall instrument reliability would have been inappropriate. The data gathering procedures outlined in Chapter III were followed in conducting the pilot study.

Analysis of Data

The evaluation of the instructional media/learning resource center program in Oklahoma Vocational-Technical Skills and Inmate Training Centers was divided into six major areas of educational media programs: (1) vocational-technical school educational media services, (2) media services - curriculum and instruction, (3) the media service center, (4) physical facilities, (5) budget and finance, and (6) professional staff. It should be noted that the instruments were designed for area vocational-technical schools; however, some officials of the State Department of Vocational and Technical Education feel that due to the similarity of the type of programs employed within the skills and inmate training centers the use of this instrument was considered appropriate.

Evaluation of the Vocational- Technical Schools Educational Media Services

The first section of the "Evaluative Checklist" contains five program elements relating to the commitment level of skills and

inmate training centers administration and faculty for instructional media/learning resource center programs. The evaluation for each of the five elements in Section I of the "Evaluative Checklist" is presented in Table IV and represents the perceptions of the respondents at each of the four ranges of media program adequacy. The evaluation of educational media services was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element I A: Commitment to Instructional Media/Learning Resource Center Programs

The Data. Element I A of the "Evaluative Checklist" obtains judgmental responses regarding the extent to which the vocational-technical school meets the criteria showing commitment of the administration and instructional staffs to the instructional media/learning resource center program. These criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table IV illustrates the percentage of the respondents at the skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table IV indicates that 85 percent of the personnel at the skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy. Eight percent of the respondents felt their instructional media/learning resource center

TABLE IV

PERCENTAGES OF POPULATION WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL, AND OPTIMAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL EDUCATIONAL MEDIA SERVICES*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Undeveloped(%)	Minimal(%)	Functional(%)	Optimal(%)
IA Commitment to Instructional Media/Learning Resource Center Programs	85	8	0	4
IB Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction	39	0	32	29
IC Commitment to Providing Instructional Media/Learning Resource Center Facilities	36	14	27	23
ID Commitment to Financing the Instructional Media/Learning Resource Center Programs	47	12	12	29
IE Commitment to Staffing the Instructional Media/Learning Resource Center Programs	55	30	9	6

Source: Evaluative Checklist, Section I N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

program adequacy was at least minimal. Three percent of the personnel felt that their program was functional, and four percent of the personnel believed their media program adequacy to be optimal.

Evaluation. The data collected indicate that 85 percent of the 66 respondents believed their programs in the skills and in-mate training centers to be weak in commitment to the provisions of the instructional media/learning resource center programs. Eleven percent of the participants believed their programs were neither weak nor strong, while four percent of the respondents believed their programs were strong in terms of commitment to instructional media/learning resource center program adequacy.

Element I B: Commitment to Instruc-
tional Media/Learning Resource
Center Programs as an Integral
Part of Curriculum and
Instruction

The Data. Element I B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent in which the vocational-technical school meets these criteria related with the commitment of the administrative and instructional staff to the provisions and use of instructional media/learning resource center programs as an integral part of curriculum and instruction. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the

Criteria (Appendix B). These criteria establish the basic philosophy for commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction. Table IV shows the percentage of the population at the skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table IV indicates that 39 percent of the personnel at the skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy. None of the participants judged their programs as being in the minimal range, while 32 percent of the individuals surveyed indicated that their program was in the functional range of program adequacy. The survey showed that 29 percent of the surveyed population believed their program was in the optimal range of program adequacy.

Evaluation. The data collected indicate that 39 percent of the 66 respondents believe their programs at the skills and inmate training centers are weak in personnel commitment to the provisions of instructional media/learning resource center programs as an integral part of curriculum and instruction. Of the 66 participants in the survey, 32 percent believed their programs were neither weak nor strong. Twenty-nine percent of the administrators and instructors believed they had a strong commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction.

Element I C: Commitment to Providing
Instructional Media/Learning
Resource Center Facilities

The Data. Element I C of the "Evaluative Checklist" obtains judgmental responses pertaining to the extent the vocational-technical schools meet criteria relating to the commitment of the administration and instructional staffs to providing instructional media/learning resource center facilities. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). These criteria address the need for short and long range system wide plans which provide for the needs of instructional media/learning resource center facilities. Table IV shows the percentage of the population at the skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table IV indicates that 36 percent of the participants at the skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy. Fourteen percent of the respondents felt their programs were only minimal. Twenty-seven percent of the population surveyed rated their commitment to facilities in the functional range, while twenty-three percent rated their commitment to instructional media/learning resource center facilities as optimal.

Evaluation. Data collected indicate that 36 percent of the 66 participants believe their program to be weak in personnel commitment

to the provisions of providing instructional media/learning resource center facilities. Of the 66 participants, 41 percent believed the commitment to providing instructional media/learning resource center facilities was neither weak nor strong, while 23 percent of the population felt that the commitment to providing media facilities was strong.

Element I D: Commitment to Financing
the Instructional Media/Learning
Resource Center Programs

The Data. Element I D of the "Evaluative Checklist" has the function of obtaining judgmental responses in regard to the extent the vocational-technical school meets the criteria relating to the commitment of the administration and instructional staffs to the provisions of financing the instructional media/learning resource center programs. These criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table IV shows the percentage of the population at the skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, and optimal ranges of program adequacy.

Table IV indicates that 47 percent of the personnel at the skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy. Twelve percent of the respondents felt the commitment to financing the instructional media/learning resource center programs was minimal, and 12 percent felt this commitment was functional. Of the 66 participants, 29 percent felt

the commitment to financing the instructional media/learning resource center programs was optimal.

Evaluation. The data collected indicate that 47 percent of the 66 respondents believe their programs to be weak in the commitment of the administrative and instructional staff at the skills and inmate training centers to the provisions of financing the instructional media/learning resource center programs. Twenty-four percent of the respondents believed this commitment was neither weak nor strong. Twenty-nine percent of the participants believed the commitment to financing the instructional media/learning resource center programs to be strong.

Element I E: Commitment to Staffing
the Instructional Media/Learning
Resource Center Programs

The Data. Element I E of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent the vocational-technical school administrative and instructional staff is committed to the staffing of the instructional media/learning resource center programs. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). These criteria outline the basic philosophy to the commitment to staffing the instructional media/learning resource center programs in terms of professional and non-professional staff members. Table IV shows the percentage of the population at the skills and inmate training centers who judged

the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table IV indicates that 55 percent of the population at the skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy in terms of staffing their instructional media/learning resource center programs. Thirty percent of the individuals surveyed believed their programs were in the minimal range of program adequacy. Of the 66 personnel surveyed, nine percent believed their programs were functional while six percent rated their programs in the optimal range of program adequacy in terms of the commitment to staffing the instructional media/learning resource center programs.

Evaluation. Data collected indicate that 55 percent of the 66 respondents believed their programs to be weak in the commitment of the administrative and instructional staff at the skills and inmate training centers to the provisions of staffing the instructional media/learning resource center programs. Thirty-nine percent of the participants believed this commitment was neither weak nor strong, and six percent rated this commitment strong in terms of the commitment to the staffing of the instructional media/learning resource center programs.

Evaluation of the Vocational-Technical
School Media Services - Curriculum
and Instruction

The second section of the "Evaluative Checklist" contains four program elements relating to utilization of school media services in curriculum and instruction. The evaluation of each of the four elements in Section II of the "Evaluative Checklist" is presented in Table V and represents the perceptions of the checklist respondents at each of the four ranges of media program adequacy. The evaluation of the school media services - curriculum and instruction was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element II A: Consultative Services in
Instructional Media/Learning Resource
Center Utilization

The Data. Element II A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent the vocational-technical school meets criteria relating to consultative services in instructional media/learning resource center utilization. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table V shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

TABLE V

PERCENTAGES OF POPULATION WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL, AND OPTIMAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICES - CURRICULUM AND INSTRUCTION*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Undeveloped(%)	Minimal(%)	Functional(%)	Optimal(%)
IIA Consultative Services in Instructional Media/Learning Resource Center Utilization	65	15	15	5
IIB Inservice Education in Instructional Media/Learning Resource Center Utilization	37	33	27	3
IIC Faculty - Student Use of Instructional Media/Learning Resource Center Utilization	29	11	33	27
IID Involvement of the Instructional Media/Learning Resource Center Staff in Planning	72	8	14	6

Source: Evaluative Checklist, Section II N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

Table V indicates that 65 percent of the respondents at the selected skills and inmate training centers judged the consultative services utilization as being in the undeveloped range of program adequacy. Fifteen percent of the respondents felt that their consultative services utilization adequacy was at least minimal. Fifteen percent of the personnel felt their consultative services utilization was functional, and five percent of the personnel believed their consultative services utilization adequacy to be optimal.

Evaluation. Data collected indicate that 65 percent of the 66 respondents believed their programs to be weak in consultative services in instructional media/learning resource center utilization at the selected skills and inmate training centers. Thirty percent of the participants believed the consultative services utilization was neither weak nor strong, while five percent of the respondents believed their programs were strong in consultative services in instructional media/learning resource center utilization.

Element II B: Inservice Education in
Instructional Media/Learning Resource
Center Utilization

The Data. Element II B of the "Evaluative Checklist" obtains judgmental responses pertaining to the extent that the vocational-technical school meets the criteria relating to in-service education in instructional media/learning resource center utilization. These criteria used as a basis for this judgment appear in the criterion

summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). These criteria establish the basic philosophy for in-service education in instructional media/learning resource center utilization. Table V shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table V indicates that 37 percent of the personnel at the selected skills and inmate training centers judged their in-service education utilization as being in the undeveloped range of program adequacy. Thirty-three percent of the respondents judged in-service education utilization as being in the minimal range, while 27 percent of the individuals surveyed indicated that their in-service education utilization was in the functional range of program adequacy. The survey showed that three percent of the population believed their in-service education utilization was in the optimal range of program adequacy.

Evaluation. The data collected indicate that 37 percent of the 66 respondents at the selected skills and inmate training centers believed their programs to be weak in in-service education utilization. Of the 66 participants in the survey, 60 percent believed their programs were neither weak nor strong. Three percent of the administrators and instructors believed they have strong in-service education utilization.

Element II C: Faculty-Student Use of
Instructional Media/Learning Resource
Center Programs

The Data. Element II C of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent that the vocational-technical school meets the criteria relating to faculty-student use of instructional media/learning resource center programs. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table V shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table V indicates that 29 percent of the participants at the selected skills and inmate training centers judged the faculty-student use of instructional media/learning resource center programs as being in the undeveloped range of program adequacy. Eleven percent of the respondents felt that use of their programs was only minimal. Thirty-three percent of the population surveyed rated the faculty-student use of instructional media/learning resource center programs in the functional range, while twenty-seven percent rated the useage as optimal.

Evaluation. The data collected indicate that 29 percent of the 66 participants believe their program to be weak in faculty-student use of instructional media/learning resource center programs at

the selected skills and inmate training centers. Of the 66 participants, 44 percent believed that use of the instructional media/learning resource center programs was neither weak nor strong, while 27 percent of the population felt that the program useage was strong.

Element II D: Involvement of the Instructional Media/Learning Resource Center

Staff in Planning

The Data. Element II D of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent that the vocational-technical school meets the criteria relating to the involvement of the instructional media/learning resource center staff in planning. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table V shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, and optimal ranges of program adequacy.

Table V indicates that 72 percent of the personnel at the selected skills and inmate training centers judged the involvement of the instructional media/learning resource center staff in planning as being in the undeveloped range of program adequacy. Eight percent of the respondents felt that the involvement of the staff in planning was minimal, and fourteen percent felt that this involvement was functional. Of the 66 participants, six percent felt that the involvement of the instructional media/learning resource center staff in planning was optimal.

Evaluation. The data collected indicate that 72 percent of the 66 respondents believed their instructional media/learning resource center staff involvement in planning is weak. Twenty-two percent of the respondents believed this involvement was neither weak nor strong. Six percent of the participants believed the involvement of the instructional learning resource center staff in planning to be strong.

Evaluation of the Vocational-Technical
School Media Service Center

The third section of the "Evaluative Checklist" contains six program elements relating to the vocational-technical school media service center. The evaluation of each of the six elements in Section III of the "Evaluative Checklist" is presented in Table VI and represents the perceptions of the checklist respondents as being at each of the four ranges of media program adequacy. The evaluation of the vocational-technical school media service center was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element III A: Location and Accessibility
of Instructional Media/Learning Resource
Centers

The Data. Element III A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the vocational-technical school administrative and instructional staffs perceptions regarding the location and accessibility of their instructional media/

TABLE VI

PERCENTAGES OF POPULATION WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL, AND OPTIMAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICE CENTER*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Undeveloped(%)	Minimal(%)	Functional(%)	Optimal(%)
IIIA Location and Accessibilitiy of Instructional Media/Learning Resource Centers	54	27	3	16
IIIB Dissemination of Instructional Media Information	46	8	29	17
IIIC Availability of Instructional Media	42	20	21	17
IIID Storage and Retrieval of Instructional Media	38	27	32	3
IIIE Maintenance of Instructional Media Hardware and Software	32	39	21	8
IIIF Producation of Instructional Media Software	41	48	11	0

Source: Evaluative Checklist, Section III N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

learning resource centers. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VI shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table VI indicates that 54 percent of the population at the selected skills and inmate training centers judged the location and accessibility of the instructional media/learning resource center as being in the undeveloped range of program adequacy. Twenty-seven percent of the individuals surveyed believed the location and accessibility of the instructional media/learning resource center was in the minimal range of program adequacy. Of the 66 personnel surveyed, three percent believed the location and accessibility were functional, while sixteen percent rated their programs in the optimal range of program adequacy in terms of location and accessibility of instructional media/learning resource centers.

Evaluation. The data collected indicate that 54 percent of the 66 respondents believed their programs to be weak in the location and accessibility of instructional media/learning resource centers at the selected skills and inmate training centers. Thirty percent of the participants believed this to be neither weak nor strong and sixteen percent rated this area of the program as strong.

Element III B: Dissemination of Instructional Media Information

The Data. Element III B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent that the vocational-technical school meets the criteria relating to the dissemination of instructional media information. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluation Checklist" (Appendix C) and in the Criteria (Appendix B). Table VI shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table VI indicates that 46 percent of the personnel at the selected skills and inmate training centers judged the dissemination of instructional media information as being in the undeveloped range of program adequacy. Eight percent of the respondents felt that their instructional media/learning resource center program adequacy was at least minimal in this area. Twenty-nine percent of the personnel felt that their program was functional, and 17 percent of the personnel believed their media program adequacy to be optimal in terms of dissemination of instructional media information.

Evaluation. The data collected indicate that 46 percent of the 66 respondents believed their programs to be weak in dissemination of instructional media information. Thirty-seven percent of the participants believed their programs were neither weak nor strong while 17 percent of the respondents believed their programs were

strong in terms of dissemination of instructional media information.

Element III C: Availability of
Instructional Media

The Data. Element III C of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent the vocational-technical school meets the criteria relating to the availability of instructional media. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VI shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table VI indicates that 42 percent of the personnel at the selected skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy as it pertains to the availability of instructional media. Twenty percent of the participants judged their programs as being in the minimal range, while twenty-one percent of the individuals surveyed indicated that their program was in the functional range of program adequacy. The survey showed that 17 percent of the population surveyed believed their program was in the optimal range of program adequacy.

Evaluation. The data collected indicate that 42 percent of the 66 respondents believed their programs to be weak in the availability of instructional media at the selected skills and inmate training

centers. Of the 66 participants in the survey, 41 percent of the participants believed their programs were neither weak nor strong. Seventeen percent of the administrators and instructors believed that the availability of instructional media is strong.

Element III D: Storage and Retrieval
of Instructional Media

The Data. Element III D of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent the vocational-technical schools meet the criteria relating to the storage and retrieval of instructional media. The criteria used as a basis for this judgment appear in the criterion block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VI shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table VI indicates that 38 percent of the participants at the selected skills and inmate training centers judged their programs, in terms of storage and retrieval of instructional media, as being in the undeveloped range of program adequacy. Twenty-seven percent of the respondents felt that their programs were only minimal in this area. Thirty-two percent of the population surveyed rated this aspect of their program in the functional range, while three percent rated the storage and retrieval of instructional media as optimal.

Evaluation. The data collected indicate that 38 percent of the 66 participants believed their program at the selected skills and inmate centers to be weak in storage and retrieval of instructional media. Of the 66 participants, 59 percent believed that this area of their program was neither weak nor strong, while three percent of the population felt the storage and retrieval of instructional media was strong.

Element III E: Maintenance of Instructional Media Hardware and Software

The Data. Element III E of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent the vocational-technical school meets the criteria relating to the maintenance of instructional media hardware and software. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VI shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, and optimal ranges of program adequacy.

Table VI indicates that 32 percent of the personnel at the selected skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy in the area of maintenance of instructional media hardware and software. Thirty-nine percent of the respondents felt that this area of the program was functional. Of the 66 participants, eight percent felt that the maintenance of instructional media hardware and software was optimal.

Evaluation. The data collected indicate that 32 percent of the 66 respondents believed their programs to be weak in the maintenance of instructional media hardware and software. Sixty percent of the respondents believed this area was neither weak nor strong. Eight percent of the respondents believed the maintenance of instructional media hardware and software was strong.

Element III F: Production of Instructional Media Software

The Data. Element III F of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the vocational-technical school administrative and instructional staff perceptions regarding the program adequacy of the production of instructional media software. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VI shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table VI indicates that 41 percent of the population at the selected skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy in terms of production of instructional media software. Forty-eight percent of the individuals surveyed believed their program was in the minimal range of program adequacy. Of the 66 personnel surveyed, 11 percent believed their programs were functional, while none of the

participants rated their programs in the optimal range of program adequacy in terms of production of instructional media software.

Evaluation. The data collected indicate that 41 percent of the 66 respondents believed their programs to be weak in production of instructional media software at the selected skills and inmate training centers. Fifty-nine percent of the participants believed this part of the program was neither weak nor strong, and none of the participants rated this area to be strong.

Evaluation of the Vocational-Technical School Physical Facilities

The fourth section of the "Evaluative Checklist" contains two program elements relating to vocational-technical school physical facilities as they pertain to instructional media/learning resource center programs. The evaluation for each of the two elements in Section IV of the "Evaluative Checklist" is presented in Table VII and represents the perceptions of the checklist respondents as being at each of the four ranges of media program adequacy. The evaluation of the vocational-technical school physical facilities is based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element IV A: Instructional Media/Learning Resource Center Facilities in Existing Classrooms

The Data. Element IV A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent

TABLE VII

PERCENTAGES OF POPULATION WHO EVALUTED THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL, AND OPTIMAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL PHYSICAL FACILITIES*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Undeveloped(%)	Minimal(%)	Functional(%)	Optimal(%)
IVA Instructional Media/Learning Resource Center Facilities in Existing Classrooms	26	18	50	6
IVB Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms	24	32	24	20

Source: Evaluative Checklist, Section IV N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

that the vocational-technical school meets the criteria relating to the instructional media/learning resource center facilities in existing classrooms. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VII shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table VII indicates that 26 percent of the respondents at the selected skills and inmate training centers judged the instructional media/learning resource center facilities in existing classrooms as being in the undeveloped range of program adequacy. Eighteen percent of the respondents felt that their instructional media/learning resource center facilities in existing classrooms were at least minimal. Fifty percent of the personnel felt that their program was functional in this area, and six percent of the personnel believed the adequacy of the instructional media/learning resource center facilities in existing classrooms to be optimal.

Evaluation. The data collected indicate that 26 percent of the 66 respondents believed their programs to be weak in instructional media/learning resource center facilities in existing classrooms at the selected skills and inmate training centers. Sixty-eight percent of the participants believed their programs were neither weak nor strong in this area, while six percent of the respondents believed that their programs were strong.

Element IV B: Instructional Media/Learning
Resource Center Facilities in Newly Con-
structed Classrooms

The Data. Element IV B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent that the vocational-technical school meets the criteria relating to the instructional media/learning resource center facilities in newly constructed classrooms. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VII shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table VII indicates that 24 percent of the personnel at the selected skills and inmate training centers judged the instructional media/learning resource center facilities in newly constructed classrooms as being in the undeveloped range of program adequacy. Thirty-two percent of the participants judged these facilities as being in the minimal range, while 24 percent of the individuals surveyed indicated that their instructional media/learning resource center facilities in newly constructed classrooms were in the functional range of program adequacy. The survey showed that 20 percent of the population surveyed believed these facilities were in the optimal range of program adequacy.

Evaluation. Data collected indicate that 24 percent of the 66 respondents believed the instructional media/learning resource center facilities in newly constructed classrooms at the selected skills and inmate training centers to be weak. Of the 66 participants in the survey, 56 percent believed their programs were neither weak nor strong in this area. Twenty percent of the administrators and instructors believed they have strong instructional media/learning resource center facilities in newly constructed classrooms.

The Evaluation of the Vocational-Technical School Budget and Finance

The fifth section of the "Evaluative Checklist" contains three program elements relating to the vocational-technical school budget and finance as they pertain to the instructional media/learning resource center programs. The evaluation for each of the three elements in Section V of the "Evaluative Checklist" is presented in Table VIII and represents the perceptions of the checklist respondents as being at each of the four ranges of media program adequacy. The evaluation of the vocational-technical school budget and finance was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element V A: Development of Instructional Media/Learning Resource Center Programs Budget

The Data. Element V A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent

TABLE VIII

PERCENTAGES OF POPULATION WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL, AND OPTIMAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL BUDGET AND FINANCE*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Undeveloped(%)	Minimal(%)	Functional(%)	Optimal(%)
VA Development of Instructional Media/Learning Resource Center Programs Budget	47	29	21	3
VB Basis for Budget Allocations	35	20	36	9
VC Reporting Financial Needs	38	41	15	6

Source: Evaluative Checklist, Section V N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

the vocational-technical school meets the criteria relating to the development of instructional media/learning resource center programs budget. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VIII shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table VIII indicates that 47 percent of the participants at the selected skills and inmate training centers judged the development of instructional media/learning resource center programs budget as being in the undeveloped range of program adequacy. Twenty-nine percent of the respondents felt that their programs in this area were only minimal. Twenty-one percent of the population surveyed rated the development of instructional media/learning resource center programs budget in the functional range, while three percent rated this area of the program as optimal.

Evaluation. Data collected indicate that 47 percent of the 66 participants believed their programs to be weak in development of instructional media/learning resource center programs budget at the selected skills and inmate training centers. Of the 66 participants, 50 percent believed this area of the program was neither weak nor strong, while three percent of the population felt it was strong.

Element V B: Basis for Budget

Allocations

The Data. Element V B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent that the vocational-technical school meets the criteria relating to the basis for budget allocations for instructional media/learning resource center programs. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VIII shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, and optimal ranges of program adequacy.

Table VIII indicates that 35 percent of the personnel at the selected skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy for the element of basis for budget allocations. Twenty percent of the respondents felt that this area of the program was minimal and thirty-six percent felt that it was functional. Of the 66 participants, 9 percent felt that the element of basis for budget allocations was optimal.

Evaluation. The data collected indicate that 35 percent of the 66 respondents believed their programs to be weak in the basis for budget allocations. Fifty-six percent of the respondents believed this area was neither weak nor strong. Nine percent of the participants believed the basis for budget allocations to be strong.

Element V C: Reporting Financial Needs

The Data. Element V C of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent that the vocational-technical school meets the criteria relating to reporting financial needs for instructional media/learning resource center programs. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table VIII shows the percentage of the population who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table VIII indicates that 38 percent of the population at the selected skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy in terms of reporting financial needs. Forty-one percent of the individuals surveyed believed that their program was in the minimal range of program adequacy. Of the 66 personnel surveyed, fifteen percent believed their programs were functional, while six percent rated their programs in the optimal range of program adequacy in terms of reporting financial needs for instructional media/learning resource center programs.

Evaluation. Data collected indicate that 38 percent of the 66 respondents believed their programs to be weak in reporting financial needs for instructional media/learning resource center programs at the selected skills and inmate training centers. Fifty-six percent believed this element of the program was neither weak nor strong,

and six percent rated it strong in terms of reporting financial needs.

Evaluation of Vocational-Technical School

Instructional Media/Learning Resource

Center Professional Staff

The sixth section of the "Evaluative Checklist" contains two program elements relating to vocational-technical school instructional media/learning resource center professional staff. The evaluation for each of the two elements in Section VI of the "Evaluative Checklist" is presented in Table IX and represents the perceptions of the checklist respondents as being at each of the four ranges of media program adequacy. The evaluation of the vocational-technical school instructional media/learning resource center professional staff was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). This criteria appears in Appendix B.

Element VI A: Vocational-Technical Schools

Instructional Media/Learning Resource

Center Staff

The Data. Element VI A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the vocational-technical schools instructional media/learning resource center staffs. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table IX shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped,

TABLE IX

PERCENTAGES OF POPULATION WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL, AND OPTIMAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL PROFESSIONAL STAFF*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Undeveloped(%)	Minimal(%)	Functional(%)	Optimal(%)
VIA Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff	74	11	11	4
VIB Building Media Staff **	72	8	17	3

Source: Evaluative Checklist, Section VI N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

** Note: Answered only by personnel who were located in schools with more than one site. (N=36)

minimal, functional, or optimal ranges of program adequacy.

Table IX indicates that 74 percent of the personnel at the selected skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy in terms of instructional media/learning resource center staff. Eleven percent of the respondents felt their program adequacy was minimal in this area. Eleven percent of the personnel felt their program was functional for this element, and four percent of the personnel believed their program adequacy to be optimal.

Evaluation. The data collected indicate that 74 percent of the 66 respondents believed their programs to be weak in instructional media/learning resource center professional staff. Twenty-two percent of the participants believed that their programs were neither weak nor strong, while four percent of the respondents believed their programs were strong in terms of vocational-technical schools instructional media/learning resource center staff.

Element VI B: Building Media Staff

The Data. Element VI B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent the vocational-technical school meets the criteria relating to the building media staff. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table IX shows the percentage of the population at the selected skills and inmate training centers who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or

optimal range of program adequacy.

Table IX indicates that 72 percent of the personnel at the selected skills and inmate training centers judged their programs as being in the undeveloped range of program adequacy in terms of building media staff. Eight percent of the participants judged their programs as being in the minimal range, while seventeen percent indicated that their program was in the functional range of program adequacy. The survey showed that three percent of the population surveyed believed their program was in the optimal range of program adequacy.

Evaluation. The data collected indicate that 72 percent of the 36 respondents believed their programs to be weak in building media staff at the selected skills and inmate training centers. Of the 36 participants in the survey, 25 percent believed that their programs were neither weak nor strong. Three percent of the population believed that they have a strong building media staff.

Survey of Preference for Vocational-
Technical School Educational
Media Services

Section I of the "Preference Checklist" contains five program elements relating to the population's preference for commitment of the administration and faculty staff of the selected skills and inmate training centers toward the provisions for instructional media/learning resource center programs. The preference statements in Section I are similar to the items in Section I on the "Evaluative Checklist." However, the verbalization is changed to express

preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element I A: Commitment to Instructional
Media/Learning Resource Center Programs

The Data. Element I A of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff as to what extent the vocational-technical school should be committed to instructional media/learning resource center programs. Table X shows the percentage of the population at the skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table X shows that 21 percent of the population at the selected skills and inmate training centers prefer commitment to their programs to be in the level I range. Of the 66 participants, 15 percent desire commitment for instructional media/learning resource center programs to be at the level II range. Seventeen percent of the personnel surveyed preferred commitment for media programs to be at the level III range, while 47 percent of the 66 participants desired commitment for their programs to be at level IV.

Evaluation. The data collected indicate that 21 percent of the participants surveyed believe the vocational-technical schools should not have a strong commitment to instructional media/learning resource center programs. Thirty-two percent of the 66 participants

TABLE X

PERCENTAGES OF POPULATION WHO PREFER THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III, AND LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL EDUCATIONAL MEDIA SERVICES*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Level I	Level II	Level III	Level IV
IA Commitment to Instructional Media/Learning Resource Center Programs	21	15	17	47
IB Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction	21	2	30	47
IC Commitment to Providing Instructional Media/Learning Resource Center Facilities	20	4	23	53
ID Commitment to Financing the Instructional Media/Learning Resource Center Programs	22	8	8	62
IE Commitment to Staffing the Instructional Media/Learning Resource Center Programs	18	12	29	41

Source: Preference Checklist, Section I N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

surveyed preferred a degree of commitment which was neither weak nor strong. Forty-seven percent of the population at the selected skills and inmate training centers desire a strong commitment from the administrative and faculty staff toward the instructional media/learning resource center programs.

Element I B: Commitment to Instructional
Media/Learning Resource Center Programs
as an Integral Part of Curriculum
and Instruction

The Data. Element I B of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff as to what extent the vocational-technical school should be committed to instructional media/learning resource center programs as an integral part of curriculum and instruction. Table X shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table X shows that 21 percent of the administrators and instructors surveyed at the selected skills and inmate training centers prefer commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction to be in the level I range of program adequacy. Two percent of the population surveyed desire commitment for this program area in the level II range, while 30 percent placed their preference in the level III range of program adequacy. Of the 66 participants in the survey,

47 percent stated that they desired commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction to be in the level IV range of program adequacy.

Evaluation. Data collected in this survey indicate that 21 percent of the participants believe the vocational-technical school should not have a strong commitment to utilizing instructional media/learning resource center programs as an integral part of curriculum and instruction. Of the 66 participants, 32 percent believed this commitment should be neither weak nor strong. Forty-seven percent of the administrative and instructional staff expressed a desire for strong commitment for instructional media/learning resource center programs as an integral part of curriculum and instruction.

Element I C: Commitment to Providing
Instructional Media/Learning Resource
Center Facilities

The Data. Element I C of the "Preference Checklist" has the function of ascertaining the preference of the administrative and instructional staff as to what extent the vocational-technical school should be committed to providing instructional media/learning resource center facilities. Table X shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table X shows that 20 percent of the administrators and faculty surveyed at the selected skills and inmate training centers prefer

commitment to providing instructional media/learning resource center facilities to be in the level I range of program adequacy. Four percent of the population surveyed indicated their preference for commitment for this program adequacy to be at level II. Twenty-three percent of the administrators and instructors surveyed preferred commitment to providing instructional media/learning resource center facilities at the level III range. Of the 66 participants surveyed, 53 percent stated that they desired their program adequacy in this element to be at the level IV range.

Evaluation. The data collected in this survey indicate that 20 percent of the 66 participants believe the vocational-technical school should not have a strong commitment to providing instructional media/learning resource center facilities. Twenty-seven percent of the population believed this commitment should be neither weak nor strong, while 53 percent of the administrators and faculty surveyed thought there should be a strong commitment to providing instructional media/learning resource center facilities.

Element I D: Commitment to Financing the
Instructional Media/Learning Resource
Center Programs

The Data. Element I D of the "Preference Checklist" has the function of resolving the preference of the administrative and faculty staff as to what extent the vocational-technical school should be committed to financing the instructional media/learning resource center programs. Table X shows the percentage of the population at the selected skills and inmate training centers who prefer their

instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table X shows that 22 percent of the participants in the survey of the selected skills and inmate training centers prefer commitment to financing the instructional media/learning resource center programs in the level I range of program adequacy. Eight percent of the 66 participants in the survey preferred the level II range of program adequacy, and eight percent preferred the level III range of program adequacy. Sixty-two percent of the population surveyed at the selected skills and inmate training centers preferred commitment to financing the instructional media/learning resource center programs to be at the level IV range.

Evaluation. The data collected indicate that 22 percent of the 66 administrators and faculty staff believe the vocational-technical school should not have a strong commitment to financing the instructional media/learning resource center programs. Sixteen percent of those surveyed believe the commitment to this program adequacy should be neither weak nor strong. Sixty-two percent of the administrative and instructional staff indicated a desire for strong commitment from the vocational-technical school in financing the instructional media/learning resource center programs.

Element I E: Commitment to Staffing the Instructional Media/Learning Resource Center Programs

The Data. Element I E of the "Preference Checklist" has the function of obtaining the preference of the administrative and faculty staff as to what extent the vocational-technical school should be

committed to staffing the instructional media/learning resource center programs. Table X shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table X shows that 18 percent of the population surveyed in the selected skills and inmate training centers prefer commitment to staffing the instructional media/learning resource center programs to be in the level I range of program adequacy. Twelve percent of the participants in the survey preferred the level II range of program adequacy, and 29 percent of this population preferred the level III range of program adequacy. Of the 66 participants surveyed, 41 percent preferred a commitment to staffing the instructional media/learning resource center programs to be at the level IV range of program adequacy.

Evaluation. The data collected indicate that 18 percent of the administrators and faculty staff surveyed believe the vocational-technical school should not have a strong commitment to staffing the instructional media/learning resource center programs. Forty-one percent of the population believe the commitment to staffing these programs should be neither weak nor strong. Forty-one percent of the 66 administrators and instructors surveyed believe there should be a strong commitment to staffing the instructional media/learning resource center programs.

Survey of Preference for Vocational-Technical
School Media Services - Curriculum
and Instruction

Section II of the "Preference Checklist" contains four program elements relating to the population's preference for media services in curriculum and instruction provided by the selected skills and inmate training centers in their instructional media/learning resource center programs. The preference statements in section II are similar to the items in section II on the "Evaluative Checklist;" however, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element II A: Consultative Services in
Instructional Media/Learning Resource
Center Utilization

The Data. Element II A of the "Preference Checklist" has the function of determining the preference for the utilization of consultative services in the instructional media/learning resource center by the administrative and instructional staff of the selected skills and inmate training centers. Table XI shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table XI shows that 18 percent of the population at the selected

TABLE XI

PERCENTAGES OF POPULATION WHO PREFER THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III, AND LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICES - CURRICULUM AND INSTRUCTION*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Level I	Level II	Level III	Level IV
IIA Consultative Services in Instructional Media/Learning Resource Center Utilization	18	15	27	40
IIB Inservice Education in Instructional Media/Learning Resource Center Utilization	17	17	30	36
IIC Faculty - Student Use of Instructional Media/Learning Resource Center Programs	8	8	11	73
IID Involvement of the Instructional Media/Learning Resource Center Staff in Planning	11	14	20	55

Source: Preference Checklist, Section II N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

skills and inmate training centers prefer consultative services in instructional media/learning resource center utilization to be in the level I range of program adequacy. Of the 66 participants, 15 percent desire the consultative services to be in the level II range. Twenty-seven percent of the population desire the consultative service utilization to be at the level III range, while 40 percent of those surveyed desired the level IV range of program adequacy.

Evaluation. The data collected indicate that 18 percent of the participants surveyed believe the utilization of consultative services in the instructional media/learning resource centers should not be strong. Forty-one percent of the administrators and instructors surveyed believed this consultative service should be neither weak nor strong. Forty percent of the population surveyed believed there should be strong consultative services in instructional media/learning resource center utilization.

Element II B: Inservice Education in Instructional Media/Learning Resource Center Utilization

The Data. Element II B of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff for the utilization of in-service education in instructional media/learning resource center programs. Table XI shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table XI shows that 17 percent of the administrators and instructors surveyed at the selected skills and inmate training centers prefer the utilization of in-service education in instructional media/learning resource centers to be in the level I range of program adequacy. Seventeen percent of the population surveyed desire in-service education programs for instructional media to be at the level II range, and 30 percent of the population desired this program adequacy to be at the level III range. Of the 66 participants in the survey, 36 percent stated that they desired in-service education in instructional media/learning resource center utilization to be in the level IV range of program adequacy.

Evaluation. Data collected in this survey indicate that 17 percent of the participants believe the vocational-technical school should not have a strong in-service education in instructional media/learning resource center utilization. Forty-seven percent of the population felt this program adequacy should be neither weak nor strong. Of the 66 administrative and instructional staff surveyed, 36 percent felt that in-service education in instructional media/learning resource center utilization should be strong.

Element II C: Faculty-Student Use of Instructional Media/Learning Resource Center Programs

The Data. Element II C of the "Preference Checklist" ascertains the preference of the administrative and instructional staff for faculty and student use of instructional media/learning resource center programs. Table XI shows the percentage of the population at the

selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table XI shows that 8 percent of the administrators and faculty surveyed at the selected skills and inmate training centers prefer faculty and student use of instructional media/learning resource center programs to be at the level I range of program adequacy. Eight percent of the population surveyed indicated that this program adequacy should be at the level II range, and 11 percent of this population preferred faculty and student use of these programs to be at the level III range. Seventy-three percent of the administrators and instructors at the selected skills and inmate training centers prefer faculty and student use of instructional media/learning resource center programs to be in the level IV range.

Evaluation. The data collected in this survey indicate that 8 percent of the 66 respondents believe the vocational-technical school should not have a strong faculty and student use of instructional media/learning resource center programs. Nineteen percent of the population believe this program use should be neither weak nor strong. Seventy-three percent of the administrative and instructional staff believed that there should be a strong program in the area of faculty and student use of instructional media/learning resource center programs.

Element II D: Involvement of the Instruc-
tional Media/Learning Resource Center
Staff in Planning

The Data. Element II D of the "Preference Checklist" has the function of resolving the preference of the administrative and faculty staff for the involvement of the instructional media/learning resource center staff in planning within the vocational-technical school. Table XI shows the percentage of the population at selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table XI shows that 11 percent of the participants in the survey of the selected skills and inmate training centers prefer involvement of the instructional media/learning resource center staff in planning to be at the level I range of program adequacy. Fourteen percent of the population believe the involvement of media center staff should be at the level II range of program adequacy, while 20 percent of the 66 participants believe this program adequacy should be at the level III range. Fifty-five percent of the administrative and faculty staff indicated that the involvement of the instructional media/learning resource center staff in planning should be at the level IV range of program adequacy.

Evaluation. The data collected indicate that 11 percent of the 66 administrators and faculty staff who responded believe the vocational-technical school should not have a strong involvement of the instructional media/learning resource center staff in planning in terms of curriculum

and instruction. Thirty-four percent of those responding believe this involvement should be neither weak nor strong. Fifty-five percent of the administrative and instructional staff responding indicated a desire for a strong involvement of the instructional media/learning resource center staff in planning in terms of curriculum and instruction.

Survey of Preference for Vocational-Technical
School Media Service Center

Section III of the "Preference Checklist" contains six program elements relating to the population's preference for media service centers provided by the selected skills and inmate training centers in their instructional media/learning resource center programs. The preference statements in section III are similar to the items in section III of the "Evaluative Checklist;" however, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element III A: Location and Accessibility of
Instructional Media/Learning Resource Centers

The Data. Element III A of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff for the location and accessibility of instructional media/learning resource centers. Table XII shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to

TABLE XII

PERCENTAGES OF POPULATION WHO PREFER THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III AND LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICE CENTER*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Level I(%)	Level II(%)	Level III(%)	Level IV(%)
IIIA Location and Accessibility of Instructional Media/Learning Resource Centers	18	8	24	50
IIIB Dissemination of Instructional Media Information	17	4	21	58
IIIC Availability of Instructional Media	15	11	26	48
IIID Storage and Retrieval of Instructional Media	27	12	18	43
IIIE Maintenance of Instructional Media Hardware and Software	8	18	18	56
IIIF Production of Instructional Media Software	9	11	41	39

Source: Preference Checklist, Section III N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

be in the level I, level II, level III, or level IV range of program adequacy.

Table XII shows that 18 percent of the population at the selected skills and inmate training centers prefer the location and accessibility of instructional media/learning resource centers to be in the level I range of program adequacy. Of the 66 participants, 8 percent stated a desire for this program adequacy to be in the level II range, while 24 percent stated a preference for the location and accessibility of these programs to be in the level III range of program adequacy. Fifty percent of the administrative and faculty staff responding preferred the location and accessibility of the instructional media/learning resource centers to be in the level IV range of program adequacy.

Evaluation. The data collected indicate that 18 percent of the participants surveyed believe the vocational-technical school should not have a strong priority in the placement of the instructional media/learning resource center. Thirty-two percent of the population surveyed believed this commitment should be neither weak nor strong in terms of program adequacy. Fifty percent of the administrators and faculty surveyed believed that there should be a strong priority in the location and accessibility of instructional media learning resource center.

Element III B: Dissemination of Instructional Media Information

The Data. Element III B of the "Preference Checklist" has the function of determining the preference of the administrative and

instructional staff for program adequacy in terms of dissemination of instructional media information. Table XII shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XII shows that 17 percent of the administrators and instructors surveyed at the selected skills and inmate training centers prefer the dissemination of instructional media information to be at the level I range of program adequacy. Four percent of the participants placed their preference for this program adequacy in the level II range. Twenty-one percent of the population felt that the dissemination of media information should be at the level III range of program adequacy. Fifty-eight percent of the administrative and instructional staff stated a preference for the dissemination of instructional media information to be in the level IV range of instructional media/learning resource center program adequacy.

Evaluation. Data collected in this survey indicate that 17 percent of the participants believe the vocational-technical school should not have a strong program adequacy in terms of the dissemination of instructional media information. Of the 66 participants in this study, 25 percent felt that the program adequacy for dissemination of media information should be neither weak nor strong. However, 58 percent of the administrative and faculty staff felt that there should be a strong program for the dissemination of instructional media information in their instructional media/learning resource center programs.

Element III C: Availability of
Instructional Media

The Data. Element III C of the "Preference Checklist" has the function of ascertaining the preference of the administrative and instructional staff for the availability of instructional media in the vocational-technical school. Table XII shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XII shows that 20 percent of the administrators and faculty surveyed at the selected skills and inmate training centers prefer the availability of instructional media to be in the level I range of program adequacy. Eleven percent of those surveyed believed the availability of instructional media should be in the level II range, while 26 percent of the participants believed the program adequacy should be at the level III range. Forty-eight percent of the administrators and instructors surveyed preferred the availability of instructional media to be in the level IV range of program adequacy.

Evaluation. The data collected in this survey indicate that 15 percent of the 66 participants believe the vocational-technical school should not have a strong program toward the availability of instructional media. Thirty-seven percent of the participants believed this program adequacy should be neither weak nor strong. Forty-eight percent of the administrators and faculty surveyed in the selected skills and inmate training centers believed there should

be a strong program toward making instructional media available in the school program.

Element III D: Storage and Retrieval
of Instructional Media

The Data. Element III D of the "Preference Checklist" has the function of resolving the preference of the administrative and faculty staff for the availability of storage and retrieval facilities and systems for instructional media in the vocational-technical schools. Table XII shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XII shows that 27 percent of the participants in the survey of the selected skills and inmate training centers prefer a system of storage and retrieval of instructional media ranking in the level I range of program adequacy. Twelve percent of the population believe this program adequacy should be in the level II range, while 18 percent of the population feel this program adequacy for storage and retrieval should be at the level III range of program adequacy. Forty-three percent of the administrators and faculty at the selected skills and inmate training centers preferred the level IV range of program adequacy for storage and retrieval of instructional media.

Evaluation. The data collected indicate that 27 percent of the 66 administrators and faculty staff believe the vocational-technical school should not have a strong program for the storage and retrieval

of instructional media. Thirty percent of those responding to the survey believe the program for storage and retrieval of instructional media should be neither weak nor strong. Forty-three percent of the administrative and instructional staff of the selected skills and inmate training centers believe there should be a strong program for the storage and retrieval of instructional media in the instructional media/learning resource center programs.

Element III E: Maintenance of Instructional
Media Hardware and Software

The Data. Element III E of the "Preference Checklist" has the function of obtaining the preference of the administrative and faculty staff for a maintenance program for instructional media hardware and software within the instructional media/learning resource center programs. Table XII shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XII shows that 8 percent of the population surveyed in the selected skills and inmate training centers prefer a maintenance program in the level I range of program adequacy. Eighteen percent of the respondents stated their preference was in the level II range for this program, and 18 percent of the participants preferred the maintenance of instructional media hardware and software to be in the level III range of program adequacy. Fifty-six percent of the administrative and instructional staff preferred the level IV range of program adequacy for maintenance of instructional media hardware

and software within the instructional media/learning resource center programs.

Evaluation. The data collected indicate that 8 percent of the administrators and faculty staff surveyed believe the vocational-technical school should not have a strong maintenance program for instructional media hardware and software. Thirty-six percent of the population believe this program adequacy should be neither weak nor strong. Fifty-six percent of the administrators and instructors surveyed believe there should be a strong maintenance program for instructional media hardware and software in the instructional media/learning resource center programs.

Element III F: Production of Instructional Media Software

The Data. Element III F of the "Preference Checklist" has the function of securing the preference of the administrative and faculty staff for a program of production of instructional media software in the instructional media/learning resource centers of vocational-technical schools. Table XII shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XII shows that 9 percent of the population surveyed in the selected skills and inmate training centers prefer a program of production of instructional media software to be in the level I range of program adequacy. Eleven percent of the respondents prefer this program adequacy to be in the level II range, and 41 percent of the

66 participants believe this program should be in the level III range of program adequacy. Thirty-nine percent of the administrators and instructors surveyed believe the program for the production of instructional media software should be in the level IV range of program adequacy.

Evaluation. The data collected indicate that 9 percent of the administrators and faculty staff surveyed believe the vocational-technical school should not have a strong program of production of instructional media software. Fifty-two percent of the respondents feel this program should be neither weak nor strong. Thirty-nine percent of the administrative and instructional staff feel there should be a strong program for the production of instructional media software in the instructional media/learning resource center program in the school.

Survey of Preference for Vocational-
Technical School Physical
Facilities

Section IV of the "Preference Checklist" contains two program elements relating to the population's preference for instructional media/learning resource center facilities provided by the selected skills and inmate training centers in their instructional media/learning resource center programs. The preference statements in section IV are similar to the items in section IV of the "Evaluative Checklist;" however, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist"

is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element IV A: Instructional Media/Learning
Resource Center Facilities in Existing
Classrooms

The Data. Element IV A of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff for support for instructional media/learning resource center facilities in existing classrooms. Table XIII shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XIII shows that 4 percent of the population at the selected skills and inmate training centers prefer the provisions for instructional media/learning resource center facilities in existing classrooms to be at the level I range of program adequacy. Eleven percent of the participants believe this program should be at the level II range, and 33 percent of the respondents believe that the program adequacy should be at level III. Fifty-two percent of the administrators and faculty staff surveyed preferred the provisions for instructional media/learning resource center facilities in existing classrooms to be in the level IV range of program adequacy.

Evaluation. The data collected indicate that 4 percent of the participants surveyed believe the vocational-technical school should

TABLE XIII

PERCENTAGES OF POPULATION WHO PREFER THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III AND LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL PHYSICAL FACILITIES*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Level I(%)	Level II(%)	Level III(%)	Level IV(%)
IVA Instructional Media/Learning Resource Center Facilities in Existing Classrooms	4	11	33	52
IVB Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms	9	9	33	49

Source: Preference Checklist, Section IV N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

not have a strong priority for the provisions of instructional media/learning resource center facilities in existing classrooms. Forty-four percent of the respondents believe the provisions for providing the proper instructional media facilities should be neither weak nor strong. Fifty-two percent of the administrative and instructional staff surveyed believed that there should be a strong program for the instructional media/learning resource center facilities in existing classrooms.

Element IV B: Instructional Media/Learning
Resource Center Facilities in Newly
Constructed Classrooms

The Data. Element IV B of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff for the provision of providing instructional media/learning resource center facilities in newly constructed classrooms. Table XIII shows the percentages of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV ranges of program adequacy.

Table XIII shows that 9 percent of the administrators and instructors surveyed at the selected skills and inmate training centers prefer the provisions for instructional media/learning resource center facilities in newly constructed classrooms to be in the level I range of program adequacy. Nine percent of the respondents believe this program adequacy should be in the level II range, and 33 percent of the population prefer this program adequacy to be in the level III

range. Forty-nine percent of the administrative and faculty staff surveyed preferred the provisions for instructional media/learning resource center facilities in newly constructed classrooms to be in the level IV range of program adequacy.

Evaluation. Data collected in this survey indicate that 9 percent of the participants believe the vocational-technical school should not have a strong program for the provision of instructional media/learning resource center facilities in newly constructed classrooms. Forty-two percent of the population feel that this program should be neither weak nor strong. Of the 66 participants surveyed, 49 percent believe that there should be a strong program for the provision of instructional media/learning resource center facilities in newly constructed classrooms.

Survey of Preference for Vocational- Technical School Budget and Finance

Section V of the "Preference Checklist" contains three program elements relating to the population's preference for the provisions of budget and financing the instructional media/learning resource center programs in the selected skills and inmate training centers. The preference statements in Section V are similar to the items in section V of the "Evaluative Checklist;" however, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element V A: Development of Instruc-
tional Media/Learning Resource
Center Programs Budget

The Data. Element V A of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff for the development of instructional media/learning resource center programs budget. Table XIV shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XIV shows that 14 percent of the population at the selected skills and inmate training centers prefer the provisions for the development of instructional media/learning resource center programs budget to be in the level I range of program adequacy. Nine percent of those surveyed preferred that this area of program adequacy should be in the level II range, while 27 percent of the respondents preferred this program to be at the level III range of program adequacy. Forty-eight percent of the administrative and faculty staff responding preferred that the provisions for the development of instructional media/learning resource center programs budget be in the level IV range of program adequacy.

Evaluation. The data collected indicate that 14 percent of the participants surveyed believe the vocational-technical school should not have a strong program in the development of instructional media/learning resource center programs budget. Thirty-eight percent

TABLE XIV

PERCENTAGES OF POPULATION WHO PREFER THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III AND LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL BUDGET AND FINANCE*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Level I(%)	Level II(%)	Level III(%)	Level IV(%)
VA Development of Instructional Media/Learning Resource Center Programs Budget	14	12	26	48
VB Basis for Budget Allocations	12	9	26	53
VC Reporting Financial Needs	12	9	27	52

Source: Preference Checklist, Section V N=66

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

of the population surveyed believed the development of the instructional media/learning resource center budget should be neither weak nor strong. Of the 66 administrative and instructional staff surveyed, 48 percent believed there should be a strong program in the development of instructional media/learning resource center programs budget.

Element V B: Basis for Budget

Allocations

The Data. Element V B of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff for program adequacy in the area of the basis for budget allocations for the instructional media/learning resource center programs. Tabel XIV shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV ranges of program adequacy.

Table XIV shows that 12 percent of the administrators and instructors surveyed at the selected skills and inmate training centers prefer a basis for budget allocations in the level I range of program adequacy. Nine percent of the respondents prefer the basis for budget allocation to be in the level II range, and 26 percent of the population prefer this program adequacy to be in the level III range. Fifty-three percent of the administrative and faculty staff surveyed in the skills and inmate training centers prefer the basis for budget allocations to be in the level IV range of program adequacy.

Evaluation. The data collected indicate that 12 percent of the participants surveyed believe the vocational-technical school should not have a strong program for the basis of budget allocation in its instructional media/learning resource center programs. Thirty-five percent of the population believe this program adequacy should not be weak or strong. Fifty-three percent of the administrators and instructors surveyed believe that the basis for budget allocation in the instructional media/learning resource center programs should be strong.

Element V C: Reporting Financial
Needs

The Data. Element V C of the "Preference Checklist" has the function of ascertaining the preference of the administrative and instructional staff for reporting financial needs in the instructional media/learning resource center programs in the skills and inmate training centers. Table XIV shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XIV shows that 12 percent of the administrators and faculty surveyed at the selected skills and inmate training centers prefer the provisions for reporting financial needs to be at the level I range of program adequacy. Nine percent of those responding believe the provisions for reporting financial needs for instructional media/learning resource center programs should be in the level II range of program adequacy, while 27 percent of the population feel

this program adequacy should be at level III. Of the 66 administrative and instructional staff surveyed, 52 percent feel the provisions for reporting financial needs for instructional media/learning resource center programs should be at the level IV range of program adequacy.

Evaluation. Data collected in this survey indicate that 12 percent of the participants believe the vocational-technical school should not have strong provisions for the reporting of financial needs for the instructional media/learning resource center programs in their schools. Thirty-six percent feel this element of program adequacy should be neither weak nor strong. Fifty-two percent of the administrative and faculty staff responding to the "Preference Checklist" feel there should be a strong provision for the reporting of financial needs for the instructional media/learning resource center programs.

Survey of Preference for Vocational- Technical School Professional Staff

Section VI of the "Preference Checklist" contains two program elements relating to the population's preference for the provisions for a professional staff in the instructional media/learning resource center programs of the selected skills and inmate training centers. The preference statements in section VI are similar to the items in section VI of the "Evaluative Checklist;" however, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element VI A: Vocational-TechnicalSchools Instructional Media/Learning Resource CenterStaff

The Data. Element VI A of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff for the provisions of providing professional staff members for the instructional media/learning resource center programs. Table XV shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XV shows that 18 percent of the population at the selected skills and inmate training centers prefer the provisions for a professional media staff to be in the level I range of program adequacy. Twelve percent of the population stated that the provisions for a professional staff should be at the level II range, and 35 percent of those surveyed feel this program should be at the level III range of program adequacy. Thirty-five percent of the administrative and instructional staff responding preferred the provisions for a professional staff for the instructional media/learning resource center programs to be at the level IV range of program adequacy.

Evaluation. The data collected indicate that 18 percent of the participants surveyed believe the vocational-technical school should not have a strong professional staff in their instructional media/learning resource center programs. Forty-seven percent of the

TABLE XV

PERCENTAGES OF POPULATION WHO PREFER THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III AND LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL PROFESSIONAL STAFF*

Program Element	Percentage of Population in Each Range of Media Program Adequacy			
	Level I(%)	Level II(%)	Level III(%)	Level IV(%)
VIA Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff	18	12	35	35
VIB Building Media Staff	31	6	28	35

Source: Preference Checklist, Section VI N=36**

*Note: Superintendents and instructors combined into single population for purposes of pilot study.

**Note: Answered only by personnel who were located in schools with more than one site.

population feel this area of program adequacy should be neither weak nor strong. Of the 66 participants, 35 percent feel there should be a strong provision for a professional staff in the instructional media/learning resource center programs.

Element VI B: Building Media Staff

The Data. Element VI B of the "Preference Checklist" has the function of determining the preference of the administrative and faculty staff for the provisions of a building media staff in other buildings within the school system. This element was answered by those participants whose school had more than one school site. Table XV shows the percentage of the population at the selected skills and inmate training centers who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XV shows that 31 percent of the administrators and instructors surveyed at the selected skills and inmate training centers prefer provisions for building media staff members to be in the level I range of program adequacy. Six percent of the population feel that this program should be at level II, while 28 percent of the participants preferred this program to be at the level III range of program adequacy. Thirty-five percent of the administrative and instructional staff stated a preference for the provisions for building media staff members in their instructional media/learning resource center programs to be in the level IV range of program adequacy.

Evaluation. Data collected in this survey indicate that 31 percent of the respondents believe the vocational-technical school should not have a strong provision for providing building media staff members in their instructional media/learning resource center programs. Thirty-four percent of the participants in this study feel that this program should not be weak or strong. Thirty-five percent of the 36 participants in this survey feel there should be a strong provision for building media staff members in the instructional media/learning resource center programs.

The Comparison Between Population Evaluation
and Preference for Instructional Media/
Learning Resource Center Programs

One of the goals of this study was to compare the instructional media/learning resource center programs as perceived by the administrative and instructional staff to their preference for these programs. This was accomplished by obtaining the median score for each of the individual items on the two checklists. These scores were then plotted on a profile scale (Figure 1) which displays the evaluation and preference as rated by the population in terms of the median score. Figure 1 is divided into four areas representing the undeveloped, minimal, functional, and optimal ranges of media program adequacy on the individual program elements on the "Evaluative Checklist." These divisions also represent the level I, level II, level III, and level IV ranges of program adequacy on the "Preference Checklist."

Figure 1 displays the evaluation of the instructional media/

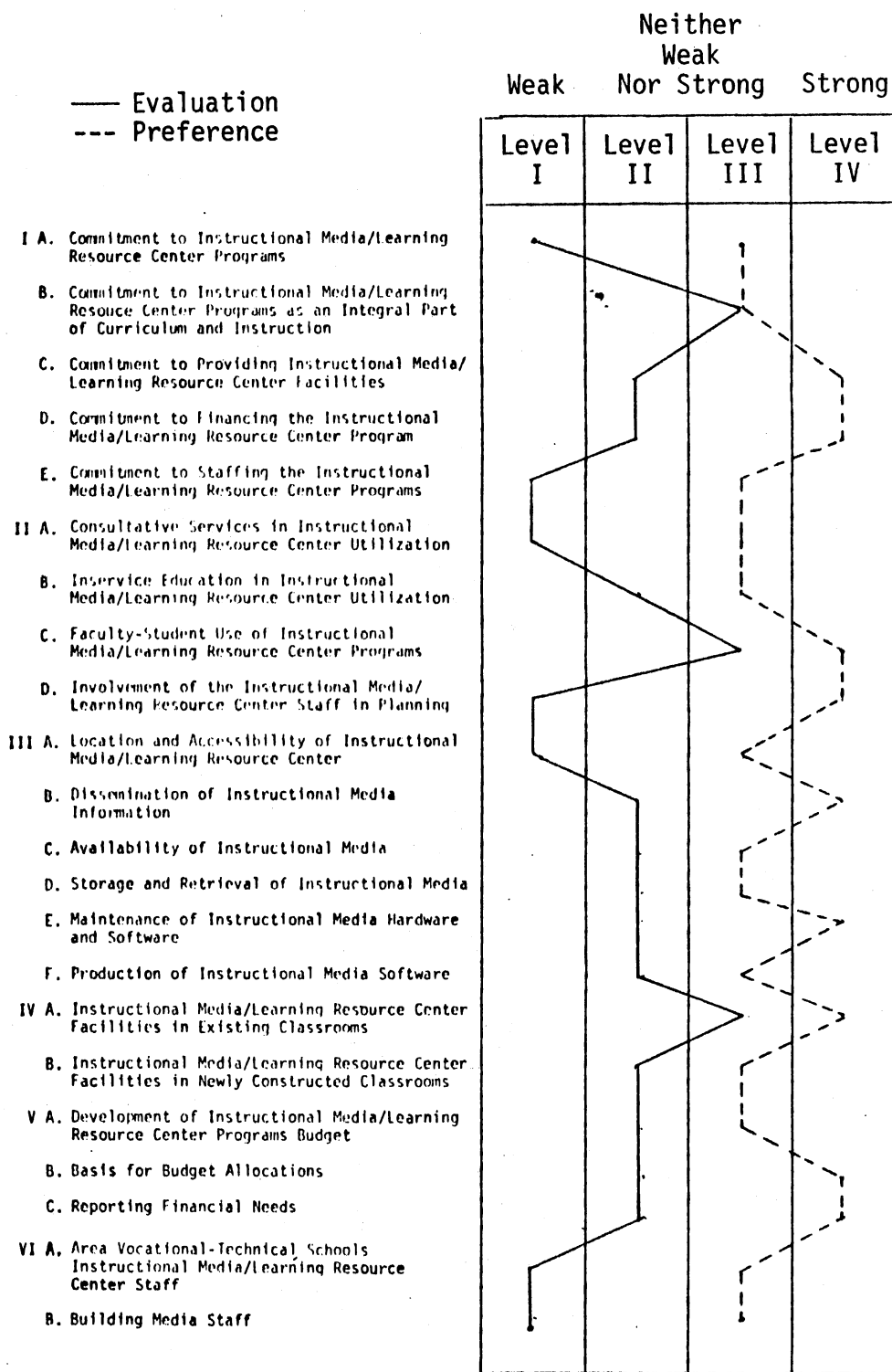


Figure 1. Comparison of the Evaluative Checklist Profile to the Preference Checklist Profile for the Population at the Skills and Inmate Training Centers in Oklahoma

learning resource center programs for each of the twenty-two elements. Note that the preponderance of the population's evaluation falls in the minimal to functional range of the profile, which indicates that the instructional media/learning resource center program in the selected skills and inmate training centers is neither weak nor strong. However, there are elements of the evaluation which are considered undeveloped or weak in terms of the established criteria for instructional media/learning resource center programs.

The preference of the population (indicated by the dashed line) is also displayed on the profile sheet. The preponderance of preference falls in the level III range of program adequacy which is neither weak nor strong, but does indicate more strength than weakness. There are elements in the level IV range of program adequacy which indicate a preference for strength in the instructional media/learning resource center programs.

Summary, Conclusion, and Recommendations

The pilot study was an investigation of the level of sophistication of instructional media/learning resource center programs of the selected skills and inmate training centers as perceived by the administrative and instructional staff, compared to their preference for these programs. The "Evaluative Checklist," in revised form, was used to obtain the evaluation of instructional media/learning resource centers to assess the quality of their programs. The "Preference Checklist" was used to obtain the preference of administrative and instructional staff for the quality of instructional media/learning

resource center programs at selected skills and inmate training centers. In addition, the pilot study served the purpose of ascertaining the reliability of the two checklists.

Staff members of the State Department of Vocational and Technical Education in Oklahoma believed the state skills and training centers could serve as a representative population for the pilot study. Thus the population selected for the pilot study was two large skills centers and two large inmate training centers, under the coordination of the Oklahoma State Department of Vocational and Technical Education.

Evaluative assessments relating to six major areas of the instructional media/learning resource center programs were obtained from the analysis of the data. The six major areas of the instructional media/learning resource center programs were: (1) Area Vocational-Technical School Educational Media Services, (2) Media Services - Curriculum and Instruction, (3) The Media Service Center, (4) Physical Facilities, (5) Budget and Finance, and (6) Professional Staff.

The evaluation of the instructional media/learning resource center programs was based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) which appear in Appendix B. The responses made on the "Evaluative Checklist" were displayed in relation to the above mentioned criteria. The data provided a basis to make the assessment concerning each element in the six major areas listed previously. The "Evaluative Checklist" appears in Appendix C.

The "Preference Checklist" is a restatement of the "Evaluative Checklist" in preference terms. This instrument obtained population preference in the same six major areas of instructional media/learning

resource center programs as the "Evaluative Checklist." The same criteria were used to make an evaluative judgment pertaining to the "Preference Checklist." The "Preference Checklist" appears in Appendix D.

The administrative and instructional staff perceived their instructional media/learning resource center programs as being weak on seven program elements and neither weak nor strong on 15 program elements. Preference for the quality instructional media/learning resource center program was neither weak nor strong on 12 program elements but strong on ten program elements.

Major Findings

The following findings concerning the quality of instructional media/learning resource center programs in selected skills and inmate training centers in Oklahoma was revealed by the data:

1. Skills and inmate training centers were generally weak in the following program element areas:

Commitment to instructional media/learning resource center programs.

Commitment to staffing the instructional media/learning resource center programs.

Consultative services in instructional media/learning resource center utilization.

Involvement of the instructional media/learning resource center staff in planning.

Location and accessibility of instructional media/learning resource centers.

Area vocational-technical school instructional media/learning resource center staff.

Building media staff.

2. Skills and inmate training centers were generally neither weak nor strong concerning the following program elements:

Commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction.

Commitment to providing instructional media/learning resource center facilities.

Commitment to financing the instructional media/learning resource center programs.

In-service education in instructional media/learning resource center utilization.

Faculty-student use of instructional media/learning resource center programs.

Dissemination of instructional media information.

Availability of instructional media.

Storage and retrieval of instructional media.

Maintenance of instructional media hardware and software.

Production of instructional media software.

Instructional media/learning resource center facilities in existing classrooms.

Instructional media/learning resource center facilities in newly constructed classrooms.

Development of instructional media/learning resource center programs budget.

Basis for budget allocations.

Reporting financial needs.

3. Skills and inmate training centers preferred their instructional media/learning resource center programs to be strong in the following program elements:

Commitment to providing instructional media/learning resource center facilities.

Commitment to financing the instructional media/learning resource center programs.

Faculty-student use of instructional media/learning resource center programs.

Involvement of the instructional media/learning resource center staff in planning.

Location and accessibility of instructional media/learning resource centers.

Dissemination of instructional media information.

Maintenance of instructional media hardware and software.

Instructional media/learning resource center facilities in existing classrooms.

Basis for budget allocations.

Reporting financial needs.

4. Skills and inmate training centers preferred their instructional media/learning resource center programs to be generally neither weak nor strong on the following program elements:

Commitment to instructional media/learning resource center programs.

Commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction.

Commitment to staffing the instructional media/learning resource center programs.

Consultative services in instructional media/learning resource center utilization.

In-service education in instructional media/learning resource center utilization.

Availability of instructional media.

Storage and retrieval of instructional media.

Production of instructional media software.

Instructional media/learning resource center facilities in newly constructed classrooms.

Development of instructional media/learning resource center programs budget.

Area vocational-technical school instructional media/learning resource center staff.

Building media staff.

Conclusions

The following conclusions were made after an assessment of the evaluation and preference for instructional media/learning resource centers in selected skills and inmate training centers:

1. Administrative and instructional staff of the selected skills and inmate training centers desire improvement in all program elements of the instructional media/learning resource center programs.
2. There was a strong preference for administrative commitment to instructional media/learning resource center programs.
3. The administration and faculty in the selected skills and inmate training centers believe there should be a strong commitment for making the instructional media/learning resource center programs an integral part of curriculum and instruction.
4. There is a need for greater administrative commitment to provide instructional media/learning resource center facilities.
5. There is a preference for greater faculty and student use of instructional media/learning resource center programs in selected skills and inmate training centers.

6. Administrative and instructional staff prefer a greater dissemination of media information to the prospective users on a regularly scheduled basis.

7. There is a strong preference for instructional media/learning resource center facilities in existing classrooms in the skills and inmate training centers.

8. Administrators and faculty prefer that all newly constructed classrooms be provided with instructional media/learning resource center facilities.

9. Administrative and faculty of skills and inmate training centers prefer a clear-cut policy in establishing a basis for budget allocation in instructional media/learning resource center programs.

Recommendations

The following recommendations are made on the basis of this study:

1. A periodic self-evaluation of instructional media/learning resource center programs should be provided for on a planned basis.

2. A program should be developed to achieve greater commitment from the administrative and instructional staff for all vocational-technical school media services.

3. Coordination should be established between the administration and instructional media/learning resource center program and the instructional program.

4. In-service education should be provided to all instructors in the skills and inmate training centers.

5. Improvements should be made in the location and accessibility of instructional media/learning resource centers.

6. The services provided by the instructional media/learning resource centers should be increased.

7. The feasibility of providing classroom facilities, which will complement a wide range of educational media, should be studied.

8. The development of a budget specifically for instructional media/learning resource center programs, with procedures for reporting financial needs, should be provided.

9. Increases should be made in the number of qualified media personnel at all levels of the school program.

CHAPTER V
ANALYSIS AND EVALUATION OF DATA RELATED
TO AREA VOCATIONAL-TECHNICAL SCHOOL
INSTRUCTIONAL MEDIA/LEARNING
RESOURCE CENTER PROGRAMS

This chapter is an analysis and evaluation of the instructional media/learning resource center programs as perceived by area vocational-technical school superintendents and members of the instructional staff. The analysis and evaluation of each media program included in the scope of this study is presented. A comparison between the perceptions of superintendents and instructors preferences for instructional media/learning resource center programs is also presented.

The evaluation of instructional media/learning resource center programs in area vocational-technical schools in the state of Oklahoma investigated six major areas of the programs. These areas are: (1) area vocational-technical schools educational media centers, which investigate administrative and faculty commitment to the provisions of the instructional media/learning resource center programs, (2) media services - curriculum and instruction, (3) the media service center, (4) physical facilities, (5) budget and finance, and (6) professional staff.

The reliability again was established using Cronbach's Alpha

(Cronbach, 1951). This reliability estimate indicates the degree of internal consistency of the "Evaluative Checklist" and the "Preference Checklist" which were used in the evaluation of area vocational-technical schools in the state of Oklahoma. The reliability estimate is higher in all areas except Section VI when compared with the pilot study (Table II).

TABLE XVI
RELIABILITY OF THE "EVALUATIVE
CHECKLIST" AND "PREFERENCE
CHECKLIST" BY SECTION

Section	Evaluative Checklist	Preference Checklist
I	0.94715	0.92742
II	0.92970	0.88782
III	0.94195	0.92916
IV	0.88220	0.83398
V	0.93933	0.88144
VI	0.89091	0.84123

Evaluation of Area Vocational-Technical
School Instructional Media/Learning
Resource Center Programs

The superintendents' and instructors' perceptions of the present status of instructional media/learning resource center programs are presented along with a comparison of the evaluation between the two

populations. The dichotomy of this presentation followed the same format used in Chapter Four in which the evaluations were presented for the "Evaluative Checklist" of the pilot study.

Evaluation of Vocational-Technical School
Educational Media Services

This section of the "Evaluative Checklist" examined five instructional media/learning resource center program elements in terms of the commitment of the administration and faculty of area vocational-technical schools in Oklahoma to the provisions for an educational media program. The evaluation of the five instructional media/learning resource center program elements in Section I of the "Evaluative Checklist" is presented for both superintendents and instructors in Table XVII.

This evaluation of instructional media/learning resource center programs was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria were used as a basis for developing the "Evaluative Checklist" used in this study. These criteria appear in Appendix B.

Element I A: Commitment to Instructional
Media/Learning Resource Center Programs

The Data. Element I A of the "Evaluative Checklist" obtained judgmental responses regarding the extent to which area vocational-technical schools meet the criteria showing commitment of the superintendents and instructional staffs to instructional media/learning resource center programs. These criteria used as a basis for this

TABLE XVII

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL AND OPTIMAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL EDUCATIONAL MEDIA SERVICES

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Undeveloped(%)		Minimal(%)		Functional(%)		Optimal(%)	
	S	I	S	I	S	I	S	I*
IA Commitment to Instructional Media/Learning Resource Center Programs	<u>44</u>	<u>35</u>	8	4	<u>20</u>	16	28	45
IB Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction	<i>Weak</i>		0	5	<u>40</u>	30	40	41
IC Commitment to Providing Instructional Media/Learning Resource Center Facilities	12	23	<u>16</u>	<u>16</u>	<u>28</u>	<u>29</u>	44	32
ID Commitment to Financing the Instructional Media/Learning Resource Center Programs	24	30	4	10	20	22	52	38
IE Commitment to Staffing the Instructional Media/Learning Resource Center Programs	28	27	20	11	32	27	20	35

Source: Evaluative Checklist, Section I

*S = Superintendents N = 25, I = Instructors N = 306

judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XVII illustrates the percentage of the superintendents and instructors at area vocational-technical schools who judge the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XVII indicates that 44 percent of the superintendents judged their programs as being in the undeveloped range of program adequacy. Eight percent of the respondents felt their instructional media/learning resource center programs adequacy was at least minimal. Twenty percent of the superintendents felt that their program was functional, and 28 percent of this population believed their media program to be optimal.

Of the instructors surveyed, 35 percent judged their programs as being undeveloped. Four percent of the 306 respondents rated their programs as being minimal, while 16 percent believed their instructional media/learning resource center program was at least functional. Forty-five percent of the instructors judged their instructional media/learning resource center programs at the optimal level of program adequacy.

Evaluation. The data collected indicate that 44 percent of the superintendents and 35 percent of the instructors believed area vocational-technical schools to be weak in commitment to the provisions of the instructional media/learning resource center programs. Twenty-eight percent of the superintendents and 20 percent of the instructors believed that their programs were neither weak nor strong, while 28

percent of the superintendents and 20 percent of the instructors believed that their programs were neither weak nor strong, while 28 percent of the superintendents and 45 percent of the instructors felt their programs were strong in terms of commitment to instructional media/learning resource center programs adequacy.

Element I B: Commitment to Instructional Media/
Learning Resource Center Programs As An Integral
Part of Curriculum and Instruction

The Data. Element I B of the "Evaluative Checklist" obtained judgmental responses which measure the extent to which area vocational-technical schools meet criteria related to commitment of the staff to provisions and use of instructional media/learning resource center programs in curriculum and instruction. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criterion (Appendix B). These criteria established the basic philosophy for commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction. Table XVII shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XVII indicates that 20 percent of the superintendents of area vocational-technical schools judged their programs as being in the undeveloped range of program adequacy. None of the superintendents judged their programs as being in the minimal range, while 40 percent of the individuals surveyed indicated that their programs were in the

functional range of program adequacy. The survey showed that 40 percent of the surveyed superintendents believed their program was in the optimal range of program adequacy.

The instructor survey indicated that of the 306 participants, 24 percent believed their programs to be in the undeveloped range of program adequacy. Five percent of the instructors rated their instructional media/learning resource center programs as being minimal, while 30 percent of this population felt their programs were in the functional range of program adequacy. Forty-one percent of the instructors felt their instructional media/learning resource center programs were at the optimal level of program adequacy.

Evaluation. The data collected indicate that 20 percent of the superintendents and 24 percent of the instructors believed their programs at area vocational-technical schools were weak in personnel commitment to the provisions of instructional media/learning resource center programs as an integral part of curriculum and instruction. Of the 331 participants, 40 percent of the superintendents and 35 percent of the instructors believed their programs were neither weak nor strong. Forty percent of the superintendents and 41 percent of the instructors believed they have a strong commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction.

Element I C: Commitment to Providing Instructional Media/Learning Resource Center Facilities

The Data. Element I C of the "Evaluative Checklist" obtained judgmental responses pertaining to the extent area vocational-technical

schools meet the criteria relating to the commitment of the administrative and instructional staffs to providing instructional media/learning resource center facilities. Criteria used as a basis for their judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). These criteria address the need for short and long range system wide plans which provide for the needs of instructional media/learning resource center facilities. Table XVII shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XVII indicates that 12 percent of the superintendents of area vocational-technical schools judged their programs as being in the undeveloped range of program adequacy. Sixteen percent of the superintendents felt their programs were only minimal. Twenty-eight percent of this population surveyed rated their commitment to facilities in the functional range, while 44 percent rated their commitment to instructional media/learning resource center facilities as optimal.

Of the 306 instructors surveyed, 23 percent rated their instructional media/learning resource center facilities as undeveloped. Sixteen percent of this population believed their program adequacy was minimal. Twenty-nine percent of the instructors felt the commitment to instructional media/learning resource center facilities was functional, while 32 percent evaluated their program at the optimal level of program adequacy.

Evaluation. Data collected indicate that 12 percent of the superintendents and 23 percent of the instructors felt the commitment to instructional media/learning resource center facilities to be weak. Forty-four percent of the superintendents and 45 percent of the instructors believed this commitment to program adequacy to be neither weak nor strong. The commitment to instructional media/learning resource center facilities was believed to be strong by 44 percent of the superintendents and 32 percent of the instructors at area vocational-technical schools.

Element I D: Commitment to Financing the
Instructional Media/Learning Resource
Center Programs

The Data. Element I D of the "Evaluative Checklist" has the function of obtaining judgmental responses in regard to the extent area vocational-technical schools meet the criteria relating to the commitment of the administrative and instructional staffs to the provisions of financing instructional media/learning resource center programs. These criteria used as a basis for their judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XVII shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XVII indicates that 24 percent of the superintendents at area vocational-technical schools judged their programs as being in the

undeveloped range of program adequacy. Four percent of the superintendents felt commitment to financing instructional media/learning resource center programs was minimal, and 20 percent felt this commitment was functional. Of the 25 superintendents surveyed, 52 percent felt the commitment to financing the instructional media/learning resource center programs was optimal.

Of the 306 instructors surveyed, 30 percent felt the commitment to financing instructional media/learning resource center programs was undeveloped. Ten percent of the instructors believed this commitment was optimal, and 22 percent felt this program was in the functional range of program adequacy. Thirty-eight percent of the instructors rated the commitment to financing instructional media/learning resource center programs in the optimal range of program adequacy.

Evaluation. The data collected indicate that 24 percent of the superintendents and 30 percent of the instructors believed their programs to be weak in commitment of the administrative and instructional staff at area vocational-technical schools to the provisions of financing the instructional media/learning resource center programs. Twenty-four percent of the superintendents and 32 percent of the instructors believed their programs were neither weak nor strong. Fifty-two percent of the superintendents and 38 percent of the instructors believed the commitment to financing instructional media/learning resource center programs was strong.

Element I E: Commitment to Staffing
the Instructional Media/Learning
Resource Center Programs

The Data. Element I E of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which area vocational-technical schools administrative and instructional staff are committed to the staffing of the instructional media/learning resource center programs. Criteria used as a basis for this judgment appear in the criterion summary block of the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). These criteria outline the basic philosophy of the commitment to staffing the instructional media/learning resource center programs in terms of professional and non-professional staff members. Table XVII shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table XVII indicates that 28 percent of the superintendents of area vocational-technical schools judged their programs as being in the undeveloped range of program adequacy in terms of staffing their instructional media/learning resource center programs. Twenty percent of the individuals surveyed in this population believed their programs were in the minimal range of program adequacy. Of the 25 superintendents surveyed, 32 percent believed their programs were functional, while 20 percent rated their programs in the optimal range of program adequacy in terms of the commitment to staffing the instructional media/learning resource center programs.

Of the 306 instructors surveyed, 27 percent rated their programs

in the undeveloped range of program adequacy. Eleven percent of this population felt the commitment to staffing instructional media/learning resource center programs was minimal, while 27 percent rated their program adequacy as functional. Thirty-five percent of the instructors assessed the commitment to staffing instructional media/learning resource center programs as being in the optimal range of program adequacy.

Evaluation. The data collected indicate that 28 percent of the superintendents and 27 percent of the instructors at area vocational-technical schools believed the commitment to staffing instructional media/learning resource center programs to be weak. Fifty percent of the superintendents and 38 percent of the instructors felt this commitment was neither weak nor strong. Twenty percent of the superintendents and 35 percent of the instructors at area vocational-technical schools believed the commitment to staffing instructional media/learning resource center programs to be strong in their school systems.

Evaluation of the Vocational-Technical
School Media Services - Curriculum
and Instruction

The second section of the "Evaluative Checklist" contains four program elements relating to utilization of school media services in curriculum and instruction. The evaluation of each of the four elements in Section II of the "Evaluative Checklist" is presented in Table XVIII and represents the perceptions of the checklist respondents

TABLE XVIII

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL AND OPTIMAL
RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA OF
VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Undeveloped(%)		Minimal(%)		Functional(%)		Optimal(%)	
	S	I	S	I	S	I	S	I*
IIA Consultative Services in Instructional Media/ Learning Resource Center Utilization	36	31	16	13	12	20	36	36
IIB Inservice Education in Instructional Media/ Learning Resource Center Utilization	8	26	24	18	44	38	24	18
IIC Faculty-Student Use of Instructional Media/ Learning Resource Center Programs	8	22	0	13	40	33	52	32
IID Involvement of the Instructional Media/Learning Resource Center Staff in Planning	40	34	8	6	20	27	32	33

Source: Evaluative Checklist, Section II

*S = Superintendents N = 25, I = Instructors N = 306

at each of the four ranges of media program adequacy. The evaluation of the school media services -- curriculum and instruction was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element II A: Consultative Services in
Instructional Media/Learning Resource
Center Utilization

The Data. Element II A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which area vocational-technical schools meet criteria relating to consultative services in instructional media/learning resource center utilization. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XVIII shows the percentage of the superintendents and instructors who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XVIII indicates that 36 percent of the superintendents of area vocational-technical schools judged the consultative services utilization as being in the undeveloped range of program adequacy. Sixteen percent of these respondents felt that their consultative services utilization adequacy was at least minimal. Twelve percent of the superintendents felt their consultative services utilization was functional, and 36 percent of these participants believed their consultative services utilization adequacy to be optimal.

Thirty-one percent of the instructors surveyed believed the

consultative services utilization to be in the undeveloped range of program adequacy, while 13 percent of this population rated this program in the minimal range of program adequacy. Of the 306 instructors surveyed in area vocational-technical schools, 20 percent rated this program as being functional. Thirty-six percent of the instructional staff felt that the consultative service utilization was in the optimal range of program adequacy.

Evaluation. The data collected indicate that 36 percent of the superintendents and 31 percent of the instructors rated the consultative services utilization program weak in their area vocational-technical schools. Twenty-eight percent of the superintendents and 33 percent of the instructors felt this program was neither weak nor strong, while 36 percent of both populations felt that the consultative services utilization program was strong in their school systems.

Element II B: Inservice Education in Instructional Media/Learning Resource Center Utilization

The Data. Element II B of the "Evaluative Checklist" obtains judgmental responses pertaining to the extent to which area vocational-technical schools meet the criteria relating to in-service education in instructional media/learning resource center utilization. These criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). This criteria establish the basic philosophy for in-service education in instructional media/learning resource center utilization. Table XVIII shows the percentage of the

superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XVIII indicates that eight percent of the superintendents at area vocational-technical schools judged their in-service education utilization as being in the undeveloped range of program adequacy. Twenty-four percent of these respondents judged in-service education utilization as being in the minimal range, while 44 percent of these individuals surveyed indicated that their in-service education utilization was in the functional range of program adequacy. The survey showed that 24 percent of the superintendents believed their in-service education utilization was in the optimal range of program adequacy.

Of the 306 instructors surveyed, 26 percent believed this program to be at the undeveloped level of program adequacy. Eighteen percent of the instructors surveyed rated their program adequacy at the minimal level, while 38 percent of this population believed the in-service education utilization in their instructional media programs to be functional. Eighteen percent of the instructors involved in the survey rated their programs in the optimal level of program adequacy.

Evaluation. The data collected indicate that eight percent of the superintendents and 26 percent of the instructors believed their programs for in-service education in the instructional media/learning resource center programs to be weak. Sixty-eight percent of the superintendents and 56 percent of the instructors believed this program was neither weak nor strong, while 24 percent of the superintendents and 18 percent of the instructors felt the in-service education in instructional media/learning resource center programs was strong.

Element II C: Faculty-Student Use of
Instructional Media/Learning Resource
Center Programs

The Data. Element II C of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which area vocational-technical schools meet the criteria relating to faculty-student use of instructional media/learning resource center programs. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XVIII shows the percentage of superintendents and instructors who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XVIII indicates that eight percent of the superintendents in area vocational-technical schools judged the faculty-student use of instructional media/learning resource center programs as being in the undeveloped range of program adequacy. None of the superintendents rated their programs in the minimal level, but 40 percent of this population believed the program to be at the functional level of program adequacy. Fifty-two percent of the superintendents surveyed rated this program at the optimal level of program adequacy.

Of the 306 instructors surveyed, 22 percent rated the faculty-student use of instructional media/learning resource center programs as being in the undeveloped range. Thirteen percent of this population rated the program in the minimal level of media program adequacy. Thirty-three percent of the instructor population believed the faculty-student use of instructional media/learning resource center programs

to be in the functional level, while 32 percent of this population rated this program in the optimal range of program adequacy.

Evaluation. The data collected indicate that nine percent of the superintendents and 22 percent of the instructors believed their program to be weak in faculty-student use of instructional media/learning resource center programs in area vocational-technical schools. Forty percent of the superintendents and 46 percent of the instructors felt that their programs were neither weak nor strong in this area. Fifty-two percent of the superintendents and 32 percent of the instructors felt that faculty-student use of instructional media/learning resource center programs were strong in their school systems.

Element II D: Involvement of the Instructional Media/Learning Resource Center Staff in Planning

The Data. Element II D of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which area vocational-technical schools meet the criteria relating to the involvement of the instructional media/learning resource center staff in planning. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XVIII shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table XVIII indicates that 40 percent of the superintendents at

area vocational-technical schools judged the involvement of the instructional media/learning resource center staff in planning as being in the undeveloped range of program adequacy. Eight percent of this population felt that the involvement of the staff in planning was minimal, and 20 percent of the superintendents felt that this involvement was functional. Of the 25 superintendents surveyed, 32 percent felt that the involvement of the instructional media/learning resource center staff in planning was optimal.

Thirty-four percent of the instructors surveyed believed the involvement of instructional media/learning resource center staff in planning was in the undeveloped range of program adequacy. Six percent of the instructors believed this program to be in the minimal range, while 27 percent of the population rated this area of instructional media/learning resource center program adequacy as functional. Thirty-three percent of the instructors surveyed rated the involvement of instructional media/learning resource center staff in planning at the optimal range of program adequacy.

Evaluation. The data collected indicate that 40 percent of the superintendents and 34 percent of the instructors felt the involvement of instructional media/learning resource center staff in planning to be weak at their schools. Twenty-eight percent of the superintendents and 33 percent of the instructors felt that this program was neither weak nor strong. Of the personnel surveyed, 32 percent of the superintendents and 33 percent of the instructors felt that the involvement of the instructional media/learning resource center staff in planning was strong.

Evaluation of the Area Vocational-Technical
School Media Service Center

The third section of the "Evaluative Checklist" contains six program elements relating to the vocational-technical school media service center. The evaluation of each of the six elements in Section III of the "Evaluative Checklist" is presented in Table XIX and represents the perception of the checklist respondents as being at each of the four ranges of media program adequacy. The evaluation of the vocational-technical school media service center was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element III A: Location and Accessibility of
Instructional Media/Learning Resource Centers

The Data. Element III A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the vocational-technical school administrative and instructional staffs perceptions regarding the location and accessibility of their instructional media/learning resource centers. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XIX shows the percentage of superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal ranges of program adequacy.

Table XIX indicates that 20 percent of the superintendents

TABLE XIX

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL AND OPTI-
MAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE AREA
OF VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICE CENTER

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Undeveloped(%)		Minimal(%)		Functional(%)		Optimal(%)	
	S	I	S	I	S	I	S	I
IIIA Location and Accessibility of Instructional Media/Learning Resource Centers	20	25	20	17	8	17	52	41
IIIB Dissemination of Instructional Media Information	4	26	4	9	32	39	60	26
IIIC Availability of Instructional Media	8	24	16	19	48	35	28	22
IIID Storage and Retrieval of Instructional Media	4	21	36	28	36	38	24	13
IIIE Maintenance of Instructional Media Hardware and Software	4	21	48	35	28	19	20	25
IIIF Production of Instructional Media Software	20	23	48	31	8	24	24	22

Source: Evaluative Checklist, Section III

*S = Superintendents N = 25, I = Instructors N = 306

surveyed judged the location and accessibility of the instructional media/learning resource center as being in the undeveloped range of program adequacy. Twenty percent of the superintendents believed the location and accessibility of the instructional media/learning resource center was in the minimal range of program adequacy. Eight percent of this population rated this program as functional, while 52 percent of the superintendents felt this program was in the optimal range of program adequacy.

Of the 306 instructors surveyed, 25 percent believed the location and accessibility of the instructional media/learning resource center was in the undeveloped range of program adequacy. Seventeen percent of the instructors felt this program adequacy was minimal, and 17 percent of this population rated this program in the functional range of media program adequacy. Forty-one percent of the instructional staff rated the location and accessibility of the instructional media/learning resource center as being in the optimal range of program adequacy.

Evaluation. The data collected indicate that 20 percent of the superintendents and 25 percent of the instructors felt that the location and accessibility of instructional media/learning resource centers was weak in their schools. Twenty-eight percent of the superintendents and 34 percent of the instructors felt this program to be neither weak nor strong. Fifty-two percent of the superintendents and 41 percent of the instructors felt that the location and accessibility of their instructional media/learning resource centers were strong in their school systems.

Element III B: Dissemination of
Instructional Media Information

The Data. Element III B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which the vocational school meets the criteria relating to the dissemination of instructional media information. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XIX shows the percentage of superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XIX indicates that four percent of the superintendents at the area vocational-technical schools judged the dissemination of instructional media information as being in the undeveloped range of program adequacy. Four percent of the superintendents felt this program adequacy was minimal, while 32 percent rated the dissemination of instructional media information in the functional range of media program adequacy. Sixty percent of the superintendents surveyed rated the dissemination of instructional media information in the optimal range of program adequacy.

Table XIX also indicates that 26 percent of the instructors judged the dissemination of instructional media information as being in the undeveloped range of program adequacy. Nine percent of this population rated this area of program adequacy as minimal, while 39 percent of the instructors believed this program to be in

the functional range of program adequacy. Twenty-six percent of the instructors at area vocational-technical schools judged the dissemination of instructional media information as being in the optimal range of program adequacy.

Evaluation. The data collected indicate that four percent of the superintendents and 26 percent of the instructors believed their programs to be weak in dissemination of instructional media information. Thirty-six percent of the superintendents and 48 percent of the instructors felt that the dissemination of instructional media information in their schools was neither weak nor strong. Of the entire population surveyed, 60 percent of the superintendents and 26 percent of the instructors in area vocational-technical schools believed their programs to be strong in dissemination of instructional media information.

Element III C: Availability of
Instructional Media

The Data. Element III C of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent the vocational-technical school meets the criteria relating to the availability of instructional media. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XIX shows the percentage of superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy..

Table XIX indicates that eight percent of the superintendents at area vocational-technical schools judged their programs as being in the undeveloped range of program adequacy as it pertained to the availability of instructional media. Sixteen percent of the superintendents judged their programs as being in the minimal range, while 48 percent of the individuals surveyed in this population indicated that their programs were in the functional range of program adequacy. The survey showed that 28 percent of the superintendents surveyed believed their programs were in the optimal range of program adequacy.

Twenty-four percent of the instructors rated the availability of instructional media in their schools as undeveloped. Of the 306 instructors surveyed, 19 percent believed this program to be minimal, while 35 percent rated the availability of instructional media to be functional. Twenty-two percent of the instructors surveyed believed the availability of instructional media to be in the optimal range of media program adequacy.

Evaluation. Data collected indicate that eight percent of the superintendents and 24 percent of the instructors believed their programs to be weak in the availability of instructional media at area vocational-technical schools. Sixty-four percent of the superintendents and 54 percent of the instructors judged this program as being neither weak nor strong. Twenty-eight percent of the superintendents and 22 percent of the instructors believed the availability of instructional media at area vocational-technical schools was strong.

Element III D: Storage and Retrieval
of Instructional Media

The Data. Element III D of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which vocational-technical schools meet the criteria relating to the storage and retrieval of instructional media. The criteria used as a basis for this judgment appear in the criterion summary block in the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XIX shows the percentage of the population at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XIX indicates that four percent of the superintendents at area vocational-technical schools judged their programs, in terms of storage and retrieval of instructional media, as being in the undeveloped range of program adequacy. Thirty-six percent of the superintendents rated this program adequacy as minimal, and 36 percent of this population rated the program as being in the functional range of program adequacy. Of the 25 superintendents participating in the study, 24 percent believed the storage and retrieval of instructional media to be in the optimal range of program adequacy.

Of the 306 instructors surveyed, 21 percent rated the storage and retrieval of instructional media in the undeveloped range of program adequacy. Twenty-eight percent believed this program adequacy to be in the minimal range, and 38 percent rated this program in the functional range of program adequacy. Thirteen percent of the

instructors surveyed believed the storage and retrieval of instructional media was in the optimal range of program adequacy.

Evaluation. The data collected indicate that four percent of the superintendents and 21 percent of the instructors surveyed felt the storage and retrieval of instructional media at area vocational-technical schools was weak. Seventy-two percent of the superintendents and 66 percent of the instructors believed that this program was neither weak nor strong in their schools, while 14 percent of the superintendents and 13 percent of the instructors felt that the storage and retrieval of instructional media was strong at their school.

Element III E: Maintenance of Instructional Media Hardware and Software

The Data. Element III E of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which the vocational-technical school meets the criteria relating to the maintenance of instructional media hardware and software. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XIX shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XIX indicates that four percent of the superintendents at area vocational-technical schools judged their programs as being in the undeveloped range of program adequacy in the area of maintenance

of instructional media hardware and software. Forty-eight percent of the superintendents rated this program in the minimal range of program adequacy, and 28 percent felt that this area of the program was functional. Of the 25 superintendents surveyed, 20 percent felt that the maintenance of instructional media hardware and software was in the optimal range of program adequacy.

Twenty-one percent of the 306 instructors surveyed rated the maintenance of instructional media hardware and software in the undeveloped range of program adequacy. Thirty-five percent of the instructors believed this program to be minimal, while 19 percent rated this program in the functional range of program adequacy. Twenty-five percent of the instructors participating in this study rated their maintenance programs for media hardware and software in the optimal range of program adequacy.

Evaluation. The data collected indicate that four percent of the superintendents and 21 percent of the instructors believed their programs to be weak in the maintenance of instructional media hardware and software. Seventy-six percent of the superintendents and 54 percent of the instructors believed this area was neither weak nor strong. Twenty percent of the superintendents and 25 percent of the instructors felt the maintenance of instructional media hardware and software in their vocational-technical schools was strong.

Element III F: Production of Instructional Media Software

The Data. Element III F of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the

vocational-technical school administrative and instructional staff's perceptions regarding the program adequacy of the production of instructional media software. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XIX shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XIX indicates that 20 percent of the 25 superintendents responding believed their programs to be in the undeveloped range of program adequacy in terms of production of instructional media software. Forty-eight percent of the superintendents rated their production programs as minimal, and eight percent believed the production of instructional media software in area vocational-technical schools was in the functional range of program adequacy. Twenty-four percent of the superintendents surveyed believed their production programs were in the optimal range of program adequacy.

Of the 306 instructors surveyed, 23 percent believed the production of instructional media software was in the undeveloped range of program adequacy. Thirty-one percent of the instructors rated the production program as minimal, while 24 percent believed this area of program adequacy was functional. Of the instructor population surveyed, 22 percent rated the program for the production of instructional media software in the optimal level of program adequacy.

Evaluation. The data collected indicate that 20 percent of the superintendents and 23 percent of the instructors felt the production

of instructional media software was weak in their area vocational-technical schools. Fifty-six percent of the superintendents surveyed and 55 percent of the instructors felt this program was neither weak nor strong. Twenty-four percent of the superintendents and 22 percent of the instructors participating in this study believed the production of instructional media software was strong at their area vocational-technical schools.

Evaluation of the Vocational-Technical School Physical Facilities

The fourth section of the "Evaluative Checklist" contains two program elements relating to vocational-technical school physical facilities as they pertain to instructional media/learning resource center programs. The evaluation for each of the two elements in Section IV of the "Evaluative Checklist" is presented in Table XX and represents the perceptions of the checklist respondents as being at each of the four ranges of media program adequacy. The evaluation of the vocational-technical school physical facilities is based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element IV A: Instructional Media/Learning Resource Center Facilities in Existing Classrooms

The Data. Element IV A of the "Evaluative Checklist" obtains judgmental responses regarding the extent to which the vocational-technical schools meet the criteria regarding instructional

TABLE XX

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL AND OPTI-
MAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE
AREA OF VOCATIONAL-TECHNICAL SCHOOL PHYSICAL FACILITIES

Program Element	Percentage of Superintendets and Instructors in Each Range of Media Program Adequacy							
	Undeveloped(%)		Minimal(%)		Functional(%)		Optimal(%)	
	S	I	S	I	S	I	S	I*
IVA Instructional Media/Learning Resource Center Facilities in Existing Classrooms	4	21	12	16	60	43	24	20
IVB Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms	12	20	20	19	36	29	32	37

Source: Evaluative Checklist, Section IV

*S = Superintendents N = 25, I = Instructors N = 306

media/learning resource center facilities in existing classrooms. These criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XX illustrates the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XX indicates that four percent of the superintendents judged their programs as being in the undeveloped range of program adequacy. Twelve percent of the respondents felt their instructional media/learning resource center facilities program adequacy was at least minimal. Sixty percent of the superintendents felt that their program was functional, and 24 percent of the population believed their media program to be optimal for this element.

Of the instructors surveyed, 21 percent judged their programs as being undeveloped. Sixteen percent of the 306 respondents rated their programs as being minimal, while 43 percent believed their instructional media/learning resource center facilities were at least functional. Twenty percent of the instructors judged their instructional media/learning resource center facilities in existing classrooms at the optimal level of program adequacy.

Evaluation. The data collected indicate that four percent of the superintendents and 21 percent of the instructors believed area vocational-technical schools to be weak in instructional media/learning resource center facilities in existing classrooms.

Seventy-two percent of the superintendents and 59 percent of the instructors believed that their programs were neither weak nor strong, while 24 percent of the superintendents and 20 percent of the instructors felt their programs were strong.

Element IV B: Instructional Media/
Learning Resource Center Facilities
in Newly Constructed Classrooms

The Data. Element IV B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which area vocational-technical schools meet these criteria related to the instructional media/learning resource center facilities in newly constructed classrooms. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). These criteria establish the basic philosophy for instructional media/learning resource center facilities in newly constructed classrooms. Table XX shows the percentage of the superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XX indicates that 12 percent of the superintendents of area vocational-technical schools judged their programs as being in the undeveloped range of program adequacy. Twenty percent of the superintendents judged their programs as being in the minimal range, while 36 percent of the individuals surveyed indicated that their programs were in the functional range of program adequacy.

The survey showed that 32 percent of the surveyed superintendents believed their programs were in the optimal range of program adequacy.

The instructor survey indicated that of the 306 participants, 20 percent believed their programs to be in the undeveloped range of program adequacy. Nineteen percent of the instructors rated their instructional media/learning resource center facilities as being minimal, while 29 percent of this population felt their programs were in the functional range of program adequacy. Thirty-seven percent of the instructors felt their instructional media/learning resource center programs were at the optimal level of program adequacy.

Evaluation. The data collected indicate that 12 percent of the superintendents and 20 percent of the instructors believed their programs at area vocational-technical schools were weak in instructional media/learning resource center facilities in newly constructed classrooms. Of the 331 participants, 56 percent of the superintendents and 48 percent of the instructors believed their programs were neither weak nor strong. Thirty-two percent of the superintendents and 37 percent of the instructors believed they have strong instructional media/learning resource center facilities in newly constructed classrooms.

Evaluation of the Vocational-Technical

School Budget and Finance

The fifth section of the "Evaluative Checklist" contains three program elements relating to budget and finance. The evaluation of

each of the three elements in Section V of the "Evaluative Checklist" is presented in Table XXI and represents the perceptions of the checklist respondents at each of the four ranges of media program adequacy. The evaluation of the school budget and finance program was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

Element V A: Development of Instruc-
tional Media/Learning Resource Center
Programs Budget

The Data. Element V A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which area vocational-technical schools meet criteria relating to development of instructional media/learning resource center programs budget. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XXI shows the percentage of the superintendents and instructors who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XXI indicates that 38 percent of the superintendents of area vocational-technical schools judged the programs budget as being in the undeveloped range of program adequacy. Eight percent of these respondents felt that their programs budgets were at least minimal. Forty-four percent of the superintendents felt their programs budgets were functional, and 20 percent of these participants believed their programs budget adequacy to be optimal.

TABLE XXI

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL, AND OPTI-
MAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE
AREA OF VOCATIONAL-TECHNICAL SCHOOL BUDGET AND FINANCE

Program Element	Percentages of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Undeveloped(%)		Minimal(%)		Functional(%)		Optimal(%)	
	S	I	S	I	S	I	S	I*
VA Development of Instructional Media/Learning Resource Center Programs Budget	28	28	8	17	44	31	20	24
VB Basis for Budget Allocations	16	22	8	15	44	34	32	29
VC Reporting Financial Needs	12	22	20	21	40	37	28	20

Source: Evaluative Checklist, Section V

*S = Superintendents N = 25, I = Instructors N = 306

Twenty-eight percent of the instructors surveyed believed the development of instructional media/learning resource center programs budget to be in the undeveloped range of program adequacy, while 17 percent of this population rated this program in the minimal range of program adequacy. Of the 306 instructors surveyed in area vocational-technical schools, 31 percent rated this program as functional. Twenty-four percent of the instructional staff felt that the development of programs budget was in the optimal range of program adequacy.

Evaluation. The data collected indicate that 28 percent of the superintendents and 28 percent of the instructors rated the development of instructional media/learning resource center programs budget in their area vocational-technical schools as weak. Fifty-two percent of the superintendents and 48 percent of the instructors felt this program was neither weak nor strong, while 20 percent of the superintendents and 24 percent of the instructors felt that this program was strong in their school systems.

Element V B: Basis for Budget

Allocations

The Data. Element V B of the "Evaluative Checklist" obtains judgmental responses pertaining to the extent to which area vocational-technical schools meet the criteria relating to the basis for budget allocations. These criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). This criteria establish the basic philosophy for the basis for budget allocations in instructional

media/learning resource center programs. Table XXI shows the percentage of the superintendents and instructors at area vocational-technical schools who judge the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XXI indicates that 16 percent of the superintendents at area vocational-technical schools judged the basis for budget allocations as being in the undeveloped range of program adequacy. Eight percent of these respondents judged the basis for budget allocations as being in the minimal range, while 44 percent of these individuals surveyed indicated that the basis for budget allocations was in the functional range of program adequacy. The survey showed that 32 percent of the superintendents believed their basis for budget allocations was in the optimal range of program adequacy.

Of the 306 instructors surveyed, 22 percent believed this program to be at the undeveloped level of program adequacy. Fifteen percent of the instructors surveyed rated their program adequacy at the minimal level, while 34 percent of this population believed the basis for budget allocations in their instructional media programs to be functional. Twenty-nine percent of the instructors involved in the survey rated their programs in the optimal level of program adequacy.

Evaluation. The data collected indicate that 16 percent of the superintendents and 22 percent of the instructors believed their programs for the basis for budget allocations in the instructional media/learning resource center programs was weak. Fifty-two percent of the superintendents and 49 percent of the instructors believed this program was neither weak nor strong, while 32 percent of the

superintendents and 29 percent of the instructors felt that the basis for budget allocations in instructional media/learning resource center programs was strong.

Element V C: Reporting Financial Needs

The Data. Element V C of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which area vocational-technical schools meet the criteria relating to reporting financial needs for instructional media/learning resource center programs. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XXI shows the percentage of superintendents and instructors who judge the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XXI indicates that 12 percent of the superintendents in area vocational-technical schools judged reporting financial needs for instructional media/learning resource center programs as being in the undeveloped range of program adequacy. Twenty percent of the superintendents rated their programs in the minimal level, but 40 percent of this population believed the program to be at the functional level of program adequacy. Twenty-eight percent of the superintendents surveyed rated this program at the optimal level of program adequacy.

Of the 306 instructors surveyed, 22 percent rated the reporting of financial needs as being in the undeveloped range. Twenty-one percent of this population rated the program in the minimal level of media program adequacy. Thirty-seven percent of the instructor population

believed the reporting of financial needs for instructional media/learning resource center programs was in the functional level, while 20 percent of this population rated this program in the optimal range of program adequacy.

Evaluation. The data collected indicate that 12 percent of the superintendents and 22 percent of the instructors believed their programs to be weak in the reporting of financial needs for instructional media/learning resource center programs in area vocational-technical schools. Sixty percent of the superintendents and 58 percent of the instructors felt that their programs were neither weak nor strong in this area. Twenty-eight percent of the superintendents and 20 percent of the instructors felt that this area of media programs was strong in their school system.

Evaluation of the Area Vocational-Technical

School Professional Staff

The sixth section of the "Evaluative Checklist" contains two program elements relating to the vocational-technical school professional staff. The evaluation of each of the two elements in Section VI of the "Evaluative Checklist" is presented in Table XXII and represents the perceptions of the checklist respondents as being at each of the four ranges of media program adequacy. The evaluation of the vocational-technical school professional staff was based on criteria developed by Fulton, King, Teague, and Tipling (1980a). These criteria appear in Appendix B.

TABLE XXII

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO EVALUATED THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE UNDEVELOPED, MINIMAL, FUNCTIONAL AND OPTI-
MAL RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE
AREA OF VOCATIONAL-TECHNICAL SCHOOL PROFESSIONAL STAFF

Program Element	Percentages of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Undeveloped(%)		Minimal(%)		Functional(%)		Optimal(%)	
	S	I	S	I	S	I	S	I
VIA Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff	48	32	8	13	24	28	20	27
VIB Building Media Staff**	54	33	8	18	15	26	23	23

Source: Evaluative Checklist, Section VI

*S = Superintendents N = 25, I = Instructors N = 306

**The N is reduced for this question because all schools do not have more than one school site.
Superintendents N = 13, Instructors N = 176

Element VI A: Area Vocational-Technical
Schools Instructional Media/Learning
Resource Center Staff

The Data. Element VI A of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to area vocational-technical schools instructional media/learning resource center staff. The criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XXII shows the percentages of superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XXII indicates that 48 percent of the superintendents surveyed judged area vocational-technical schools instructional media/learning resource center staff as being in the undeveloped range of program adequacy. Eight percent of the superintendents believed the staff was in the minimal range of program adequacy. Twenty-four percent of this population rated this program as functional, while 20 percent of the superintendents felt this program was in the optimal range of program adequacy.

Of the 306 instructors surveyed, 32 percent believed area vocational-technical schools instructional media/learning resource center staff was in the undeveloped range of program adequacy. Thirteen percent of the instructors felt this program adequacy was minimal and 28 percent of this population rated this program in the

functional range of media program adequacy. Twenty-seven percent of the instructional staff rated the area vocational-technical school instructional media/learning resource center staff as being in the optimal range of program adequacy.

Evaluation. The data collected indicate that 48 percent of the superintendents and 32 percent of the instructors felt that area vocational-technical schools instructional media/learning resource center staff was weak in their schools. Thirty-two percent of the superintendents and 41 percent of the instructors felt this program was neither weak nor strong. Twenty percent of the superintendents and 27 percent of the instructors felt that the area vocational-technical schools instructional media/learning resource center staff was strong in their school systems.

Element VI B: Building Media Staff

The Data. Element VI B of the "Evaluative Checklist" has the function of obtaining judgmental responses pertaining to the extent to which the vocational school meets the criteria relating to building media staff. Criteria used as a basis for this judgment appear in the criterion summary block on the "Evaluative Checklist" (Appendix C) and in the Criteria (Appendix B). Table XXII shows the percentage of superintendents and instructors at area vocational-technical schools who judged the "Evaluative Checklist" responses as being in the undeveloped, minimal, functional, or optimal range of program adequacy.

Table XXII indicates that 54 percent of the superintendents at area vocational-technical schools judged the building media staff as

being in the undeveloped range of program adequacy. Eight percent of the superintendents felt this program adequacy was minimal while 15 percent rated the building media staff in the functional range of media program adequacy. Twenty-three percent of the superintendents surveyed rated the building media staff in the optimal range of program adequacy.

Table XXII also indicates that 33 percent of the instructors judged the building media staff as being in the undeveloped range of program adequacy. Eighteen percent of this population rated this area of program adequacy as minimal, while 26 percent of the instructors believed this program to be in the functional range of program adequacy. Twenty-three percent of the instructors at area vocational-technical schools judged the building media staff as being in the optimal range of program adequacy.

Evaluation. The data collected indicate that 54 percent of the superintendents and 33 percent of the instructors believed their programs to be weak in building media staff. Twenty-three percent of the superintendents and 44 percent of the instructors felt that the building media staff in their schools was neither weak nor strong. Of the entire population surveyed, 23 percent of both the superintendents and the instructors in area vocational-technical schools believed their programs to be strong in building media staff.

Preference for Area Vocational-Technical
School Instructional Media/Learning
Resource Center Programs

Superintendents and instructors were surveyed as to their preference for instructional media/learning resource center programs within their area vocational-technical schools. This preference is presented for both populations for the six major categories of area vocational-technical school instructional media/learning resource center programs.

Survey of Preference for Vocational-Technical
School Educational Media Services

Section I of the "Preference Checklist" contains five program elements relating to the population's preference for commitment of the administration and faculty staff of area vocational-technical schools for the provisions for instructional media/learning resource center programs. The preference statements in Section I are similar to the items in Section I in the "Evaluative Checklist." However, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element I A: Commitment to Instructional
Media/Learning Resource Center Programs

The Data. Element I A of the "Preference Checklist" has the function of determining the preference of the administrative and instructional staff as to what extent area vocational-technical schools should be committed to instructional media/learning resource center programs. Table XXIII shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIII indicates that none of the superintendents at area vocational-technical schools preferred commitment to their programs to be in the level I range. Twelve percent of the respondents desired commitment for instructional media/learning resource center programs to be at the level II range. Twenty percent of the personnel surveyed preferred commitment for media programs to be at the level III range, while 68 percent of the participants desired commitment for their programs at level IV.

Of the instructors surveyed, five percent preferred commitment to their programs to be in the level I range. Six percent of the 306 respondents preferred commitment for instructional media/learning resource center programs to be in the level II range, while 15 percent preferred commitment for their programs to be at the level III range. Seventy-four percent of the instructors preferred their instructional media/learning resource center programs to be at the level IV range of media program adequacy.

TABLE XXIII

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO PREFER THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III, AND LEVEL
IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE
AREA OF VOCATIONAL-TECHNICAL SCHOOL EDUCATIONAL MEDIA SERVICES

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Level I(%)		Level II(%)		Level III(%)		Level IV(%)	
	S	I	S	I	S	I	S	I*
IA Commitment to Instructional Media/Learning Resource Center Programs	0	5	12	6	20	15	68	74
IB Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction	0	5	0	3	16	19	84	73
IC Commitment to Providing Instructional Media/ Learning Resource Center Facilities	8	6	0	1	20	20	72	73
ID Commitment to Financing the Instructional Media/Learning Resource Center Programs	12	5	0	3	8	7	80	85
IE Commitment to Staffing the Instructional Media/Learning Resource Center Programs	12	4	4	3	12	22	72	71

Source: Preference Checklist, Section I

*S = Superintendents N = 25, I = Instructors N = 306

Evaluation. The data collected indicate that none of the superintendents and five percent of the instructors desired that the commitment to instructional media/learning resource center programs be weak. Thirty-two percent of the superintendents and 21 percent of the instructors surveyed preferred a degree of commitment which was neither weak nor strong. Sixty-eight percent of the superintendents and 74 percent of the instructors at area vocational-technical schools desired a strong commitment toward the instructional media/learning resource center programs.

Element I B: Commitment to Instructional
Media/Learning Resource Center Programs
As An Integral Part of Curriculum
and Instruction

The Data. Element I B of the "Preference Checklist" has the function of obtaining the preference of the administrative and instructional staff as to what extent area vocational-technical schools should be committed to instructional media/learning resource center programs as an integral part of curriculum and instruction. Table XXIII shows the percentage of the superintendents and instructors at area vocational-technical schools who preferred their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIII indicates that none of the superintendents surveyed at area vocational-technical schools preferred commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction to be in the level I range of program

adequacy. None of the superintendents surveyed desired commitment for this program to be in the level II range, while 16 percent placed their preference in the level III range of program adequacy. Of the 25 participants surveyed, 84 percent stated that they desired commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction to be in the level IV range of program adequacy.

The instructor survey indicated that, of the 306 participants, five percent preferred their programs to be in the level I range of program adequacy. Three percent of the instructors preferred commitment for this program to be in the level II range, while 19 percent preferred commitment to be in the level III range. Seventy-three percent of the instructors preferred commitment to instructional media/learning resource center programs as an integral part of curriculum and instruction to be in the level IV range of program adequacy.

Evaluation. The data collected indicate that none of the superintendents and five percent of the instructors believed their programs at area vocational-technical schools should not have a strong commitment to utilizing instructional media/learning resource center programs as an integral part of curriculum and instruction. Of the 331 participants, 16 percent of the superintendents and 22 percent of the instructors believed this commitment should be neither weak nor strong. Eight-four percent of the superintendents and 73 percent of the instructors expressed a desire for strong commitment for instructional media/learning resource center programs as an integral part of curriculum and instruction.

Element I C: Commitment to Providing
Instructional Media/Learning
Resource Center Facilities

The Data. Element I C of the "Preference Checklist" has the function of ascertaining the preference of the superintendents and instructors as to what extent area vocational-technical schools should be committed to providing instructional media/learning resource center facilities. Table XXIII shows the percentage of the population who prefer their instructional media/learning resource center program to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIII indicates that eight percent of the superintendents of area vocational-technical schools preferred that commitment to providing instructional media/learning resource center facilities be in the level I range of program adequacy. None of the superintendents surveyed indicated that their preference for commitment for this program adequacy was at level II. Twenty percent of the superintendents preferred commitment to providing instructional media/learning resource center facilities to be at the level III range. Of the 25 superintendents surveyed, 72 percent stated that they desired their program adequacy for this element to be at the level IV range.

Of the 306 instructors surveyed, six percent preferred instructional media/learning resource center facilities to be at the level I range of program adequacy. One percent of this population preferred that program adequacy be in the level II range. Twenty percent of the instructors desired that the commitment to providing instructional media/learning resource center facilities be in the level III range,

while 73 percent preferred their program to be in the level IV range of program adequacy.

Evaluation. The data collected in this survey indicate that eight percent of the superintendents and six percent of the instructors believed area vocational-technical schools should not have a strong commitment to providing instructional media/learning resource center facilities. Twenty percent of the superintendents and 21 percent of the instructors believed this commitment should be neither weak nor strong, while 72 percent of the superintendents and 73 percent of the instructors surveyed thought there should be a strong commitment to providing instructional media/learning resource center facilities.

Element I D: Commitment to Financing
the Instructional Media/Learning
Resource Center Programs

The Data. Element I D of the "Preference Checklist" has the function of resolving the preference of the superintendents and instructors as to what extent area vocational-technical schools should be committed to financing the instructional media/learning resource center programs. Table XXIII shows the percentage of superintendents and instructors at area vocational-technical schools who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIII indicates that 12 percent of the superintendents at area vocational-technical schools preferred that their programs be in the level I range of program adequacy. None of the superintendents

desired that commitment to financing instructional media/learning resource center programs be in the level II range, while eight percent preferred for this commitment to be in the level III range of program adequacy. Of the 25 superintendents surveyed, 80 percent believed that the commitment to financing the instructional media/learning resource center programs should be in the level IV range of program adequacy.

Of the 306 instructors surveyed, five percent desired that the commitment to financing instructional media/learning resource center programs be in the level I range of program adequacy. Three percent of the instructors preferred this commitment to be at the level II range, and seven percent preferred the level III range of program adequacy. Eighty-five percent of the instructors preferred the commitment to financing instructional media/learning resource center programs in the level IV range of program adequacy.

Evaluation. The data collected in this survey indicates that 12 percent of the superintendents and five percent of the instructors preferred the area vocational-technical school to not have a strong commitment to financing instructional media/learning resource center programs. Eight percent of the superintendents and ten percent of the instructors believed this commitment should be neither weak nor strong, while 80 percent of the superintendents and 85 percent of the instructors surveyed thought that there should be a strong commitment to financing instructional media/learning resource center programs.

Element I E: Commitment to Staffing
the Instructional Media/Learning
Resource Center Programs

The Data. Element I E of the "Preference Checklist" has the function of obtaining the preference of superintendents and instructors as to what extent area vocational-technical schools should be committed to staffing the instructional media/learning resource center programs. Table XXIII shows the percentage of superintendents and instructors who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIII indicates that 12 percent of the superintendents of area vocational-technical schools prefer commitment to staffing the instructional media/learning resource center programs to be in the level I range of program adequacy. Four percent of the individuals surveyed in this population, preferred the level II range of program adequacy and 12 percent preferred the level III range of program adequacy. Of the 25 superintendents surveyed, 72 percent preferred a commitment to staffing the instructional media/learning resource center programs at the level IV range of program adequacy.

Of the 306 instructors surveyed, four percent preferred their programs to be in the level I range of program adequacy. Three percent of this population desired the commitment to staffing instructional media/learning resource center programs to be in the level II range, while 22 percent preferred the level III range of program adequacy. Seventy-one percent of the instructors preferred the commitment to this program element to be at the level IV range.

Evaluation. The data collected indicate that 12 percent of the superintendents and four percent of the instructors surveyed believed area vocational-technical schools should not have a strong commitment to staffing the instructional media/learning resource center programs. Sixteen percent of the superintendents and 25 percent of the instructors believed the commitment to staffing these programs should be neither weak nor strong. Seventy-two percent of the superintendents and 71 percent of the instructors surveyed believed there should be a strong commitment to staffing the instructional media/learning resource center programs.

Survey of Preference for Vocational-
Technical School Media Services -
Curriculum and Instruction

Section II of the "Preference Checklist" contains four program elements relating to the superintendents and instructors preference for media services in curriculum and instruction provided by area vocational-technical schools in their instructional media/learning resource center programs. The preference statements in Section II are similar to the items in Section II on the "Evaluative Checklist." However, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element II A: Consultative Services in
Instructional Media/Learning Resource
Center Utilization

The Data. Element II A of the "Preference Checklist" has the function of determining the preference for the utilization of consultative services in the instructional media/learning resource center by the superintendents and instructors of area vocational-technical schools. Table XXIV shows the percentage of the superintendents and instructors who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIV indicates that four percent of the superintendents at area vocational-technical schools preferred consultative services in instructional media/learning resource center utilization to be in the level I range of program adequacy. Of the 25 superintendents surveyed, eight percent desired the consultative services to be in the level II range. Twelve percent of the population desired the consultative service utilization to be at the level III range, while 76 percent of those surveyed desired the level IV range of program adequacy.

Four percent of the instructors surveyed preferred the consultative services utilization to be in the level I range of program adequacy, while four percent of the population desired for this program to be in the level II range of program adequacy. Of the 306 instructors surveyed in area vocational-technical schools, 21 percent thought this program should be in the level III range. Seventy-one percent preferred that consultative service utilization be in the level IV range of program adequacy.

TABLE XXIV

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO PREFER THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III, AND LEVEL
IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN
THE AREA OF VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICES --
CURRICULUM AND INSTRUCTION

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Level I(%)		Level II(%)		Level III(%)		Level IV(%)	
	S	I	S	I	S	I	S	I*
IIA Consultative Services in Instructional Media/ Learning Resource Center Utilization	4	4	8	4	12	21	76	71
IIB In-service Education in Instructional Media/ Learning Resource Center Utilization	12	5	0	5	28	29	60	61
IIC Faculty-Student Use of Instructional Media/ Learning Resource Center Programs	0	2	0	2	0	9	100	87
IID Involvement of the Instructional Media/Learning Resource Center Staff in Planning	0	3	0	3	12	18	88	76

Source: Preference Checklist, Section II

*S = Superintendents N = 25, I = Instructors N = 306

Evaluation. The data collected indicate that four percent of the superintendents and four percent of the instructors believed the utilization of consultative services in the instructional media/learning resource centers should not be strong. Twenty percent of the superintendents and 25 percent of the instructors surveyed believed this consultative service should be neither weak nor strong. Seventy-six percent of the superintendents and 71 percent of the instructors surveyed believed there should be strong consultative services in instructional media/learning resource center utilization.

Element II B: Inservice Education
in Instructional Media/Learning
Resource Center Utilization

The Data. Element II B of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors for the utilization of in-service education in instructional media/learning resource center programs. Table XXIV shows the percentage of the population who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIV shows that 12 percent of the superintendents surveyed at area vocational-technical schools preferred the utilization of in-service education in instructional media/learning resource centers to be in the level I range of program adequacy. None of the superintendents surveyed desired in-service education programs for instructional media to be at the level II range, and 28 percent of the population desired this program adequacy to be at the level III range.

Of the 25 participants in the survey, 60 percent stated that they desired in-service education in instructional media/learning resource center utilization to be in the level IV range of program adequacy.

Of the 306 instructors surveyed, five percent preferred this program to be at the level I range of program adequacy. Five percent of the instructors surveyed thought their program adequacy should be in the level II range, while 29 percent of this population desired the in-service education utilization in their instructional media programs to be in the level III range. Sixty-one percent of the instructors involved in the survey preferred their programs to be in the level IV range of program adequacy.

Evaluation. Data collected in this survey indicate that 12 percent of the superintendents and five percent of the instructors believed the vocational-technical school should not have strong in-service education in instructional media/learning resource center utilization. Twenty-eight percent of the superintendents and 34 percent of the instructors felt that this program adequacy should be neither weak nor strong. Of the 331 individuals surveyed, 60 percent of the superintendents and 61 percent of the instructors felt that in-service education in instructional media/learning resource center utilization should be strong.

Element II C: Faculty-Student Use of
Instructional Media/Learning Resource
Center Programs

The Data. Element II C of the "Preference Checklist" has the function of ascertaining the preference of the superintendents and

instructors for faculty and student use of instructional media/learning resource center programs. Table XXIV shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIV shows that none of the superintendents of area vocational-technical schools desired that faculty-student use of instructional media/learning resource center programs be at the level I, level II, or level III range of program adequacy. One hundred percent of the superintendents preferred that this program adequacy be at the level IV range.

Of the 306 instructors surveyed, two percent indicated that this program adequacy should be in the level I range, and two percent preferred the level II range of program adequacy. Nine percent of the instructors surveyed preferred for faculty-student use of instructional media/learning resource center programs to be at the level III range, while 87 percent thought this program adequacy should be at the level IV range.

Evaluation. The data collected in this survey indicate that none of the superintendents and two percent of the instructors believed the faculty-student use of instructional media/learning resource center programs should not be strong. None of the superintendents and nine percent of the instructors believed this program use should be neither weak nor strong. One hundred percent of the superintendents and 87 percent of the instructors believed there should be a strong program in the area of faculty and student use of instructional media/learning resource center programs.

Element II D: Involvement of the Instruc-
tional Media/Learning Resource Center
Staff in Planning

The Data. Element II D of the "Preference Checklist" has the function of resolving the preference of the superintendents and instructors for the involvement of the instructional media/learning resource center staff in planning within area vocational-technical schools. Table XXIV shows the percentage of the superintendents and instructors who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXIV shows that none of the superintendents of area vocational-technical schools preferred involvement of the instructional media/learning resource center staff in planning to be at the level I range of program adequacy. None of the superintendents believed the involvement of media center staff should be at the level II range of program adequacy, while 12 percent of the 25 participants believed this program adequacy should be at the level III range. Eighty-eight percent of the superintendents indicated that the involvement of the instructional media/learning resource center staff in planning should be at the level IV range of program adequacy.

Three percent of the instructors surveyed believed that the involvement of instructional media/learning resource center staff in planning should be in the level I range of program adequacy. Three percent of the instructors believed this program should be in the level II range, while 18 percent of the population felt that this

program should be in the level III range. Seventy-six percent of the instructors surveyed preferred that the involvement of instructional media/learning resource center staff in planning be in the level IV range of program adequacy.

Evaluation. The data collected indicate that none of the superintendents and three percent of the instructors believed that there should not be strong involvement in planning by the instructional media/learning resource center staff. Twelve percent of the superintendents and 21 percent of the instructors surveyed believed this involvement should be neither weak nor strong. Eighty-eight percent of the superintendents and 76 percent of the instructors indicated a desire for a strong involvement of the instructional media/learning resource center staff in planning in terms of curriculum and instruction.

Survey of Preference for Vocational-

Technical School Media

Service Center

Section III of the "Preference Checklist" contains six program elements relating to the population's preference for media service centers provided by area vocational-technical schools in their instructional media learning resource center programs. The preference statements in Section III are similar to the items in Section III of the "Evaluative Checklist;" however, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by

Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element III A: Location and
Accessibility of Instruc-
tional Media/Learning
Resource Centers

The Data. Element III A of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors of area vocational-technical schools for the location and accessibility of instructional media/learning resource centers. Table XXV shows the percentage of the population who prefer their instructional media/learning resource center program in the level I, level II, level III, or level IV range of program adequacy.

Table XXV indicates that four percent of the superintendents preferred the location and accessibility of instructional media/learning resource centers to be in the level I range of program adequacy. Of the 25 participants, four percent stated a desire for this program adequacy to be in the level II range, while eight percent stated a preference for the location and accessibility of these programs to be in the level III range of program adequacy. Eighty-four percent of the superintendents responding preferred the location and accessibility of the instructional media/learning resource centers to be in the level IV range of program adequacy.

Of the 306 instructors surveyed, five percent believed that the location and accessibility of the instructional media/learning resource centers should be in the level I range of program adequacy. Four percent of the instructors felt that this program

TABLE XXV

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO PREFER THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III, AND LEVEL
IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE
AREA OF VOCATIONAL-TECHNICAL SCHOOL MEDIA SERVICE CENTER

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Level I(%)		Level II(%)		Level III(%)		Level IV(%)	
	S	I	S	I	S	I	S	I*
IIIA Location and Accessibility of Instructional Media/Learning Resource Centers	4	5	4	4	8	19	84	72
IIIB Dissemination of Instructional Media Information	0	4	0	1	8	19	92	76
IIIC Availability of Instructional Media	0	4	0	3	32	24	68	69
IIID Storage and Retrieval of Instructional Media	4	6	8	3	8	18	80	73
IIIE Maintenance of Instructional Media Hardware and Software	0	2	12	7	8	8	80	83
IIIF Production of Instructional Media Software	0	3	4	4	28	22	68	71

Source: Preference Checklist, Section III

* S = Superintendents N = 25, I = Instructors N = 306

adequacy should be at the level II range, and 19 percent of the population desired that the program adequacy be in the level III range. Seventy-two percent of the instructors preferred that the location and accessibility of instructional media/learning resource centers be in the level IV range of program adequacy.

Evaluation. The data collected indicate that four percent of the superintendents and five percent of the instructors felt that the location and accessibility of instructional media/learning resource centers should not be strong. Twelve percent of the superintendents and 23 percent of the instructors felt that this program should be neither weak nor strong. Eighty-four percent of the superintendents and 72 percent of the instructors surveyed felt that the location and accessibility of the instructional media/learning resource centers should be strong.

Element III B: Dissemination of
Instructional Media Information

The Data. Element III B of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors for program adequacy in terms of dissemination of instructional media information. Table XXV shows the percentage of the population at area vocational-technical schools who preferred their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXV indicates that none of the superintendents surveyed at area vocational-technical schools preferred the dissemination

of instructional media information to be at the level I range of program adequacy. None of the superintendents placed their preference for this program adequacy at the level II range. Eight percent of the superintendents felt that the dissemination of instructional media information should be at the level III range, while 92 percent desired that this program adequacy be at the level IV range.

Table XXV also indicates that four percent of the instructors preferred the dissemination of instructional media information to be at the level I range of program adequacy. One percent of this population felt that this area of program adequacy should be in the level II range, while 19 percent of the instructors preferred for this program adequacy to be in the level III range. Seventy-six percent of the instructors at area vocational-technical schools preferred for the dissemination of instructional media to be in the level IV range of program adequacy.

Evaluation. The data collected indicate that none of the superintendents and four percent of the instructors believed that this program adequacy should not be strong. Eight percent of the superintendents and 20 percent of the instructors desired that the program for dissemination of instructional media be neither weak nor strong. Ninety-two percent of the superintendents and 76 percent of the instructors felt that there should be a strong program in this area.

Element III C: Availability of
Instructional Media

The Data. Element III C of the "Preference Checklist" has the function of ascertaining the preference of superintendents and instructors at area vocational-technical schools for the availability of instructional media. Table XXV shows the percentage of the population who prefer their instructional media/learning resource center programs to be in the level I, level II, level III, or level IV range of program adequacy.

Table XXV indicates that none of the superintendents surveyed at area vocational-technical schools preferred the availability of instructional media to be in the level I range of program adequacy. None of the superintendents surveyed believed the availability of instructional media should be in the level II range, while 32 percent of the participants believed the program adequacy should be at the level III range. Sixty-eight percent of the superintendents surveyed preferred that the availability of instructional media be in the level IV range of program adequacy.

Four percent of the instructors desired that the availability of instructional media in their schools be at the level I range of program adequacy, while three percent felt that the program adequacy for this area should be at the level II range. Twenty-four percent of the instructors surveyed preferred for the availability of instructional media to be at the level III range, and 69 percent thought that this program adequacy should be in the level IV range.

Evaluation. The data collected in this survey indicate that none of the superintendents and four percent of the instructors felt that the availability of instructional media should not be strong. Thirty-two percent of the superintendents and 27 percent of the instructors felt that this program should be neither weak nor strong. Sixty-eight percent of the superintendents and 69 percent of the instructors preferred that the availability of instructional media should be strong.

Element III D: Storage and Retrieval
of Instructional Media

The Data. Element III D of the "Preference Checklist" has the function of resolving the preference of the superintendents and instructors for the availability of storage and retrieval facilities and systems for instructional media in area vocational-technical schools. Table XXV shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXV indicates that four percent of the superintendents at area vocational-technical schools preferred that the storage and retrieval of instructional media be in the level I range of program adequacy. Eight percent of the superintendents preferred that this program adequacy be at the level II range, and eight percent of the superintendents desired that the storage and retrieval of instructional media be at the level III range of program adequacy. Eighty percent of the superintendents participating in this study believed the program

adequacy for this area should be at the level IV range.

Table XXV shows that six percent of the instructors at area vocational-technical schools preferred the level I range of program adequacy for storage and retrieval of instructional media. Three percent of the instructors felt that this program adequacy should be at the level II range, and 18 percent of the instructors surveyed desired that the storage and retrieval of instructional media be at the level III range of program adequacy. Seventy-three percent of the instructors believed that the program adequacy for this area should be at the level IV range.

Evaluation. The data collected indicate that four percent of the superintendents and six percent of the instructors surveyed felt that the storage and retrieval of instructional media at area vocational-technical schools should not be strong. Sixteen percent of the superintendents and 21 percent of the instructors desired that this program be neither weak nor strong. Eighty percent of the superintendents and 73 percent of the instructors felt that there should be a strong program for storage and retrieval of instructional media in the instructional media/learning resource center programs.

Element III E: Maintenance of Instructional Media Hardware and Software

The Data. Element III E of the "Preference Checklist" has the function of obtaining the preference of the superintendents and instructors for a maintenance program for instructional media hardware and software within the instructional media/learning resource center

programs. Table XXV shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXV indicates that none of the superintendents at area vocational-technical schools preferred a maintenance program in the level I range of program adequacy. Twelve percent of the superintendents stated that their preference was in the level II range for this program, and eight percent of the participants preferred the maintenance of instructional media hardware and software to be within the level III range. Eighty percent of the superintendents surveyed preferred the level IV range of program adequacy for the maintenance of instructional media hardware and software.

Two percent of the instructors surveyed believed that the maintenance of instructional media hardware and software should be in the level I range of program adequacy. Seven percent of the instructors preferred the level II range of program adequacy, and eight percent of those instructors surveyed felt that this area should be in the level III range of program adequacy. Eighty-three percent of the instructors at area vocational-technical schools who responded to this survey preferred that the maintenance of instructional media hardware and software be at the level IV range of program adequacy.

Evaluation. The data collected indicate that none of the superintendents and two percent of the instructors believed that the maintenance of instructional media hardware and software should not be strong. Twenty percent of the superintendents and 15 percent of

the instructors believed that this program should be neither weak nor strong. Eight percent of the superintendents and 83 percent of the instructors surveyed believed that there should be a strong maintenance program for instructional media hardware and software in the instructional media/learning resource center programs.

Element III F: Production of
Instructional Media Software

The Data. Element III F of the "Preference Checklist" has the function of securing the preference of the superintendents and instructors for a program of production of instructional media software in the instructional media/learning resource centers of area vocational-technical schools. Table XXV shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center program in the level I, level II, level III, or level IV range of program adequacy.

Table XXV indicates that none of the superintendents surveyed believed the production of instructional media software should be in the level I range of program adequacy. Four percent of the superintendents preferred the level II range of program adequacy, and 28 percent of those responding to the survey believed that the production of instructional media software should be at the level III range of program adequacy. Sixty-eight percent of the superintendents believed that the program for the production of instructional media software should be at the level IV range of program adequacy.

Of the 306 instructors surveyed, three percent believed that the production of instructional media software should be at the level I

range of program adequacy. Four percent of the instructors felt that the program adequacy for this area should be at the level II range, while 22 percent preferred the level III range of program adequacy. Seventy-one percent of those instructors surveyed believed that the production of instructional media software for instructional media/learning resource centers should be at the level IV range of program adequacy.

Evaluation. The data collected indicate that none of the superintendents and three percent of the instructors surveyed believed that this program element should not be strong. Thirty-two percent of the superintendents and 26 percent of the instructors felt that the production of instructional media software should be neither weak nor strong. Sixty-eight percent of the superintendents and 71 percent of the instructors preferred that this program be strong.

Survey of Preference for Vocational- Technical School Physical Facilities

Section IV of the "Preference Checklist" contains two program elements relating to the superintendents and instructors preference for instructional media/learning resource center facilities provided by area vocational-technical schools in their instructional media/learning resource center programs. The preference statements in Section IV are similar to the items in Section IV of the "Evaluative Checklist." However, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element IV A: Instructional Media/
Learning Resource Centers in
Existing Classrooms

The Data. Element IV A of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors for support for instructional media/learning resource center facilities in existing classrooms. Table XXVI shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXVI shows that none of the superintendents at area vocational-technical schools preferred the provisions for instructional media/learning resource center facilities in existing classrooms to be at the level I range of program adequacy. None of the superintendents surveyed believed that this program should be at the level II range and 28 percent of the respondents felt that the program adequacy should be at level III. Seventy-two percent of the superintendents preferred for the provisions for instructional media/learning resource center facilities in existing classrooms to be in the level IV range of program adequacy.

Of the instructors surveyed, two percent desired that this program adequacy be at the level I range. Four percent of the instructors felt that this program should be in the level II range, while 23 percent believed the instructional media/learning resource center facilities in existing classrooms should be in the level III range of program adequacy. Seventy-one percent of the instructors

TABLE XXVI

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO PREFER THEIR INSTRUCTIONAL MEDIA/
 LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III, AND
 LEVEL III RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS
 INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL
 PHYSICAL FACILITIES

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Level I(%)		Level II(%)		Level III(%)		Level IV(%)	
	S	I	S	I	S	I	S	I*
IVA Instructional Media/Learning Resource Center Facilities in Existing Classrooms	0	2	0	4	28	23	72	71
IVB Instructional Media/Learning Resource Center Facilities in Newly Con- structed Classrooms	0	3	0	3	20	20	80	74

Source: Preference Checklist, Section IV

*S = Superintendents N = 25, I = Instructors N = 306

responding to the survey preferred the level IV range of program adequacy.

Evaluation. The data collected indicate that none of the superintendents and two percent of the instructors felt that the instructional media/learning resource center facilities in existing classrooms should not be a strong program. Twenty-eight percent of the superintendents and 27 percent of the instructors believed that this area should be neither weak nor strong. Seventy-two percent of the superintendents and 71 percent of the instructors surveyed preferred that there be strong provisions for instructional media/learning resource center facilities in existing classrooms.

Element IV B: Instructional Media/Learning
Resource Center Facilities in Newly
Constructed Classrooms

The Data. Element IV B of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors for the provision of providing instructional media/learning resource center facilities in newly constructed classrooms. Table XXVI shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXVI indicates that none of the superintendents of area vocational-technical schools preferred that the instructional media/learning resource center facilities in newly constructed classrooms be at the level I range of program adequacy. None of the superintendents

preferred the level II range, while 20 percent of the superintendents surveyed believed that this program adequacy should be the level III range. Eight percent of the 25 superintendents surveyed felt that provisions for instructional media/learning resource center facilities in newly constructed classrooms should be in the level IV range of program adequacy.

The instructor survey indicated that, of the 306 participants, three percent believed this program should be in the level I range of program adequacy. Three percent of the instructors felt that provisions for instructional media/learning resource center facilities in newly constructed classrooms should be at the level II range, while 20 percent felt that program adequacy should be at the level III range. Seventy-four percent of the instructors preferred the level IV range of program adequacy.

Evaluation. The data collected in this survey indicate that none of the superintendents and three percent of the instructors believed that area vocational-technical schools should not have a strong program for the provision of instructional media/learning resource center facilities in newly constructed classrooms. Twenty percent of the superintendents and 23 percent of the instructors felt that this program should be neither weak nor strong. Of the 331 individuals surveyed, 80 percent of the superintendents and 74 percent of the instructors preferred that there be a strong program for the provision of instructional media/learning resource center facilities in newly constructed classrooms.

Survey of Preference for Vocational-
Technical School Budget and Finance

The fifth section of the "Preference Checklist" contains three program elements relating to the population's preference for the provisions of budget and finance for the instructional media/learning resource center programs in area vocational-technical schools. The preference statements in Section V are similar to the items in Section V of the "Evaluative Checklist." However, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton King, Teague, and Tipling (1980a) (Appendix B).

Element V A: Development of Instruc-
tional Media/Learning Resource
Center Programs Budget

The Data. Element V A of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors for the development of the instructional media/learning resource center programs budget. Table XXVII shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXVII indicates that eight percent of the superintendents of area vocational-technical schools preferred that the programs budget be at the level I range of program adequacy. Four percent of the superintendents felt that this area of program adequacy should be at

TABLE XXVII

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO PREFER THEIR INSTRUCTIONAL MEDIA/
LEARNING RESOURCE CENTER PROGRAMS IN THE LEVEL I, LEVEL II, LEVEL III, AND
LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS
INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL
BUDGET AND FINANCE

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Level I (%)		Level II (%)		Level III (%)		Level IV (%)	
	S	I	S	I	S	I	S	I*
VA Development of Instructional Media/Learning Resource Center Programs Budget	8	3	4	2	12	18	76	77
VB Basis for Budget Allocations	4	3	4	2	20	15	72	80
VC Reporting Financial Needs	0	3	0	2	28	24	72	71

Source: Preference Checklist, Section V

*S = Superintendents N = 25, I = Instructors N = 306

the level II range, while 12 percent of the superintendents surveyed believed that provisions for the development of instructional media/learning resource center programs budget should be at the level III range of program adequacy. Seventy-six percent of the respondents thought that the programs budget should be at the level IV range of program adequacy.

Three percent of the instructors surveyed believed that the development of instructional media/learning resource center programs budget should be at the level I range of program adequacy. Two percent of this population preferred the level II range, and 18 percent felt that program adequacy should be at the level III range for this element. Of the 306 instructors surveyed in area vocational-technical schools, 77 percent felt that this program element should be at the level IV range of program adequacy.

Evaluation. The data collected indicate that eight percent of the superintendents and three percent of the instructors surveyed believed that area vocational-technical schools should not have a strong program in the development of instructional media/learning resource center programs budget. Sixteen percent of the superintendents and 20 percent of the instructors felt that this program should be neither weak nor strong, while 76 percent of the superintendents and 77 percent of the instructors desired that this program be strong.

Element V B: Basis for Budget Allocations

The Data. Element V B of the "Preference Checklist" has the function of determining the preference of the superintendents and

instructors for program adequacy in the area of the basis for budget allocations for the instructional media/learning resource center programs. Table XXVII shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXVII shows that four percent of the superintendents at area vocational-technical schools preferred a basis for budget allocations in the level I range of program adequacy. Four percent of the superintendents surveyed thought that the basis for budget allocations should be at the level II range, and 20 percent of this population felt that the program adequacy should be at the level III range. Seventy-two percent of the respondents preferred the level IV range of program adequacy.

Of the 306 instructors surveyed, three percent believed that the basis for budget allocations should be at the level I range of program adequacy, while two percent preferred the level II range. Fifteen percent of the instructors surveyed felt that the basis for budget allocations should be in the level III range, and 80 percent preferred the level IV range of program adequacy.

Evaluation. The data collected indicate that four percent of the superintendents and three percent of the instructors believed that programs for the basis of budget allocations in instructional media/learning resource center programs should not be strong. Twenty-four percent of the superintendents and 17 percent of the instructors felt that this program should be neither weak nor strong. Seventy-two

percent of the superintendents and 80 percent of the instructors believed that this program should be strong.

Element V C: Reporting Financial Needs

The Data. Element V C of the "Preference Checklist" has the function of ascertaining the preference of the superintendents and instructors for reporting financial needs in the instructional media/learning resource center programs at area vocational-technical schools. Table XXVII shows the percentage of the population at area vocational-technical schools who preferred their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXVII indicates that none of the superintendents in area vocational-technical schools preferred for the reporting of financial needs to be at the level I range of program adequacy. None of the superintendents desired for this program element to be as the level II range, while 28 percent felt that reporting financial needs for instructional media/learning resource center programs should be at the level III range of program adequacy. Seventy-two percent of the superintendents surveyed felt that the provisions for reporting financial needs should be at the level IV range of program adequacy.

Of the 306 instructors surveyed, three percent felt that the reporting of financial needs should be at the level I range, while two percent felt that this program should be in the level II range. Twenty-four percent of the respondents to the survey preferred that the reporting of financial needs for instructional media/learning resource center programs should be at the level III range of program adequacy,

and 71 percent of the superintendents believed that the program adequacy should be at the level IV range.

Evaluation. The data collected indicate that none of the superintendents and three percent of the instructors believed that area vocational-technical schools should not have strong provisions for reporting financial needs for instructional media/learning resource center programs. Twenty-eight percent of the superintendents and 26 percent of the instructors preferred that this program adequacy be neither weak nor strong. Seventy-two percent of the superintendents and 71 percent of the instructors felt that provisions for reporting financial needs should be strong.

Survey of Preference for Vocational- Technical School Professional Staff

Section VI of the "Preference Checklist" contains two program elements relating to the population's preference for the provisions for a professional staff in the instructional media/learning resource center programs of area vocational-technical schools. The preference statements in Section VI are similar to the items in Section VI of the "Evaluative Checklist." However, the verbalization is changed to express preference. Like the "Evaluative Checklist," the "Preference Checklist" is based on the criteria developed by Fulton, King, Teague, and Tipling (1980a) (Appendix B).

Element VI A: Area Vocational-
Technical Schools Instructional
Media/Learning Resource Center
Staff

The Data. Element VI A of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors for the provisions of providing professional staff members for the instructional media/learning resource center programs. Table XXVIII shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXVIII indicates that eight percent of the superintendents surveyed preferred area vocational-technical schools instructional media/learning resource center staff in the level I range of program adequacy. Eight percent of the superintendents believed that the staff should be in the level II range, while 20 percent thought that this program should be at the level III range of program adequacy. Sixty-four percent of the 25 superintendents surveyed felt that this element should be at the level IV range of program adequacy.

Four percent of the instructors responding to the survey believed that the area vocational-technical schools instructional media/learning resource center staff should be at the level I range of program adequacy. Three percent of the instructors preferred the level II range. Of the 306 instructors surveyed, 22 percent felt that this program adequacy should be at the level III range, while 71 percent preferred the level IV range of program adequacy.

TABLE XXVIII

PERCENTAGES OF SUPERINTENDENTS AND INSTRUCTORS WHO PREFER THEIR INSTRUCITONAL MEDIA/
 LEARNING RESOURCE CENTER PROGRMAS IN THE LEVEL I, LEVEL II, LEVEL III, AND
 LEVEL IV RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS
 INCLUDED WITHIN THE AREA OF VOCATIONAL-TECHNICAL SCHOOL
 PROFESSIONAL STAFF

Program Element	Percentage of Superintendents and Instructors in Each Range of Media Program Adequacy							
	Level I(%)		Level II(%)		Level III(%)		Level IV(%)	
	S	I	S	I	S	I	S	I*
VIA Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff	8	4	8	3	20	22	64	71
VIB Building Media Staff**	15	8	0	4	23	16	62	72

Source: Preference Checklist, Section VI

*S = Superintendents N = 25, I = Instructors N = 306

**The N is reduced for this question because all schools do not have more than one school site.
 Superintendents N = 13, Instructors N = 176

Evaluation. The data collected indicate that eight percent of the superintendents and four percent of the instructors surveyed believed that the area vocational-technical school should not have a strong program in the area of instructional media/learning resource center staff. Twenty-eight percent of the superintendents and 25 percent of the instructors felt that this program should be neither weak nor strong, while 64 percent of the superintendents and 71 percent of the instructors felt that there should be a strong program.

Element VI B: Building Media Staff

The Data. Element VI B of the "Preference Checklist" has the function of determining the preference of the superintendents and instructors for the provisions of a building media staff in other buildings within the school system. This element was answered by those participants whose school had more than one school site. Table XXVIII shows the percentage of the population at area vocational-technical schools who prefer their instructional media/learning resource center programs in the level I, level II, level III, or level IV range of program adequacy.

Table XXVIII indicates that 15 percent of the superintendents at area vocational-technical schools preferred that provisions for building media staff be in the level I range of program adequacy. None of the superintendents felt that this program should be at the level II range. Twenty-three of the respondents thought that provisions for the building media staff should be at the level III range of program adequacy, while 62 percent felt that this program should be in the level IV range.

Table XXVIII also indicates that eight percent of the instructors preferred for the provisions for building media staff to be at the level I range of program adequacy, while four percent stated a preference for the level II range. Sixteen percent of the instructors surveyed believed that this program element should be at the level III range, and 72 percent preferred the level IV range of program adequacy.

Evaluation. The data collected indicate that 15 percent of the superintendents and eight percent of the instructors felt that the provisions for building media staff should not be strong. Twenty-three percent of the superintendents and 20 percent of the instructors felt that this program adequacy should be neither weak nor strong. Of the population surveyed, 62 percent of the superintendents and 72 percent of the instructors felt that there should be strong provisions for building media staff in the instructional media/learning resource center programs.

CHAPTER VI

DISCUSSION

Introduction

The primary purpose of this study was to provide a qualitative assessment of the multi-faceted instructional media/learning resource center programs in area vocational-technical schools in Oklahoma. The study investigated the level of sophistication of instructional media/learning resource center programs, as perceived by both superintendents and instructors, and compared this perception to their preference for these programs.

In order to accomplish this task the "Criteria for Instructional Media/Learning Resource Center Programs" (Fulton, King, Teague, and Tipling, 1980a) and the "Evaluative Checklist: An Instrument for Self-Evaluating an Instructional Media/Learning Resource Center Program in Area Vocational-Technical Schools" (Fulton, King, Teague, and Tipling, 1980b) were distributed to superintendents and instructors in area vocational-technical schools in Oklahoma. These instruments were revised formats from existing documents used to evaluate other school systems. The primary revision was to change the terminology to be compatible with vocational-technical schools.

The "Evaluative Checklist" was used to obtain judgmental information relating to six major areas of instructional media/learning

resource center programs. These six areas are: (1) Area Vocational-Technical School Educational Media Services, which investigates the commitment of the administrators and instructors to providing an instructional media/learning resource center program, (2) Media Services - Curriculum and Instruction, (3) the Media Service Center, (4) Physical Facilities, (5) Budget and Finance, and (6) Professional Staff.

The "Preference Checklist: An Instrument for Determining Preference for an Instructional Media/Learning Resource Center Program in an Area Vocational-Technical School" was developed by King and Lowden (1980) for this study. The instrument was designed to obtain the preference for instructional media/learning resource center programs from superintendents and instructors. The "Preference Checklist" investigates the same six major areas of instructional media/learning resource center programs as the "Evaluative Checklist." The primary difference between the two instruments was the terminology. This instrument was directed toward determining preference.

A summary of the responses made by the superintendents and instructors to each element of the "Evaluative Checklist" and the "Preference Checklist" is shown in Figures 2 through 6. The level for each element was obtained by using the median response.

Major Findings

The following findings pertaining to the quality of instructional media/learning resource center programs as compared to the preference for these programs in area vocational-technical schools in Oklahoma were revealed by the data obtained from superintendents and instructors of area vocational-technical schools.

1. Based on the evaluation by the superintendents and instructors, the area vocational-technical schools were neither weak nor strong in the following program elements (Figure 2):

Commitment to Instructional Media/Learning Resource Center Programs

Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

Commitment to Providing Instructional Media/Learning Resource Center Facilities

Commitment to Financing the Instructional Media/Learning Resource Center Programs

Commitment to Staffing the Instructional Media/Learning Resource Center Programs

Consultative Services in Instructional Media/Learning Resource Center Utilization

Inservice Education in Instructional Media/Learning Resource Center Utilization

Faculty-Student Use of Instructional Media/Learning Resource Center Programs

Involvement of the Instructional Media/Learning Resource Center Staff in Planning

Location and Accessibility of Instructional Media/Learning Resource Centers

Dissemination of Instructional Media Information

Availability of Instructional Media

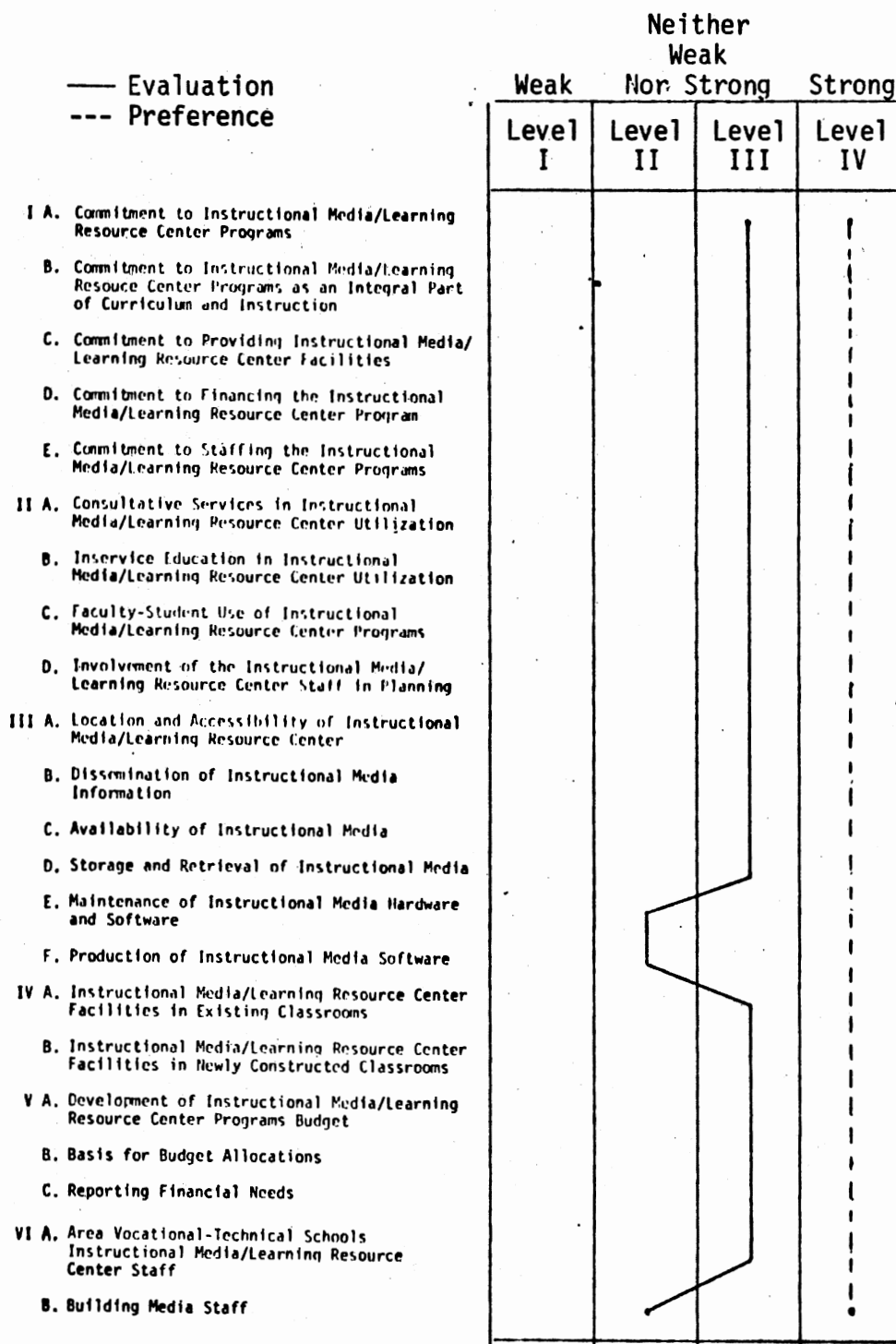


Figure 2. Comparison of the Total Evaluative Checklist Profile to the Total Preference Checklist Profile for Superintendents and Instructors at Area Vocational-Technical Schools in Oklahoma

Storage and Retrieval of Instructional Media

Maintenance of Instructional Media Hardware and Software

Production of Instructional Media Software

Instructional Media/Learning Resource Center Facilities
in Existing Classrooms

Instructional Media/Learning Resource Center Facilities
in Newly Constructed Classrooms

Development of Instructional Media/Learning Resource Center
Programs Budget

Basis for Budget Allocations

Reporting Financial Needs

Area Vocational-Technical Schools Instructional Media/
Learning Resource Center Staff

Building Media Staff

2. Superintendents and instructors desired the following program elements to be strong in area vocational-technical schools (Figure 2):

Commitment to Instructional Media/Learning Resource Center Programs

Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

Commitment to Providing Instructional Media/Learning Resource Center Facilities

Commitment to Financing the Instructional Media/Learning Resource Center Programs

Commitment to Staffing the Instructional Media/Learning Resource Center Programs

Consultative Services in Instructional Media/Learning Resource Center Utilization

Inservice Education in Instructional Media/Learning Resource Center Utilization

Faculty-Student Use of Instructional Media/Learning Resource Center Programs

Involvement of the Instructional Media/Learning Resource Center Staff in Planning

Location and Accessibility of Instructional Media/Learning Resource Centers

Dissemination of Instructional Media Information

Availability of Instructional Media

Storage and Retrieval of Instructional Media

Maintenance of Instructional Media Hardware and Software

Production of Instructional Media Software

Instructional Media/Learning Resource Center Facilities in Existing Classrooms

Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms

Development of Instructional Media/Learning Resource Center Programs Budget

Basis for Budget Allocations

Reporting Financial Needs

Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff

Building Media Staff

3. Based on the evaluation by the superintendents, area vocational-technical schools were neither weak nor strong in the following program elements (Figure 3):

Commitment to Instructional Media/Learning Resource Center Programs

Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

Commitment to Providing Instructional Media/Learning Resource Center Facilities

Commitment to Staffing the Instructional Media/Learning Resource Center Facilities

Consultative Services in Instructional Media/Learning Resource Center Utilization

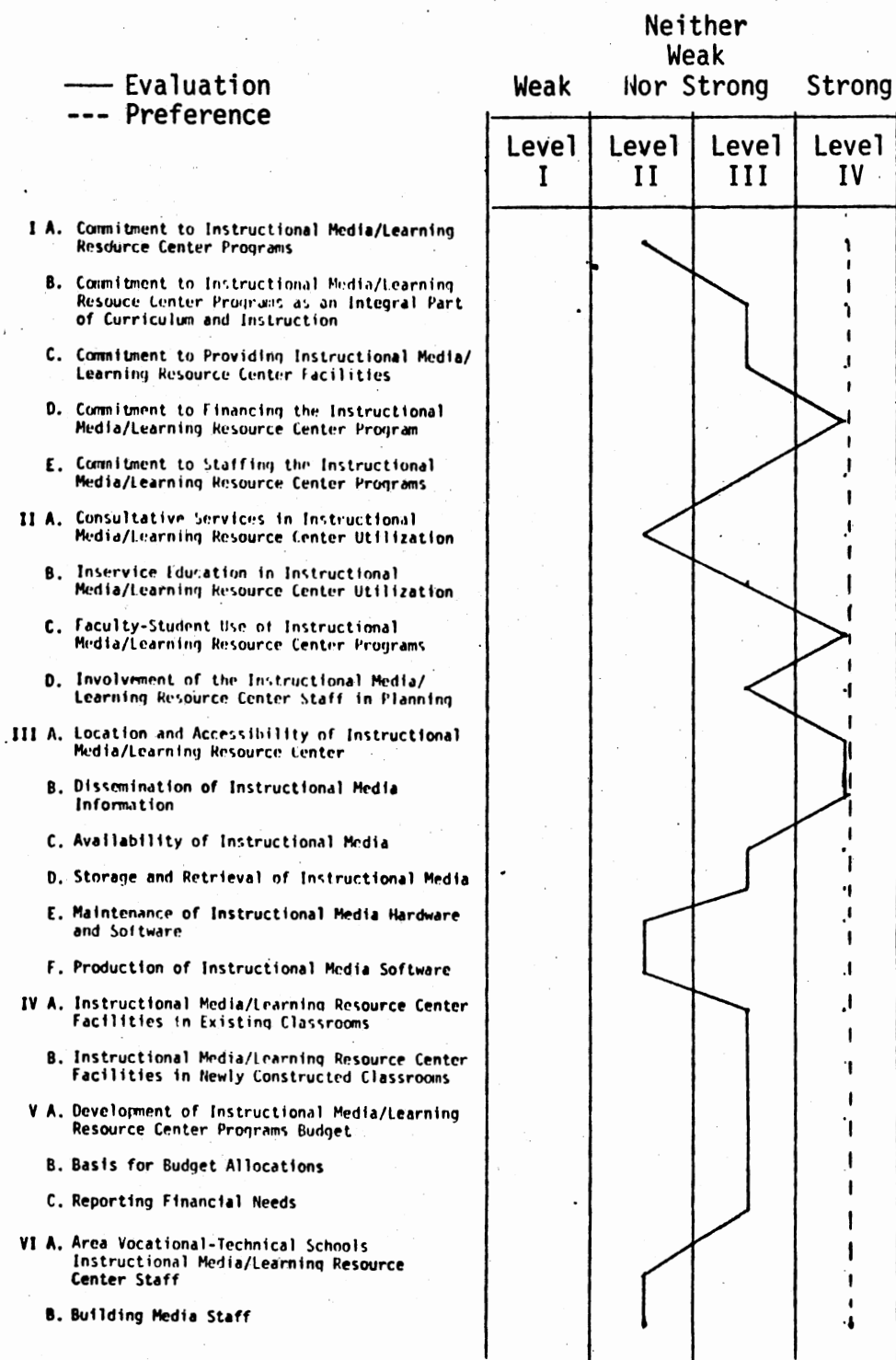


Figure 3. Comparison of the Evaluative Checklist Profile to the Preference Checklist Profile for Superintendents at Area Vocational-Technical Schools in Oklahoma

In-service Education in Instructional Media/Learning Resource Center Utilization

Involvement of the Instructional Media/Learning Resource Center Staff in Planning

Availability of Instructional Media

Storage and Retrieval of Instructional Media

Maintenance of Instructional Media Hardware and Software

Production of Instructional Media Software

Instructional Media/Learning Resource Center Facilities in Existing Classrooms

Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms

Development of Instructional Media/Learning Resource Center Programs Budget

Basis for Budget Allocations

Reporting Financial Needs

Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff

Building Media Staff

4. Based on the evaluation by superintendents, area vocational-technical schools were strong in the following program elements (Figure 3):

Commitment to Financing the Instructional Media/Learning Resource Center Programs

Faculty-Student Use of Instructional Media/Learning Resource Center Programs

Location and Accessibility of Instructional Media/Learning Resource Centers

Dissemination of Instructional Media Information

5. Superintendents desired the following program elements to be strong in area vocational-technical schools (Figure 3):

Commitment to Instructional Media/Learning Resource Center Programs

Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

Commitment to Providing Instructional Media/Learning Resource Center Facilities

Commitment to Financing the Instructional Media/Learning Resource Center Programs

Commitment to Staffing the Instructional Media/Learning Resource Center Programs

Consultative Services in Instructional Media/Learning Resource Center Utilization

In-service Education in Instructional Media/Learning Resource Center Utilization

Faculty-Student Use of Instructional Media/Learning Resource Center Programs

Involvement of the Instructional Media/Learning Resource Center Staff in Planning

Location and Accessibility of Instructional Media/Learning Resource Centers

Dissemination of Instructional Media Information

Availability of Instructional Media

Storage and Retrieval of Instructional Media

Maintenance of Instructional Media Hardware and Software

Production of Instructional Media Software

Instructional Media/Learning Resource Center Facilities in Existing Classrooms

Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms

Development of Instructional Media/Learning Resource Center Programs Budget

Basis for Budget Allocations

Reporting Financial Needs

Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff

Building Media Staff

6. Based on the evaluation by the instructors, area vocational-technical schools were neither weak nor strong in the following program elements (Figure 4):

Commitment to Instructional Media/Learning Resource Center Programs

Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

Commitment to Providing Instructional Media/Learning Resource Center Facilities

Commitment to Financing the Instructional Media/Learning Resource Center Programs

Commitment to Staffing the Instructional Media/Learning Resource Center Programs

Consultative Services in Instructional Media/Learning Resource Center Utilization

In-service Education in Instructional Media/Learning Resource Center Utilization

Faculty-Student Use of Instructional Media/Learning Resource Center Programs

Involvement of the Instructional Media/Learning Resource Center Staff in Planning

Location and Accessibility of Instructional Media/Learning Resource Centers

Dissemination of Instructional Media Information

Availability of Instructional Media

Storage and Retrieval of Instructional Media

Maintenance of Instructional Media Hardware and Software

Production of Instructional Media Software

Instructional Media/Learning Resource Center Facilities in Existing Classrooms

Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms

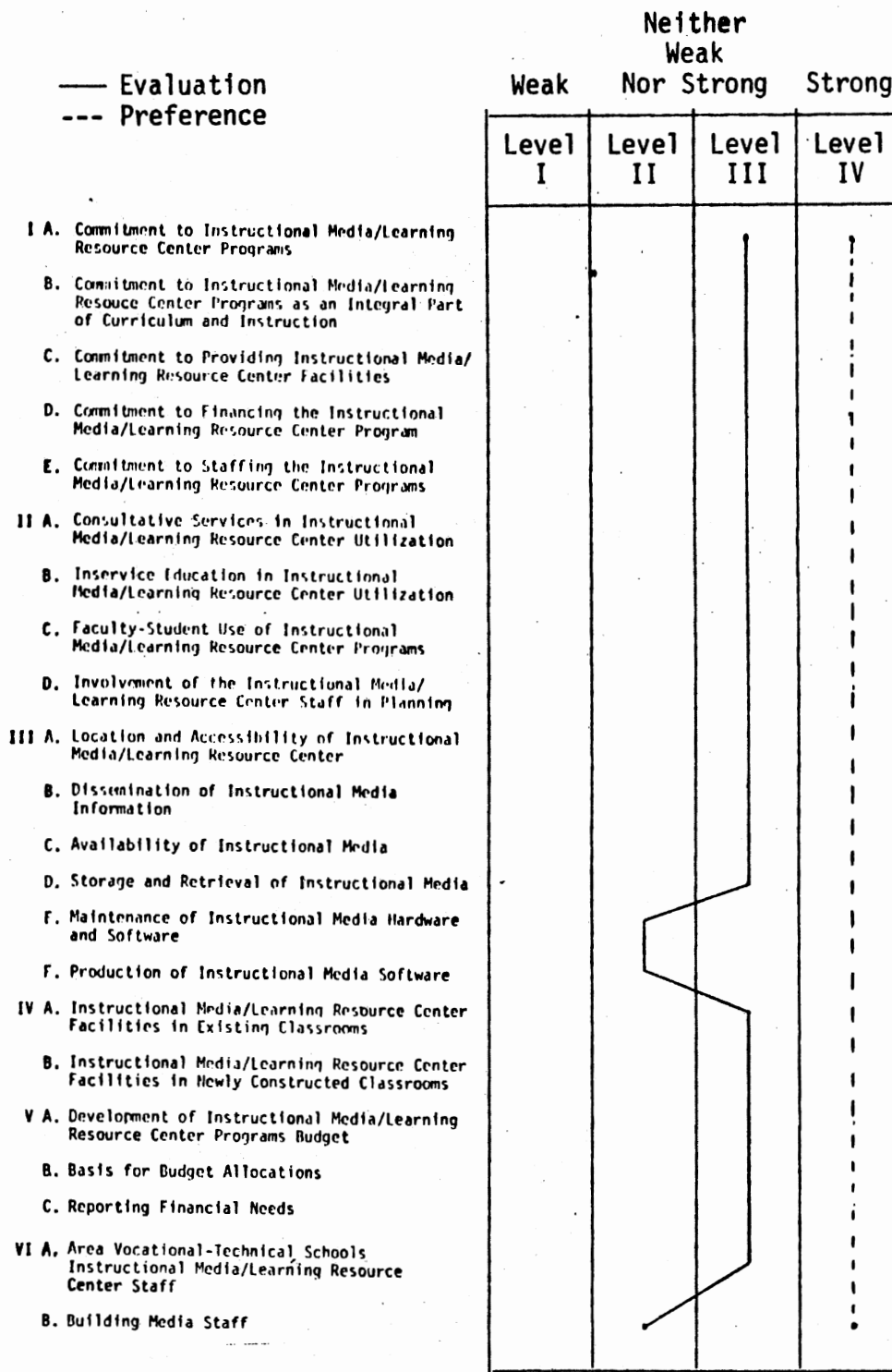


Figure 4. Comparison of the Evaluative Checklist Profile to the Preference Checklist Profile for the Instructors in Area Vocational-Technical Schools in Oklahoma

Development of Instructional Media/Learning Resource Center Programs Budget

Basis for Budget Allocations

Reporting Financial Needs

Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff

Building Media Staff

7. Instructors desired the following program elements to be strong in area vocational-technical schools (Figure 4):

Commitment to Instructional Media/Learning Resource Center Programs

Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

Commitment to Providing Instructional Media/Learning Resource Center Facilities

Commitment to Financing the Instructional Media/Learning Resource Center Programs

Commitment to Staffing the Instructional Media/Learning Resource Center Programs

Consultative Services in Instructional Media/Learning Resource Center Utilization

In-service Education in Instructional Media/Learning Resource Center Utilization

Faculty-Student Use of Instructional Media Resource Center Programs

Involvement of the Instructional Media/Learning Resource Center Staff in Planning

Location and Accessibility of Instructional Media/Learning Resource Centers

Dissemination of Instructional Media Information

Availability of Instructional Media

Storage and Retrieval of Instructional Media

Maintenance of Instructional Media Hardware and Software

Production of Instructional Media Software

Instructional Media/Learning Resource Center Facilities in Existing Classrooms

Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms

Development of Instructional Media/Learning Resource Center Programs Budget

Basis for Budget Allocations

Reporting Financial Needs

Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff

Building Media Staff

8. The superintendents and instructors disagreed in their evaluation on the following program elements (Figure 5).

Commitment to Financing the Instructional Media/Learning Resource Center Program

Faculty-Student Use of the Instructional Media/Learning Resource Center Programs

Location and Accessibility of Instructional Media/Learning Resource Center

Dissemination of Instructional Media Instruction

9. Superintendents and instructors were in total agreement as to the level of sophistication preferred for the instructional media/learning resource center programs in area vocational-technical schools (Figure 6).

Conclusions

The analysis of the evaluation of instructional media/learning resource center programs and the preference for these programs as perceived by the superintendents and instructors of area vocational-

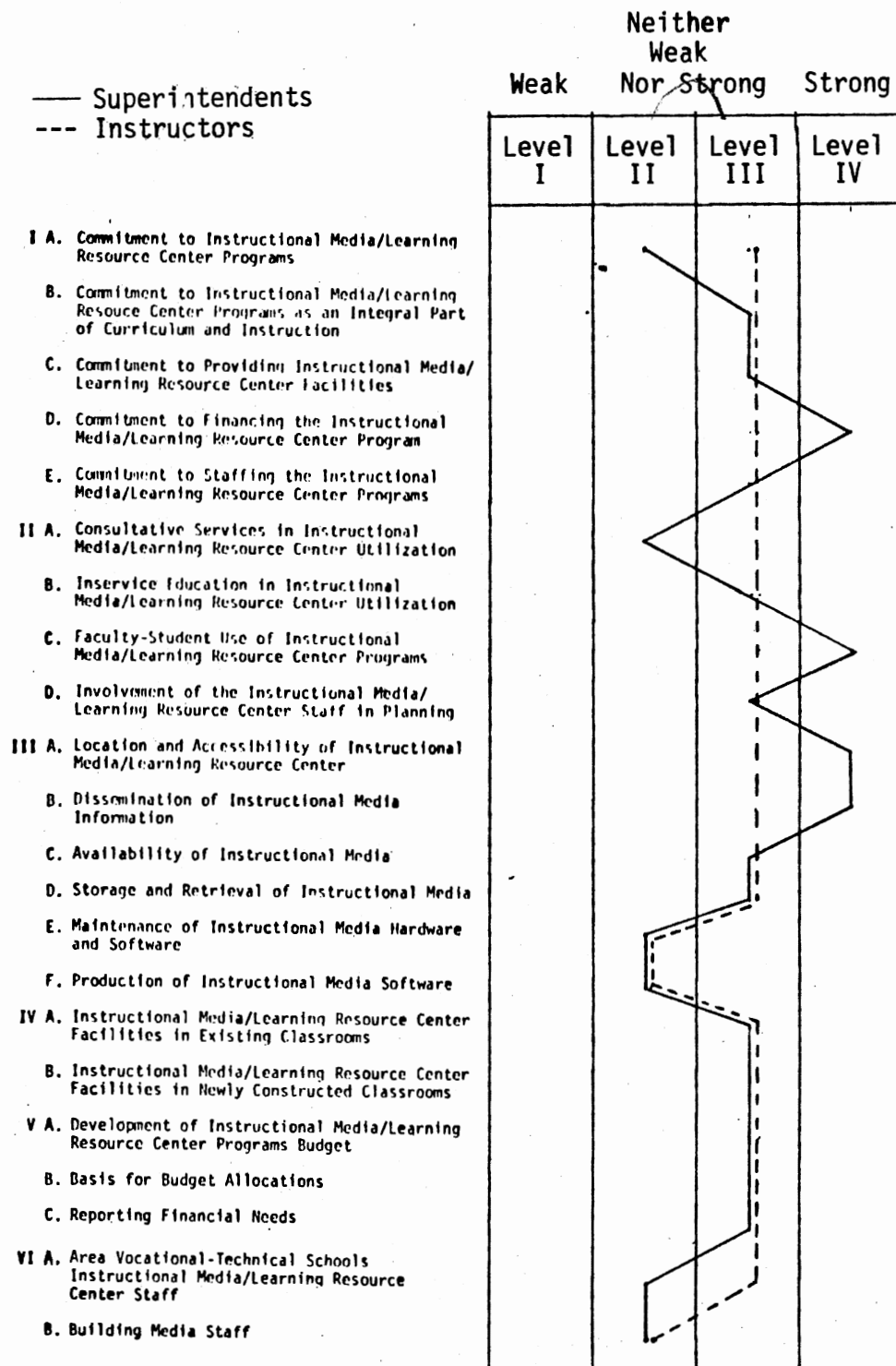


Figure 5. Comparison of the Evaluative Checklist Profile of Superintendents to the Evaluative Checklist Profile of the Instructors at Area Vocational-Technical Schools in Oklahoma

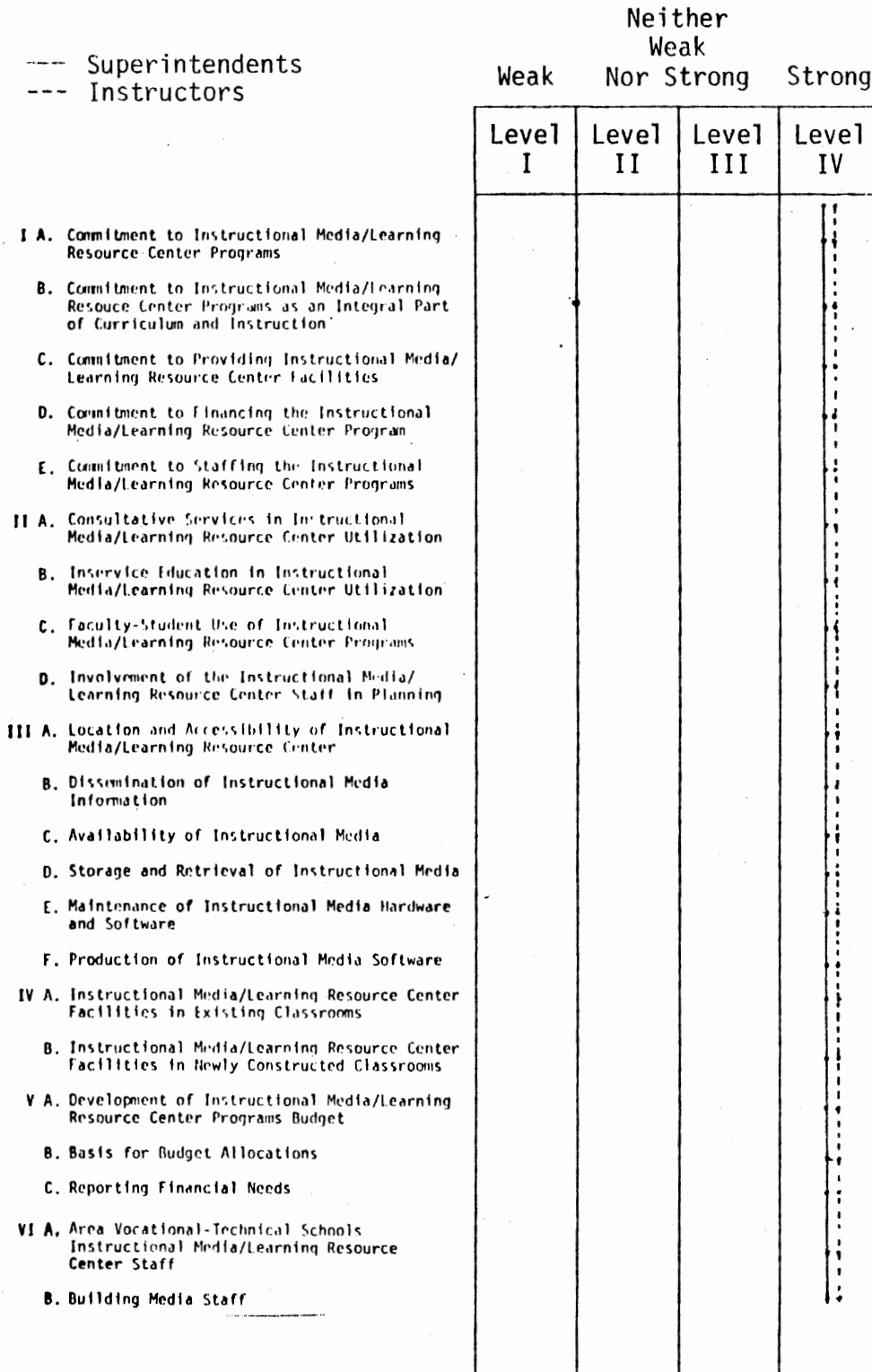


Figure 6. Comparison of the Preference Checklist Profile of Superintendents to the Preference Checklist Profile of Instructors in Area Vocational-Technical Schools in Oklahoma

technical schools led to the following conclusions:

1. Instructional media/learning resource center programs in area vocational-technical schools in Oklahoma were generally perceived as neither weak nor strong.
2. Superintendents and instructors were in general agreement on the evaluation of instructional media/learning resource center programs in area vocational-technical schools with these exceptions:
 - a. Commitment to providing instructional media/learning resource center programs.
 - b. Dissemination of instructional media information.
 - c. Faculty-student use of the instructional media/learning resource center programs.
 - d. Location and accessibility of instructional media/learning resource center.
3. Superintendents and instructors were in total agreement pertaining to their preference for instructional media/learning resource center programs in area vocational-technical schools.
4. Superintendents and instructors desired their instructional media/learning resource center programs in area vocational-technical schools to be strong.

Implications

The following implications seem indicated by this study:

1. The goal for a strong instructional media/learning resource center program is appropriate, since both superintendents and instructors desire a program at this level of sophistication.
2. Periodic assessment could monitor the status of instructional

media/learning resource center programs and establish priorities for the future of these programs.

3. This study can also provide guidelines for the following activities:

- a. Formulating program purposes,
- b. Establishing policies,
- c. Identifying program priorities,
- d. Generating criteria for decision-making in the areas requiring judgments, such as selection, circulation of materials and equipment, and technical processing,
- e. Planning and evaluating media programs,
- f. Developing the budget for the total media program,
- g. Initiating and participating in curriculum development and implementation,
- h. Designing in-service education,
- i. Developing materials for self-instructional use by learners for specified objectives, and
- j. Determining the effectiveness and validity of instructional materials and sequences (American Library Association and Association for Educational Communications and Technology, 1975).

4. The study can also provide a base upon which all area vocational-technical schools in Oklahoma can, if desired, establish minimum standards for instructional media/learning resource center programs and activities.

Recommendations

The following recommendations are made on the basis of this study:

1. A periodic self-evaluation of instructional media/learning resource center programs should be provided for on a planned basis at all area vocational-technical schools.

2. Frequent small group communication should be established with the following participants: superintendents, instructors, and media professionals at each area vocational-technical school to discuss the current programs and activities in educational media.

3. Media professionals at area vocational-technical schools should meet periodically to discuss common problems and interests.

4. Guidelines should be formulated or revised from existing guidelines to establish a standard instructional media/learning resource center program for area vocational-technical schools in the state of Oklahoma.

5. A review should be conducted of current applied certification requirements of instructional media/learning resource center professional staff to determine if these requirements are appropriate for area vocational-technical school needs.

6. Stronger communication between superintendents and instructors could eliminate differences in the perception of the status of instructional media/learning resource center programs.

7. A communication exchange between schools, regarding instructional media/learning resource center programs could strengthen these programs throughout the state.

Recommendations for Future Research

The following recommendations for future research would provide a greater data base upon which to develop more efficient utilization and administration of instructional media/learning resource center programs.

1. A comparison of qualitative instructional media/learning resource center programs and preference for these programs should be made in schools of different student enrollments.
2. An investigation of instructional media/learning resource center programs preference should be made to determine what degree of preference schools without media programs would have in comparison to schools with media programs.
3. The level of sophistication of instructional media/learning resource center programs should be compared with media utilization.
4. A quantitative investigation should be made to determine the types, statues, and utilization of media hardware and software in area vocational-technical schools instructional media/learning resource center programs.

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APPENDIXES

APPENDIX A

AREA VOCATIONAL-TECHNICAL SCHOOLS
IN THE STATE OF OKLAHOMA

AREA VOCATIONAL-TECHNICAL SCHOOLS
IN THE STATE OF OKLAHOMA

AFTON**NORTHEAST OKLAHOMA AVTS**

Mr. Bob Reed, Superintendent
Northeast Oklahoma Area Vocational-
Technical School District No. 11
Drawer "P"
Afton, Oklahoma 74331
PHONE: 918-257-4251

ALVA**OKLAHOMA NORTHWEST AVTS**

Mr. Austin Barragree, Superintendent
Oklahoma Northwest Area Vocational-
Technical School District No. 10
Box 784
Alva, Oklahoma 73717
PHONE: 405-327-0344

ARDMORE**SOUTHERN OKLAHOMA AVTS**

Mr. Jack Stone, Superintendent
Southern Oklahoma Area Vocational-
Technical School District No. 20
Route 1
Ardmore, Oklahoma 73401
PHONE: 405-223-2070

BARTLESVILLE**TRI-COUNTY AVTS**

Mr. Kenneth Phelps, Superintendent
Tri-County Area Vocational-Technical
School District No. 1
Box 3325
Bartlesville, Oklahoma 74003
PHONE: 918-333-2422

BURNS FLAT**WESTERN OKLAHOMA AVTS**

Mr. Jerry Kirk, Superintendent
Western Oklahoma Area Vocational-
Technical School District No. 12
P. O. Box 149
Burns Flat, Oklahoma 73624
PHONE: 405-562-4812

CHICKASHA

CANADIAN VALLEY AVTS

Mr. Ernest Andrews, Assistant Superintendent
Canadian Valley Area Vocational-Technical
School District No. 6
1401 Michigan Avenue
Chickasha, Oklahoma 73018
PHONE: 405-224-7220

DRUMRIGHT

CENTRAL OKLAHOMA AVTS

Mr. John Hopper, Superintendent
Central Oklahoma Area Vocational-
Technical School District No. 3
3 CT Circle
Drumright, Oklahoma 74030
PHONE: 918-352-2551

DUNCAN

RED RIVER AVTS

Mr. Delbert Morrison, Superintendent
Red River Area Vocational-Technical
School
3300 West Bois d' Arc
Box 1088
Duncan, Oklahoma 73533
PHONE: 405-255-2903

EL RENO

CANADIAN VALLEY AVTS

Mr. Roy Peters, Superintendent
Canadian Valley Area Vocational-
Technical School District No. 6
Box 579
El Reno, Oklahoma 73036
PHONE: 405-262-2629

ENID

O. T. AUTRY AVTS

Mr. J. W. Ridge, Superintendent
O. T. Autry Area Vocational-Technical
School District No. 15
1201 West Willow
Enid, Oklahoma 73701
PHONE: 405-233-4295 or 405-234-0193

FAIRVIEW

OKLAHOMA NORTHWEST AVTS

Mr. Merlin Freed, Assistant Superintendent
Oklahoma Northwest Area Vocational-
Technical School District No. 10
Box 250
Fairview, Oklahoma 73737
PHONE: 405-227-3708

FORT COBB
CADDO-KIOWA AVTS

Dr. Orbra Hulsey, Superintendent
Caddo-Kiowa Area Vocational-Technical
School District No. 2
P. O. Box 190
Fort Cobb, Oklahoma 73038
PHONE: 405-643-2387

HUGO
KIAMICHI AVTS

Mr. Charles Wibben, Director
Kiamichi Area Vocational-Technical School
District No. 7
Box 699
Hugo, Oklahoma 74743
PHONE: 405-326-6491

IDABEL
KIAMICHI AVTS

Mr. Troy Nichols, Director
Kiamichi Area Vocational-Technical
School District No. 7
P. O. Box 572
Idabel, Oklahoma 74745
PHONE: 405-286-7555

LAWTON
GREAT PLAINS AVTS

Mr. Bruce Gray, Superintendent
Great Plains Area Vocational-Technical
School District No. 9
4500 West Lee Boulevard
Lawton, Oklahoma 73501
PHONE: 405-355-6371

McALESTER
KIAMICHI AVTS

Mr. Charles Boyd, Director
Kiamichi Area Vocational-Technical School
District No. 7
Box 308
McAlester, Oklahoma 73501
PHONE: 918-426-0940

MIDWEST CITY
MID-DEL AVTS

Mr. Jack Kale, Director
Mid-Del Area Vo-Tech Center
1621 Maple Drive
Midwest City, Oklahoma 73110
PHONE: 405-732-6804

MUSKOGEE
INDIAN CAPITAL AVTS

Mr. Chester Hendrix, Superintendent
Indian Capital Area Vocational-Technical
School District No. 4
Route 6, Box 206
Muskogee, Oklahoma 74401
PHONE: 918-687-6383

NORMAN
MOORE-NORMAN AVTS

Mr. Clovis Weatherford, Superintendent
Moore-Norman Area Vocational-Technical
School District No. 17
4701 N. W. 12th
Norman, Oklahoma 73069
PHONE: 405-364-5763

OKLAHOMA CITY
FOSTER ESTES AVTS

Dr. Wayne Earnest, Director
Foster Estes Area Vocational-Technical
Center
4901 South Bryant
Route 8, Box 195A
Oklahoma City, Oklahoma 73109
PHONE: 405-672-2371

BELLE ISLE SCHOOL

Belle Isle School
5904 North Villa
Oklahoma City, Oklahoma 73112

PONCA CITY
PIONEER AVTS

Dr. James Carpenter, Superintendent
Pioneer Area Vocational-Technical School
District No. 13
2101 North Ash
P. O. Box 1418
Ponca City, Oklahoma 74601
PHONE: 405-762-8336 or 405-762-8337

POTEAU
KIAMICHI AVTS

Mr. Dick Wilkerson, Director
Kiamichi Area Vocational-Technical Schools
District No. 7
Box 825
Poteau, Oklahoma 74953
PHONE: 918-647-4525

PRYOR

NORTHEAST OKLAHOMA AVTS

Mr. Harold Anglin, Director
Northeast Oklahoma Area Vocational-
Technical School District No. 11
Box 825
Pryor, Oklahoma 74361
PHONE: 918-825-5555

SALLISAW

INDIAN CAPITAL AVTS

Mr. Neil Pack, Principal
Indian Capital Area Vocational-Technical
School District No. 4
Box 23A
Sallisaw, Oklahoma 74955
PHONE: 918-775-9119

SAPULPA

CENTRAL OKLAHOMA AVTS

Mr. David Main, Coordinator
Central Oklahoma Area Vocational-
Technical School District No. 3
1720 South Main
Sapulpa, Oklahoma 74066
PHONE: 918-224-9302

SHAWNEE

GORDON COOPER AVTS

Dr. John Bruton, Superintendent
Gordon Cooper Area Vocational-Technical
School District No. 5
P. O. Box 848
Shawnee, Oklahoma 74801
PHONE: 405-273-7493

STILLWATER

INDIAN MERIDIAN AVTS

Dr. Fred Shultz, Superintendent
Indian Meridian Area Vocational-Technical
School District No. 16
1312 South Sangre
Stillwater, Oklahoma 74074
PHONE: 405-377-3333

STILWELL

INDIAN CAPITAL AVTS

Mr. Jerry Panter, Principal
Indian Capital Area Vocational-Technical
School District No. 4
Route 4, Box 366
Stilwell, Oklahoma 74960
PHONE: 918-774-3111

TULSA

TULSA COUNTY AVTS
MEMORIAL DRIVE SITE

Dr. Joe Lemley, Superintendent
Mr. Al Gibbs, Principal
Tulsa County Area Vocational-Technical
School
3420 South Memorial Dr.
Tulsa, Oklahoma 74145
PHONE: 918-627-7200

PEORIA AVENUE SITE

Dr. T. J. Allen, Principal
Tulsa County Area Vocational-Technical
School
3802 North Peoria
Tulsa, Oklahoma 74106
PHONE: 918-428-2261

WAYNE

MID-AMERICA AVTS

Mr. Kenneth Carleton, Superintendent
Mid-America Area Vocational-Technical
School District No. 8
Box H
Wayne, Oklahoma 73095
PHONE: 405-449-3391

WILBURTON

KIAMICHI AVTS

Administrative Office
Mr. Bill Powers, Superintendent
Kiamichi Area Vocational-Technical School
District No. 7
P. O. Box 490
Wilburton, Oklahoma 74578
PHONE: 918-465-2323

SKILLS CENTERS

HODGENS

OUACHITA INMATE TRAINING
CENTER

Mr. Eldred Chronister, Director, Ouachita
Inmate Training Center, Star Route, Box 68,
Hodgens, Oklahoma 74939
PHONE: 918-653-4826

LEXINGTON

LEXINGTON INMATE TRAINING
CENTER

Mr. Floyd Jacobs, Director, Lexington
Inmate Training Center, P. O. Box 578,
Lexington, Oklahoma 73051
PHONE: 405-527-2191

OKLAHOMA CITY

OKLAHOMA CITY SKILLS
CENTER

Mr. John Provence, Director, Oklahoma City
Skills Center, 201 N. E. 48th, Oklahoma City,
Oklahoma 73105
PHONE: 405-524-2319

THALEQUAH

W. P. "BILL" WILLIS SKILLS

Mr. Gus Keeter, Director, W. P. "Bill"
Willis Skills Center, 1400 Hensley Drive,
Thalequah, Oklahoma 74464
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APPENDIX B

CRITERIA: INSTRUCTIONAL MEDIA/LEARNING
RESOURCE CENTER PROGRAMS IN AREA
VOCATIONAL-TECHNICAL SCHOOLS

CRITERIA: INSTRUCTIONAL MEDIA/LEARNING
RESOURCE CENTER PROGRAMS IN
AREA VOCATIONAL-TECHNICAL SCHOOLS

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THIRD REVISION: January, 1980 ©

CRITERIA: INSTRUCTIONAL MEDIA/LEARNING
RESOURCE CENTER PROGRAMS IN
AREA VOCATIONAL-TECHNICAL SCHOOLS

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monographs. Second, others were derived from papers written by outstanding educational media specialists representing various parts of the country. Each was given a special assignment to write a description of what was considered to be a model educational media program.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. AREA VOCATIONAL-TECHNICAL SCHOOL EDUCATIONAL MEDIA SERVICES

A. Commitment to the Instructional Media/Learning Resource Center Programs

- A school should have a program of media services administered through a school educational media center, and building centers if such are needed, which provide teachers with an adequate supply of appropriate instructional materials.
- The instructional media/learning resource center should be an independent service unit that operates at the same level as other major school services.
- A school's instructional media/learning resource center program should provide media and services compatible with modern-day instructional technology.
- A school's instructional media/learning resource center program should be directed toward the improvement of instruction in a modern educational program.
- The instructional media/learning resource center program should occupy an important position in a school's organizational plan.
- A school's educational media functions and services should be co-ordinated under a single supervisory unit, referred to in this document as an "Instructional Media/Learning Resource Center."
- A school should have clearly defined policies, procedures, and plans for its instructional media/learning resource center program, including immediate short-range, and long-range goals.

- A school's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.
- School lines of communications and responsibilities should be clearly established to define the relationship of the director of the instructional media/learning resource center program to other staff members and to establish channels through which the director should communicate in order to realize the objectives of the media program.
- School administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.
- Liaison should be maintained with state and national public institutions or agencies to make it possible for a school to participate in cooperative projects that enrich or stimulate the local media program.

B. Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

- The philosophy of an instructional media/learning resource center program should be congruent with the philosophy and objectives of the school in which it exists.
- A school should engage in a continuous evaluation of its instructional media/learning resource center program as it relates to the instructional program.
- A school should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.
- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout a school.
- Teachers should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.
- The instructional media/learning resource center program in a comprehensive school should provide media and services for a wide variety of curricula in the various specialized departments, technical courses, and special education curriculums of the school.
- Long-range school goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.

C. Commitment to Providing Instructional Media/Learning Resource Center Facilities

- New buildings constructed by a school should provide for the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.
- There should be a long-range system-wide plan which provides for the adaptation of old classrooms for effective use of educational media.
- An instructional media/learning resource center should be provided with adequate physical facilities for optimum service to a school.
- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the school for activities of a similar nature.

D. Commitment to Financing The Instructional Media/Learning Resource Center Programs

- A school's instructional media/learning resource center program should be adequately financed through an independent budget.
- The budget of an instructional media/learning resource center program should reflect the educational media requirements of the entire school.
- The manner in which an educational media budget is administered should be determined by clear cut school policies concerning allocations, income, and expenditures.
- The budget of an instructional media/learning resource center program should be based on both the school's long-range goals and its immediate educational needs.
- The budget of a school's instructional media/learning resource center program should be sufficient to support an adequate media program for optimum instructional improvement.

E. Commitment to Staffing The Instructional Media/Learning Resource Center Programs

- There should be a sufficient number of professional media staff members to administer the instructional media/learning resource center program and to provide consultative services to a school's entire faculty.
- A school should have a sufficient number of non-professional media staff members to relieve teachers and professional media staff of all routine clerical and technical tasks.

- The director of a school's instructional media/learning resource center program should be directly responsible to the administrative officer in charge of instruction.
- A school's instructional media/learning resource center program should be directed by a person with an extensive professional education background who has special preparation as an educational media specialist.

II. MEDIA SERVICES - CURRICULUM AND INSTRUCTION

- The services and materials provided through an instructional media/learning resource center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.
- Teachers should be kept informed on new developments in materials, equipment, and the technology of instruction.
- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.
- The professional media staff should cooperate with teachers, supervisors, and other curriculum workers in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- The director of an instructional media/learning resource center program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all instructional programs that make use of media.
- An instructional media/learning resource center program should include a consultation function with professional media staff members competent to render advice to teachers, administrators, supervisors, and other curriculum workers in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.

- If the inservice education activities for teachers, librarians and media personnel includes educational media workshops, institutes and conferences, the assistance of local, regional, and state educational media specialists should be utilized in planning and conducting these activities.
- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.
- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

III. THE MEDIA SERVICE CENTER

- An instructional media/learning resource center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the school with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to teachers and students.
- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.
- An instructional media/learning resource center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or video tapes.
- An instructional media/learning resource center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.
- Services provided by the school's instructional media/learning resource center for building instructional units should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.
- In order to achieve a high level of utilization, all educational media should be made highly accessible to all users by delivery from the school instructional media/learning resource center to the point of use and by the establishment of building centers.

- All frequently used educational media should be automatically placed in building media centers.
- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in buildings, departments, and in some cases in classrooms where they are used.
- Educational media available only from the school media center should be delivered to the school buildings where used at regularly scheduled intervals.
- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.
- An instructional media/learning resource center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, display and exhibits, set and costume design, lettering, animation, models, and motion pictures.
- A production unit should have a minimum staff consisting of a director, secretary, photographer, and illustrator.
- There should be a central photographic production service available to all building instructional units which produces all kinds of still photographic materials.
- Unique materials needed for specific teaching and learning situations should be produced in the school instructional media/learning resource center. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and microphotography, and special visual materials for use by administrative officials.
- Graphic materials production facilities and services should be available in buildings where needed for the production of graphs, charts, animations, art work, transparency originals, silk-screen plates, teaching models, and scientific exhibits.
- If a school has a need for complete recording and professional type high-speed duplication, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.
- If a school has a need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color films.

- There should be centralized services for maintaining all educational media owned by the school.
- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.
- There should be a definite plan for replacement of worn out or obsolete equipment.
- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.
- All educational media should be examined and/or previewed before being purchased by the school.
- The quantity and type of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the school's faculty.
- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.
- There should be definite plans for involving teachers in continuous evaluations of the effectiveness of presently owned media.
- A school instructional media/learning resource center should maintain an up-to-date collection of catalogs, indexes, and other references for use in the selection and procurement of materials and equipment.
- Each building instructional media/learning resource center should maintain an up-to-date file of community resources available to prospective users, and the school media center should maintain a master file of all community resources available to all teachers in the school system.

IV. PHYSICAL FACILITIES

- Housing facilities for the school's instructional media/learning resource center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all instructional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media, and for office space needed for media center personnel.
- Housing facilities for building instructional media/learning resource centers should be adequate in size and arrangement to make it possible for services needed from the building centers to be effectively provided. The facilities should provide for the storage of all media on long-term loan to the buildings, and for specialized activities such as handling, circulation, and production of media.

- Professional educational media personnel should be provided office space with sufficient privacy for consultations and conferences.
- The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photographic studio, (4) darkroom, and (5) a graphics studio.
- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion picture photography, television, and radio.
- A school should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk-screen production area, mechanical printing devices, and office space as required.
- A school that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.
- A school that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.
- A school that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.
- An instructional media/learning resource center should have preview rooms where educational media can be examined and evaluated.
- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.
- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in all school buildings should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.
- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Every classroom should have capabilities to receive audio, video and such other electronic message forms as may be available.
- Classrooms should be equipped with permanently installed bulletin boards, chalk boards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

V. BUDGET AND FINANCE

- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.
- An educational media program should be financed entirely from regularly appropriated school funds.
- A school should have clear-cut policies concerning allocation, income, and charges against the educational media budget.
- The budget of an educational media program should be based on both the school's long-range goals and immediate educational media needs.
- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.
- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.
- The budget of an educational media program should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.
- There should be a definite plan for gaining student, faculty, administrative, board, and public support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.
- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the school's educational program should be covered by a centralized budget.
- Teachers should be able to use educational media from the media center with no more restrictions than those imposed on the use of similar school services.
- The selection of all materials and equipment for purchase by the instructional media/learning resource center should be based on pre-determined specifications formulated by the media staff.
- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.

VI PROFESSIONAL STAFF

- Educational media personnel should work within the framework of job descriptions and policies relating to school media activities and these should be clear to the media administrator and the entire media staff.
- The school's instructional media/learning resource center and building media centers should be staffed with professional, clerical, and technical personnel appropriately trained for the level of performance they are expected to render.
- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.
- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. The director should possess a doctor's degree or its equivalent, and should have had special training in such areas as the theory of education communication, curriculum and instructional methods, production of such materials as graphics and photography, programmed learning, research methods, administration, and supervision.
- The functions of the director of the educational media program should include: reporting the needs of the media program to the school administration, determining budget and financial needs, and providing consultative services to teachers, administrators, supervisors, and other staff members.
- The functions of the director of the educational media program should include the administration of the instructional media/learning resource center. In large schools the coordination of the various functions of the instructional media/learning resource center should be delegated to an assistant director who approaches the broad educational requirements listed above for educational media directors.
- Specialists in the various media areas should be delegated supervisory responsibilities for the specialized functions of the instructional media/learning resource center. Such supervisors should report to the director or the assistant director, and should include specialists in television production, radio production, programmed learning, media evaluation, selection and procurement, film librarians, and consultants skilled in assisting teachers in the instructional application of educational media.
- Professional educational media staff members should have advanced degrees with specialization in the media area in which they work.

- Professional educational media staff members should be active in professional organizations, particularly those representing the area of their specialization.
- The educational media program in each building should be supervised by an educational media specialist specifically prepared for this activity.
- Buildings which have more than one professional media specialist should develop a staff who are diverse in expertise and training within the educational media field.
- The supervisor of the building instructional media/learning resource center should be well grounded in general education, and should have had successful experience as a classroom teacher. The coordinator should possess a masters degree, or its equivalent, and should have had training in such areas as theory of educational communications, curriculum and instructional methods, production of such media as graphics, photographic materials, and recorded materials, programmed learning, administration, and supervision.
- Education Media Specialists assigned to buildings where educational television is used extensively should have an understanding of educational television production, and should be well grounded in techniques of television utilization in classroom instruction.
- The functions of building educational media specialists should include: reporting the media needs of the building to the school media director; assisting teachers in the selection and procurement of materials; supervising all functions of the building media center; and providing consultative services to teachers, principals, supervisor, and other staff members assigned to the building.
- The educational media staff should include adequate numbers of clerical personnel, maintenance technicians, television technicians, distribution clerks, and production technicians.
- An educational media specialist should be able to delineate subject matter into teachable concepts, lead the faculty in cooperatively planning the curriculum and organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. The specialist should possess administrative ability to a high order, know and be skilled in the use of evaluation techniques, and be able to operate as a research specialist.
- An educational media specialist should have skill in the care and operation of all media devices in order to ably train and supervise operators and maintenance personnel.

- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.
- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production.
- An educational media specialist should demonstrate a desire to improve professional competence by attending local, state, and national educational media conferences, conventions, and workshops.

APPENDIX C

EVALUATIVE CHECKLIST: AN INSTRUMENT FOR
SELF-EVALUATING AN INSTRUCTIONAL
MEDIA/LEARNING RESOURCE CENTER
PROGRAM IN AREA VOCATIONAL-
TECHNICAL SCHOOLS

EVALUATIVE CHECKLIST
AN INSTRUMENT FOR SELF-EVALUATING
AN
INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAM
IN
AREA VOCATIONAL-TECHNICAL SCHOOLS

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THIRD REVISION: January, 1980 ©

INTRODUCTION

This Evaluative Checklist is especially designed for evaluation of Instructional Media/Learning Resource Center Programs by concerned program administrators. The checklist is designed so that it can be self-administered without extensive inventory of all resource items within the program. However, before completion of this checklist, the evaluator should be familiar with all aspects of the program such as the extent of materials and equipment, the number and qualifications of staff members and the manner and extent of media program funding. A thorough knowledge of the "Criteria Relating to Educational Media Programs in the School", found at the end of the Checklist, should precede the completion of this instrument.

The Evaluative Checklist which follows has been periodically revised from an instrument developed by W.R. Fulton.¹ The checklist was validated and field tested through an extensive research project. Research has shown that when properly applied to a school system, it will discriminate among the varying levels of quality in educational media programs.

This Evaluative Checklist is based on research that indicates that there are fundamental elements of an Instructional Media/Learning Resource Center program which, if present in sufficient quality and quantity, will facilitate the improvement of instruction. The elements contained in this Checklist are assumed to be common to most educational media programs. These include: (1) administrators and teachers are committed to the proper use of educational media for instructional purposes; (2) educational media are an integral part of curriculum and instruction; (3) an Instructional Media/Learning Resource Center is accessible to the faculty, staff, and students; (4) the physical facilities are conducive to proper use of educational media; (5) the media program is adequately financed and properly budgeted; and (6) the staff is adequate and qualified to provide for the educational media needs of the faculty, staff, and students.

An effective Instructional Media/Learning Resource Center program must be evaluated on a regular basis. The use of this Checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all materials and equipment used for communication in instruction. This would include areas such as: motion picture film, television, printed materials, computer-based instruction, graphic and photographic materials, sound recordings, and three-dimensional objects.

¹The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W.R. Fulton, Professor of Education, University of Oklahoma.

"Instructional media/learning resource center programs" as used in this instrument are those educational media services provided to the teachers and students of Area Vocational-Technical Schools. These services include the availability and use of audiovisual hardware and software, production services, inservice training, design services, administrative services, information, consultation, the use of resource facilities, and the availability of a professional staff to augment and manage these services.

EVALUATIVE CHECKLIST

This checklist uses a situation identification format which provides a means for you to compare your program to descriptive program situation statements. Four descriptions are stated for each checklist item. Provisions are made for you to identify your program as being identical to the statement, slightly stronger than the statement or slightly weaker than the statement. Research and experience with the instrument indicates that this procedure makes it possible for you to evaluate your program and arrive fairly quickly at an accurate indication of program effectiveness.

Directions:

Mark one of the spaces at the left of the one statement which most nearly represents the situation in your school system. If a statement accurately describes your school, mark one of the middle spaces of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation at your school is below what is described, mark one of the lower numbered spaces of 1, 4, 7, or 10, if above, mark one of the higher numbered spaces of 3, 6, 9, or 12. In any case mark only one of the twelve spaces.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

EXAMPLE:

- | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|--|
| <u>Mark only one of
the twelve boxes</u> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | There is no director of the media program. |
| | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | There is a part-time director of the media program. |
| | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | There is a full-time director in charge of the media program. |
| | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | There is a full-time director and a sufficient number of clerical and technical personnel. |

I. AREA VOCATIONAL-TECHNICAL SCHOOL EDUCATIONAL MEDIA SERVICES

CRITERION SUMMARY

An Area Vocational-Technical School should have a program of educational media services administered through a school Instructional Media/Learning Resource Center with an adequate supply of appropriate instructional materials. The center should be a service unit that operates at the same level as other major school services with clearly defined policies, procedures, and plans, including short-range, and long-range goals.

A. Commitment to Instructional Media/Learning Resource Center Programs

Mark only one of the twelve boxes

- | | |
|---|---|
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | The school's instructional media/learning resource center program does not offer the services of a media center and no clerical or technical staff members are available to administer the instructional media/learning resource center program. |
| <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 | The school's instructional media/learning resource center program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities. |
| <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 | The school's instructional media/learning resource center program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify as an educational media specialist. The director reports to the administrative officer in charge of instruction. |
| <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | The school has an instructional media/learning resource center program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. The director is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program. |

B. Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

- 1 2 3 The school provides some educational media for faculty, staff, and students, but no trained personnel are available to assist in the utilization of the educational media that are provided.
- 4 5 6 The school provides some educational media and services for faculty, staff, and students who request them, but no attempt is made to encourage the use of the services.
- 7 8 9 A variety of educational media and services are generally available and some attempts are made to acquaint faculty, staff, and students with the services, and to encourage utilization of the media.
- 10 11 12 The school provides the quantity and variety of educational media and services needed by faculty, staff, and students and encourages them to use media as integral parts of instruction.

C. Commitment to Providing Instructional Media/Learning Resource Center Facilities

- 1 2 3 Teaching and learning spaces in use at this time have no special provisions for the use of educational media.
- 4 5 6 Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.
- 7 8 9 The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.
- 10 11 12 All new buildings are equipped for the greater possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing The Instructional Media/Learning Resource Center Programs

- 1 2 3 The instructional media learning/resource center program does not have its own specific budget.

Mark only one of the twelve boxes

Mark only one of the twelve boxes

4 5 6 Finances for the instructional media/learning resource center program are inadequate to provide the services that faculty, staff, and students need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

7 8 9 Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

10 11 12 The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing The Instructional Media/Learning Resource Center Programs

1 2 3 Educational media personnel are not available to provide services to faculty, staff, and students.

4 5 6 The responsibility for educational media services is assigned to a person(s) whose primary commitment(s) is in other school jobs.

7 8 9 The responsibility for educational media services is delegated to a person who has had some training in educational media who is provided with limited clerical and technical assistance.

10 11 12 Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

Mark only one of the twelve boxes

10 11 12 Professional educational media staff are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty - Student Use of Instructional Media/Learning Resource Center Programs

1 2 3 Faculty, staff, and students seldom use instructional media/learning resource center programs.

4 5 6 Only a few faculty, staff, and students utilize instructional media/learning resource center programs in class presentations.

7 8 9 Several faculty, staff, and students utilize appropriate instructional media/learning resource center programs in class presentations.

10 11 12 Most faculty, staff, and students use appropriate instructional media/learning resource center programs in their presentations, learning activities, and independent study.

D. Involvement of The Instructional Media/Learning Resource Center Staff in Planning

1 2 3 There are no professional instructional media/learning resource center staff involved in planning for the use of educational media.

4 5 6 The professional instructional media/learning resource center staff is seldom involved with faculty, staff, and students in planning for the use of educational media.

7 8 9 The professional instructional media/learning resource center staff is occasionally involved with faculty, staff, and students in planning and producing materials for use in the instructional program.

10 11 12 The professional instructional media/learning resource center staff is usually involved with faculty, staff, and students in planning for the use of and in experimenting with educational media in the instructional program. Faculty and staff are also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

II. MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERION SUMMARY

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

A. Consultative Services in Instructional Media/Learning Resource Center Utilization

- 1 2 3 There are no educational media personnel available to provide for consultative services.
- 4 5 6 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.
- 7 8 9 Educational media personnel are usually available and utilized for consultative assistance in the use of educational media.
- 10 11 12 Educational media professional personnel work, as a part of their regular assignments, with faculty, staff, and students in analyzing instructional needs in the design, selection, and use of educational media.

B. Inservice Education in Instructional Media/Learning Resource Center Utilization

- 1 2 3 No inservice education activities relating to the utilization of educational media are provided.
- 4 5 6 Inservice education is left entirely to building instructional units and is limited to their own capabilities.
- 7 8 9 Professional educational media staff are available on request to assist faculty and staff in inservice education activities relative to the use of educational media.

Mark only one of the twelve boxes

III. THE MEDIA SERVICE CENTER

CRITERION SUMMARY

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

A. Location and Accessibility of Instructional Media/
Learning Resource Centers

Mark only one of the twelve boxes

- 1 2 3 The school does not have an instructional media/learning resource center and does not have access to such services.
- 4 5 6 The location of the school instructional media/learning resource center is such that media are not accessible to most faculty, staff, and students. The instructional media/learning resource center is not supplemented by building centers.
- 7 8 9 The location of the school instructional media/learning resource center is such that media are not readily accessible to faculty, staff, and students. The instructional media/learning resource center is supplemented by a few building centers that provide some media and services in addition to those provided by the school instructional media/learning resource center.
- 10 11 12 The location of the school instructional media/learning resource center and the presence of necessary building centers makes media highly accessible to all faculty, staff, and students.

B. Dissemination of Instructional Media Information

- 1 2 3 Information concerning educational media is only obtained by special request.

- 4 5 6 Information concerning educational media is seldom disseminated to prospective users, and there are no definite plans or channels for such dissemination.
- 7 8 9 Information concerning educational media is disseminated to prospective users on an occasional basis or when requested.
- 10 11 12 Information concerning all educational media and programs is frequently disseminated to prospective users on a regularly scheduled basis.

C. Availability of Instructional Media

Mark only one of the twelve boxes

- 1 2 3 Educational media are practically nonexistent and responsibility for obtaining media rests entirely with the user.
- 4 5 6 The quantity of educational media is so limited that significant delays occur between requests for media and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.
- 7 8 9 The quantity of educational media and the distribution system make it possible for media to be delivered to users on relatively short notice.
- 10 11 12 There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to users when needed.

D. Storage and Retrieval of Instructional Media

- 1 2 3 There are practically no media storage facilities available.
- 4 5 6 Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.
- 7 8 9 The school instructional media/learning resource center and all building centers have adequate storage for currently owned media. The retrieval system is adequate most of the time.
- 10 11 12 Adequate storage space, including space for future expansion, is provided in the school instructional media/learning resource center and in all building centers. The school instructional media/learning resource center has a master retrieval system for immediate location of all media.

E. Maintenance of Instructional Media Hardware and Software

- 1 2 3 There is no provision for cleaning and repairing educational media.
- 4 5 6 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.
- 7 8 9 Educational media are cleaned and repaired whenever the staff has time.
- 10 11 12 All educational media are inspected after each use and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Instructional Media Software

- 1 2 3 Practically no facilities for production are available.
- 4 5 6 Limited production facilities are available for faculty, staff, and students to produce their own materials.
- 7 8 9 Production facilities are available for faculty, staff, and students to produce their own educational materials, and some assistance is available from media personnel.
- 10 11 12 Production facilities are available for faculty, staff, and students to produce their own materials and media center personnel produce a wide variety of materials upon request.

Mark only one of the twelve boxes

IV. PHYSICAL FACILITIES

CRITERION SUMMARY

Each classroom should be designed for and equipped with essential facilities including proper sound control, light control, electrical outlets, forced ventilation, and educational media storage space which will provide for effective use of appropriate educational media of all kinds.

Mark only one of the twelve boxes

A. Instructional Media/Learning Resource Center Facilities in Existing Classrooms

- 1 2 3 Classrooms do not accommodate effective use of educational media.
- 4 5 6 A few classrooms have been modified for use of educational media but no plans have been made to adapt all classrooms for the use of educational media.
- 7 8 9 Most classrooms have been at least partially equipped for the use of educational media, and there are plans for equipping all classrooms.
- 10 11 12 All classrooms have been equipped for optimum use of all types of educational media.

B. Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms

- 1 2 3 The use of educational media is not considered when new classrooms are planned and constructed.
- 4 5 6 Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.
- 7 8 9 Most new classrooms are provided with physical facilities that make possible optimum use of educational media.
- 10 11 12 All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media.

V. BUDGET AND FINANCE

CRITERION SUMMARY

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

A. Development of Instructional Media/Learning Resource Center Programs Budget

- 1 2 3 There is no provision for the development of a separate instructional media/learning resource center budget.
- 4 5 6 Funds used for educational media operations are taken from other parts of the school budget.
- 7 8 9 The budget of the instructional media/learning resource center program reflects most of the media needs of the school.
- 10 11 12 The budget of the instructional media/learning resource center program reflects the media needs of the entire school and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

B. Basis for Budget Allocations

- 1 2 3 The budget does not usually contain an allotment for educational media.
- 4 5 6 The educational media budget is based on an arbitrary allotment of funds irrespective of need.
- 7 8 9 The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.
- 10 11 12 The educational media budget is based on both the immediate needs and the long-range goals of the school and reflects clear-cut policies concerning allocations, income sources, and budget practices.

C. Reporting Financial Needs

- 1 2 3 The financial needs of the instructional media/learning resource center program are almost never reflected in the budget and are never reported to the administrative officer.
- 4 5 6 The financial needs of the instructional media/learning resource center program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.
- 7 8 9 The financial needs of the instructional media/learning resource center program are regularly reported to the administrative officer in charge of instruction.

Mark only one of the twelve boxes

- Regular reports reflecting the status and needs of the instructional media/learning resource center program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

VI. PROFESSIONAL STAFF

CRITERION SUMMARY

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

A. Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff

Mark only one of the twelve boxes

- No person has been assigned to direct the instructional media/learning resource center program.
- A staff person has been assigned to direct the instructional media/learning resource center program but functions more as a clerk and a technician than as a professional.
- A professional media person with some special media training directs the instructional media/learning resource center program and has some professional, clerical and technical assistants who are primarily oriented toward the mechanical and technical aspects of the program.
- The instructional media/learning resource center program is directed by a qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff (Answer only if your school has more than one school site)

- No building has a designated staff member assigned to coordinate media activities.

Mark only one of the twelve boxes.

- 4 5 6 Some buildings have a staff member assigned to help obtain materials and care for equipment, but they are given no release time from other job responsibilities to coordinate media activities.
- 7 8 9 Most buildings have a professional staff member assigned to coordinate media activities, with some released time from other school tasks, but not enough clerical and technical assistance to provide needed media services.
- 10 11 12 A full-time professional educational media specialist serves each building. Sufficient professional clerical and technical assistance are provided to supply all media services needed in the building. The building specialist reports to the school educational media director and works closely with the media staff, supervisors, and other curriculum workers.

APPENDIX D

PREFERENCE CHECKLIST: AN INSTRUMENT FOR
DETERMINING PREFERENCE FOR AN
INSTRUCTIONAL MEDIA/LEARNING
RESOURCE CENTER PROGRAM IN
AN AREA VOCATIONAL-TECH-
NICAL SCHOOL

PREFERENCE CHECKLIST
AN INSTRUMENT FOR DETERMINING PREFERENCE
FOR AN
INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAM
IN AN
AREA VOCATIONAL-TECHNICAL SCHOOL

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January, 1980 ©

PREFERENCE CHECKLIST

The preference checklist is designed similar to the evaluative checklist. The function of this checklist is to obtain from the individual evaluator his preference for the instructional media/learning resource center program in his Area Vocational-Technical School. Four descriptions are stated for each preference item. Provisions are made for you to identify the program you desire as being identical to the statement, slightly stronger than the statement, or slightly weaker than the statement.

DIRECTIONS:

Mark one of the spaces at the left of the one statement which most nearly represents the situation you desire in your school system. If a statement accurately describes your desire, mark one of the middle spaces of 2, 5, 8, or 11 to the left of that statement. If you feel that the statement is too strong and should be below what is described, mark one of the lower numbered spaces of 1, 4, 7, or 10, if too weak, mark one of the higher numbered spaces of 3, 6, 9, or 12. IN ANY CASE MARK ONLY ONE OF THE TWELVE SPACES.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

EXAMPLE:

- | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|---|
| Mark only one of
the twelve boxes | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | A director of the media program is not needed. |
| | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | There should be a part-time director of the media program. |
| | <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | There should be a full-time director in charge of the media program. |
| | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | There should be a full-time director and sufficient number of clerical and technical personnel. |

I. AREA VOCATIONAL-TECHNICAL SCHOOL EDUCATIONAL MEDIA SERVICES

A. Commitment to Instructional Media/Learning Resource Center Programs

- 1 2 3 The school's instructional media/learning resource center program should not offer the services of a media center and no clerical or technical staff members should be available to administer the educational media program.
- 4 5 6 The school's instructional media/learning resource center program should consist of services from a media center managed by clerical and technical staff members. The services need not be well coordinated and no one person need be given administrative responsibility for system-wide media activities.
- 7 8 9 The school's instructional media/learning resource center program should consist of a media center with clerical and technical staff. The program should be directed by a staff person who has some educational media training but not enough to qualify as an educational media specialist. The director should report to the administrative officer in charge of instruction.
- 10 11 12 The school should have an instructional media/learning resource center program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. The director should be provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

Mark only one of the twelve boxes

B. Commitment to Instructional Media/Learning Resource Center Programs as an Integral Part of Curriculum and Instruction

- 1 2 3 The school should provide some educational media for faculty, staff, and students, but no trained personnel need be available to assist in the utilization of the educational media that are provided.
- 4 5 6 The school should provide some educational media and services for faculty, staff, and students who request them, but no attempt need be made to encourage the use of the services.
- 7 8 9 A variety of educational media and services should be generally available and some attempts should be made to acquaint faculty, staff, and students with the services, and to encourage utilization of the media.

Mark only one of the twelve boxes

- 10 11 12 The school should provide the quantity and variety of educational media and services needed by faculty, staff, and students and encourage them to use media as integral parts of instruction.

C. Commitment to Providing Instructional Media/Learning Resource Center Facilities

- 1 2 3 Teaching and learning spaces in use at this time need no special provisions for the use of educational media.

- 4 5 6 Although some new and remodeled facilities provide for the use of some types of educational media, the school should give little attention to media utilization at the time buildings are planned.

- 7 8 9 The school should provide most new and remodeled buildings with light control and other facilities necessary for the use of some type of educational media.

- 10 11 12 All new buildings should be equipped for the greatest possible use of educational media and should be designed to permit adaptation for new developments in media. Old buildings should be modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Instructional Media/Learning Resource Center Programs

- 1 2 3 The educational media program should not have its own specific budget.

- 4 5 6 Finances for the educational media program need not totally provide the services that faculty, staff and students need and are prepared to use. There is no need for written policies relative to allocations, income sources and charges against the budget.

- 7 8 9 Finances for the educational media program should be sufficient to maintain the status quo, but the current media services need not be sufficient to meet the instructional needs. Long-range curriculum plans need not include provisions for financing needed educational media services.

- 10 11 12 The educational media program should be financed entirely from regularly appropriated school funds. The budget should reflect to some degree long-range educational media plans and include provisions for special media for unusual curriculum problems. The budget should be prepared, presented, and defended by the

director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Instructional Media/Learning Resource Center Programs

- 1 2 3 Educational media personnel need not be available to provide services to faculty, staff, and students.
- 4 5 6 The responsibility for educational media services should be assigned to a person(s) whose primary commitment(s) is in other school jobs.
- 7 8 9 The responsibility for educational media services should be delegated to a person who has had some training in educational media who is provided with limited clerical and technical assistance.
- 10 11 12 Leadership and consultative services should be provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff should also be provided.

Mark only one of the twelve boxes

II. MEDIA SERVICES - CURRICULUM AND INSTRUCTION

A. Consultative Services in Instructional Media/Learning Resource Center Utilization

- 1 2 3 There is no need to have educational media personnel available to provide for consultative services.
- 4 5 6 Educational media personnel should render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.
- 7 8 9 Educational media personnel should be available and utilized for consultative assistance in the use of educational media.
- 10 11 12 Educational media professional personnel should work, as a part of their regular assignments, with faculty, staff, and students in analyzing instructional needs in the design, selection, and use of educational media.

B. Inservice Education in Instructional Media/Learning Resource Center Utilization

- 1 2 3 Inservice education activities relating to the utilization of educational media is needed.

Mark only one of the twelve boxes

- 4 5 6 Inservice education should be left entirely to building instructional units and should be limited to their own capabilities.
- 7 8 9 Professional educational media staff should be available on request to assist faculty and staff in inservice education activities relative to the use of educational media.
- 10 11 12 Professional educational media staff should be involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Instructional Media/Learning Resource Center Programs

- 1 2 3 Faculty, staff, and students should seldom use educational media.
- 4 5 6 Only a few faculty, staff, and students should utilize educational media in class presentations.
- 7 8 9 Several faculty, staff, and students should utilize appropriate educational media in presentations and independent study.
- 10 11 12 Most faculty, staff, and students should use appropriate educational media in their presentations and independent study.

D. Involvement of the Instructional Media/Learning Resource Center Staff in Planning

- 1 2 3 Professional instructional media/learning resource center staff should not be involved in planning for the use of educational media.
- 4 5 6 The professional instructional media/learning resource center staff should have limited involvement with faculty, staff, and students in planning for the use of educational media.
- 7 8 9 The professional instructional media/learning resource center staff should occasionally be involved with faculty, staff, and students in planning and producing materials for use in the instructional program.

- The professional instructional media/learning resource center staff should be involved with faculty, staff, and students in planning for the use of and in experimenting with educational media in the instructional program. Faculty and staff should also be involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE MEDIA SERVICE CENTER

A. Location and Accessibility of Instructional Media/Learning Resource Center

Mark only one of the twelve boxes

- The school does not need an instructional media/learning resource center and does not need access to such services.
- The location of the school instructional media/learning resource center need not be accessible to most faculty, staff, and students. The instructional media/learning resource center need not be supplemented by building centers.
- The location of the school instructional media/learning resource center should be readily accessible to faculty, staff, and students. The instructional media/learning resource center should be supplemented by a few building centers that provide some media and services in addition to those provided by the school media center.
- The location of the school instructional media/learning resource center and the presence of necessary building centers should make media highly accessible to all faculty, staff, and students.

B. Dissemination of Instructional Media Information

- Information concerning educational media should only be obtained by special request.
- Information concerning educational media should seldom be disseminated to prospective users, and there is no need for definite plans or channels for such dissemination.
- Information concerning educational media should be disseminated to prospective users on an occasional basis or when requested.

Mark only one of the twelve boxes

- 10 11 12 Information concerning all educational media and programs should be disseminated to prospective users on a regularly scheduled basis.

C. Availability of Instructional Media

- 1 2 3 Educational media should not be available. The responsibility for obtaining media should rest entirely with the user.

- 4 5 6 The quantity of educational media should be limited. Reservations should be made on a "first come, first served" basis, and the media should be picked up by the user.

- 7 8 9 The quantity of educational media and the distribution system should make it possible for media to be delivered to users on relatively short notice.

- 10 11 12 There should be a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to users when needed.

D. Storage and Retrieval of Instructional Media

- 1 2 3 Media storage facilities are not needed.

- 4 5 6 Media storage facilities should be available but need not be adequate for all types of educational media, and personnel should not have difficulty in locating and retrieving specific items.

- 7 8 9 The school educational media center and all building centers should have adequate storage for currently owned media. The retrieval system should be adequate most of the time.

- 10 11 12 Adequate storage space, including space for future expansion, should be provided in the school educational media center and in all building centers. The school educational media center should have a master retrieval system for immediate location of all media.

E. Maintenance of Instructional Media Hardware and Software

- 1 2 3 Provision for cleaning and repairing educational media is not necessary.

- 4 5 6 Educational media should be cleaned and repaired when complaints regarding their operable condition are made by users.

- 7 8 9 Educational media should be cleaned and repaired whenever the staff has time.
- 10 11 12 All educational media should be inspected after each use and should be cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Instructional Media Software

- 1 2 3 Facilities for production are not needed.
- 4 5 6 Limited production facilities should be available for faculty, staff, and students to produce their own materials.
- 7 8 9 Production facilities should be available for faculty, staff, and students to produce their own educational materials, and some assistance should be available from media personnel.
- 10 11 12 Production facilities should be available for faculty, staff, and students to produce their own materials and media center personnel should produce a wide variety of materials upon request.

IV. PHYSICAL FACILITIES

A. Instructional Media/Learning Resource Center Facilities in Existing Classrooms

- 1 2 3 Classrooms need not accomodate effective use of educational media.
- 4 5 6 A few classrooms have been modified for use of educational media but no plans need to be made to adapt all classrooms for the use of educational media.
- 7 8 9 Most classrooms have been at least partially equipped for the use of educational media, and there should be plans for equipping all classrooms.
- 10 11 12 All classrooms should be equipped for optimum use of all types of educational media.

B. Instructional Media/Learning Resource Center Facilities in Newly Constructed Classrooms

- 1 2 3 The use of educational media need not be considered when new classrooms are planned and constructed.

Mark only one of the twelve boxes

- 4 5 6 Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases should provisions be made for the use of a wide variety of media.
- 7 8 9 Most new classrooms should be provided with physical facilities that make possible optimum use of educational media.
- 10 11 12 All new classrooms should be designed for and equipped with physical facilities that make possible optimum use of all types of educational media.

V. BUDGET AND FINANCE

A. Development of Instructional Media/Learning Resource Center Programs Budget

- 1 2 3 Provision for the development of a separate educational media budget is not needed.
- 4 5 6 Funds used for educational media operations should be taken from other parts of the school budget.
- 7 8 9 The budget of the educational media program should reflect most of the media needs of the school.
- 10 11 12 The budget of the educational media program should reflect the media needs of the entire school and should be developed by the professional media staff in consultation with financial officers, principals and other school administrators.

B. Basis for Budget Allocations

- 1 2 3 The budget should not contain an allotment for educational media.
- 4 5 6 The educational media budget should be based on an arbitrary allotment of funds irrespective of need.
- 7 8 9 The educational media budget should be based almost entirely on immediate needs, though some consideration should be given to long-range goals.
- 10 11 12 The educational media budget should be based on both the immediate needs and the long-range goals of the school and should reflect clear-cut policies concerning allocation, income sources, and budget practices.

Mark only one of the twelve boxes

C. Reporting Financial Needs

- 1 2 3 The financial needs of the instructional media program need not be reflected in the budget and should not be reported to the administrative officer.
- 4 5 6 The financial needs of the educational media program should be reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.
- 7 8 9 The financial needs of the educational media program should be regularly reported to the administrative officer in charge of instruction.
- 10 11 12 Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, should be made to the administrative officer in charge of instruction.

VI. PROFESSIONAL STAFF

A. Area Vocational-Technical Schools Instructional Media/Learning Resource Center Staff

- 1 2 3 No person need be assigned to direct the media program.
- 4 5 6 A staff person should be assigned to direct the media program but should function more as a clerk and a technician than as a professional.
- 7 8 9 A professional media person with some special media training should direct the educational media program and should have some professional, clerical and technical assistants who are primarily oriented toward the mechanical and technical aspects of the program.
- 10 11 12 The educational media program should be directed by a qualified media specialist who should be provided with sufficient professional, clerical, and technical staff to provide adequate media services. Professional media staff members should be oriented toward curriculum and instruction.

B. Building Media Staff (Answer only if your school has more than one school site)

- 1 2 3 No building should have a designated staff member assigned to coordinate media activities.

Mark only one of the twelve boxes

Mark only one of the twelve boxes

- 4 5 6 Some buildings should have a staff member assigned to help obtain materials and care for equipment, but released time from other jobs responsibilities to coordinate media activities should not be given.
- 7 8 9 Most buildings should have a professional staff member assigned to coordinate media activities, with some released time from other school tasks, but not enough clerical and technical assistance to provide needed media services.
- 10 11 12 A full-time professional educational media specialist should serve each building. Sufficient professional clerical and technical assistance should be provided to supply all media services needed in the building. The building specialist should report to the school educational media director and work closely with the media staff, supervisors, and other curriculum workers.

APPENDIX E

COVER LETTERS



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

Dear Participant:

We, at the State Department of Vocational and Technical Education, are involved in a state-wide assessment of the instructional media/learning resource center programs in area vocational-technical schools in Oklahoma. We are asking that the skills center and inmate training center staff assist in a pilot study for this project.

We ask you to help us by completing the enclosed Evaluation Checklist (Part A) and a Preference Checklist (Part B). These checklists have been revised from an instrument developed by Dr. William R. Fulton, Oklahoma University, and Dr. Kenneth L. King, Oklahoma State University. Each instrument requires 22 responses and should take about 30 minutes of your time to complete. The Evaluative Checklist (Part A) must be completed before you attempt to answer the Preference Checklist (Part B). The collected data will be used as a pilot study for the final assessment. The final study will be shared with you if you so desire. All checklists are numbered for control purposes only. Individual responses will be confidential and destroyed upon completion of the pilot study.

We hope to have 100 percent participation from all personnel surveyed and wish to thank you for your prompt response.

Please return these checklists in the enclosed, self-addressed envelope by Monday, February 4, 1980.

Sincerely,

Jess Banks, State Coordinator
Employment and Training Division

JB:pc

Enclosures

The Oklahoma State Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap or disability.



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

February 7, 1980

Dear Participant:

We, at the State Department of Vocational and Technical Education, are involved in a state-wide assessment of the instructional media/learning resource programs in area vocational-technical schools in Oklahoma.

We are asking you to help us by completing the enclosed Evaluative Checklist (Part A) and a Preference Checklist (Part B). These checklists have been revised from an instrument developed by Dr. William R. Fulton, Oklahoma University, and Dr. Kenneth L. King, Oklahoma State University. Each instrument requires 22 responses and should take about 30 minutes of your time to complete. The Evaluative Checklist (Part A) must be completed before you attempt to answer the Preference Checklist (Part B). The collected data will be used to establish priorities for these programs and will be shared with you if you so desire. All checklists are numbered for control purposes only. Individual responses will be confidential and destroyed upon completion of this study.

We hope to have 100 percent participation from all area vo-tech schools in the state and wish to thank you for your prompt response. We would be very grateful to you if you would complete and return these checklists in the enclosed, self-addressed envelope by Friday, February 22, 1980.

Sincerely,

Clyde Matthews, State Supervisor
Special Programs

CM:ph

Enclosures

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

APPENDIX F

FOLLOW UP LETTER



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1516 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

March 3, 1980

Dear Participant:

Two instruments that were being used in a state-wide assessment of instructional media/learning resource center programs were mailed to you recently.

In order to establish the needs of the state accurately, it is essential that there is as high a return as possible from area vo-tech schools. We are asking your help by encouraging your instructional staff to complete and return the Evaluative Checklist (Part A) and the Preference Checklist (Part B) by Friday, March 10, 1980.

We thank you for your interest and assistance in the media resource program in Oklahoma.

Sincerely,

Clyde Matthews, State Supervisor
Special Programs

CM:kg

VITA

Ernest G. Lowden

Candidate for the Degree of
Doctor of Education

Thesis: LEVEL OF SOPHISTICATION OF INSTRUCTIONAL MEDIA/LEARNING RESOURCE CENTER PROGRAMS IN AREA VOCATIONAL-TECHNICAL SCHOOLS IN THE STATE OF OKLAHOMA AS PERCEIVED BY SUPERINTENDENTS AND INSTRUCTORS AS COMPARED TO THEIR PREFERENCES FOR THESE PROGRAMS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Newark, New Jersey, February 8, 1937, the son of Mr. and Mrs. O.E. Lowden.

Education: Attended Putnam County High School, Eatonton, Georgia, from 1951 to 1954; received Bachelor of Science degree in Business Administration from Cameron University, Lawton, Oklahoma, in May, 1974; received Master of Science degree in Curriculum and Instruction from Oklahoma State University, in May, 1978; completed requirements for the Doctor of Education degree in Curriculum and Instruction, at Oklahoma State University, in May, 1980.

Professional Experience: Meteorological Observer U.S. Air Force, 1954-1962; Meteorological Observer U.S. Army, 1962-1966; Field Artillery Officer, U.S. Army, 1966-1972; Department Manager, Montgomery Wards, 1972-1974; Meteorological Instructor, U.S. Government Civil Service, 1974-1976; Night Instructor, Cameron University, 1975-1976; Management Consultant, E.K. Williams and Company, 1976-1977; Graduate Teaching Assistant, Department of Curriculum and Instruction, Oklahoma State University, 1977-1979; Graduate Assistant Micro-Teaching, College of Education, Oklahoma State University, 1979-1980.