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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE QUALITY AND FUNCTION OF EDUCATIONAL MEDIA PROGRAMS AS EVALUATED BY INSTRUCTORS, MEDIA CENTER DIRECTORS, AND ADMINISTRATORS IN ARKANSAS HIGHER EDUCATION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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degree of

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BY

HOWARD HOLLIS FARRIS

Norman, Oklahoma

1973

THE QUALITY AND FUNCTION OF EDUCATIONAL MEDIA PROGRAMS AS EVALUATED BY INSTRUCTORS, MEDIA CENTER DIRECTORS, AND ADMINISTRATORS IN ARKANSAS HIGHER EDUCATION

APPROVED BY

DISSERTATION COMMITTEE

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Personal respect and admiration is expressed to Dr. William R. Fulton, as a man, a teacher, advisor and prime mover in the field of instructional improvement. A man who can peer through the vague uncertainties of the human being find a spark of light and provoke its development.

This dissertation is dedicated to the fond memory of my mother and father who wished profoundly to see its completion but had not the chance.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

American schools and colleges have felt the shock of a series of changes that have created near crisis in contemporary education. Scientists and other specialists have produced ideas faster than they can be disseminated and implemented. Hence, there is an increasing gap between what is known and what is done. Not only are there more ideas than ever before, but they are more complex.

The information explosion has often been mentioned as a factor in the growth of college and university enrollments. Equally important for education at all levels are the transformations resulting in new patterns of organization of knowledge in various fields. There is more to teach; there is also the age-old question of what to teach and how to teach it. It becomes necessary to reassess and redefine the instructional objectives and their resources for implementation.

The college or university is a collection of scholars gathered together to teach and learn, discover and apply knowledge, and be of service to the society in which the institution operates. The processes of the institution are constantly in motion; a university is alive because its a

component of action, the scholar is alive.[1]

The college and university agency that aids the scholar and the process of communication is the educational media center. It may be called something different but the agency's function is relatively more significant than its entitlement.

Various studies have pointed out the inefficiencies of past and present "traditionally-laden" methods of media center operations. A review of the literature has revealed findings which support not only reevaluation of teaching methodology and learning psychology, but conceptual revision of the media center itself. An especially interesting comment concerning the revitalized media center was made by President John A. Hannah of Michigan State University in a report to his faculty. He proposed a single comprehensive media center for his campus and stressed that: "Such a center would not be a mere regrouping of forces and facilities. It would and should become a dynamic center of experiment and development leading to accomplishments beyond our present power to envisage. . ."[2]

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[1] Gerald R. Brong, "College Media Specialist Who? Where? What?" Educational Media, October, 1969, p. 13.

[2] John A. Hannah, "Report to the Faculty," Michigan State University, James W. Brown, Kenneth Norberg, Administering Educational Media, McGraw-Hill Book Company, New York, 1965, p. 25.

Another prominent educator, Robert C. Gerletti, evaluating the role of the educational media center in the total learning process adds: ". . . A media center is whatever we choose it to be. At the present time it has many forms. The form it takes is based on an idea, a concept, a philosophy held by a person or persons in a [particular] school. . ."[3]

Such is the text and tenor of the professional literature as espoused by two prominent and keenly perceptive educators. Aware of significant social changes, educational developments, and technological innovations, these individuals recognize the imperative need for reassessment of educational resources and the establishment of logical standards for effective direction and utilization of these resources. It is apparent that there must be a good deal of agreement in the direction these goals take or the results will be an uncoordinated, undirected, and fragmented program.

There is a growing contention among some media personnel which tends to foster the notion that there is insufficient interaction among instructors, administrators, and media personnel, to promote and maintain the dynamic and comprehensive media facility perceived by President Hannah.

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[3]Robert C. Gerletti, "What Is A Media Center?" Audiovisual Instruction, September, 1969, p. 21.

Administrators who unhesitatingly approve millions for buildings, many thousands for patron-popular programs and special facilities, and many more thousands for traditional materials, still pause and often withdraw when confronted with proven needs for modern learning materials and the necessary management staff for their effective application.[4]

Many administrators have had little opportunity amid countless other responsibilities, to become more than incidentally informed about the audiovisual field and what it can do for their schools.[5]

While the operation of the audiovisual department is in the hands of its own staff, teachers and administrators must take part in all activities which have to do with the educational program.[6]

Undoubtedly, there is concern among teachers--especially among those whose views and practices are best described by the more or less archaic term "progressive"--for more and better educational media. But a sizeable number of school personnel are more traditionally inclined.

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[4]Henry C. Ruark, "Who's Watching the Store?" Educational Screen and Audiovisual Guide, December, 1969, p. 6.

[5]Charles F. Schuller, The School Administrator and His Audiovisual Program, Department of Audiovisual Instruction National Education Association, Washington, D.C., 1954, p. vii.

[6]Ibid., p. 35.

Many teachers feel threatened because they believe that recent technological developments tend to put greater distance between the teacher and the student.[7]

The feelings of the teacher who rejects new media and other resources of the media center as a threat to his academic privacy and autonomy is implicit in the following reference. In a world that makes "more and more intrusions upon his time, his choices, his feelings of self-esteem the classroom is one place where his (the teacher's) dreams and ideals can hold full sway, where he can have some choice of what he is going to do."[8]

In 1968, a study revealed an interesting commentary on the utilization of the resources of the media center, "Teachers who indicated that they did not know how to operate equipment tended to say more frequently than those who could that equipment was not readily available."[9]

The 1968 study has revealed an apparent discrepancy between what the teacher knows, what he thinks he knows, and his actual application or utilization of the resources.

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[7]James W. Brown, Kenneth Norberg, Administering Educational Media, McGraw-Hill Book Company, New York, 1965, p.10.

[8]Edgar Dale, "The Teacher and Technology," The News Letter, Vol. 29, pp. 1-4, October, 1963.

[9]J. Robert McAdam, Survey sponsored by the Educational Resources Agency (ERA) in cooperation with the Audiovisual Educational Association of California, April and May, 1968.

Hence the suspicion of insufficient interaction among instructors, administrators, and personnel of the educational media center.

One of the purposes of this study was to investigate any discrepancies between the observations of various groups toward the educational media programs within their colleges and universities. It was determined that serious discrepancies among the judgments of three different groups of educators about a particular educational media program could be shown statistically by computing correlations and/or measures of differences among the judgments made of the media program. For instance, if the evaluative judgments made of an educational media program were extremely different than the judgments made by another group, a product-moment correlation between the two groups of judgments would result in a negative (-) correlation coefficient. On the other hand, if the evaluative judgments made by one group of educators were very similar to the evaluative judgments made by another group, a product-moment correlation coefficient would show a highly positive (+) relationship between the judgment values. Used in this way, the statistical results would indicate the amount and direction of similarities and differences in the various groups' judgments about the quality of the educational media program within their particular college or university. A more explicit statement of the questions posted in the study is presented in the statement of the problem.

Statement of the Problem

The problem of this study was to evaluate the educational media programs in selected colleges and universities in the State of Arkansas through the evaluative judgments (ratings) of administrators, instructors, and media personnel.

More specifically, the study was (1) to compare the evaluations of the chief academic officers of each institution with those of the educational media directors, (2) to compare the evaluations of the instructors with those of the educational media directors, and (3) to compare the evaluations of the chief academic officers with those of the instructors.

These comparisons, representing the views of the three participating staff classifications, were made to determine (1) if there was sufficient awareness of the educational media resources available, (2) if the educational media program meets the instructional needs of the instructors and administrators, and (3) if there were differences among the evaluative judgments of the three groups, and (4) to determine if there was a significant amount of agreement/disagreement between any two groups of educators such as between the administrators and the media directors, the administrators and the instructors/professors, and the media directors and the instructors concerning the quality of the educational media program in their college or university.

Need for the Study

A review of the literature revealed that no statewide study had been conducted in the State of Arkansas in higher education for the purpose of eliciting qualitative evaluations from teachers, and administrators, of their respective educational media programs. Various studies have dealt with certain public and private institutions of higher learning, and a limited number have been related to the role of the educational media director. One such study by Allen[10] was designed to determine the relationship between the ajudged quality of the educational media program in Oklahoma and the adequacy of the personnel, equipment, and materials available to the media program. To a certain extent the Allen study represented evaluations made by the director of the educational media program, and an assessment of the quantitative status of that program.

This study however was intended to present findings previously unavailable concerning evaluations of educational media services and facilities as judged by the academic leaders themselves to include educational media, and adninistrative personnel. Comparisons among the teacher, administrators, and media personnel would be useful in the formulation

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[10]Roy C. Allen, "An Evaluation of Educational Media Programs in Oklahoma Universities and Colleges," (Unpublished Ed.D. dissertation, University of Oklahoma, 1972).

or recommendations for the improvement of educational media programs in all institutions of higher learning throughout the State of Arkansas.

The previously stated purposes of this investigation were accomplished by obtaining evaluative judgments from three groups of educators; administrators of the total educational program, the media program directors, and selected instructors/professors from the various curricula areas, from each of the colleges and universities of Arkansas. These evaluative judgments were recorded on a twenty-one-item evaluation instrument developed and standardized by Fulton.[11]

Thus the need for the present study was based on the expressed needs of the four-year colleges and universities of Arkansas for higher quality educational media programs. Personal interviews with the institutional presidents and/or academic deans revealed that some were seeking many of the same characteristics in their educational media programs. These characteristics were as follows: (1) an educational media program which would utilize most of the major innovative techniques in the area of media instruction, (2) an educational media program which would be utilized by the students, faculty, and administration of the college or university, and (3) an educational media program the college or university could afford.

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[11]W.R. Fulton, Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs in Colleges and Universities, Washington D.C., National Education Association, Department of Audiovisual Instruction, 1966.

Limitations of the Study

This study was limited to the institutions comprising higher education in the state of Arkansas. Within the scope of consideration appears both public and private four-year colleges and universities.

This investigation was limited to six major aspects concerning the quality of educational media programs. Respondents, representing each institution included randomly-selected faculty, representing many academic divisions, the academic dean, or chief academic representative (this individual was usually the media director's immediate superior) and the director of the educational media program.

These three types of participants rated six different dimensions of the various media programs. These dimensions and the various sub-dimensions are discussed in the following sections.

I. The first aspect was the commitment of the institution to the provisions of a variety of educational media services. Elements included in the first area are as follows:

   1. Commitment to media program.
   2. Commitment to educational media as an integral part of instruction.
   3. Commitment to providing educational media facilities.
   4. Commitment to financing the educational media program.

5. Commitment to staffing the educational media program.

II. The second aspect rated deals with the relationship of the educational media program to the instructional program. The second aspect includes the following elements:

1. Consultative services in educational media utilization.
2. Media services to educational preparation programs.
3. Faculty-student use of educational media.
4. Involvement of media staff in planning.

III. The institutional educational media center was the third aspect rated. Elements included in this aspect of the rating instrument are as follows:

1. Location and accessibility of educational media.
2. Dissemination of media information.
3. Availability of educational media.
4. Storage and retrieval of media.
5. Maintenance of media.
6. Production of media.

IV. The fourth aspect rated was the physical facilities provided for the utilization of educational media in instruction. This aspect includes the following two elements:

1. Physical facilities in existing classrooms.
2. Physical facilities in new classrooms.

V. The fifth aspect rated deals with the financial support provided for the educational media program and with the educational media budget. The following elements are included in this aspect:
   1. Reporting financial needs.
   2. Basis for budget allocations.
   3. Development of the media budget.

VI. The professional, clerical, and technical media staff represents the sixth aspect rated. Elements included in the sixth aspect are as follows:
   1. Institutional system media staff.
   2. Institutional system media director.

These six major aspects or areas of the educational media program were rated by having the administrators, educational media directors and instructors/professors complete the evaluation instrument.

The validity of the findings of this study depended upon such factors as an adequate response from participants, the belief system and mood of the respondents at the time they completed the instrument, and the avoidance of bias in interpretation of data.

Definition of Terms

Educational Media Center - a learning center in a school, college, university or an educational system where a full range of materials, audiovisual equipment and services from educational media specialists are accessible to students and teachers. For the purpose of this study, the educational media centers were the learning centers established by each of the four-year colleges and universities in the State of Arkansas.

Educational Media/Media - all equipment and materials traditionally called "audiovisual materials" and all of the newer media such as television, overhead projectuals, and programmed materials which may be used for teaching and learning purposes. The term "media" and "Educational Media" are used interchangeably to mean both instructional equipment and instructional materials.

Educational Media Services refers to all efforts to make educational media available to teachers and students and to assist them in using educational media.

Media Program - all the instructional and other services furnished to students and teachers by a media center and its staff.

Audiovisual - educational process concerned primarily with utilizing audio and/or visual media for communication.

Audiovisual Center - a term often used interchangeably with Educational Media Center representing a space within a school concerned primarily with utilization, distribution and production of instructional materials employing audio and visual means of communication.

Learning Resources - instructional materials usually distributed by the media center capable of being used by the student.

Library - the location in a college or university designed for the collection, organization and distribution of books, manuscripts and photographic reproductions. These may sometimes include audiovisual materials, and/or equipment.

State-Owned/Public College or University - this term pertains to those colleges or universities which are under state sponsorship, and which receive the greater part of their financial support from public rather than private sources.

Independent/Private College or University - this term includes those colleges and/or universities which are church-related or non-sectarian and which receive the majority of their financial support from private rather than public sources.

Educational Administrator - those persons who participated in the study who were the immediate superiors of the educational media directors from the four-year colleges

and universities of Arkansas.

Educational Media Director - refers to the supervisor of the educational media program for the entire educational school or system. For the purposes of this study these persons were employed by the four-year colleges and universities of Arkansas.

Instructor/Professor - those persons who participated in the present study who were employed by the four-year colleges and universities of Arkansas and taught classes within one or more of the curricular area established by their respective educational institutions.

Evaluative Checklist - the data collection instrument (shown in Appendix A) which was used to record the evaluative judgments made by the three groups of educators from each college or university.

Evaluative Judgments/Ratings or Qualitative Ratings - the actual numerical values attached to the continuum ratings made of the educational media programs by the three participating groups. These rating values had a possible range from one (1) to twelve (12).

Educational Media Elements/Media Elements - the twenty-one areas of the educational media program which were being rated by the three groups of participants. In this study, the terms "media elements," "media program areas," and "facets of the educational media program" were being used interchangeably.

Hypotheses Tested

In order to make definitive statements about the outcome of the study, seven hypotheses were tested at the .05 level of significance. The null form of these hypotheses was as follows:

Ho_1 There is no statistically significant relationship (correlation) between the qualitative ratings made by the educational administrators and the qualitative ratings made by the educational media directors of the Educational Media programs in the colleges and universitites of Arkansas.

Ho_2 There is no statistically significant relationship (correlation) between the qualitative ratings made by the educational media directors and the qualitative ratings made by the instructors of the Educational Media programs in the colleges and universities of Arkansas.

Ho_3 There is no statistically significant relationship (correlation) between the qualitative ratings made by the administrators and the qualitative ratings made by the instructors of the Educational Media programs in the colleges and universities of Arkansas.

Ho_4 There is no statistically significant difference between the qualitative ratings made by the educational administrators and the qualitative ratings made by the educational media directors of the Educational Media programs in the colleges and universities of Arkansas.

Ho_5 There is no statistically significant difference between the qualitative ratings made by the educational media directors and the qualitative ratings made by the instructors of the Educational Media programs in the colleges and universities of Arkansas.

Ho_6 There is no statistically significant difference between the qualitative ratings made by the administrators and the qualitative ratings made by the instructors of the Educational Media programs in the colleges and universities of Arkansas.

Ho_7 There is no statistically significant difference between the qualitative ratings made by the educational administrators, educational media directors, and instructors/professors from the public colleges and universities and the qualitative rating made by the educational administrators, educational media directors, and instructors/professors from the private colleges and universities of the educational media programs in the four-year colleges and universities of Arkansas.

CHAPTER II

REVIEW OF SELECTED STUDIES

Various dimensions of educational media utilization and program development have been considered in recent and past studies, but few have considered the actual problems encountered and overcome in establishing a method for evaluating educational media programs. A summation of these problems would result in the following categories: (1) The acceptance of the underlying philosophy of media into the administrative structure of education, (2) developing consensual sets of job descriptions for media personnel, (3) determining measurement criteria and instruments for media programs, and (4) mass acceptance of media programs by institutions which are interested in and capable of doing research.

The investigations reviewed in this chapter are divided into the four areas mentioned above plus a closing section on the evaluation of educational media programs throughout the United States.

The first section of literature deals with problems common to educational media programs. This section contains three studies conducted by Green, Graves, and Solomon and Snow.

Common Problems of Educational Media Programs

The purpose of Green's study was in part, to identify key problems facing administrators of educational media programs. The study population consisted of educational media personnel who were currently administering educational media programs in an eight state region. The nine most important problems as identified by practicing media administrators were:

1. Implementing change and in-service training.
2. Budget and funding.
3. Lack of planning.
4. Lack of staff.
5. Communicating the role of the coordinator.
6. Equipment maintenance.
7. Lack of time.
8. Lack of space and facilities.
9. Purchasing and selection.

These nine problems were viewed by media personnel as being either money related or communications related. Communication problems were threefold: (1) problems related to those whom media people serve, (2) problems related to those who supervise educational media personnel, and (3) problems related to the role of the media person. Budget problems, at least in part, were related to the difficulty media administrators have in communicating with decision makers and curriculum workers. Therefore Green concluded that: (1) educational media administrators had difficulty

in communicating the function of their role to administrators, curriculum workers, and teachers (Many media people complained that they were not functioning up to their potential), (2) institutions of higher education engaged in professional education of media personnel should place greater emphasis on the following areas:

a. Research findings in the field of educational communications and their use in documenting proposed media programs.

b. Administrative and managerial skills in such areas as personnel management, budget development, and decision making.

c. Communications technology and its use to disseminate and diffuse information.

d. Methods of communicating with supervising administration such as proposal writing and position statement.

e. The role of the educational media specialist in implementing curriculum.[1]

In a more extensive study, Graves sought to determine the problems most common to secondary school media centers and the individual responsibilities of the media directors, administrators, media coordinators, faculty and ancillary personnel. Specifically, Graves' study dealt with the problems of a media center pointing up the responsibilities of administrators, teachers, and educational media personnel

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[1] Leroy Adelbert Green, "Case Studies of Key Educational Media Administration Problems." (unpublished Doctor's dissertation, University of Northern Colorado, 1970).

in such an undertaking.

(1) Teachers are generally unprepared to undertake the design and development of instructional media.

(2) If innovative practices are to become universally accepted, a dedicated program of support from administration, faculty, and technical media facilities must be a reality.

(3) An intensive developmental program must be initiated to inform faculties and interested parties about the advantages of working with innovations in education.

(4) The media coordinators are not doing all that could be done in promoting, with the deans of instruction, the support function of a media center.

Recommendations arising from Graves' study were as follows:

1. Development of extensive in-service workshops to investigate and prepare instructional media at the primary level--the teacher.

2. A display of and indoctrination into support functions available at a media center. Design at the local level a plan to initiate pilot programs involving media and support this function with research.

3. Encourage the development of professional curriculums in educational media [which are ...] directed toward the development of media specialists.

4. The administration should identify the role of a media coordinator and delegate adequate authority to allow active rather than passive association with the faculty.

5. Develop an extensive research project involving the analysis and identification of the role of the media coordinators.

6. Develop an internship program for media

> coordinators to facilitate the entrance of contemporary educationally-oriented persons into key staff positions.[2]

However, it is not always possible to determine the problems associated with educational media programs. Many of the influencing factors are subtle and complicated. This group of factors will doubtless influence the overall impact of media, but are outside the control of the media designer, the materials producer, the student, or the teacher. Salomon and Snow state:

> ...such factors are the administrative procedures used in the organization of the school itself and/or the media program within the school, cost-effectiveness benefit considerations, the nature of innovative practices, application of media to teacher education,... course development procedures, the design and development of equipment, etc.
>
> ...applications of media seem to have been ... more adaptive than creative.

Salomon and Snow concluded their study by making several recommendations which they believe will greatly enhance the entire area of educational media. Research in media needs:

1. to relate itself to research in other fields,
2. to nourish other theories and in turn, be

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[2] Richard D. Graves, "A Study of the Problems of a Media Center and Innovative Practices in the Junior College." A paper presented to Dr. B. Lamarr Johnson, Dr. Stuart Johnson, U.C.L.A.--A course requirement for 470 C seminar, Administration of the Junior College. (December 13, 1969)

nourished by them,

3. to deal with the functions of stimuli.[3]

A summary of the current research on the problems associated with educational media programs in public education indicates that the demand for development of new media programs has outdistanced the supply of qualified personnel--not only personnel who are qualified to administer the media programs but personnel (teachers, instructors, professors, etc.) who are qualified to receive maximum advantage of the services, equipment and material offered by the educational media centers. Most of these problems arise from the lack of generalized guidelines for the development, implementation, administration, evaluation, and continuation of educational media programs. One of the most stifling problems to media personnel and educational administrators has been the overall administration of the media program and the delineation of the media director's role. It has been no mean task to arrive at a job description for the educational media director. This is further compounded by the problem concerning the organizational location of the educational media program within the administrative heirarchy.

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[3] Garriel Salomon, Richard E. Snow, "Viewpoints", a bulletin of the School of Education, Indiana University, Commentaries on Research in Instructional Media. An Examination of Conceptual Schemes. (Copyright 1970), p. 10.

THE ADMINISTRATION AND ORGANIZATION OF EDUCATIONAL MEDIA PROGRAMS

A 1923 study by Wait was directed toward a description of administrative audiovisual patterns in selected United States teachers colleges. His attempt to determine and analyze their strengths and weaknesses resulted in the following conclusions:

1. Most common administrative practices in the eight teachers colleges surveyed in the study make the audiovisual program responsible to the education department with lines of authority emanating from the president's office.

2. The type of administrative organization in and of itself is of little account in determining the scope of the audiovisual program by the college administration and leadership on the part of those in charge of the program are essential.

3. Direct appropriation to the audiovisual center through an approved college budget supplemented by cooperative arrangements for sharing materials and/or off-campus charges seem to be the most effective means of supporting such a program.[4]

The following recommendations were made by Wait after a review of his conclusions:

1. Teachers colleges should develop adequate, coordinated audiovisual programs to meet local on-campus needs in terms of the utilization and production of materials as well as training and research in audiovisual education.

2. Audiovisual programs should be organized as separate administrative units with their functions

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[4] Clifford V. Wait, "A Study of Audiovisual Programs in Selected Teachers Colleges in the United States for the Purpose of Identifying and Describing Some Effective Administrative Patterns," (unpublished doctoral dissertation, Indiana University, 1953).

interrelated with the functions of the departments involved in related activities.

3. Utilization and production services should be developed in a way that the college faculty and students can take full advantage of the audio-visual materials for instruction purposes.[5]

One of the earliest studies related to the administration of audiovisual education was conducted by McCluskey, in 1923. His nation-wide study concerned the status of audiovisual education, and made recommendations pertaining to teacher preparation for utilization of audiovisual materials, duties, responsibilities, and preparation of audio-visual staff members, and financing of bureaus of visual education. Importantly, his study further stressed such functions as selection and correlation of media materials into the instructional program.[6]

Various additional studies were made in the 30's and 40's but one conducted in 1946, had more relevance to the present study than most. A study by McPherson described the development of curriculum in Kern County, California, and its use as the basis for determining the objectives of the audiovisual program. Financial support, in-service education for teachers in utilization of materials, teacher-made audio-visual materials (this does not include previously edited

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[5] Ibid., p. 1108.

[6] F. Dean McClusky, "The Administration of Visual Education: A National Survey," (unpublished report, Washington, D.C.: National Education Association, 1923).

filmstrips), and the role of the audiovisual director, received emphasis in McPherson's study.[7]

Davidson conducted a study in which he investigated administrative problems in the utilization of materials in public school systems of West Texas. He found that materials were being used ineffectually, with a few exceptions, due largely to insufficient budgets, scarcity of well-trained directors, and lack of teacher preparation in the use of materials.[8]

During the early 50's media directors were shifted about in the administrative structure of educational organizations since there was very little consensus as to their role and/or responsibilities. In 1950, Swartout noted a trend toward centralization of the administration of equipment and materials. Four patterns of administrative organization were found to exist. Audiovisual centers were organized in (1) university extensions; (2) colleges of education; (3) university libraries; and (4) as separate units directly responsible to the university administration. The administrative pattern of having separate educational media units under the direct supervision of the administration

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[7]Joseph James McPherson, "The Organization of a Program of Audiovisual Education for the Schools of Kern County California," (Unpublished Ph.D. dissertation, Columbia University, 1946).

[8]Raymond Leon Davidson, "Administrative Provisions for Audiovisual Instruction in Selected Public Schools in West Texas," (Unpublished Ed.D. dissertation, University of Texas, 1950).

has been found to be the most efficient and effective method of organization in past studies.[9]

Following Swartout's study, most media programs in colleges and universities gravitated toward a decentralization of media services establishing individual media units within each college or department of the major universities. The media or audiovisual directors of these individual units were directly responsible to an academic dean or vice-president in charge of instruction. On the other hand, local schools and counties continued to be ill-coordinated and poorly equipped since most could not afford the equipment and personnel necessary to develop a good media program. This situation was especially true of the smaller school systems of Oklahoma.

Fulton, in 1955, made a state-wide study of the audiovisual programs in Oklahoma. Among his several recommendations were the following: (1) local schools and counties should provide for periodic self-evaluation of their audiovisual activities on a definitely planned basis, (2) that instructors of audiovisual courses encourage teachers and administrators to do research in the audiovisual field, (This was done primarily by encouraging doctoral candidates to conduct their doctoral dissertation study in some area of the audio-visual, educational media, or related fields.)

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[9]Sherwin G. Swartout, "Administrative Practices of Selected Colleges and University Audiovisual Centers," (unpublished doctoral dissertation, Ohio State University, 1950).

and (3) that school administrators encourage teachers to do local studies on problems relating to the audiovisual field.[10]

As a direct result of his study, Fulton later was instrumental in developing the evaluation instruments necessary for conducting the evaluations he advocated. A more thorough treatment of these instrument development procedures is given in the methodology section of this dissertation. The development and standardization of qualitative and quantitative evaluation instruments to be used in the assessment of educational media programs was a major milestone in the improvement of media services. With the development of these instruments, one of the major obstacles to quality media programs was removed. Prior to the development of these instruments, there was no general consensus concerning the composition of a "quality" educational media program. The opinions concerning the amount and type of equipment, materials, and services to be offered by an educational media program were many and varied. However, the development of the qualitative and quantitative evaluation instruments represented at least some agreement among the most recognized authorities in the educational media field. The general agreement of these recognized authorities served as a common yardstick for evaluating educational media programs.

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[10] William Ray Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-visual Programs," (unpublished Doctor's dissertation, Oklahoma Agricultural and Mechanical College, 1955).

DEFINING THE ROLES OF EDUCATIONAL MEDIA (AUDIOVISUAL) PERSONNEL

A second obstacle to the improvement of educational media programs through evaluation was the lack of consensus about the role responsibilities of educational media personnel. The lack of job descriptions was prevalent from the upper echelons of the administrative structure to the most menial secretarial positions. Many institutions placed the educational media program under the direct responsibility of the academic dean. However, the role of the academic dean was equally ill-defined since it was a relatively new position in most cases and was, itself, suffering the pains of "independent definition." Until the academic dean's role was widely accepted by educators and relatively well-defined by those occupying that position, the educational media director's role was in a state of limbo. In more cases than not, there was considerable overlap between the academic dean's and educational media director's positions. Some of the studies reviewed in this chapter were concerned with the problems associated with the determination of the academic dean's role responsibilities.

On the other hand, no one could decide just exactly what educational media personnel (other than the academic dean) should do and to whom they should be responsible. The number and type of duties assigned to educational media directors varied greatly from the production of 16mm movies to the

filming of sports activities and providing the lighting effects for school social functions. Many educational institutions regarded their media personnel simply as specialists capable of only one or two specific functions. Hardly any of the educational institutions thought of the media program as an integral part of their educational process, nor did they envision the wide range of services offered by media personnel. It was necessary first of all to establish the educational media program within the organizational structure and to define the role expectations of media personnel.

Since most educational media programs were being subsumed under the academic deans of the various colleges and universities, many of the role expectations of that office were re-examined. The academic dean, a relatively new position within educational institutions, was attempting to adopt a "standardized" job description. It was necessary to determine the functions of the dean's office before the role expectations of the other media positions could be established.

Schneider, in 1970 attempted to identify the manner in which presidents, deans, and department chairmen expect the academic dean to function, and also how they perceive him to function.

Among her findings were the following:

1. Tests indicate that the perceptions of the three groups of the functions of the academic dean differ significantly far more frequently than the expectations of the three groups.

2. Differences are not differences in which one group expects or perceives one thing and the other something different; rather, they are differences of degree or differences in the amount of importance which one group or the other seems to attach to the particular function.

3. Failure to provide job descriptions for administrators is regarded by many deans and chairmen as a cause of conflict.

4. Personal qualities of the deans and presidents are vitally important in providing for understanding.

The two following recommendations seemed appropriate to Schneider:

1. Attempts should be made to define academic leadership, and to isolate these qualities or functions which presidents, deans, and department chairmen believe are essential.

2. A comparison should be made of role expectations and perceptions of the academic dean's role where a job description does not exist.[11]

Once the role of the academic dean had been established, serious attempts began to delineate the role of the educational media personnel. Hardman was especially interested in defining the role of the educational media coordinator/director.

A 1971 study, the purpose of which was to (1) develop a philosophy of educational media, (2) develop a

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[11] Sister Elizabeth Ann Schneider, "A Study of the Differences in the Expectations and Perceptions of President, Deans, and Department Chairman of the Functions of the Academic Dean in Private Liberal Arts Colleges in the North Central Association." (unpublished Doctor's dissertation, Southern Illinois University, 1970).

philosophy of the role of the educational media specialist in the elementary and secondary school, and (3) identify the critical tasks of the educational media specialist in the elementary and secondary school. A survey instrument entitled "Basic Beliefs Study" was used with a random sample of educational media specialists in the public schools of Iowa. These data were used for developing the philosophies and identifying the list of tasks.

The role of educational media specialist in an elementary or secondary school was described in terms of eleven major responsibilities. As a manager, the school media specialist is responsible for organizing, managing, and evaluating the school media program. The media specialist is also a curriculum specialist. He must maintain contact with all aspects of the school's instructional program including courses of study, units of study, teaching objectives, curriculum guides, and experimental programs. He also assists educators in curriculum development and the design of instructional systems, learning environments and learning experiences. As a consultant, the media specialists assist teachers, students and educational leaders with the location, selection, production, utilization, of educational media. In addition, the media specialist is a teacher. He is responsible for conducting workshops and other in-service education activities for teachers,

supervisors, and administrators on the full spectrum of educational media. Hardman states:

> ...The necessity for the school media specialist to work with administrators, teachers, and students in the teaching-learning process tends to define his role as being primarily one of working with people and secondly, with technical, production and operational processes.[12]

Hardman's study was the first attempt to approach the role of the media director from an "Idealistic" point of view. Earlier efforts had sought to define the media director's role in terms of the tasks he actually performed.

Jones, in 1963, conducted a study to identify common practices of audiovisual directors in school systems in the North Central Association that were believed to have superior audiovisual programs. Among the conclusions reached by Jones were: (1) the media program is more effective when the director's activities are closely integrated with administrator's efforts for imporvement of the institutional program, and (2) the director's professional training indicated greater knowledge of the audiovisual competencies and techniques than was being utilized.[13]

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[12] Robert Richard Hardman, "Philosophy of Role and Identification of Critical Tasks Performed by Educational Media Specialists in Elementary and Secondary Schools of Iowa." (unpublished Doctor's dissertation, Indiana University, 1971).

[13] Wilbur Charles Jones, "The Practices, Duties and Responsibilities of the Audiovisual Director in Selected School Systems of the North Central Association," (unpublished Doctor's dissertation, University of Oklahoma, 1963).

A study which sought to examine the position of the audiovisual director in large public school systems was conducted in Indiana in 1966. The study sought to determine the professional profile of the position; the personal-professional attributes; the general nature of its professional preparation; the job satisfaction related to the position; the position's general organizational patterns; the duties, responsibilities, and obligations entailed; and the recently undergone or planned-for changes in the position. The following conclusions were drawn from Morrisohl's study: (1) the audiovisual directors were a professional group by education; and by participation in audiovisual activities for the advancement of the profession, (2) audiovisual directors in larger school systems generally had both pay and work advantages over those in the smaller systems, (3) audiovisual directors reported needing more professional and non-professional assistance to aid them in carrying out the aims of their programs. The following recommendations were proposed: (1) that efforts be made to establish and disseminate standards concerning public school audiovisual positions, (2) that certification for the audiovisual director's position be explored, (3) that study be given to the feasibility of an internship program with graduate students cooperating with the public school systems on an experimental basis, and (4) that efforts

be made to establish a title for the audiovisual director's position that is operationally based.[14]

An interesting study was made in 1967, of the audiovisual director's responsibilities as perceived by classroom teachers in seven Colorado school districts. In comparing the responses of elementary and secondary teachers, general agreement was found throughout most of the study. In comparing the responses of audiovisual directors with elementary and secondary teachers, it was found that audiovisual directors placed more importance on their level of responsibility than the teacher group did. An analysis of responses according to years of teaching experience revealed little difference among the three groups. An analysis of responses according to the number of audiovisual courses taken also indicated very little difference of opinion among the three groups. The following conclusions were reached in Kleckler's study: (1) formal course work in audiovisual education has little, if any, effect on the opinions of teachers regarding the role of the audiovisual director, (2) institutions of higher education engaged in the preparation of teachers should evaluate the content of audiovisual courses presently being taught. They should also examine the teaching methods used and how well these

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[14]Ronald Morrisohl, "The Position of the Audiovisual Director in Large Public School System in the Middle Atlantic States Area." (unpublished Doctor's dissertation, Indiana University, 1966).

courses are being taught. Since a difference was found in the degree of importance audiovisual directors and classroom teachers placed on the responsibilities of the audiovisual director it was concluded that: (1) audiovisual directors should work more closely with teachers to find out what their needs are and what services they desire, (2) audiovisual directors should also develop better lines of two-way communication with teachers.[15]

Torrey, in 1969, conducted a study to determine the biographical characteristics of audiovisual directors in accredited colleges and universities in the United States by having them list their academic preparation, identify the duties which they performed and list their skills in utilizing audiovisual equipment and materials. In addition, this study sought to analyze these duties in relation to the frequency with which the director performed them. Questionnaires were mailed to 1,022 presidents of randomly, selected accredited colleges and universities for referral to full-time audiovisual directors only. Among Torrey's conclusions were the following:

1. The term audiovisual director has no consistent meaning throughout the United States.
2. Thirty-six percent of the director's time is spent on administrative duties and only eight (8) percent on public service.

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[15]Gene Ralph Kleckler, "The Responsibilities of the School District Audiovisual Director as Perceived by Classroom Teachers." (unpublished Doctor's dissertation, Colorado State College, 1967).

3. The audiovisual directors judge those administrative duties in which they act independently or assume a position of leadership as most important.

4. Teaching audiovisual courses was considered the most important instructional duty, although only seventy-five (75) percent of the directors performed this task.

5. The director's desired to become more involved with graduate and audiovisual research, to assist in large group instruction, and to offer formal audiovisual course work.

6. The director's chief responsibility for public service is related to participation and leadership in conferences and workshops.

According to Torrey there were several implications for the audiovisual program. Among them were the following:

1. Many directors are being matriculated in other areas and then assuming audiovisual responsibilities. More opportunities for graduate training in Audiovisual Education should be made available for the preparation of future directors.

2. A broad background of education and experience is necessary if audiovisual directors are to successfully meet their responsibilities.

3. The director should know and understand the behavioral processes involved in communication and learning theories.

4. Audiovisual directors desired increased opportunities to conduct and evaluate research studies in teaching and learning.[16]

An investigation expressly concerning with the preparation of audiovisual personnel was conducted in 1969. The purpose

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[16]George Nelson Torrey, "An Analysis of the Role of Audiovisual Directors in American Colleges and Universities," (unpublished Doctor's dissertation, Boston University, School of Education, 1969).

of this study was to analyze the audiovisual director's role and the educational preparation of audiovisual building coordinators in Illinois public high schools. The data indicated that full-time coordinators or coordinators with more than six hours of audiovisual credit assumed more professional roles than those who were less academically qualified. Full-time coordinators assumed roles which involved advising teachers about materials, evaluating materials, preparing budgets, helping with in-service education, or evaluating audiovisual programs in addition to clerical and technical activities.

Media coordinators and principals were in general agreement concerning the coordinator's role and the importance of the coordinators' activities. Both groups considered the scheduling and circulation of media materials and equipment as the media coordinators' most important function but differed slightly in their rankings of other activities.[17]

Anderson's 1970 study investigated the relationship between the perceptions of public school administrators and media directors concerning the role of the secondary school Educational Media Building coordinator. Two dimensions

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[17] Robert Elmer Holdridge, "The Audiovisual Role and Educational Preparation of Audiovisual Building Coordinators in Illinois Public High Schools." (unpublished Doctor's dissertaion, Indiana University, 1969).

were selected for investigations: (1) perception of the existing role, and (2) perception of the ideal role.

Compiled correlations were generally higher when testing hypotheses related to the perceptions of the ideal role of the EMBC than when testing hypotheses related to the two groups' perceptions of the existing role. Thus, there appeared to be greater agreement on what the role of the EMBC should be than on what his role is, althought not statistically significant.

Conclusions made from analyzing the findings were:

1. Administrators may serve as a barrier to change in the continued development of educational media programs because they appear to perceive a high correlation between the existing role and ideal role of the EMBC.

2. Administrators had relatively little formal preparation in educational media and may not have the necessary expertise on which to base decisions which would enhance the quality of the existing educational media program.

3. Incumbents of different positions within the school structure perceive the role of the EMBC differently due to the differences in educational background, experience, and interests of their reference groups.

4. Incumbents of different reference groups may have a greater similarity in their perceptions of the ideal role of a role incumbent than in their perceptions of the existing role of a role incumbent.

5. Conflict may arise between the expectations of the administrators and the performance level of the incumbent EMBC due to differences in their perception of the EMBC's role.

...In the development of quality educational programs which are designed for, and relevant to the needs of the youth in our changing society, it is necessary for

> professional educators from all levels of education and from all reference groups to cooperatively plan and implement new educational programs. It is not the responsibility of only one reference group.[18]

Leacock, in 1971, conducted a study to determine the tasks to be performed by media specialists as perceived by media administrators and teachers. This investigation sought answers to the following questions:

1. Do teachers and media administrators agree on the tasks to be performed by the media specialist?

2. Do teachers and media administrators agree on the the competencies needed by the media specialist to adequately perform his duties in the media center?

3. Are the media specialists considered to be "important" to the teachers in the design, production, and utilization of instructional materials?

The three major categories investigated were: Production Tasks, Instructional Design and Display Tasks, and Consultation and Utilization Tasks. The finding of Leacock's study supported the following conclusions:

1. Teachers and media administrators disagreed on the tasks to be performed by the media specialist in the Production category.

2. The media administrators and teachers sampled were so evenly distributed in responses related to the level of performance and supervision of the media specialist in the areas of Instructional Design and Display and Consultation and Utilization Tasks that there was no observable difference of opinion.

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[18] Edward Lawrence Anderson, "The Educational Media Building Coordinator: His Role as Perceived by School Administrators." (unpublished Doctor's dissertation, Michigan State University, 1970).

3. The media specialist was considered to be 'important' by the teachers as an integral part of the instructional program.

Leacock concluded that the tasks performed in connection with production represented the greatest differences of opinion between teachers and media administrators. Tasks performed in connection with Instructional Design, Development Tasks, and Consultation and Utilization Tasks indicated a closer agreement on the part of both groups.[19]

Larsen, in 1971, conducted a study of the ways and means by which media specialists perceive and discharge their duties. The study also sought to determine how the administrators perceived the role of the media specialists and if that perception varied from actual assignments.

The study predicated on the premise that differences in role perception, and media practices do exist, as perceived by media specialists and administrators, and that these differences significantly affect the educational value of the media program.

Two of Larsen's conclusions related to the effective utilization of both time and money in senior high schools were as follows:

1. The media specialists in this study did not have sufficient time to carry out the functions of an adequate media program.

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[19] Donald Wayne Leacock, "The Media Specialist and Tasks Related to the Design, Production and Utilization of Instructional Materials," (unpublished Doctor's dissertation, The University of Nebraska, 1971).

2. The lack of specified budgets hampered the development of media programs.

Among the major recommendations following the study, were these:

1. Further research into perception and its affect on change should be undertaken. Role perception and its relationship with changing education has potential that merits further exploration.

2. Media specialists should have an academic program that gives insight into all phases of media programs (print and non-print) and technology.

3. Administrators need to have more exposure to the philosophy and importance of media to insure its rightful place in the total curriculum.

4. A basic class in the philosophy of communication should be a required class for all media specialists and administrators.

5. A study needs to be undertaken to determine if there is any correlation between the administrator's self-perception, and his performance as it relates to media programs and personnel.[20]

At least one study has attempted to rank the tasks performed by the media specialist in a level-of-competency structure.

Van Dresser, in 1971, conducted a study designed to identify job competencies essential to the media specialist. The data collected were used to formulate guidelines and recommendations concerning professional education sequences developed for training media specialists.

Van Dresser found the categories of administration,

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[20] John Anderson Larsen, "The Role of the Media Specialist As Perceived By Himself And His Administrator In The Secondary Schools Of Utah" (unpublished Doctor's dissertation, University of Utah, 1971).

utilization, instructional development, and materials selection to be very significant. The more important findings of the study were as follows:

1. The highest levels of competency were associated with tasks involving interpersonal relationships, materials utilization, materials selection, instructional development, and simple materials production processes.

2. A low level of competency was associated with tasks pertaining to materials production and materials handling.

3. Equipment maintenance tasks were found to be irrelevant to the media specialist.

Van Dresser stated the following conclusions:

1. One of the primary jobs of the media specialist is working with administrators, teachers, and students. Therefore, he should learn the importance of and be skilled in communications and interpersonal relations.

2. The media specialist must have prior teaching experience if he is to perceive and solve instructional problems. Required teaching experience necessitates training the media specialist at the graduate level.

3. Media training programs should be interdisciplinary.

4. Curricular areas including administration, materials utilization, instructional design, curriculum, learning theory, systems development, communication theory, materials selection, behavioral objectives, materials production, and intern experience should be included in the media program of all colleges and universities.[21]

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[21] Roy Jerome Van Dresser, "A Survey Related to the Job Competencies of the Instructional Media Specialist." (unpublished Doctor's dissertation, The University of Nebraska, 1971).

In spite of the various ways of determining the role of the educational media coordinator/director, nearly all states and most educational institutions have adopted a well-delineated set of competencies for that position. While these role competencies vary widely from one institution to the next, there is still enough agreement to allow an evaluation of the position based on the director's performance of his ascribed duties. The commonality of these ascribed duties allows the development of a measuring device which can be used to determine each media director's level of competency in performing certain tasks. At the same time, the level of quality of an educational media program cannot be determined by the competency level of the media director alone. The institutions' commitment to the educational media program must also be considered along with faculty utilization of available materials and equipment, the amount of materials, equipment, services, and the location of the media center, the classroom accomodations, budgetary provisions, and the number and quality of the support staff. It can readily be seen that the development of evaluation instruments was not an easy task. Even the enumeration of the evaluation criteria proved to be a controversial undertaking. However, it was a major step in the right direction when media authorities had agreed on the job competencies generally ascribed to the educational media directors of colleges and universitites. Thus, the second major obstacle to the evaluation of educational media programs had been surpassed.

ESTABLISHING THE DYNAMICS OF A GOOD EDUCATIONAL MEDIA PROGRAM

The third major barrier tc the improvement of educational media programs was the lack of consensus about what it takes to have a good educational media program. When educators talk about the dynamics of an educational media program they are implying the intangible assets necessary for a good program not necessarily the amount of equipment, personnel, etc. [The researcher is using the word dynamics in this literature to mean the intangible forces underlying the educational media program. These could include such factors as attitudes, beliefs, and values of the persons concerned with the media program.] Previous research efforts have cited the following forces: (1) the institutional commitment to the media program, (2) faculty attitudes toward the media program, (3) faculty involvement in program development, (4) convenience of the media center location, and (5) faculty utilization of the media services, materials, and equipment.

The importance of the educational institution's commitment cannot be over emphasized. Without a firm commitment to the media program the best efforts will be for naught. Institutional commitment became one of the prime factors in Fulton's efforts to develop an evaluation instrument.

Thornton and Brown found that institutional commitment toward the improvement of instruction by effective utilization of educational media is a prerequisite for a good media program. They state: It is necessary that

administrative involvement...[be] expressed in financial support and in recognition of faculty participation in the educational media program [and] ...recognition of faculty interest in improving the quality of instruction.[22]

The editors of New Media and College Teaching have made a similar observation in the following statement:

> ...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.[23]

Fulton's administrative commitment extends equally to each element of the educational media program. He states that a commitment should include: ...(a) supporting the media program, (b) including educational media as an integral part of instruction, (c) providing educational media facilities, (d) financing the media program, and (e) staffing the media program.[24]

A second important factor to the development of a good educational media program is the faculty's attitude toward the educational media program and its personnel. It has

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22 J. W. Thornton, Jr., and J. W. Brown, New Media and College Teaching, (Washington, D.C.: National Education Association, Department of Audiovisual Instruction, 1968), p. 146.

23 J. W. Brown and J. W. Thornton, Jr., New Media in Higher Education, (Washington, D.C.: Association of Higher Education and National Education Association, Division of Audiovisual Instruction Services, 1963), p. 146.

24 W. R. Fulton, "Criteria Relating to Educational Media Programs in Colleges and Universities," (Washington, D.C.: National Education Association, Department of Audiovisual Instruction, 1968), pp. 1-3.

been shown that the geographical location of the media center can be an effective force in changing the teacher's attitudes about the educational media program.

A 1968 study attempted to determine the extent to which educators who had completed a course in audiovisual education modified their attitudes toward audiovisual instruction during the first semester of teaching which they experienced following the course.

Analysis of relationships between factors and attitudes of the selected population revealed that availability of audiovisual materials was significantly related to changes in direction and magnitude of attitudes toward audiovisual instruction. Those factors which the population perceived as being important to their attitudes were availability of educational media, in-service or college work in audiovisual education, and the extent to which educational media meets teaching objectives.[25]

The convenience of the educational media center can also be a major factor in the degree of utilization of the media materials, services, and equipment.

Stamm's study attempted to determine differences between perceptions of teachers in schools which have made it convenient for teachers to obtain and use audiovisual

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[25]Charles C. Aquino, "A Study to Determine the Attitudes of Educators Following Study in the Area of Audiovisual Education." (unpublished Doctor's dissertation, Syracuse University, 1968).

equipment and materials, and the perceptions of teachers in schools where convenience was not considered adequate. One task confronting administrators was to determine the cause of the lag between the actual use made of audiovisual media by teachers and a desirable level of use. Twenty-three elementary schools were sampled as to teachers, perceptions of identified elements of an audiovisual program.

The following conclusions were drawn:

1. There is a significant difference between the perceptions of teachers in schools making it convenient for teachers to obtain and use audiovisual equipment and materials, and the perceptions of teachers in schools where convenience was not considered as adequate.

2. The services of an audiovisual director were perceived as the most important element of the organizational program.

3. Schools in which the administrator was cognizant of the importance of the role of audiovisual media as evidenced by his providing good physical facilities for the use of this media and the services of an audiovisual director had regulations which were perceived by the teachers as "supportive."

4. Teachers who are confident in their ability to use audiovisual equipment and materials use it more and perceive less thwarting elements in the audiovisual program than do nonconfident teachers.

5. The data revealed that there was a positive correlation between the teachers being confident in their ability to use audiovisual equipment and materials and those teachers having completed an audiovisual course in college.[26]

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[26] Wayne Allen Stamm, "A Study of Selected Environmental Factors in The Administration of An Audiovisual Program." (unpublished Doctor's dissertation, The University of Wisconsin, 1970).

At the same time, the geographical location alone is not the only factor which seems to influence the amount of educational media utilized by a particular teacher.

A questionnaire mailed to 750 teachers in five selected Educational Service Center regions in Texas, produced the following results:

1. The length of a teacher's professional service is a factor in teacher utilization of the media services provided by the Educational Service Centers.

2. The grade level taught by a teacher is a factor in teaching utilization of the media services provided by the Educational Service Centers.

3. The subject taught is a factor in teacher utilization of media services.

4. A teacher's training in the use of audiovisual equipment is a factor in teacher utilization of media.

The following conclusions were derived from this investigation:

1. The longer the length of a teacher's professional service, the more the teacher utilized the media services provided by the Educational Services Centers.

2. Teachers with over three semester hours of college training in the use of instructional media tended to utilize the media services most often, while teachers with no audiovisual training tended to use the media services less often.

3. A large percentage of the teachers were unaware of the media services provided by the Educational Services Centers.

4. A large percentage of the teachers did not utilize many of the media services provided by the educational Services Centers.

5. Many school settings were not conducive to the utilization of instructional media.

6. The dilatory procedures of the media components for ordering materials, delivering materials, and informing teachers of activites were deterrents to teacher utilization of media services.[27]

Other studies have shown that faculty members are more accepting of educational media programs and will utilize the media more if they are involved in the actual development of the program.

A twenty-county study was conducted in New York by Dardin in 1953, in which administrative and supervisory practices designed to promote growth and favorable acceptance of audiovisual education practices by the public, was completed. Dardin concluded that the major goal of all personnel in the school system must be the improvement of instruction, and that utilization practices of teachers are more effective if they participate and cooperate with the audiovisual staff in planning the audiovisual program.[28]

Thornton and Brown made an observation which might be considered a key to increased instructional effectiveness in the classroom: "...Faculty development programs are essential elements in efforts to modernize instruction."[29]

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[27] Elvis Hugh Arterbury, "Teacher Utilization of Media Services Provided by the Regional Education Service Centers in Texas." (unpublished Doctor's dissertation, East Texas University, 1971).

[28] William Judson Dardin, "A Study of Audiovisual Education in Selected County Audiovisual Centers," (unpublished Ed. D. dissertation, Columbia University, 1953).

[29] J. W. Thornton, Jr., and J. W. Brown, New Media and College Teaching (Washington, D.C.: National Education Association, Department of Audiovisual Instruction, 1968), p. 146.

In still another study, the degree of utilization of the media materials, equipment, and services was attributed almost entirely to the grade levels and subject matter being taught.

Hardeway conducted an analysis of the administration and utilization of audiovisual instructional media in the Bossier Parish, Louisiana school system. As was emphasized, the main purpose of administration was to have the requested instructional media at the proper place and at the proper time to reinforce the instructional program. Two different questionnaires were used, one going to administrators, one going to teachers. A final analysis of the questionnaire returns revealed that: (1) school administrators had received very little training in the field of audiovisual administration or utilization, (2) institutions of higher learning apparently offered very few courses in audiovisuals prior to the Higher Education Act of 1965, (3) over ninety percent of the teachers responding indicated a desire for more in-service training (These teachers considered the operation of audiovisual media and methods of using media to enrich the instructional program as the areas of greatest in-service need), (4) over seventy percent of the teachers responding use audiovisuals more now that they are available, and over ninety percent of the teachers stated that the use of media had improved the quality of their teaching, (5) the degree of utilization of the selected audiovisual media was directly related to grade levels and subject matter areas,

(6) the major problems restricting the use of audiovisual media were: 1. inability to operate the various media, 2. insufficient quantity of support materials, and 3. inadequate classroom facilities for utilizing audio-visuals, (7) optimum media utilization is dependent upon the local system providing the needed audiovisual instructional media and related in-service training.[30]

A summary of the studies related to the dynamics of a good educational media program show that the key to a successful program lies in the total acceptance of the program by the sponsoring institution, the media personnel, and the teaching faculty. If the educational media program is fortunate enough to enjoy such acceptance, many secondary problems such as finances, utilization by the faculty, space, equipment, etc. can be easily remedied. When educational media directors and coordinators had accepted this fact they had made a significant contribution to the improvement of educational media programs. With the establishment of the dynamics of a good educational program, the third major obstacle to the evaluation of educational media programs was surmounted. However, one obstacle still remained which prevented the evaluation of educational media programs. This was the adoption of the media concept by educational institutions.

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[30] Gaius Norwood Hardaway, "The Administration and Utilization of Audiovisual Media in the Public Elementary and Secondary Schools in Bossier Parish," (unpublished Doctor's dissertation, University of Mississippi, 1969).

INSTITUTIONALIZING EDUCATIONAL MEDIA PROGRAMS

The fourth and final obstacle to the overall improvement of the educational media programs in public schools was the mass adaptation of the educational media programs into higher education. This was necessary since it is a numerical impossibility to train classroom teachers in the proper use of educational media unless it is an initial part of their teacher training program. Unless audiovisual courses are part of the teacher training program, the cost of retraining classroom teachers through seminars and workshops becomes prohibitive. Authorities in the media field recognized the need for colleges to make more serious attempts to train classroom teachers in the use of educational media many years before it actually became a reality.

A national study known as the Higher Education Media Study (HEMS) was conducted in 1962 by the Association of Higher Education and the Division of Audiovisual Instructional Services of the National Education Association. This was a study to assess the scope of the emerging educational media programs. New Media in Higher Education was the result of the first national study. A summary of the results of the study indicated that the appropriate use of educational media could make a significant contribution to the improvement of instruction, both to teaching and learning.[31]

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[31] J.W. Brown and J.W. Thornton, Jr., New Media in Higher Education (Washington, D.C.: Association of Higher Education and National Education Association, Division of Audiovisual Instruction Services, 1963), pp. 165-177.

On the other hand, the colleges and universities contended that the cost of developing the educational media curricula, establishing media centers within the colleges and universities, and the employment of a media faculty would be financially prohibitive. A later study again expressed the need for higher education to commit itself to the educational media field.

Diamond showed that college and university administrators must be committed to improving the quality of public education through the improvement of media instruction. Among his most significant conclusions were the following: (1) the administration of higher education must assume some responsibility for the improvement of instruction, (2) good media programs must receive support personnel and related production capabilities...ideally; graphic, photographic, television, audio production, specialists in programmed instruction...computer assisted instruction, and (3) the educational institution must make a commitment of both time and money...for faculty release time and support staff, material development, purchase of specialized pieces of equipment and materials.[32]

In 1965, federal legislation provided the needed incentive for higher education to adopt the educational media concept.

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[32] Robert M. Diamond, "Changes Difficult but not Impossible," College Management, vol. 3. No. 10, (1963), pp. 23-25.

Part B, Faculty Development Programs, of the Higher Education Act of 1965 provided grants designed to enhance the proficiency of faculty personnel in the use of educational media. The goal of the program was to give faculty members a theoretical and practical background in educational media. The objective was to clarify for the faculty personnel such things as: which educational media are available, appropriate facilities needed for the use of various media, theoretical bases for the use of the media, how programs involving their use are developed, strengths and weaknesses of media programs, and how they may be integrated into an effective instructional program.[33]

The funds provided by this legislation allowed colleges and universities the opportunity to develop the necessary educational media programs and curricula without making unnecessary sacrifices in other areas. The enthusiasm with which these funds were received was nothing short of overwhelming.

Eurich wrote in 1965, that "The most radical difference between today's colleges and those fifty years ago...is not in the curriculum, but in the use of learning resources."[34]

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[33] Archie R. Ayers, "Educational Media in Colleges and Universities; Title VII-B, The Higher Education Act of 1965, Audiovisual Instruction (Washington, D. C.: National Education Association, Division of Audiovisual Instruction, December, 1967).

[34] A. C. Eurich, "Higher Education in the 21st. Century," in G. Hass and K. Wiles, Readings in Curriculum (Boston: Allyn and Bacon, 1965), P. 564.

Soon after the implementation of educational media practices in the teacher training programs, educators began the serious development of educational media curricula.

One study was conducted in which the researcher investigated the feasibility of designing a system for developing media selection and utilization and testing for utilization competencies in existing education and methods courses. The following recommendations were made by McMahan in his study:

1. That media professionals and teacher education faculties collaborate in identifying media competencies and attitudes which they want prospective teachers to acquire.

2. That a systematic approach to development of these competencies within existing education and methods courses be planned.

3. That such an approach take into consideration the background and needs of individual prospective teachers and relate media competency development to purposes which are important to faculty and to students.

4. That such an approach identify and take advantage of the instructional roles which can best be played by faculty members and by multi-media self-instructional programs.[35]

Having been institutionalized by higher education, educational media had achieved immeasureable success in being accepted into the educational picture. On the other hand, the mass development of educational media programs by the institutions of higher education resulted in much poor planning and even more mis-direction.

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[35] Marie E. McMahan, "A Study of the Feasibility of a System of Pre-Service Teacher Education in Media." (unpublished Doctor's dissertation, Michigan State University, 1969).

A study by Grabow in 1970 investigated current and past audiovisual development procedures. Current practices and studies at that time indicated that certain trends were developing such as the coordination of the total educational resource program under one high academic officer and the need for a strong integrated resource program to encourage innovation and instructional-learning pattern changes.

Grabow made a number of salient observations and recommendations resulting from the study. Among these were the following:

1. Most audiovisual programs at the higher education level are faculty oriented and not student oriented.

2. Ideally no barriers should exist in making media or resource decisions at the instructional or learning levels. No instructional or learning events or decisions should ever be determined solely by economic forces.

3. The initial contact for faculty use of audiovisual and other educational resources should be a consultation function that represents the total spectrum of resources available.[36]

As a result, many of the colleges and universities began to search for a means of making an objective assessment of their educational media programs. Many of the recognized authorities in the educational media field realized that such evaluations were now a distinct possibility since media had developed its definitions, job descriptions, program

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[36] Wesley John Fred Grabow, "The Development of the Audiovisual Education Program at the University of Minnesota," (unpublished Doctor's dissertation, University of Minnesota, 1970).

criteria, and evaluation instruments. The most noted authorities in the educational media field began to devise a method for the development of the instruments necessary to perform an objective evaluation of educational media programs. After much consideration and correspondence, it was decided that a general conference of recognized authorities in the educational media field would be the most expedient method of developing the necessary evaluation instruments. The funds needed for conducting such a conference were procured through Title VII-B of the Higher Education Act of 1965.

Several educational media authorities met at the University of Oklahoma and began the process of developing instruments which could be used in an objective assessment of educational media programs. Preliminary conference indicated that two instruments should be developed--one for assessing the qualitative aspects of the media program and one for determing the quantitative facets of the program. It was also decided that a "good" educational media program must have certain quantities of media materials and equipment and were needed to qualify the program for higher levels of competency. Comparable levels were also established for the qualitative aspects of the media program.

With the development of these evaluation instruments, educational media had established itself as a prime force in the educational process, and the final barrier had been passed for the evaluation of educational media programs.

THE EVALUATION OF EDUCATIONAL MEDIA PROGRAMS IN COLLEGES AND SECONDARY SCHOOLS

The development of standardized data collection instruments was a boon to the assessment of educational programs. However, prior to that time some attempts had been made to evaluate media programs. Some of these evaluation efforts dealt with such elusive concepts as "The Audiovisual Climate."

The primary purpose of the following study was to ascertain, through teacher perceptions of the audiovisual climate within a school, some of the factors which might have influence upon the utilization of audiovisual media in the teaching-learning process.

The major questions of this investigation were:

1. What are some of the relationships between a school's audiovisual climate and the type of media program in evidence?

2. What are some of the relationships between a school's audiovisual climate and the professional training and status of the media personnel?

Audiovisual climate was described as the consensus of teacher perceptions of environmental conditions existing within an individual school which might have influence on the utilization of audiovisual media.

The findings were as follows:

1. The schools having organized audiovisual programs, with released-time audiovisual coordinators, had audiovisual climates that were significantly superior to those in schools not having an organized audiovisual program with released time for audiovisual coordinators.

2. Schools having unified media programs had audiovisual climates that did not differ significantly

from schools having separate audiovisual and library programs.

3. Schools having a full-time audiovisual coordinator had audiovisual climates that were significantly superior to those having part-time audiovisual coordinators.

4. The background preparation area of the audiovisual coordinator was important for the determination of a school's audiovisual climate. Schools having audiovisual coordinators with basic preparation in non-print or audiovisual areas had audiovisual climates that were significantly superior to schools having audiovisual coordinators with basic preparations in the print or library science areas. This was true, even though most of the audiovisual coordinators with basic preparation in library science also had one or more courses in non-print media.

Recommendations derived from the findings of Miller's study are as follows:

1. Schools should seek out audiovisual coordinators with basic background preparation in the audiovisual areas, and not give this responsibility to librarians as an addendum to their print obligations.

2. Universities and colleges concerned with preparing media specialists for responsibilities in audiovisual areas should reevaluate their training programs to ensure that sufficient course work is required in the non-print media areas.[37]

Still other evaluations were conducted by establishing a "jury" of educational media authorities.

Lindeman conducted a study in 1965, for the purpose of evaluating the State audiovisual program in Utah, and formulating recommendations for improvement. A jury method

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[37] David Miller, "The Relationship of Teacher Perceptions of a School's Audiovisual Climate to the Organizational Structure of Its Media Program." (unpublished Doctor's dissertation, The University of Wisconsin, 1969).

was used to develop criteria and standards as a basis for evaluating the state-wide program. Significantly, he found that the superintendents of the schools within the study generally agreed with the standards and criteria that were recommended by the jury, but very few were actually implementing them.[38]

Still another study was conducted by mailing a general questionnaire to teachers and administrators.

DeBernardis, in 1951, made a study of the audiovisual programs in Oregon public schools, in which he recommended expansion of in-service education for teachers and a greater coordination of efforts of all departments within a school system which handled instructional materials or supplies.[39]

Soon after the development of the evaluation instruments used in this study, however, several studies were conducted which could be compared on a meaningful basis.

Teague, in 1966, completed a study in which he evaluated the current status and functions of educational media programs in 532 Oklahoma public high school districts. Among the recommendations made were: (1) that efforts be made to achieve a greater commitment from administrators

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[38] LeRoy Russell Lindeman, "Recommendations for an Audiovisual Program for the State of Utah," (unpublished Doctor's dissertation, Brigham Young University, 1965).

[39] Amo Debernardis, "A Study of Audiovisual Education in Oregon's Public Schools," (unpublished Ed. D. dissertation, University of Oregon, 1951).

and teachers to the use of a wide variety of media, (2) that greater utlization of media be encouraged in Oklahoma public schools, (3) that substantial increases be made in educational media personnel in the schools, and (4) that an educational media budget be developed in each Oklahoma school system and that professional media personnel be involved with school administrators in formulating the budgets.[40]

A study comparable to Teague's investigation was conducted by Lambert in the colleges and universities of Florida which were participating in the teacher-training programs for that state.

The purpose of Lambert's study was to evaluate the educational media programs in colleges, schools, or Departments of Education in institutions accredited by the Southern Association of Colleges and Schools which were approved for teacher training by the state of Florida. The study investigated: (1) the status of the educational media programs in the selected insitutions, (2) the group differences that existed between predominantly White and Black institutions, (3) the extent of institutional commitment to the use of educational media, (4) the degree to which the institutions had implemented their commitment, and (5) the relationship between institutional commitment to and between implementation of the educational media program.

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[40]Fred Arlo Teague, "An evaluation of Educational Media Programs in Oklahoma Public Schools," (Unpublished Doctor's dissertation, University of Oklahoma, 1966).

Analysis of the data produced the following results:

1. Collectively, the status of the educational media programs in the selected institutions was at the "median," "passable," "adequate" level as defined by the evaluative rating scale.

2. Institutional group differences existed. The tax-supported institutions had the most highly developed educational media programs followed in descending order by church related and non-church related private institutions. Predominantly White institutions had a more highly developed educational media program than the predominantly Black institutions.

3. Collectively, institutional commitment to the educational media programs was slightly above the "median" level. The tax-supported institutions were more committed than the church-related and the non-church related private institutions. The predominantly White institutions were more committed to the educational media program than the predominantly Black institutions.

4. Collectively, institutional implementation of the educational media program was slightly below the "median" level. The tax-supported institutions had a higher level of implementation than the church-related and the non-church related private institutions. The predominantly White and the predominantly Black institutions attained the same level of implementation.

5. Collectively, institutional commitment to the educational media program exceeded their implementation of the program. Commitment to the educational media program for the predominantly white institutions, the tax-supported institutions, the church-related and the non-church related private institutions respectively exceeded their implementation of the program.

Implications of the study were that colleges and universities must possess and exhibit a high level of institutional commitment to the improvement of instruction by providing a broad spectrum of educational media, services, and

technological resources to appropriately mediate the instructional process.[41]

A similar study was conducted within the California State colleges.

A study by Sanner in 1971 was designed to determine the adequacy of the educational media programs of the California State Colleges, as assessed by the faculties of those colleges.

The major recommendation suggested by the findings of the study was that greater emphasis and effort should be made to inform the faculties of the California State Colleges about their own educational media programs and educational media in general.[42]

In an investigation very similar to the present study, Allen used the instruments developed by Fulton and Faris to assess the qualitative and quantitative aspects of all colleges and universities in the State of Oklahoma. The quantitative data, materials, equipment, etc. were compared for the 4-year colleges (both public and private), and the two-year colleges (public junior colleges, community colleges, and private junior colleges). The qualitative and

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[41] Clio Wesley Lambert, "Evaluation of the Educational Media Program in Selected Colleges and Universities in Florida." (unpublished Doctor's dissertation, The University of Florida, 1970).

[42] Richard Lee Sanner, "An Evaluation of the Educational Media Programs of the California State Colleges," (unpublished Doctor's dissertation, Arizona State University, 1971).

quantitative instruments were completed by the audiovisual directors/coordinators from each of the educational institutions. The results of the analyses of the data revealed the following findings:

1. No significant differences were found between the qualitative and quantitative data reported by the state-owned and independent colleges.

2. No significant difference was found between the quality of the media programs of senior universities and colleges and the junior and community colleges.

3. A significant relationship was observed between the qualitative and quantitative data reported by the colleges and universities.

4. A significant relationship was noted between the high-quality educational media programs and their administrative structure.

The primary recommendations made by Allen were as follows:

1. That all Oklahoma institutions of higher learning implement an educational media program.

2. That a full-time media director and a full-time secretary be provided for each institution's educational media program.

3. That the educational media director be placed directly under the supervision of the academic dean or president of the college.

4. That additional equipment and materials be purchased for each media program.

5. That media personnel develop standards for determining the quality of work performed.

6. That regular budget increases be given to each educational media program.

7. That the colleges and universities increase their commitment to the media program.

8. That the colleges and universities strive to improve the physical facilities of the educational media program.

The present study was dissimilar to Allen's study in that the present investigator did not use junior colleges but instead used only four-year colleges and universities. The second difference was that the present study was conducted in the State of Arkansas. The third difference was that the present study involved the qualitative aspects of the media program only, whereas Allen's study considered the qualitative and the quantitative aspects of the media program. The fourth difference was that the present study collected qualitative measures from three different sources; the educational administrators, the media directors, and the instructors/professors within each college or university. On the other hand Allen had only the media directors from the various educational institutions to complete the evaluation instruments.

Using a triple rating of the qualitative nature of the educational media program within the college or university, the investigator was attempting to determine the amount of agreement/disagreement existing among the three groups of educators. The qualitative evaluations resulting from these ratings were analyzed in two different ways--(1) to show the degree of relationship (correlation) existing among the ratings made by the three groups, and (2) to show the amount of difference existing among the ratings made by the three

groups. The investigator wanted to compare the public colleges and universities with the private colleges and universities as a secondary analysis procedure. The seven hypotheses reulting from these comparisons are presented in the final section of Chapter I.

CHAPTER III

METHODOLOGY

This study was conducted in order to evaluate the educational media programs of four-year colleges and universities in Arkansas. Differences between qualitative data were analyzed for private and public institutions.

That part of the study which evaluated the differences among the qualitative data of the state-owned and independent universities and colleges in Arkansas was accomplished by analyzing the data recorded for each school. Determination of the relationship between the qualitative data reported by each group of respondents was accomplished by correlating the three values two at a time with a Pearson Product-Moment Correlation.[1] The relationship between the ratings submitted by the immediate supervisor (academic officer) of the educational media director and the media director was determined by showing a relationship between the data using the Contingency Coefficient.[2]

The methods and procedures used in recording the data for each institutuion are presented in this section. Chapter III is divided into three general areas of concern: (1) pre-survey

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[1] N. M. Downie and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, 1970), pp. 154-159.

[2] Ibid,, pp. 211-212.

procedures; (2) survey procedures; and (3) analysis of the data. These three areas are discussed in the order given above.

Pre-Survey Procedures

Before the study was actually conducted, certain preliminary activities were performed. These activities consisted of such tasks as selection of data collection instruments, choice of research design, selection of proper statistical tests, and preparation and dissemination of correspondence. Each of these procedures is elaborated in the following sections.

Choice of Proper Research Design

The first pre-survey task was to choose the proper research design for the conduct of the study. The words "research design," as used in this study, mean the plan, structure, and strategy of investigation conceived to obtain the answers to research questions and to control external variances. The plan is the overall scheme or program of the research problem; the structure is the more specific structure or paradigm of the operation of the independent variables; the strategy as used here is even more specific than the structure--it is the actual method used in gathering and analyzing the data.

A research design has two basic purposes: (1) to provide answers to research questions; and (2) to control

unwanted sources of variances. In other words, it is through the design of a study that research is made effective. Kerlinger makes the following statement in regard to research design:

> . . How does design accomplish this? Research designs set up the framework for 'adequate' tests of the relations among variables. The design tells us, in a sense, what observations to make, how to make them, and how to analyze the quantitative representations of the observations. Strictly speaking, design does not 'tell' us precisely what to do, but rather suggests the directions of observation-making and analysis. An adequate design 'suggests', for example, how many observations should be made, and which variables are active variables and which are assigned. We can then act to manipulate the active variables and to dichotomize, trichotomize, or otherwise categorize the assigned variables. A design tells us what type of statistical analysis to use. Finally, an adequate design outlines possible conclusions to be drawn from the statistical analysis.[3]

Survey methods and appraisal techniques were used in the present study. Good, Barr, and Scates write that the survey is "concerned with ascertaining the conditions which prevail in the group of cases chosen for study, and is essentially a method of quantitative description of the general characteristics of the study."[4] They also state that "appraisal is the procedure by which we secure and make overt characteristically variable reaction."[5] These techniques were appropriate for seeking solutions to the problems of this study.

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[3] Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, 1964), p. 276.

[4] Carter J. Good, Arvin S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century Crafts, 1941), p. 286.

[5] Ibid., p. 412.

Choice of Data Collection Instruments

The second step of the pre-survey procedures was to choose the proper data collection instruments. The instrument chosen for this study was the Evaluative Checklist: An Instrument for Self Evaluating an Education Media Program in Colleges and Universities. The instrument was part of a study performed pursuant to a contract with the United States Office of Education under Title VII of the National Defense Education Act and funded through the University of Oklahoma. The project was directed by Dr. W. R. Fulton, Chairman of the Department of Audiovisual Instruction Consultative Service Committee, College of Education, University of Oklahoma.[6]

The project started on June 1, 1964, and extended through December 31, 1965. The development of the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities involved several major steps. In order to make valid judgments about a particular program, it was necessary to develop some guidelines or criteria pertaining to those elements believed to be common to all educational media programs. Therefore, a thorough review of the literature was made in an attempt to identify advocated criteria. In the second step of the procedure

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[6] W. R. Fulton, Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs in Colleges and Universities (Washington, D.C.: National Educationa Association, Department of Audiovisual Instruction, 1966).

a panel of 12 prominent educational media consultants representing all areas of the country developed a list of evaluation criteria.[7]

A draft of the self-evaluative checklist was pilot tested in six school systems from widely separated geographical regions and nine colleges and universities similarly located throughout the United States. Due to differences in terminology perculiar to school systems and institutions of higher education, it was found that two forms of the instrument would be necessary. Other than these variations in terminology, there is essentially no differences between the forms.[8]

For field testing, the self-evaluating checklist and the comprehensive list of criteria were mailed to 200 schools and institutions of higher education. The results of the field test indicated that the instrument was reliable for yielding the kind of information for which the instrument is designed.[9] A copy of the instrument is shown in Appendix A.

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[7]W. R. Fulton, "Developing a Self-Evaluative Instrument for Appraising Educational Media Programs," in Lucius Butler and Neville P. Pearson, Instructional Materials Centers Selected Reading (Minneapolis: Burgess Publishing Company, 1969).

[8]Ibid.

[9]Ibid.

Choice of Population and Sample

The population chosen for this study consisted of the chief Academic Administrators of four-year institutions in the Arkansas Higher Education System, the Directors of the Educational Media Programs within each of these institutions, and six professors randomly selected from each institution. The chief Academic Officers were asked to participate for the following reasons: (1) they by reason of their administrative office, would likely assure instructors' participation in the study, and (2) administratively, they were responsible for instruction within their respective institutions.

Survey Procedures

The actual conduct of this study began with the mailing of a letter from the Arkansas State Department of Higher Education to the College presidents. As soon as the presidents had responded, the researcher made the appointments needed to conduct a personal interview with each participant. A chart of the colleges and universities and the dates each was visited is presented in Figure 3.1. At the time of the visit, each Academic Officer-Administrator and the media director under his supervision was extended the option of completing the evaluation instrument during the visit or at a time more convenient to each.* The administrators were

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*Without exception all participants chose the latter option.

Figure 3.1

TIME SCHEDULE OF INSTITUTIONAL VISITS

College or University	Location	Date(s) of Visits
1. Arkansas Tech College	Russellville	November 17, 1972
2. State College of Ark.	Conway	December 7, 1972
3. Hendrix College	Conway	December 7, 1972
4. College of the Ozarks	Clarksville	December 7, 1972
5. Philander Smith College	Little Rock	December 8, 1972
6. University of Arkansas	Little Rock	December 8, 1972
7. Arkansas Baptist College	Little Rock	December 8, 1972
8. Ouachita Baptist Univ	Arkadelphia	January 31, 1973
9. Henderson State College	Arkadelphia	January 31, 1973
10. University of Arkansas	Pine Bluff	February 1, 1973
11. Arkansas College	Batesville	February 1, 1973
12. Harding College	Searcy	February 1, 1973
13. University of Arkansas	Monticello	February 1, 1973
14. Arkansas State College	Jonesboro	February 2, 1973
15. University of Arkansas	Fayetteville	February 2, 1973
16. John Brown University	Siloam Springs	Febraury 2, 1973
17. Southern State College	Magnolia	February 9, 1973

asked to distribute identical instruments to six (6) professors randomly selected by the researcher from the college or university instructional staff who would in turn complete and return the evaluation instrument to the administrator to be forwarded to the researcher. In most instances, the educational administrator's and media director's responses were obtained after only one visit; however, in other cases it was necessary to make more than one visit. In some instances, the researcher made several telephone calls in addition to the follow-up correspondence presented in Appendices B, C, D, and E. It should further be noted that every effort was made to obtain questionnaire responses from the participants. However, time nor space will permit the minute details of the procedures followed in soliciting such responses. A synthesis of the procedures used in collecting the data is presented in the following steps.

Step 1: Initial telephone calls made and ensuing correspondence sent to administrators.

Step 2: Letter of endorsement sent to each four-year college and university from the Arkansas State Department of Higher Education.

Step 3: Personal visits made to institutions explaining the purpose of the study, seeking the administrator's and media director's support, and leaving the evaluation instruments for the administrator, media director, and faculty members.

Step 4: Telephone calls made and correspondence sent to non-respondents. (In some cases the researcher re-visited the institutions.)

The data were somewhat more difficult to collect from the individual instructors and the investigator chose to work through the administrative officer rather than directly contact the non-responding instructors. While this method was a somewhat slower means of collecting data, it resulted in a much higher percentage of return since the administrator has coercive power over the individual instructors while the investigator has not.

On March 15, 1973, four months after the data collection had begun, the investigator terminated the data collection procedures since there was no reason to believe that an extended period of time would result in further responses. The individual institutions' response patterns are presented in Figure 3.2. A perusal of this Figure will show that three of the colleges, number 6, 9, and 10, made very little response to the evaluation effort even though they had evidenced cordiality at the beginning of the study. However, none of the three administrators, none of the three media directors, and only one of the eighteen instructors responded to the evaluation instrument. Such scanty response made it untenable to include these three colleges, so they were dropped from the study. The elimination of these three institutions left a total of fourteen (14) four-year colleges and universities (seven private and seven public) to be used in the final assessment of the Educational Media Program in Arkansas' Higher Education System.

Figure 3.2

RESPONSE PATTERNS OF SELECTED COLLEGES AND UNIVERSITIES

College or University	Administrator's Response	Media Director's Response	Number of Instructor Responses
1. Arkansas Tech College	Yes	Yes	6
2. Arkansas State College	Yes	Yes	6
3. Henderson State College	Yes	Yes	5
4. Southern State College	Yes	Yes	6
5. State College of Arkansas	Yes	Yes	6
6. University of Arkansas	No	No	1
7. U of Ark. (Little Rock)	Yes	Yes	6
8. U of Ark. (Monticello)	Yes	Yes	6
9. Arkansas Baptist College	No	No	0
10. U of Ark. (Pine Bluff)	No	No	0
11. Arkansas College	Yes	Yes	6
12. Harding College	Yes	Yes	6
13. Hendrix College	Yes	Yes	6
14. John Brown University	Yes	Yes	6
15. Ouachita Baptist Univ.	Yes	Yes	6
16. Philander Smith College	Yes	Yes	6
17. College of the Ozarks	Yes	Yes	6
TOTALS	14	14	84

Scoring of Qualitative Instruments

The next phase of the survey procedures was the scoring of the responses recorded on the qualitative instrument according to the procedures recommended by the test constructors. The participants' responses to the individual items were plotted on a profile sheet. When each of the scores was entered and the points connected, a qualitative profile of the media program resulted. The data were further reduced in order to obtain a total qualitative score for each individual. This was accomplished by adding the individual rankings given to each of the 21 areas of the evaluation instrument. The sum of these 21 ranks was designated as the total qualitative measure of the educational media program. Using this scoring procedure it was possible for the range of qualitative values to vary from 21, the weakest possible, to 252, the strongest possible.

Analysis of Data

The third and final phase of the methodology was the actual analysis of the data collected. The results of these analyses are presented in Chapter IV.

After the responses were carefully screened and quantified, the data were submitted to the Merrick Computing Center and entered on IBM cards for further analysis. The card format used in entering the data is shown in Figure 3.3.

Figure 3.3

IBM CARD FORMAT FOR ENTRY OF DATA

Information	Card Columns	Possible Values
Number of Institution	1-2	01-14
Position of Respondent	3	1-3
Type of School (Private or non-Private)	4	1-2
Ratings of Various Areas on the Qualitative Instrument	5-28	01-12
Total Qualitative Score	29-31	21-252

The Merrick Computing Center is equipped with an IBM 360-50 computer and accompanying configuration. Part of this configuration includes prewritten computer programs to be utilized in data processing. One set of programs is the Biomedical (BMD) series of statistical programs published by the University of California Press, Berkeley, California.[12] These statistical programs are currently operational and were utilized in performing the analyses desired.

[12]W.M. Dixon, Biomedical Statistics (Berkeley, California: University of California, 1970).

CHAPTER IV

RESULTS OF DATA ANALYSES AND EVALUATION

Qualitative measures of the educational media programs in the four-year colleges and universities of Arkansas were analyzed in determining possible differences in the media programs of these institutions as judged by their administrators, educational media directors, and faculty members. A data collection instrument developed by Fulton was used in collecting the necessary data from the universities and colleges surveyed.

Of the 17 universities and colleges contacted, three did not respond and the total sample of participants was reduced to 14. The educational administrator directly responsible for the instructional program, the educational media director, and six (6) professors/instructors, constituted the evaluation team from each college or university. The researcher received a 100 percent response from all participating institutions except one--only five of the six instructors/professors from one college responded to the questionnaire. The total number of respondents was as follows: (1) fourteen (14) administrators, (2) fourteen educational media directors, and (3) eighty-three instructors/professors.

Each of the participants was asked to complete an evaluation checklist concerning the quality of the educational media program in his institution as he perceived it to be. The rating instruments were scored according to the procedure described in Chapter III and a total rating index was derived for each respondent. These total rating indices; ranging in value from 21 (the lowest possible) to 252 (the highest possible), were used as the raw data in all statistical calculations. A Table of the total rating indices along with the means ($\bar{X}$) and standard deviations (SD) is presented in Table 4.1.

The actual rating made by each administrator and each educational media director and the average ratings made by the instructors/professors from a particular institution are presented in Appendix F.

The data collected from these rating instruments were used to test seven (7) hypotheses concerning the amount of agreement/disagreement which was reflected among the ratings made by the three groups of respondents from private and public colleges. The results of testing these seven hypotheses are presented in the following sections of the chapter along with a section of secondary findings and a summary of all results. Additional Biographical and Program Data are also presented in the final section of the chapter. These data included the number of hours of audiovisual training of the respondents, and the greatest need of the audiovisual program in their particular college or university (See Tables 4.13, 4.14, and 4.15).

TABLE 4.1

TOTAL RATING INDICES COMPUTED FOR THE SIX GROUPS OF PARTICIPANTS

Type of Institution	GROUP		
	Administrators' Ratings	Media Directors' Ratings	Instructors'* Ratings
PUBLIC	(1) 211 176 162 222 166 168 89	(2) 147 165 153 162 171 156 87	(3) 155.35 162.49 139.60 196.22 193.06 177.58 89.56
	$\bar{X}$ = 170.57 SD = 42.94	$\bar{X}$ = 148.71 SD = 28.34	$\bar{X}$ = 159.12 SD = 36.77
PRIVATE	(4) 169 181 129 133 195 138 158	(5) 175 163 101 130 206 165 218	(6) 114.62 140.06 141.30 133.61 136.78 142.30 143.38
	$\bar{X}$ = 157.14 SD = 25.45	$\bar{X}$ = 165.43 SD = 40.65	$\bar{X}$ = 136.00 SD = 10.02

*Each instructor rating is an average of the six instructors' ratings from each institution.

RESULTS OF TESTING THE HYPOTHESES

The total rating indices computed for the six groups of participants (shown in Table 4.1) were used to test the seven hypotheses stated in Chapter 1. The statistical results of each hypothesis tested and the investigator's decisions based on these results are presented in the following sections.

Results of Testing Hypothesis Number One

The exact null proposition tested in hypothesis number one was as follows:

> Ho_1 There is no statistically significant relationship (correlation) between the qualitative ratings made by the educational media directors and qualitative ratings made by the administrators of the Educational Media programs in the colleges and universities of Arkansas.

The first null hypothesis was tested by computing a Pearson Product-Moment Correlation (r) between the rating indices computed for the 14 educational media directors. The correlation coefficient resulting from these calculations is presented in Table 4.2 along with the means and standard deviations of the two groups. All hypotheses were tested for significance at the .05 level, but the obtained results were reported at a more conservative level if they were significant. This is a common procedure in the behavioral and biological sciences.

TABLE 4.2

A CORRELATION BETWEEN THE RATING INDICES COMPUTED FOR THE ADMINISTRATORS AND THE EDUCATIONAL MEDIA DIRECTORS

Group	Mean	Standard Deviation	Correlation Coefficient
Administrators (N=14)	163.86	34.62	r = 0.572*
Educational Media Directors (N=14)	157.07	34.77	

*Significant beyond the .05 level of confidence

The results presented in Table 4.2 showed a significant positive correlation between the qualitative ratings made by the educational administrators and the educational media directors ($r = 0.572$; $df=12$; $p < .05$). This significant result allowed the researcher to reject the null proposition of hypothesis number one and conclude that there was a significant amount of agreement between the administrators and media directors concerning the quality of the educational media programs in the four-year colleges and universities of Arkansas.

Results of Testing Hypothesis Number Two

The exact null proposition tested in hypothesis number two was as follows:

Ho_2 There is no statistically significant relationship (correlation) between the qualitative ratings made by the educational media directors and the qualitative ratings made by the instructors/professors of the Educational Media programs in the colleges and universities of Arkansas.

The second null hypothesis was tested by computing a Pearson Product-Moment Correlation (r) between the rating indices computed for the educational media directors and the rating indices computed for the instructors/professors. The correlation coefficient resulting from these calculations is presented in Table 4.3 along with the means and standard deviations of the two groups.

TABLE 4.3

A CORRELATION BETWEEN THE RATING INDICES COMPUTED FOR THE EDUCATIONAL MEDIA DIRECTORS AND THE INSTRUCTORS

Group	Mean	Standard Deviation	Correlation Coefficent
Educational Media Directors (N=14)	157.07	34.77	
			r = 0.336*
Instructors/ Professors (N=83)	147.58	28.48	

*Significant beyond the .05 level of confidence.

The results presented in Table 4.3 showed a significant positive correlation betweeen the qualitative ratings made by the educational media directors and the instructors/ professors from the various colleges and universitites ($r = 0.336$; $df=12$; $p < .05$). This significant result allowed the investigator to reject the null proposition of hypothesis number two and conclude that there was a significant amount of agreement between the media directors' perceptions of the educational media programs in their colleges and universities and the instructors'/professors' perceptions of the quality of these same programs.

Results of Testing Hypothesis Number Three

The exact null proposition tested in hypothesis number three was as follows:

> Ho_3 There is no statistically significant relationship (correlation) between the qualitative ratings made by the educational administrators and the qualitative ratings made by the instructors/ professors of the Educational Media programs in the colleges and universities of Arkansas.

The third null hypothesis was also tested by computing a Pearson Product-Moment Correlation (r) between the rating indices computed for the administrators and the rating indices computed for the instructors/professors. The correlation coefficient resulting from these calculations is presented in Table 4.4 along with the means and standard deviations of the two groups.

TABLE 4.4

A CORRELATION BETWEEN THE RATING INDICES COMPUTED FOR THE ADMINISTRATORS AND THE INSTRUCTORS

Group	Mean	Standard Deviation	Correlation Coefficient
Administrators (N=14)	163.86	34.62	r = 0.637*
Instructors/ Professors (N=83)	147.58	28.48	

*Significant beyond the .02 level of confidence

The results presented in Table 4.4 showed a significant positive correlation between the qualitative ratings made by the administrators and the instructors/professors from the various colleges and universities ($r = 0.637$; $df=12$; $p<.02$). This significant result allowed the investigator to reject the null proposition of hypothesis number three and conclude that there was significant amount of agreement between the administrators' perceptions of the educational media programs in their colleges and universities and the instructors'/professors' perceptions of the quality of these same programs.

Results of Testing Hypothesis Number Four

The exact null proposition tested in hypothesis number four was as follows:

Ho_4 There is no statistically significant difference between the qualitative ratings made by the educational administrators and the qualitative ratings made by the directors of the Educational Media programs in the colleges and universities of Arkansas.

The fourth null hypothesis was tested by comparing the means of the two groups with a t-test for two independent groups. The comparison was made between the rating indices computed for the administrators and the rating indices computed for the educational media directors. The t-value resulting from these calculations is presented in Table 4.5 along with the means and standard deviations of the two groups.

TABLE 4.5

A COMPARISON OF THE QUALITATIVE RATINGS MADE BY THE ADMINISTRATORS AND THE EDUCATIONAL MEDIA DIRECTORS

Group	Mean	Standard Deviation	t-Value	Significance Level
Administrators (N=14)	163.86	34.62	t - 0.518	>.05
Educational Media Directors (N=14)	157.07	34.77		

The results of testing hypothesis number four, presented in Table 4.5, show no significant difference between the mean values of the qualitative ratings made by the educational administrators and the qualitative ratings made by the media directors ($t = 0.518; df=12; p > .05$). This computed t-value would not allow the investigator to reject the null proposition of hypothesis number four, and it was concluded that there was not a significant difference between the administrator's judgments of the quality of the media programs in their colleges and universities and the media directors' judgments of the quality of these same programs.

Results of Testing Hypothesis Number Five

The exact null proposition tested in hypothesis number five was as follows:

Ho_5 There is no statistically significant difference between the qualitative ratings made by the educational media directors and the qualitative ratings made by the instructors/professors of the Educational Media programs in the colleges and universities of Arkansas.

The fifth null hypothesis was tested in the same manner as the fourth null hypothesis. The test was made by comparing the means of the two groups of participants with a t-test for two independent groups. The comparison was made between the rating indices computed for the educational media directors and the rating indices computed for the instructors/professors. The t-value resulting from these calculations is presented in Table 4.6 along with the means and standard deviations of the two groups.

TABLE 4.6

A COMPARISON OF THE QUALITATIVE RATINGS MADE BY THE EDUCATIONAL MEDIA DIRECTORS AND THE INSTRUCTORS/PROFESSORS

Group	Mean	Standard Deviation	t-Value	Significance Level
Educational Media Directors (N=14)	157.07	34.77		
			t=0.790	> .05
Instructors/ Professors (N=83)	147.58	28.48		

The results of testing hypothesis number five, presented in Table 4.6, show no significant difference between the mean values of the qualitative ratings made by the educational media directors and the qualitative ratings made by the instructors/professors ($t = 0.790; df=12; p > .05$). This computed t-value would not allow the investigator to reject the null proposition of hypothesis number five, and it was concluded that there was not a significant difference between the directors' judgments of the quality of the media programs in their colleges and universities and the six instructors'/professors' judgments of the quality of these same programs.

Results of Testing Hypothesis Number Six

The null proposition tested in hypothesis number six was as follows:

Ho_6 There is no statistically significant difference between the qualitative ratings made by the educational administrators and the qualitative ratings made by the instructors/professors in the colleges and universities of Arkansas.

The sixth null hypothesis also was tested by comparing the mean values of the two groups. This was accomplished by performing a t-test between the rating indices computed for the administrators and the rating indices computed for the instructors/professors. The t-values resulting from these calculations is presented in Table 4.7 along with the means and the standard deviations of the two groups.

TABLE 4.7

A COMPARISON OF THE QUALITATIVE RATINGS MADE BY THE ADMINISTRATORS AND THE INSTRUCTORS/PROFESSORS

Group	Mean	Standard Deviation	t-Value	Significance Level
Administrators (N=14)	163.86	34.62	t=1.359	> .05
Instructors/ Professors (N-83)	147.58	28.48		

The results of testing hypothesis number six, presented in Table 4.7, show no significant difference between the mean values of the qualitative ratings made by the administrators and the qualitative ratings made by the instructors/professors ($t = 1.359; df=12; p > .05$). This computed t-value would not allow the investigator to reject the null proposition of hypothesis number six, and it was concluded that there was not a significant difference between the administrators' judgments of the quality of the media programs in their colleges and universities and the instructors'/professors' judgments of the quality of these same programs.

Results of Testing Hypothesis Number Seven

The exact null proposition tested in hypothesis number seven was as follows:

Ho_7 There is no statistically significant difference between the qualitative ratings made by the educational administrators, educational media directors, and instructor/professors from the public colleges and universities and the qualitative ratings made by the educational administrators, educational media directors, and instructors/professors from the private colleges and universities of the educational media programs in the four-year colleges and universities of Arkansas.

The final null hypothesis was tested by computing a Student's t-test between the means of the two groups of participants. A comparison was made between the rating indices computed for the private-college participants. The t-value resulting from these calculations is presented in Table 4.8 along with the means and the standard deviations of the two groups.

TABLE 4.8

A COMPARISON OF THE QUALITATIVE RATING INDICES MADE BY PARTICIPANTS FROM PUBLIC AND PRIVATE INSTITUTIONS

Group	Mean	Standard Deviation	t-Value	Significance Level
Public College Participants (N=21)	159.48	35.80	t=0.652	> .05
Private College Participants (N=21)	152.86	29.69		

The results of testing hypothesis number seven, Table 4.8, showed no significant difference between the qualitative ratings made by the three groups of participants from the private colleges and universities and the qualitative ratings made by the three groups of partipants from the public colleges and universities ($t = 0.652; df=40; p > .05$). The insignificance of this t-value would not allow the researcher to reject the null proposition of hypothesis number seven, and it was concluded that the qualitative ratings made of the educational media programs in the private four-year colleges and universities of Arkansas were statistically equal to the qualitative ratings made of the media programs in the public four-year colleges and universities of Arkansas.

Secondary Findings

The data presented in Tables 4.1 through 4.8 concerning the seven hypotheses do not give a complete interpretation of the three groups' perceptions of the educational media programs in their colleges and universities. It was necessary to make more detailed comparisons of the ratings made by each group. In conducting the secondary analyses the total rating index was not used. Instead, individual ratings of the various areas represented on the evaluation instrument were used. Correlations were computed between the 21 ratings made by each participant and the other respondents from the same university or college. For example, there were three correlations computed for college number one--a correlation between the administrator's ratings and the six instructors'/professors' ratings, a correlation between the administrator's ratings and the educational media director's ratings, and a correlation between the educational media director's ratings and the instructors' ratings.

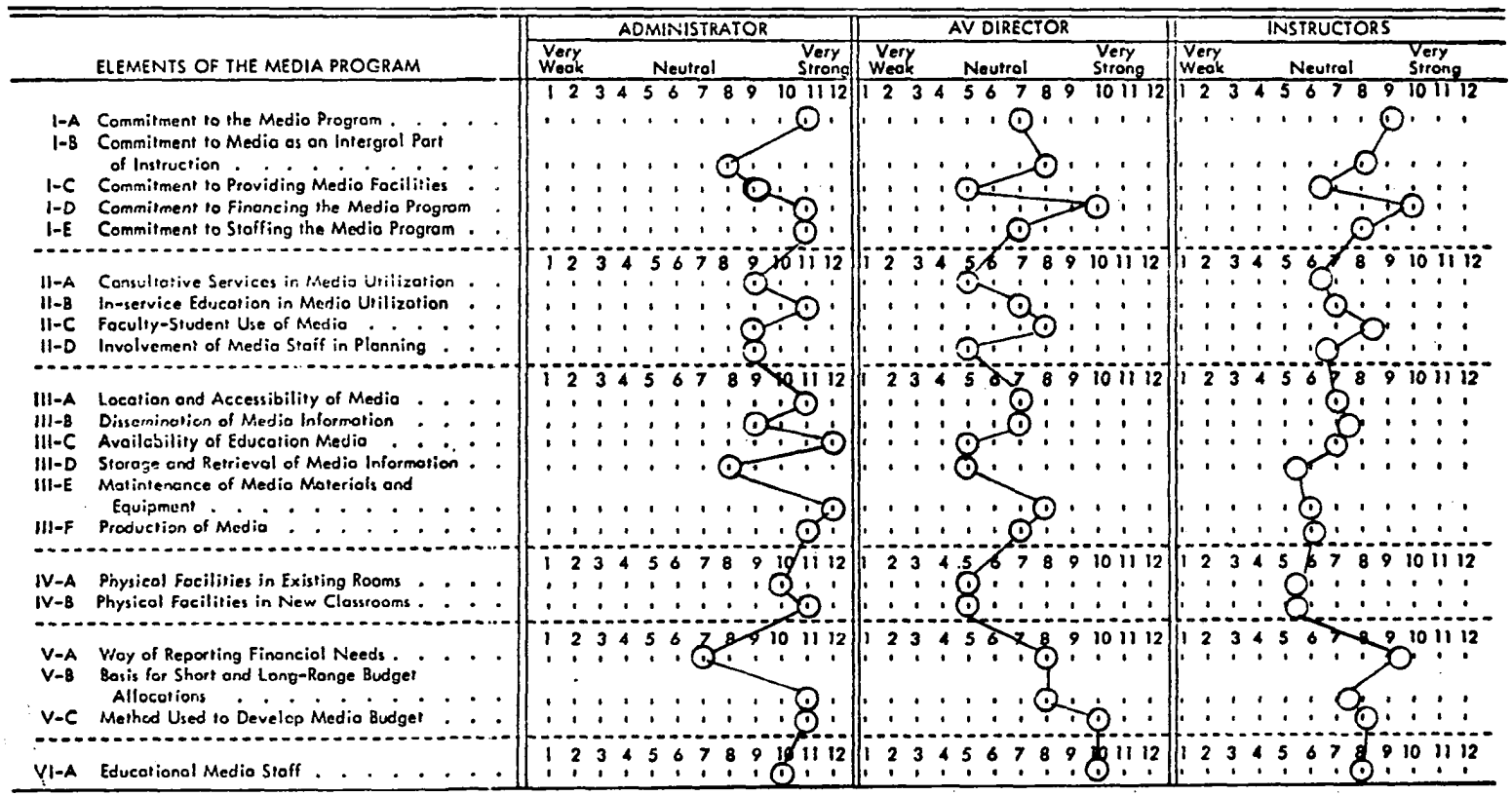
The ratings made by these three groups of participants from each college were also profiled as a means of determining the relative strengths and weaknesses of program areas. However, instead of using the three general categories of "weak," "neither weak nor strong," and "strong," the researcher maintained the original 1-12 rating points on the continuum following each of the 21 questionnaire areas. This allowed a more definite profile of each area. The results

of the intra-institutional correlations and profiles are presented in Figures 4.1 through 4.14.

The overall results presented in the secondary findings may be summarized by saying that the educational media directors in private colleges and universities are much more in agreement with the administrators than they are with the instructors/professors about the quality of the educational media programs within their colleges and universities. On the other hand, the educational media directors in public colleges and universities are much more in agreement with the faculty's qualitative assessment of the educational media program in their institution than they are with the administrators.

These emerging patterns of agreement/disagreement may well be a natural result of the administrative structure of the various media programs. For example, in the private colleges the educational media director is usually personally affiliated with his immediate superior since the institution has not yet reached major departmentalization which separates him from his administrative source. On the other hand, many of the public colleges and universities have become departmentalized to the extent that the media directors have very little personal contact with their administrative superiors. In such cases the administrator would have a limited knowledge of the actual quality of the educational media program in his college or university.

Figure 4.1 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER ONE

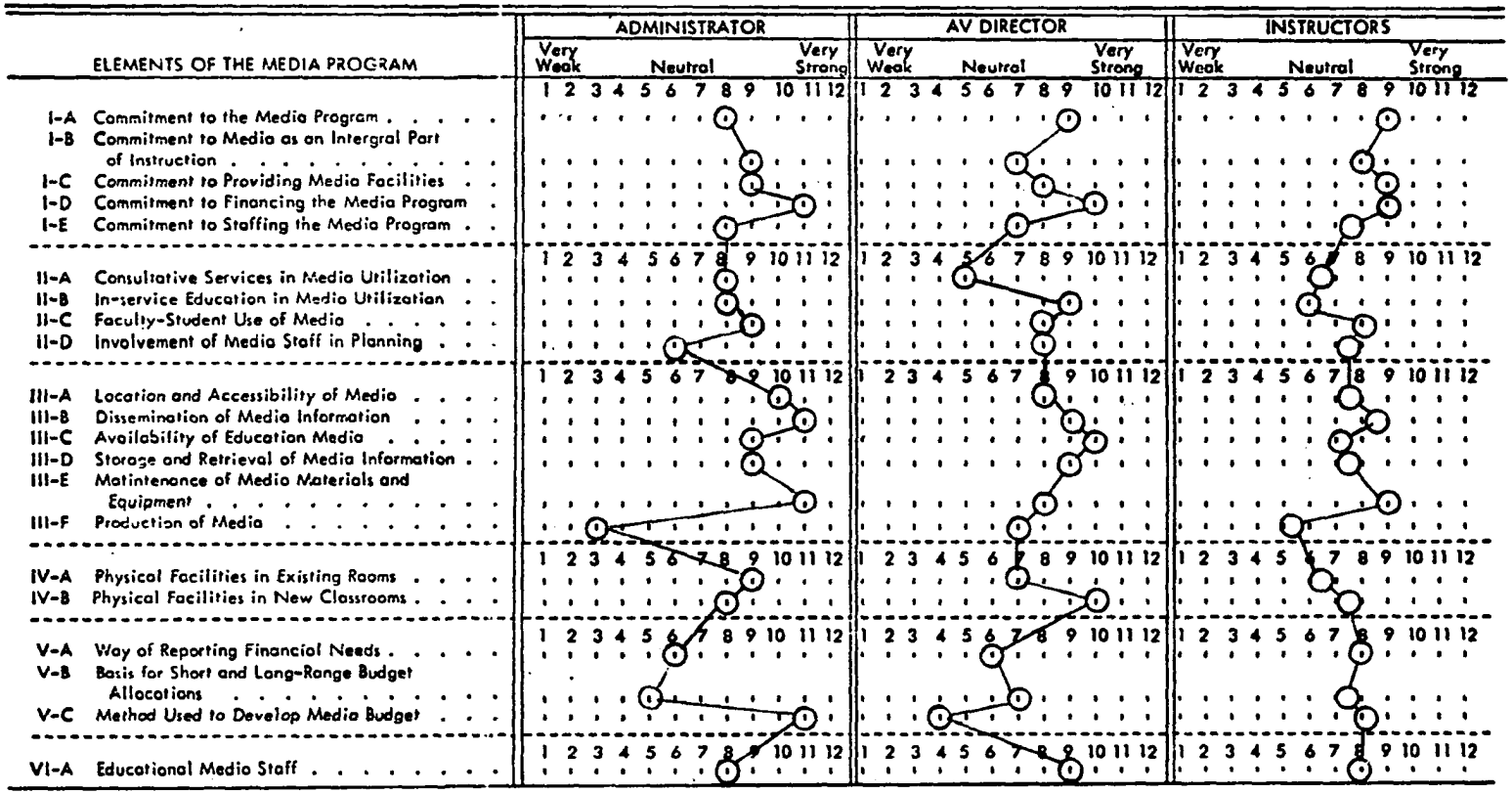


TOTAL QUALITATIVE RATINGS . . .	211	147	155.35
CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director = 0.145	AV Director vs. Instructors = 0.682***	Instructors vs. Administrator = -0.135

***Significant beyond the .0001 level

Figure 4.2

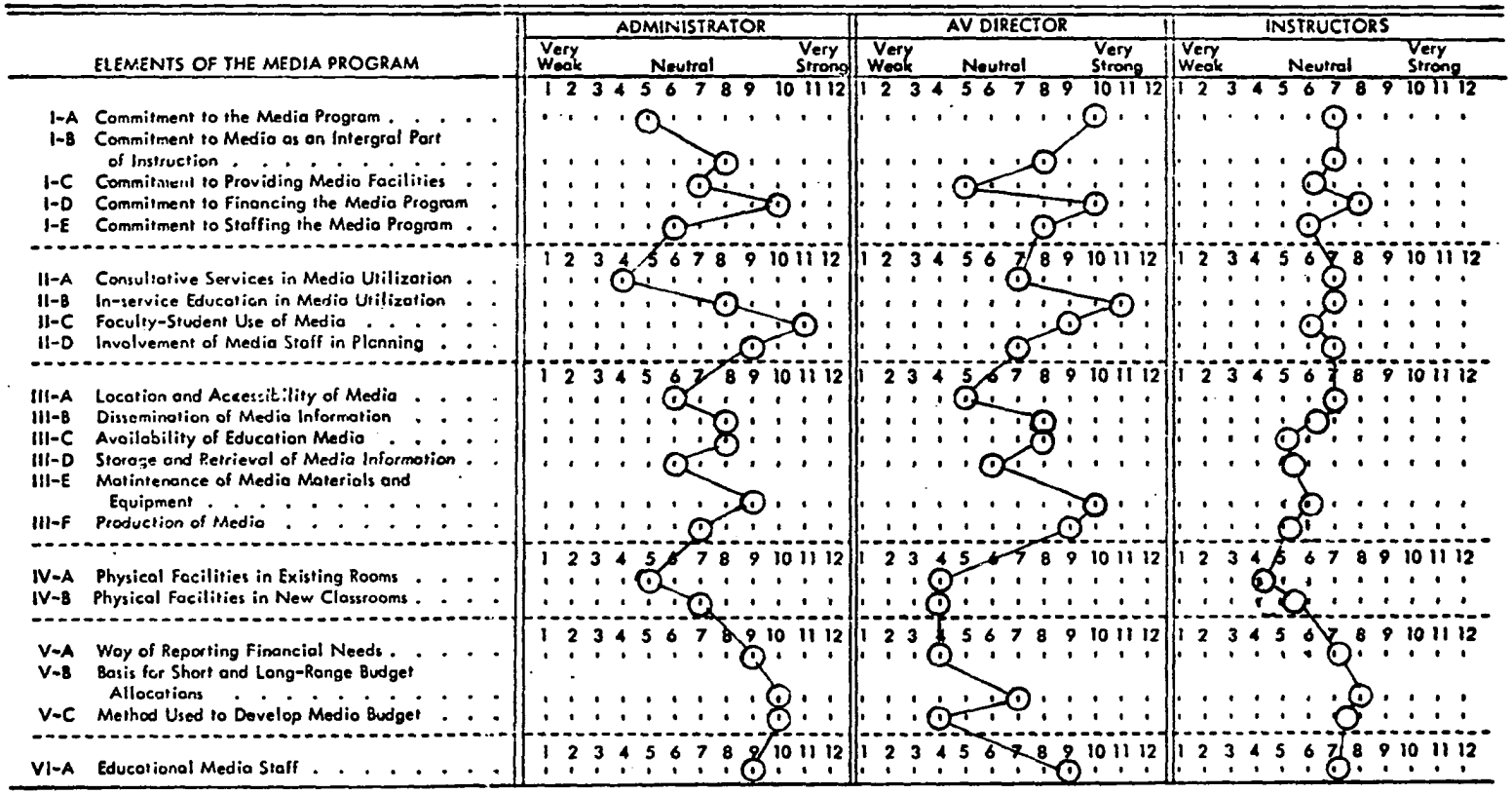
A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER TWO



	ADMINISTRATOR	AV DIRECTOR	INSTRUCTORS
TOTAL QUALITATIVE RATINGS . . .	176	165	162.49
CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director = 0.170	AV Director vs. Instructors = 0.186	Instructors vs. Administrator = 0.614**

**Significant beyond the .01 level

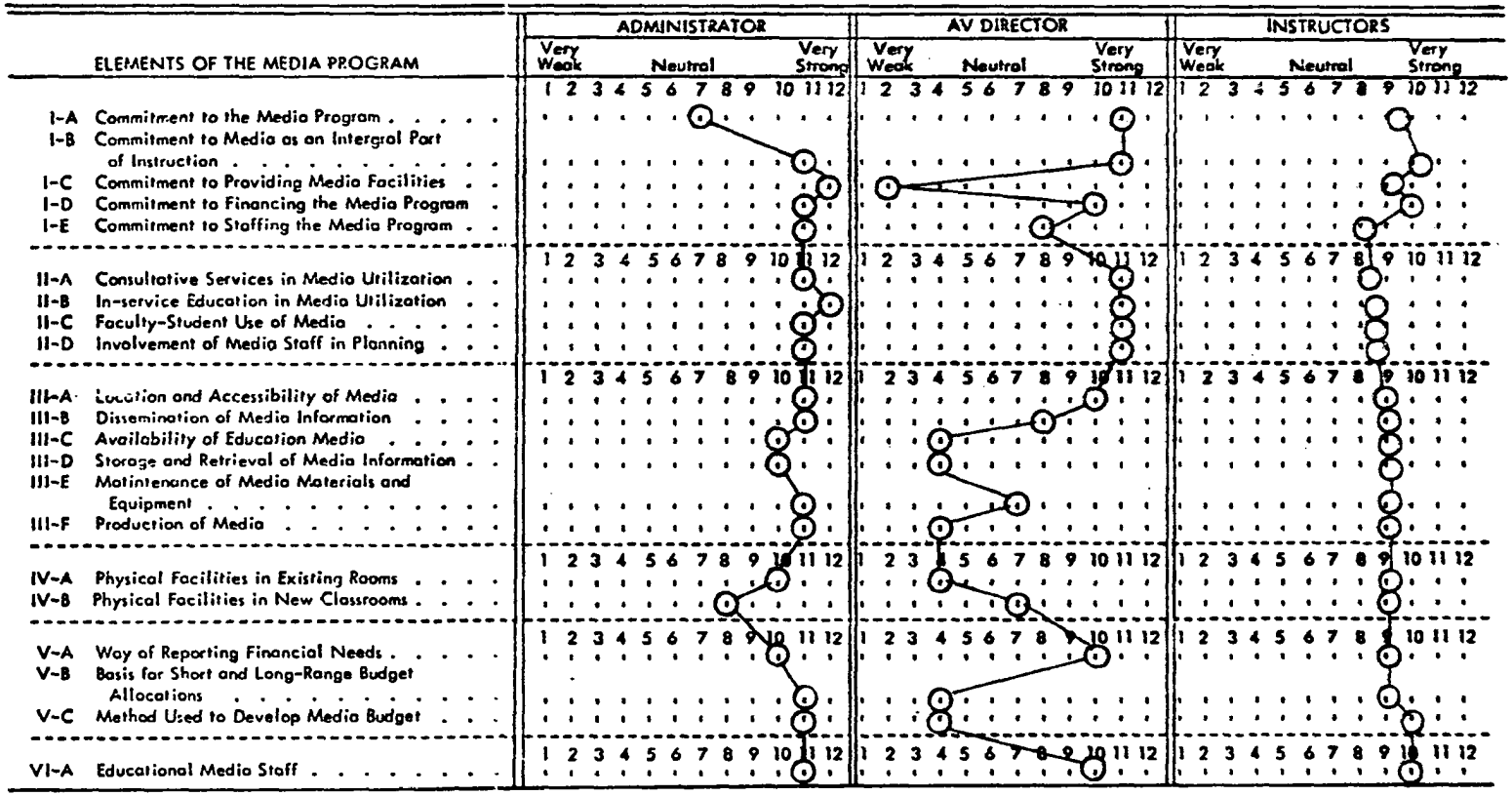
Figure 4.3 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER THREE



	ADMINISTRATOR	AV DIRECTOR	INSTRUCTORS
TOTAL QUALITATIVE RATINGS . . .	162	153	139.60
CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director = 0.194	AV Director vs. Instructors = 0.130	Instructors vs. Administrator = 0.467*

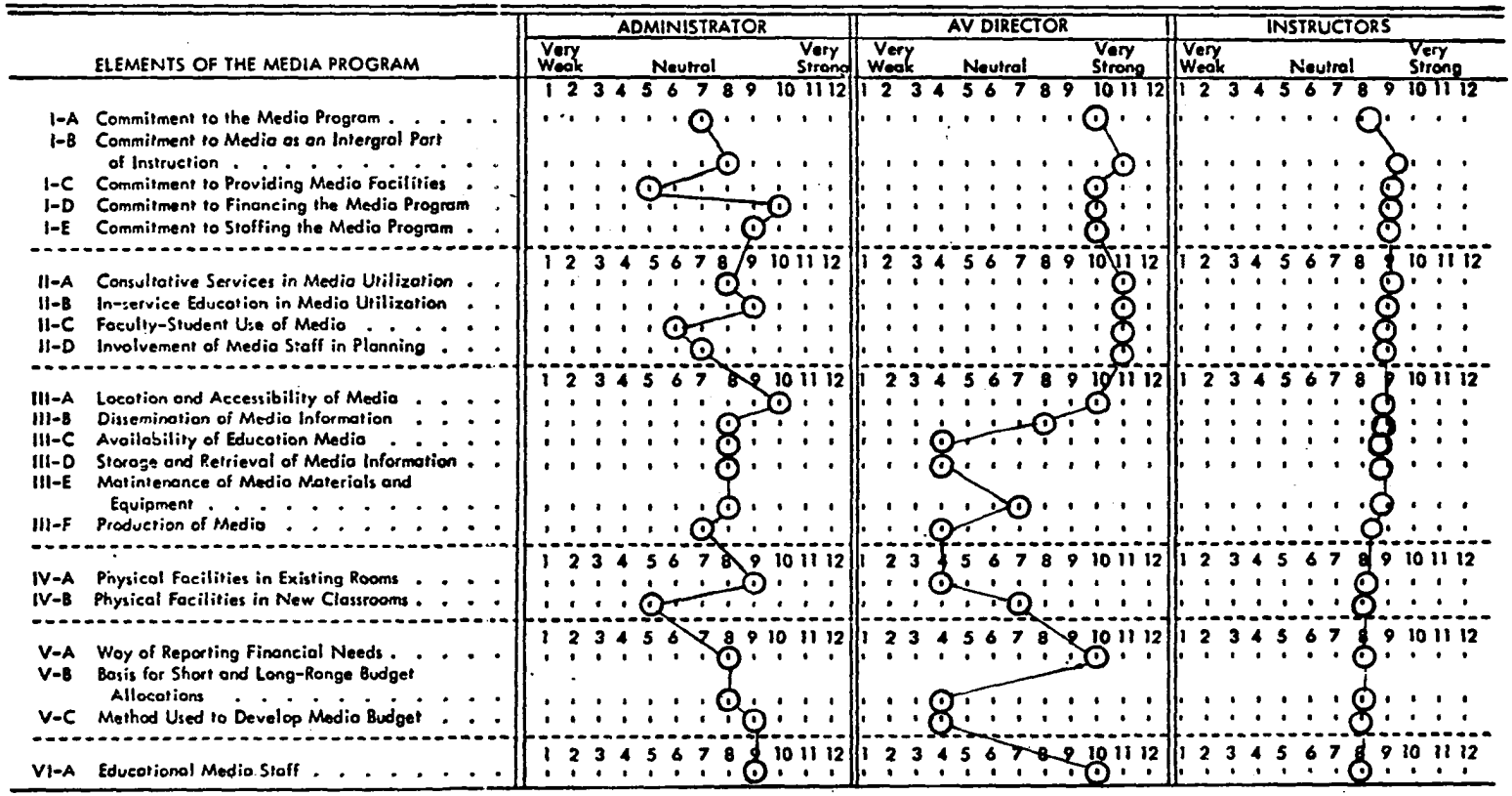
*Significant beyond the .05 level

Figure 4.4 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER FOUR



TOTAL QUALITATIVE RATINGS . . .	222	162	196.22
CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director = -0.062	AV Director vs. Instructors = -0.034	Instructors vs. Administrator = 0.024

Figure 4.5 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER FIVE

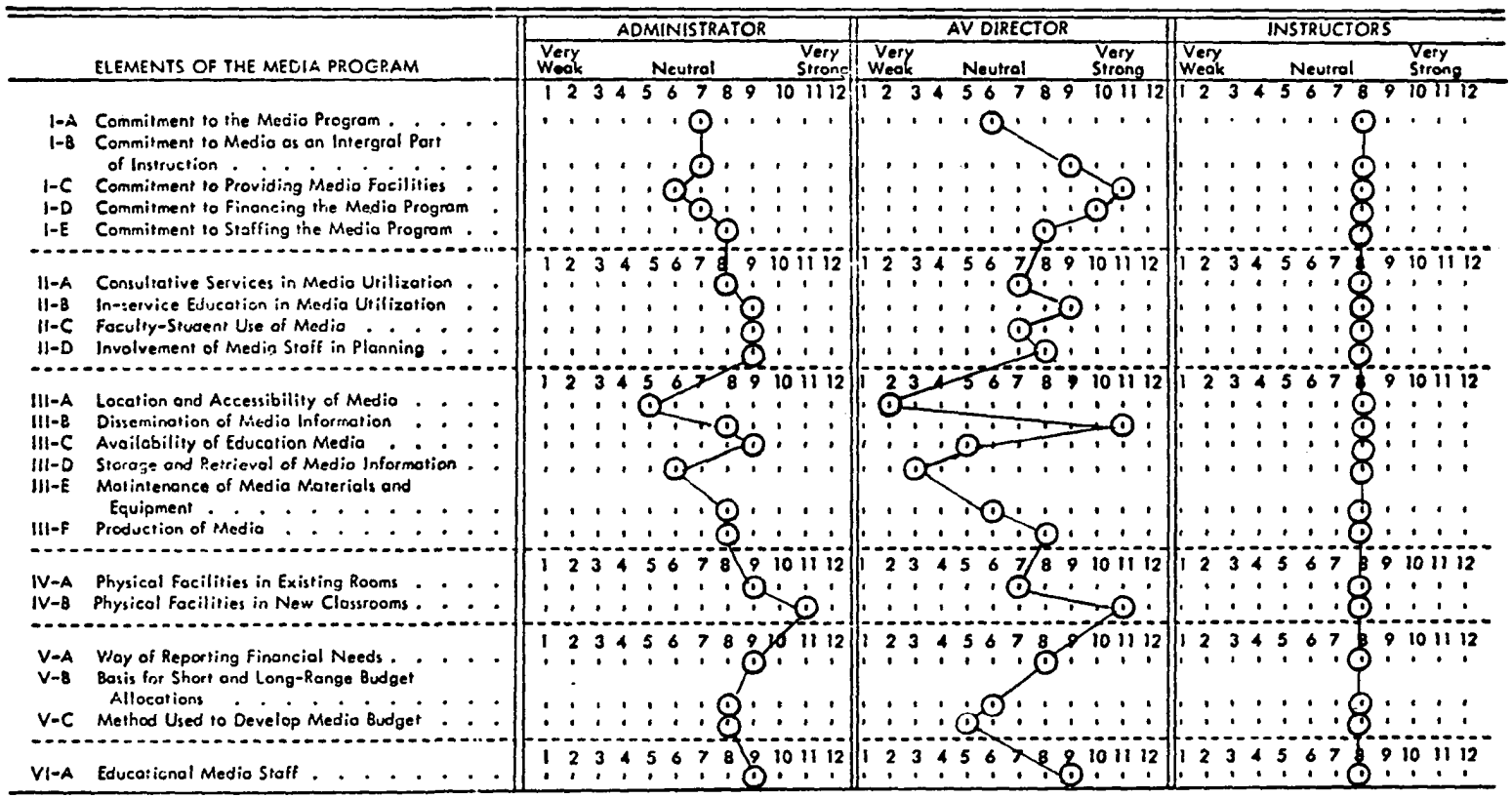


	ADMINISTRATOR	AV DIRECTOR	INSTRUCTORS
TOTAL QUALITATIVE RATINGS . . .	166	171	193.06

CORRELATION COEFFICIENTS . . .						
	Administrator vs. AV Director	= -0.034	AV Director vs. Instructors	= 0.529**	Instructors vs. Administrator	= 0.017

**Significant beyond the .01 level

Figure 4.6 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER SIX



TOTAL QUALITATIVE RATINGS . . .	168	156	177.58
CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director = 0.409	AV Director vs. Instructors = 0.158	Instructors vs. Administrator = -0.453*

*Significant beyond the .05 level

Figure 4.7 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER SEVEN

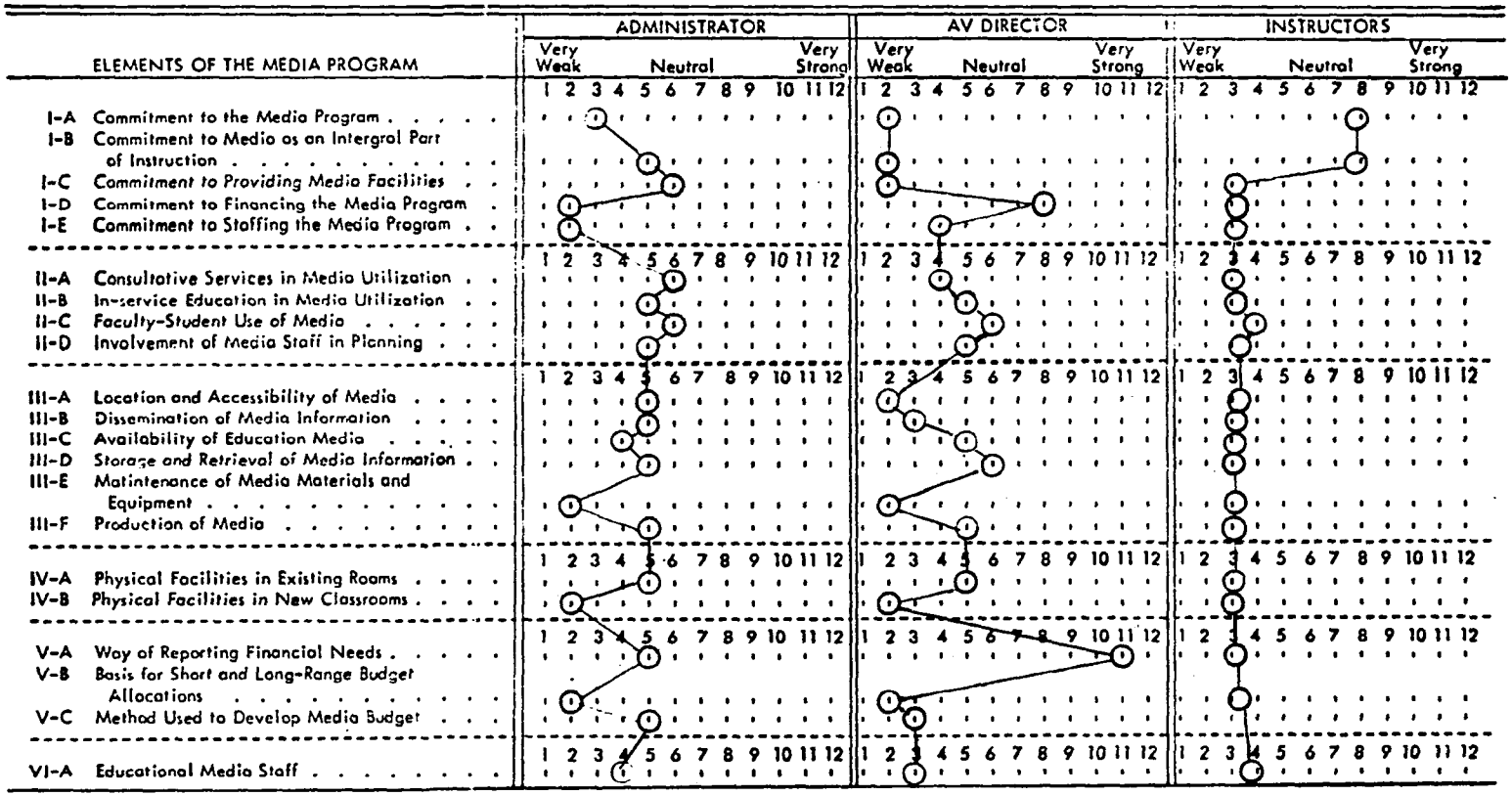
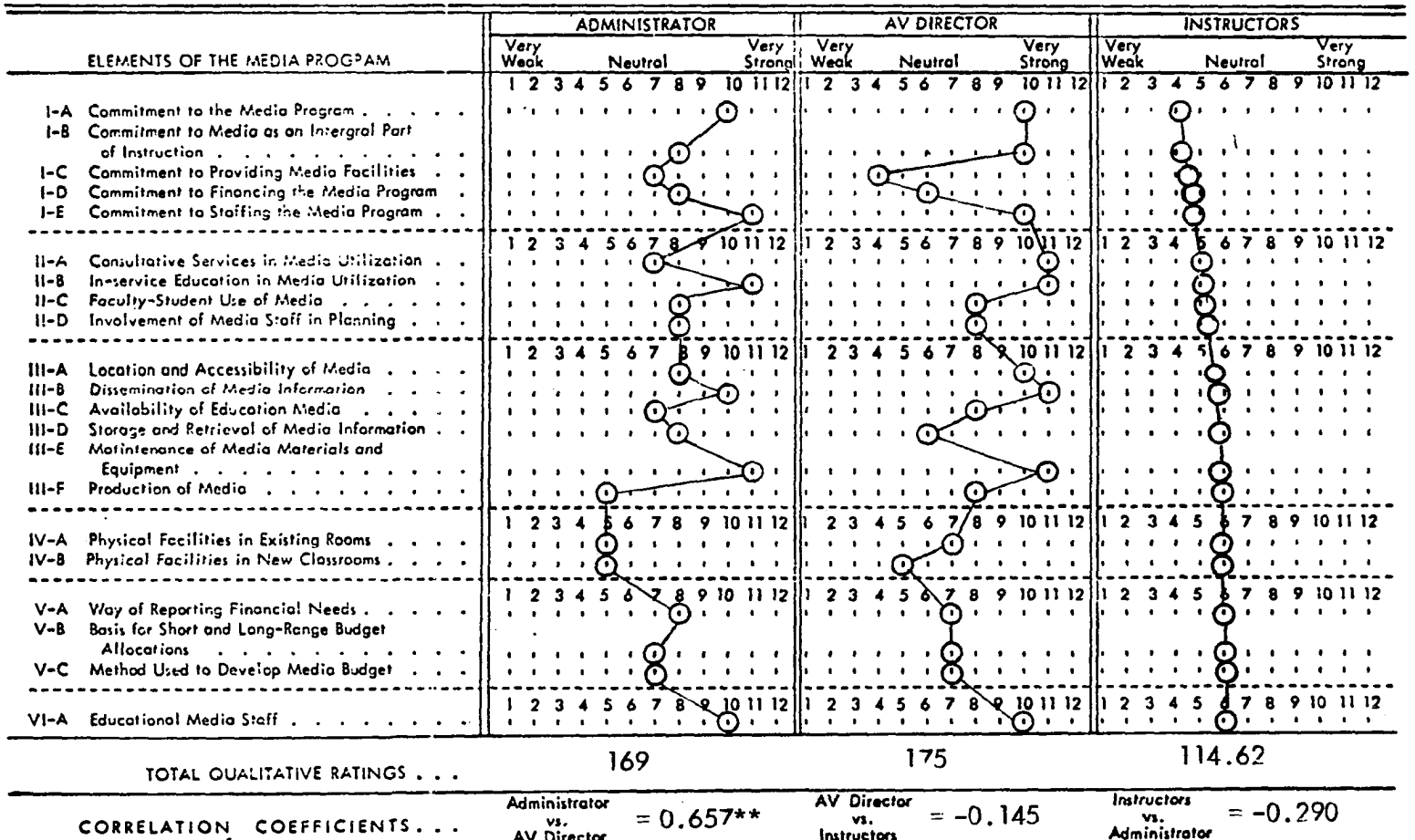
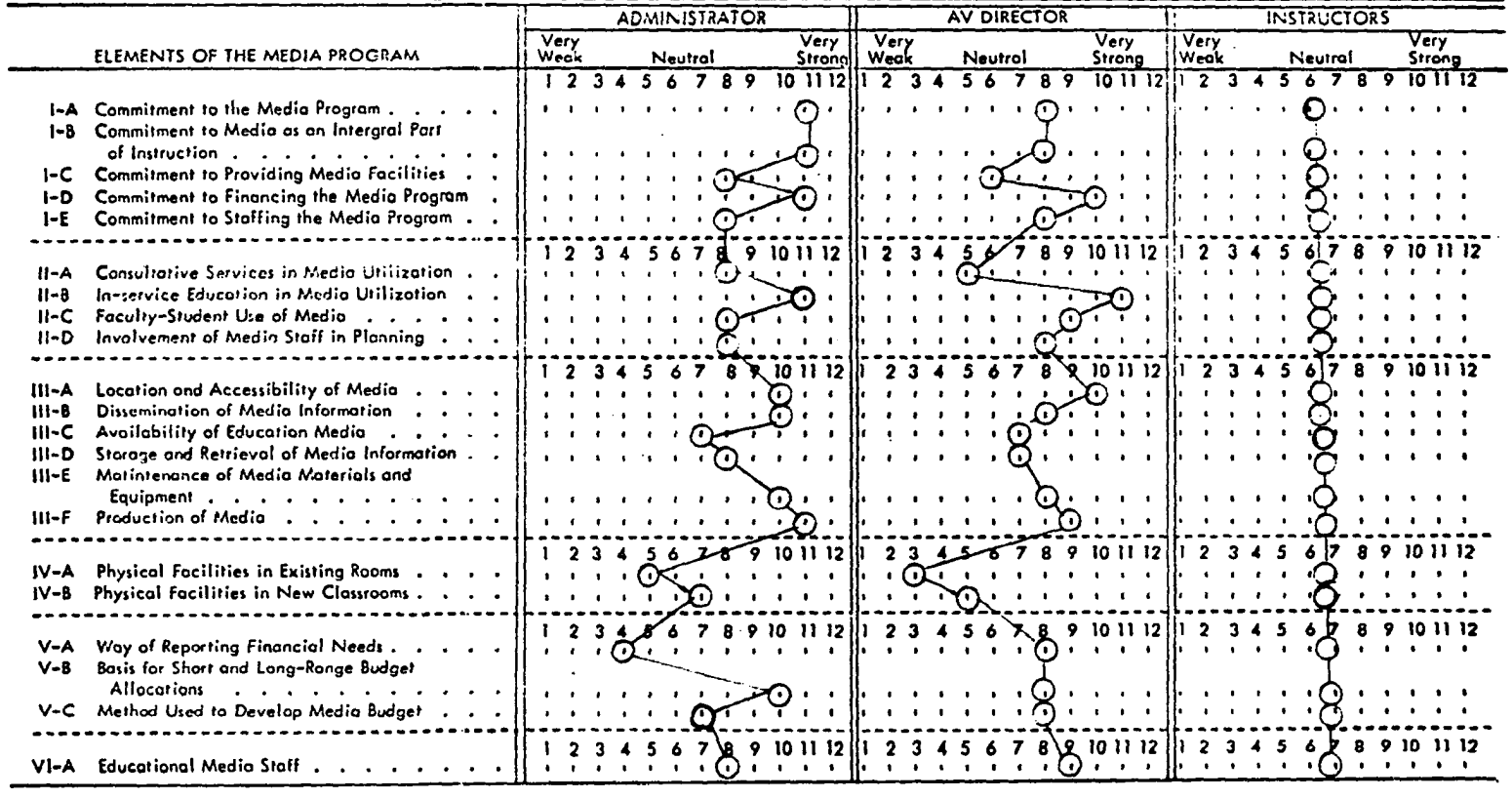


Figure 4.8 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER EIGHT



**Significant beyond the .01 level

Figure 4.9 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER NINE

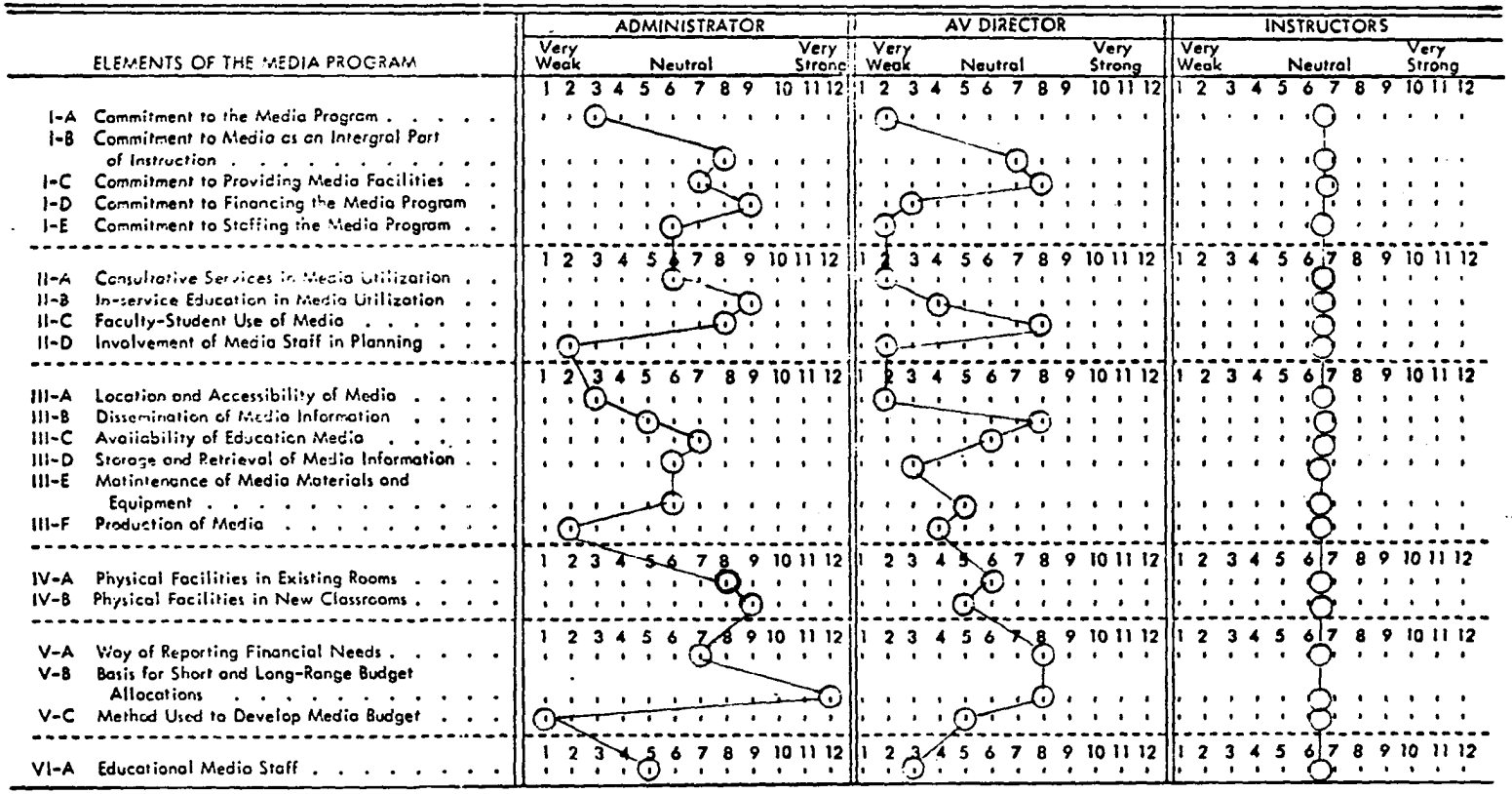


	ADMINISTRATOR	AV DIRECTOR	INSTRUCTORS
TOTAL QUALITATIVE RATINGS . . .	181	163	140.06
CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director = 0.595**	AV Director vs. Instructors = -0.118	Instructors vs. Administrator = -0.444*

*Significant beyond the .05 level

**Significant beyond the .01 level

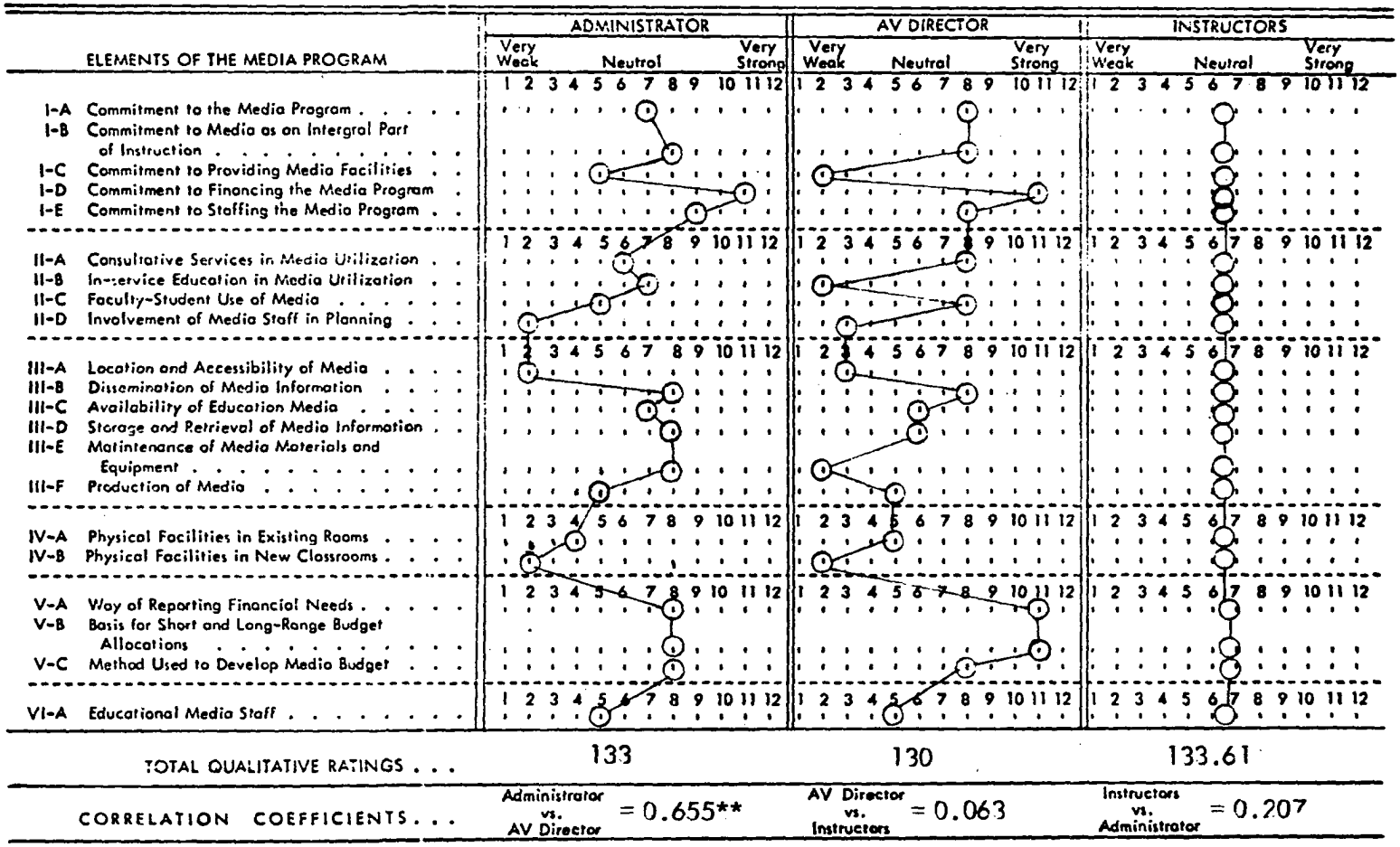
Figure 4.10 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER TEN



	ADMINISTRATOR	AV DIRECTOR	INSTRUCTORS
TOTAL QUALITATIVE RATINGS . . .	129	101	141.30
CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director = 0.474*	AV Director vs. Instructors = -0.156	Instructors vs. Administrator = 0.079

*Significant beyond the .05 level

Figure 4.11 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER ELEVEN



**Significant beyond the .01 level

Figure 4.12 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER TWELVE

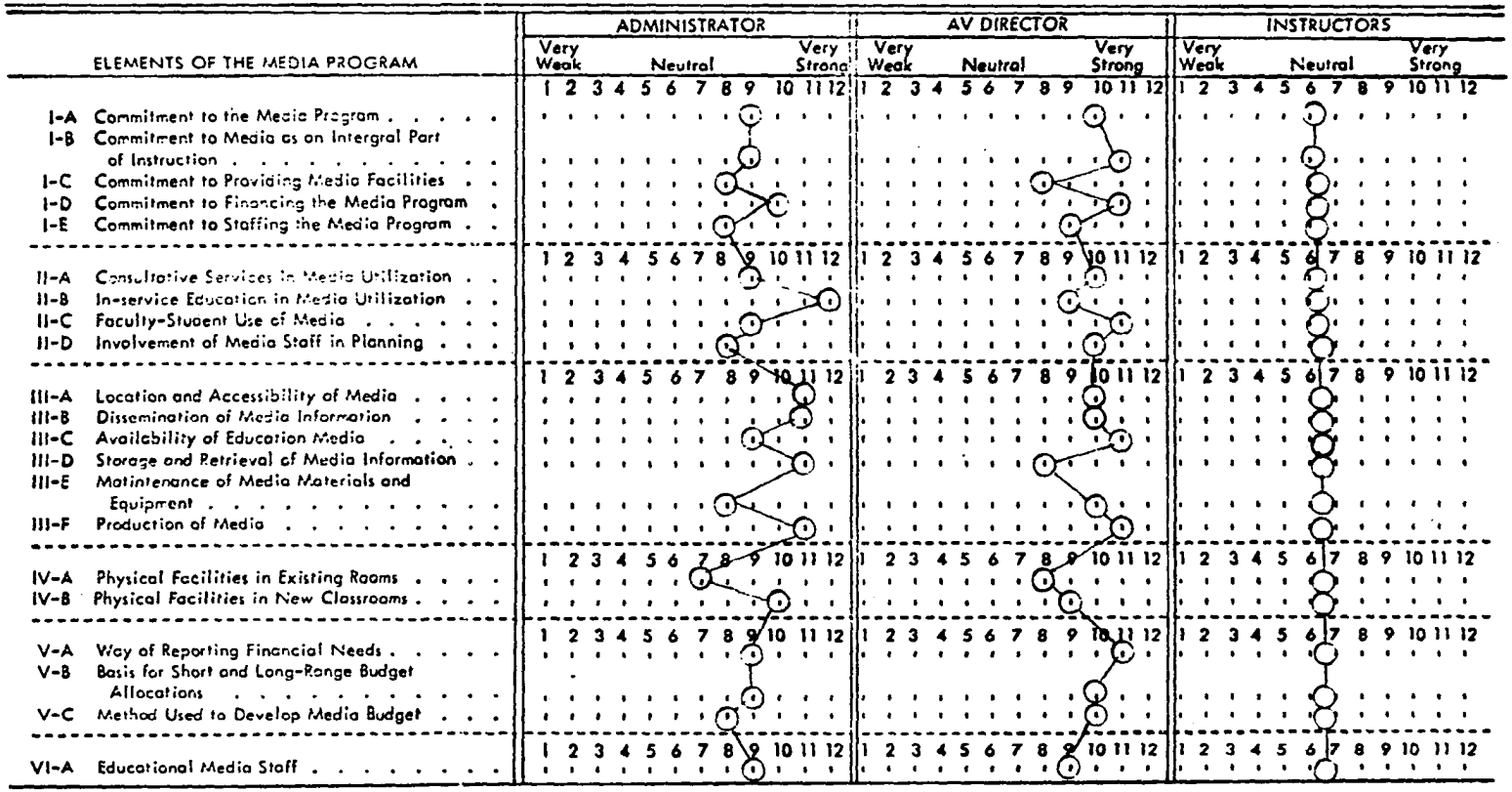
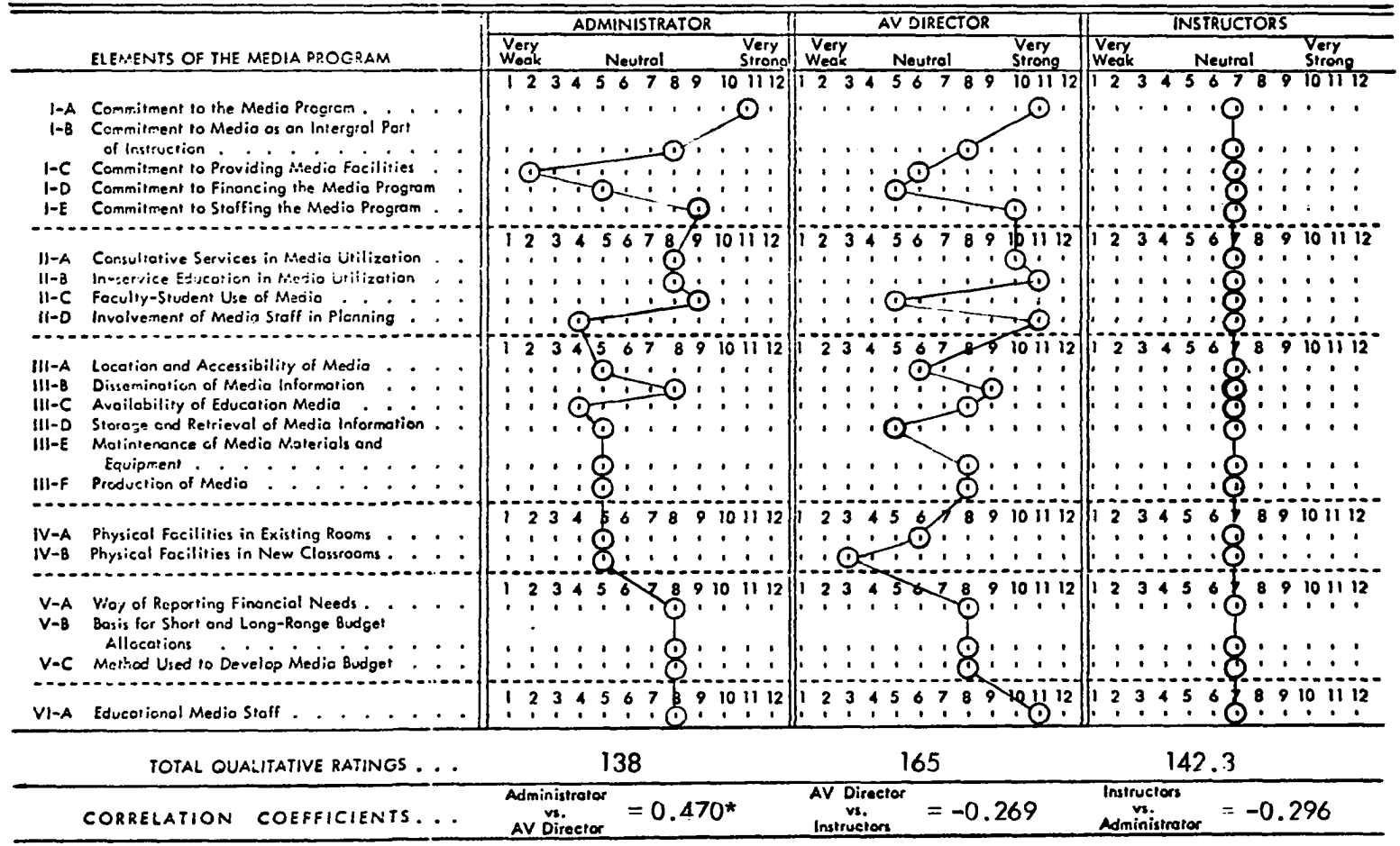


Figure 4.13 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER THIRTEEN

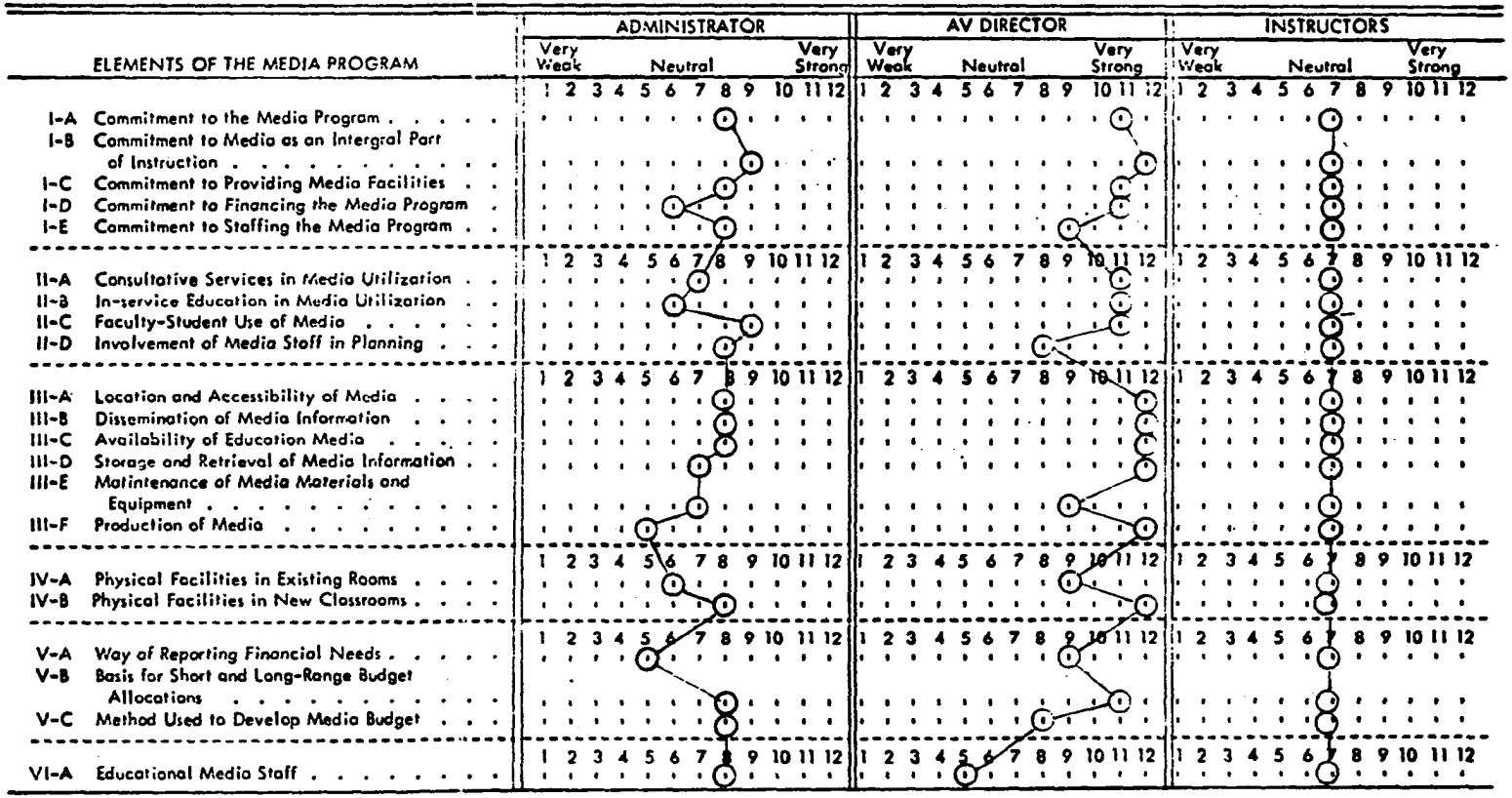


	ADMINISTRATOR	AV DIRECTOR	INSTRUCTORS
TOTAL QUALITATIVE RATINGS . . .	138	165	142.3

CORRELATION COEFFICIENTS . . .						
	Administrator vs. AV Director	= 0.470*	AV Director vs. Instructors	= -0.269	Instructors vs. Administrator	= -0.296

*Significant beyond the .05 level

Figure 4.14 A COMPARISON OF THE THREE MEDIA PROGRAM PROFILES REPORTED BY THE PARTICIPANTS FROM COLLEGE NUMBER FOURTEEN



	ADMINISTRATOR	AV DIRECTOR	INSTRUCTORS
TOTAL QUALITATIVE RATINGS . . .	155	218	143.38

CORRELATION COEFFICIENTS . . .	Administrator vs. AV Director	AV Director vs. Instructors	Instructors vs. Administrator
	= 0.022	= -0.358	= -0.230

Summary of Profile Data

The three qualitative profiles representing each college or university's educational media program have been presented in a single figure as an attempt to illustrate graphically the areas of program agreement/disagreement as perceived by the administrator, educational media director, and instructors from each college. Each figure also contains the total qualitative rating of each profile and the product-moment correlation among the three sets of ratings. While these comparisons can be very helpful to the individual institutions, it is necessary to compare the intra-institutional correlations computed for each college in order to see the emerging patterns of agreement/disagreement. Table 4.9 contains all correlations computed for each college or university.

The correlations presented in Table 4.9 show a definite pattern which was not obvious in testing the hypotheses. The results of testing the first three hypotheses indicated that there was significant agreement among the total qualitative ratings computed for all three groups. However, the individual correlations, when presented by institution, show that the private college administrators are generally in strong agreement with their educational media directors but both are in strong disagreement with the faculty members about the quality of the institution's educational media program.

TABLE 4.9

CORRELATION VALUES AND TOTAL QUALITATIVE RATINGS MADE BY ADMINISTRATORS, MEDIA DIRECTORS AND INSTRUCTORS

Type of College	College or University Number	Correlation: Administrators vs. Media Directors	Total Qualitative Ratings of Administrators	Correlation: Media Directors vs. Instructors	Total Qualitative Ratings of Media Directors	Correlation: Administrators vs. Instructors	Total Qualitative Ratings of Instructors
Public	One	0.145	211	0.682***	147	-0.135	155
	Two	0.170	176	0.186	165	0.614**	162
	Three	0.194	162	0.130	153	0.467*	140
	Four	-0.062	222	-0.034	162	0.024	196
	Five	-0.034	166	0.529**	171	0.017	193
	Six	0.409	168	0.158	156	-0.453*	178
	Seven	0.182	89	-0.292	87	-0.072	90
Private	Eight	0.657**	169	-0.145	175	-0.290	115
	Nine	0.595**	181	-0.118	163	-0.444*	140
	Ten	0.474*	129	-0.156	101	0.079	141
	Eleven	0.655**	133	0.063	130	0.207	134
	Twelve	0.116	195	-0.078	206	-0.071	137
	Thirteen	0.470*	138	-0.269	165	-0.296	142
	Fourteen	0.022	155	-0.358	218	-0.230	143

* Significant beyond the .05 level
** Significant beyond the .01 level
*** Significant beyond the .001 level

This was the case in five of the seven private colleges. In the remaining two private colleges, the educational media directors were in agreement with their administrators and in disagreement with their instructors/professors, but none of the correlations was significant.

A different pattern emerged from the correlations computed for the public colleges and universities. The most obvious differences between the patterns for the two groups of colleges were as follows: (1) There were no significant correlations between the administrators and educational media directors in the seven public colleges while five of the correlations for the same groups were significant in the private colleges. (2) The educational media directors from the public colleges showed disagreement (negative correlations) with only two of the instructors and agreement (positive correlations) in the remaining five colleges. On the other hand, the educational media directors from the private institutions showed disagreement with the instructors six times and agreement only once. (3) Two of the adminstrators and instructors from the public colleges showed a significant amount of agreement about the quality of the educational media programs in their colleges and universities. However, the administrators and instructors/professors were in disagreement about the quality of the educational media programs in five of the seven private colleges and universities.

An alternative method of presenting the results is shown in Tables 4.10 and 4.11. In these tables the numbers and percentages of the various groups who rated the educational media programs are shown. In Table 4.10 the ratings made by the administrators, media directors, and instructors are presented in the Weak, Neither Weak Nor Strong, and Strong categories. In Table 4.11 the ratings made by the participants from the public institutions are compared with the participants ratings from the private institutions.

It should be noted that the method of presentation shown in Table 4.10 and 4.11 leave something to be desired since much of the rating information is lost from the grouping of responses. For instance, the "Weak" category consists of all ratings ranging from 1.00 through 4.49, the "Neither-Weak-Nor-Strong" category consists of all ratings ranging from 4.50 through 8.49, and the "Strong" category consists of all ratings ranging from 8.50 through 12.49. Since some of the rating information is lost in this process, the researcher has included the exact ratings made by each participant in Appendix F (Table 4.12). However, it should be noted that the rating indices shown for the instructors/professors are an average (mean) of all ratings made by the instructors from a particular college or university.

TABLE 4.10

NUMBER AND PERCENTAGE OF PARTICIPANTS FROM EACH GROUP WHO WERE IN THE WEAK NEITHER-WEAK-NOR-STRONG, AND STRONG RANGES FOR EACH MEDIA PROGRAM ELEMENT

MEDIA PROGRAM ELEMENTS	WEAK						NEITHER WEAK NOR STRONG						STRONG					
	Administrators (N=14)		Media Director (N=14)		Instructors (N=83)		Administrators (N=14)		Media Director (N=14)		Instructors (N=83)		Administrators (N=14)		Media Director (N=14)		Instructors (N=83)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I-A. Commitment to the Media Program	2	14	2	14	1	7	7	50	8	57	8	57	5	36	4	29	5	36
I-B. Commitment to Educational Media as an Integral Part of Instruction	0	0	1	7	1	7	9	64	7	50	10	72	5	36	6	43	3	21
I-C. Commitment to Providing Media Facilities	1	7	4	29	2	14	10	72	7	50	9	65	3	21	3	21	3	21
I-D. Commitment to Financing Media Program	1	7	1	7	1	7	4	29	3	21	8	57	9	64	10	72	5	36
I-E. Commitment to Staffing Media Program	1	7	2	14	1	7	7	50	7	50	10	72	6	43	5	36	3	21
II-A. Consultative Services in Media Utilization	1	7	2	14	1	7	10	72	6	43	10	72	3	21	6	43	3	21
II-B. In-service Education in Media Utilization	0	0	2	14	1	7	6	43	2	14	10	72	8	57	10	72	3	21
II-C. Faculty-student Use of Media	0	0	0	0	1	7	6	43	8	57	9	64	8	57	6	43	4	29
II-D. Involvement of Media Staff in Planning	3	21	2	14	1	7	7	50	8	57	10	72	4	29	4	29	3	21
III-A. Location and Accessibility	2	14	4	29	1	7	6	43	4	29	11	79	6	43	6	42	2	14
III-B. Dissemination of Media Information	0	0	1	7	1	7	8	57	6	43	10	72	6	43	7	50	3	21
III-C. Availability of Media	2	14	1	7	1	7	7	50	9	64	11	79	5	36	4	29	2	14

Table 4.10 Continued on the following page

Table 4.10 Continued from previous page

MEDIA PROGRAM ELEMENTS	WEAK						NEITHER WEAK NOR STRONG						STRONG					
	Administrators (N=14)		Media Director (N=14)		Instructors (N=83)		Administrators (N=14)		Media Director (N=14)		Instructors (N=83)		Administrators (N=14)		Media Director (N=14)		Instructors (N=63)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
III-D. Storage and Retreival of Media	0	0	3	21	1	7	11	79	8	58	11	79	3	21	3	21	2	14
III-E. Maintenance of Media	1	7	2	14	1	7	7	50	7	50	10	72	6	43	5	36	3	21
III-F. Production of Media	2	14	2	14	1	7	8	57	7	50	11	79	4	29	5	36	2	14
IV-A. Physical Facilities in Existing Classrooms	1	7	3	21	1	7	8	57	9	65	11	79	5	36	2	14	2	14
IV-B. Physical Facilities in New Classrooms	2	14	4	28	1	7	8	57	5	36	11	79	4	29	5	36	2	14
V-A. Reporting Financial Needs	1	7	1	7	1	7	9	64	7	50	10	72	4	29	6	43	3	21
V-B. Basis for Budget Allocations	1	7	2	14	1	7	7	50	7	50	11	79	6	43	5	36	2	14
V-C. Development of Media Budget	1	7	3	21	1	7	8	57	7	50	11	79	5	36	4	29	2	14
VI-A. Educational Media Staff	1	7	2	14	1	7	6	43	2	14	10	72	7	50	10	72	3	21

TABLE 4.11

THE NUMBER AND PERCENTAGE OF INSTITUTIONS IN EACH GROUP WHICH WERE IN THE WEAK, NEITHER-WEAK-NOR-STRONG, AND STRONG RANGES FOR EACH MEDIA PROGRAM ELEMENT

MEDIA PROGRAM ELEMENTS	WEAK				NEITHER WEAK NOR STRONG				STRONG			
	Public-College Participants		Private-College Participants		Public-College Participants		Private-College Participants		Public-College Participants		Private-College Participants	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I-A. Commitment to the Media Program	2	10	3	14	9	43	10	48	10	47	8	38
I-B. Commitment to Educational Media as an Integral Part of Instruction	1	5	1	5	12	57	14	66	8	38	6	29
I-C. Commitment to Providing Media Facilities	3	14	3	14	9	43	17	81	9	43	1	5
I-D. Commitment to Financing the Media Program	2	10	1	5	3	14	12	57	16	76	8	38
I-E. Commitment to Media Staffing the Media Program	3	14	1	5	11	53	13	62	7	33	7	33
II-A. Consultative Services in Media Utilization	3	14	1	5	11	53	15	71	7	33	5	24
II-B. In-Service Education in Media Utilization	1	5	2	10	8	38	10	47	12	57	9	43
II-C. Faculty-Student Use of Media	1	5	0	0	8	38	15	71	12	57	6	29
II-D. Involvement of Media Staff in Planning	1	5	5	24	11	52	14	66	9	43	2	10
III-A. Location and Accessibility of the Media Center	3	14	4	19	9	43	11	52	9	43	6	29
III-B. Dissemination of Media Information	2	10	0	0	9	43	14	67	10	47	7	33
III-C. Availability of Media to Instructors/Professors	3	14	1	5	9	43	17	81	9	43	3	14
III-D. Storage and Retreival of Media	3	14	1	5	12	57	18	85	6	29	2	10

Table 4.11 Continued on the following page

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MEDIA PROGRAM ELEMENTS	WEAK				NEITHER WEAK NOR STRONG				STRONG			
	Public-College Participants		Private-College Participants		Public-College Participants		Private-College Participants		Public-College Participants		Private-College Participants	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
III-E. Maintenance of Media Equipment and Materials	3	14	9	43	9	43	1	5	15	71	5	24
III-F. Production of Media Materials	3	14	12	57	6	29	2	10	14	66	5	24
IV-A. Physical Facilities in Existing Classrooms	3	14	10	48	8	38	2	10	18	85	1	5
IV-B. Physical Facilities in New Classrooms	4	19	10	48	7	33	3	14	14	67	4	19
V-A. Reporting Financial Needs of the Media Program	2	10	10	47	9	43	1	5	16	76	4	19
V-B. Basis for Educational Media Budget Allocations	4	19	10	48	7	33	0	0	15	71	6	29
V-C. Actual Development of the Media Budget	4	19	7	33	10	48	1	5	19	90	1	5
VI-A. Quality of Preparation of the Educational Media Staff	3	14	4	19	14	67	1	5	14	66	6	29

Additional Biographical and Program Data

In addition to the data presented previously, participants were asked to complete the cover sheet for the Evaluative Checklist shown in Appendix A. While most of the information from this sheet was simply used to identify and categorize responses, the number of credit hours in audio-visual or audio-visual type courses (Item H) and the perceived needs of the media programs were used to further clarify the study results. The participants' responses to these two items are presented in Appendix G (Tables 4.11, 4.12, and 4.13).

As expected, the media directors had far more hours of audiovisual credit than either the administrators or the instructors. The media directors showed an average of nearly 15 credit hours of audiovisual work ($\bar{X}$=14.64 hours), while the administrators reported an average of less than two credit hours ($\bar{X}$=1.29 hours), and the instructors/professors reported an average slightly higher than the administrators ($\bar{X}$=1.46 hours). Of equal importance is the fact that two of the media directors reported no credit hours in audiovisual type classes. At the same time, only ten (71 percent) of the educational administrators had received no training in audiovisual work and sixty (72 percent) of the instructors had received no formal training in audiovisual work. These figures help to explain many of the comments made concerning the greatest needs of the media programs.

Many media directors indicated that the greatest need of their media program was to have faculty members utilize the equipment and services available to them. At the same time, many faculty members indicated a need for in-service training in the use of audiovisuals. For a more thorough knowledge of the participants' responses, see Tables 4.13, 4.14, and 4.15 in Appendix G.

A summary of the data taken from this section of the questionnaire suggests that instructors/professors, administrators, and even some media directors need more training in the proper uses of educational media in the instructional process. This instruction will probably have to be given through in-service training sessions, seminars, and workshops since it is not convenient for most administrators and instructors to attend regular audiovisual class sessions.

A synthesis of the hypothesis testing results, the secondary findings, and the additional biographical and program data is presented in Chapter V. Chapter V also contains the defensible conclusions which could be drawn from the data collected, recommendations for the improvement of the educational media programs in the higher education system of Arkansas, and implications for further research in the area of media program evaluation.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

Qualitative measures of the educational media program in fourteen (14) four-year colleges and universities in the state of Arkansas were analyzed in determining possible differences in the educational media programs of these institutions as judged by their administrators, educational media directors, and faculty members. Fulton's Evaluative Checklist was used in collecting the necessary data from the universities and colleges surveyed. This instrument appears in Appendix A.

Of the 17 universities and colleges contacted, three did not respond and the total sample of participating institutions was thereby reduced to 14.

The immediate purpose of this study was to test the hypotheses stated in Chapter 1 and to analyze the additional data collected. The intermediate purpose was to perform a general appraisal of the educational media programs in Arkansas' colleges and universities and the ultimate purpose was to formulate recommendations for the improvement of these programs.

The educational administrator directly responsible for the instructional program, the educational media director,

and six (6) professors/instructors, constituted the evaluation team from each college or university.

Evaluative judgments concerning six major aspects of the educational media program were made by each of the participants. The six major aspects of the quality of the educational media programs were as follows: (1) commitment of the institutions to the provisions of a wide variety of educational media services; (2) the relationship of the educational media program to the instructional program; (3) the quality of the institution's educational media center; (4) physical facilities which are provided for the utilization of educational media in instruction; (5) budget and financial support provided for the media program; and (6) the quality (training) of the educational media staff.

Two institutional categories were used for purposes of analysis and evaluation. The two categories were: (1) state-owned universities and senior colleges (public); and (2) independent or private senior colleges and universities.

Major Findings

The results of testing the seven hypotheses and performing additional analyses relating to the qualitative data are synthesized in the following major findings.

1. As shown in Table 4.2, there was a significant amount of agreement between the administrators' and media directors' ratings concerning the quality of the educational

media programs in the four-year colleges and universities of Arkansas.

2. The results presented in Table 4.3 allowed the investigator to conclude that there was a significant amount of agreement between the educational media directors' perceptions of the educational media programs in their colleges and universities and the instructors'/professors' perceptions of the quality of these same programs.

3. There was a significant amount of agreement between the administrators' perceptions of the educational media programs in their colleges and universities and the instructors'/professors' perceptions of the quality of these same programs as shown in Table 4.4.

4. Table 4.5 showed that there was not a significant difference between the administrators' judgments of the quality of the educational media programs in their colleges and universities and the media directors' judgments of the quality of these same programs.

5. There was not a significant difference between the media directors' judgments of the quality of the educational media programs in their colleges and universities and the instructors'/professors' judgments of the quality of these same programs. These results are shown in Table 4.6.

6. No significant difference was found between the administrators' judgments of the quality of the media programs in their colleges and universities. It became

necessary to make more detailed comparisons of the ratings made by each group. Individual ratings of the various areas represented on the evaluation instrument were used, and correlations were computed between the 21 ratings made by each participant and the other respondents from the same university or college. The ratings made by these three groups of participants from each college were profiled as a means of showing graphically the areas of agreement/disagreement concerning the relative strengths and weaknesses of the various educational media programs.

The intra-institutional correlations and summary of profile data as graphically illustrated, present the areas of program agreement/disagreement as perceived by the administrator, educational media director, and instructors from each college or university. Table 4.9 contains all correlations for each institution.

Secondary Findings

The correlations presented in Table 4.9 show a definite pattern which was not obvious in testing the hypotheses. Additional analyses are presented in the following secondary findings.

1. Individual correlations, when presented by institution, show that the private college administrators are generally in strong agreement with their educational media directors, but both are in strong disagreement with the faculty members about the quality of the institutions'

educational media program. This was the case in five of the seven private colleges.

2. Two of the seven private colleges gave evidence that the educational media directors were in agreement with their administrators and in disagreement with their instructors/professors, but none of the correlations were significant.

3. There were no significant correlations between the ratings made by the administrators and the ratings made by the educational media directors in the seven public colleges. On the other hand, five of the correlations for the same groups were significant in the private colleges.

4. The educational media directors from the public colleges showed disagreement (negative correlations) with the ratings made by the instructors from two of the colleges and agreement (positive correlations) with the ratings made of the media programs in the remaining five colleges.

5. The ratings made by the educational media directors from the private institutions however, showed disagreement with the instructors six times and agreement only once.

6. The ratings made by three of the administrators and instructors from the public colleges and universities showed a significant amount of agreement about the quality of the educational media programs in their colleges and universities.

7. The administrators and instructors/professors were

in disagreement in five of the seven colleges however, about the quality of the educational media programs in the private colleges and universities.

8. By and large, the educational media directors in private colleges and universities were much more in agreement with the administrators than they were with the instructors/professors about the quality of the educational media programs within their colleges and universities.

9. The educational media directors in public colleges and universities however, were much more in agreement with the faculty's qualitative assessment of the educational media program in their institution then they were with the administrators.

The secondary findings presented in Figures 4.1 through 4.14 are a graphic representation of the similarities and differences among the ratings made of the twenty-one program elements by participants from each college or university. Not only can these similarities and differences be observed by comparing the line graphs of the individual ratings, but the correlation coefficients show the statistical relationships among the various measures. While the data presented in these 14 figures are basically the same as those presented in Table 4.9, the participants' ratings of each program element can be compared in the figures. In general, these secondary findings showed that the administrative structure of the public and private colleges caused differences in the evaluations.

Conclusions

1. Private college administrators were generally in agreement with their educational media directors about the quality of the educational media programs. The investigator concluded that this agreement was largely attributed to the smallness of the institutions and consequent informality of all staff positions classified as administrative. The data strongly supports this rationale.

2. Private college administrators and educational media directors were in strong disagreement with the faculty members about the quality of the institutions' educational media programs. After observing the marked statistical variation between instructors and other staff positions, and the many references to "lack of communications" generally, it is concluded that more interstaff planning is necessary.

3. The administrators and educational media directors in public colleges and universities evidenced less rapport than the educational media directors and instructors in the same institution. This conclusion led the investigator to conclude further that the comparative magnitude of the administrative operation, and the greater number of personnel involved accounted for the apparent lack of rapport indicated by the data.

4. The educational media directors in public colleges and universities were much more in agreement with the faculty than they were with the administrators. The data

indicated a very close correlation. It is concluded that instructor-media personnel agreement was assured through the higher level of educational media availability and services in the public institutions.

5. Many Arkansas private colleges and universities fail to give their educational media programs the necessary support needed for proper operation. This conclusion was derived from the low correlation between private institutions' instructor - stated media needs, and those from the public institutions. The conclusion is attributed in various instances to an insufficient or unspecified media budget, and overall instability of institutional financing.

6. The academic dean or academic vice president is usually the educational media director's immediate supervisor in the public colleges, whereas a number of the private colleges' educational media directors operate within the auspices of the college library. The investigator concluded that the institutions having a more direct administrative representation, also had a greater centralization of audio-visual services, and more cooperative planning between staff positions.

7. The quality of an educational media program is attributed to the commitment of the chief academic officer, the administrative capabilities of the educational media director, and the adequacy of materials, equipment, and physical location of the media center. The qualitative data

reported by the 14 institutions prompted the investigator to conclude that administrative commitment was a general weakness in the educational media programs throughout the state. Acceptance of the media program as an integral part of the instructional program is a prime requisite for the development of an effective educational media program.

8. Increased awareness of the intended and/or expected role of the educational media facility and administrative commitment to that role would noticeably improve the efficiency of the operation of this program. An analysis of the qualitative data, and the data on the cover sheet accompanying the evaluative instrument suggested variations in role-expectations from respondent to respondent. Interpretations of the director's role as hardware and software supply solely, was manifested by many respondents. The investigator was led to conclude that in some instances the media director lacks the pervasiveness of character, the communicative skill and determination to promote his area of responsibility.

9. A low rate of media utilization is often the result of improper location and/or accessibility of educational media. The qualitative data analysis showed that the educational media resource areas were not well located geographically nor readily accessible to instructors in relationship to the rest of the ongoing educational processes.

10. There was little evidence of on-campus faculty workshops stressing educational media utilization in the

colleges and universities of Arkansas. An analysis of the data suggested that comparatively few administrators and instructors had had any audiovisual preparation in their degree programs. Many instructors recognized a need for short-term media workshops. This led the investigator to conclude that wider and more extensive media utilization by the faculty would result from such training.

11. Physical facilities were generally rated lower by the educational media directors than by the administrators or the instructors. Media personnel often suspect that they are operating within a low priority position administratively.

12. There is considerably less fluctuation between Very Weak and Very Strong on the profile rating scale among the instructors than among the administrators and the media directors, thereby suggesting a middle-or-the-road attitude on the part of the instructors, though one of common agreement.

13. The educational media directors showed a higher rating of the institution's commitment to the media program than did the administrators or the instructors, with the instructors showing the lowest ratings of the three groups. An inconsistency was noted between the director's self image, that of his department, and his stated needs. The conclusion being that the director acknowledges the necessary attributes and nucleus for a successful program, but believes his potential to be unfulfilled in reality.

14. The educational media directors rated the element, Commitment to Media as an Integral part of Instruction much higher than either the administrators or instructors with the instructors rating the element the lowest of all. The media director's personally acknowledged role and estimate of his department's potential explained his response to this element.

15. The administrators rated the element relating to the Educational Media Staff higher than did either the educational media directors or the instructors, with the instructors giving the element the lowest rating of any group. Analysis of the data indicated a disparity between the observations of the prime users of educational media and those serving in an administrative capacity.

16. The educational media directors surpassed the administrators and the instructors in number of credit hours they had received from audiovisual courses, with the instructors showing slightly more credit hours than the administrators. The investigator concluded this finding to be fairly universal throughout each of the institutions surveyed. Instructors, being users of educational media, occasionally take advantage of workshops and preparatory training in media utilization, whereas the role of the administrator has traditionally presupposed lack of such experience.

RECOMMENDATIONS

The following recommendations are based on three sources of information: (1) statistical data derived from the evaluative instrument, (2) data derived from biographical entries on cover sheet, and (3) personal experience on each campus.

An analysis of the data reported by the 14 institutions in this study support the following recommendations:

1. That the chief academic officers in the public four-year colleges and universities give additional support to the educational media directors through increased appropriations and raised priorities in academic affairs.

There was no significant agreement between the administrators and the educational media directors in the public four-year institutions as indicated by the qualitative ratings, and feelings of insecurity on the part of some media directors.

2. That the administrators and media personnel endeavor to serve the instructional needs of the faculty in a more constructive manner.

The administrators and educational media directors from the private institutions showed disagreement with the instructors on many program elements accounting perhaps for erratic utilization of resources.

3. That the four-year institutions' educational media director's immediate supervisor be the dean of instruction.

According to the data reported by the 14 institutions there was an apparent agreement between the media director's estimate of the educational media director's role and the educational administrator's estimate of the same role.

4. The educational media center should have a high priority rating in the academic administrator's institutional program.

Most of the educational media directors interviewed and a few of the instructors spoke of the need for a philosophical commitment as to the place of educational media in the curriculum, by the college or university leadership.

5. High in the order of educational media priorities should be consultative services in media utilization.

The instructors rated this element lower than did the administrators, with the media directors' rating of the element slightly higher than the administrators'. The combined ratings placed the total response in the neither weak nor strong category.

6. In-service training programs should be conducted in educational media utilization on a regular, more frequent basis.

Not enough faculty members take advantage of existing resources due to lack of familiarization with equipment. The instructors rated this program element lower than the other two respondents.

7. An institution should engage in a continous evaluation of its educational media program as it relates to

faculty-student use of media.

The instructors rated this program element lower than either the administrators or educational media directors, but the administrators, though rating the element lower than the media directors, were in very close agreement with the directors.

8. The educational media staff should be closely involved with the other staff members in curricular planning.

The educational media directors rated this program highly, followed in order by the administrators and the instructors.

9. Educational media services, equipment and materials should be more accessible to the instructional staff.

The results of the study clearly indicated that both the instructors and educational media personnel considered the services insufficient due to limited accessibility.

10. The educational media program should be both adaptable and flexible to accomodate the developing instructional needs of the teaching staff.

A review of the data points up the need for additional media personnel, a greater variety of equipment, and acquisition of additional equipment and materials to keep pace with emerging curricular developments.

11. The educational administrator, the educational media director, and the instructors should develop standards for educational media center operation.

Qualitative data reported by both public and private institutions was sufficiently at variance as to warrant the development of a standard operating procedure for the particular institution.

12. Educational media should be inspected, cleaned and repaired on a regular basis or when regular inspection indicates the need.

The qualitative ratings of the educational media directors and the instructors for this element were identical. The administrators however, scored this element considerably higher than either group.

13. Instructional media production services should be expanded.

The instructors rated this media service lower than either the administrators or the educational media directors, though few individuals fully realized the diverse implications of such a service.

14. Physical facilities in existing rooms should be improved for media utilization.

The educational media directors and instructors rated this program element lower than did the administrators, thereby distinguishing the prime media users from the administrative leadership.

15. When new classrooms are constructed, they should be adequate for utilization of a variety of instructional media.

The media directors rated this element lowest, the

instructors next in order, and the administrators rated this element higher than either of the other groups.

16. The educational media budget should be increased to meet the instructional needs of the faculty.

A large number of instructors related the greatest need of the educational media program to be a more appropriate budget.

There are many more recommendations which could have been made as a result of the present study. However, the researcher has purposely limited the number and type of recommendations made to those which are within the realistic possibilities of the colleges and universities involved in the study. For example, the results of the study showed that hardly any of the media programs studied had enough equipment and materials to meet the demands of the faculty, staff, and students. At the same time, it is not possible for every college and/or university to purchase all the materials and equipment needed for a "strong" program. Thus, no recommendation was made that the colleges and universities make such purchases. On the other hand, it is economically feasible for most colleges and universities to increase the budget of the educational media program. Therefore, it was recommended that each college or university increase the budget for the educational media program to a point where the materials, equipment, and services will at least meet the minimum instructional needs of the faculty. (See recommendation number 16)

Implications for Future Research

Many significant developments have affected changes in the concept of instructional media during the years following World War II. The most significant change perhaps, has been the integration of the media center's role into the total college setting. The review of the literature and the findings of this study suggested that some variations existed between what administrators, media directors and instructors thought about the responsibilities of educational media personnel and the conduct of the media program generally.

The following studies would produce additional findings which could be helpful to the improvement of educational media programs in Arkansas' colleges and universities.

1. Future studies should investigate the relationship of the educational media program to the organizational structure of the institution and the director's relationship to the structure.

2. The significance of differences between responses from small and large institutions suggests that further media studies might be appropriate. A comparison of qualitative and quantitative variations could be useful toward instructional improvement.

3. Additional studies need to be made in Arkansas to investigate the trend towards consensus between instructors, educational media directors and administrators about the professional responsibilities of the media director.

4. There is need to study the extent to which the educational media director serves his administrator as an audiovisual consultant or advisor on matters of specifications of materials and equipment, locating source materials, and servicing of equipment and provision of replacement parts.

5. There is a need to study the extent to which the educational media director serves as an educational media consultant or advisor on matters of curriculum revision and development.

6. Further study of the extent to which the educational media director devotes time to encouraging and stimulating instructors to develop a high degree of media competencies is needed.

7. It is recommended that studies be conducted to assess the manner and degree to which instructional media are implemented into the curriculum, and functions as an integral part of the total instructional system within the institution.

8. There is need for a study which elicits recommendations of teaching personnel as to acknowledged instructional media needs. The present study permits the instructor to evaluate his own institutions' educational media program but gives him slight opportunity to state meeds which are considered directly relevant to himself.

9. It is recommended that a study be conducted to ascertain the organizational location of the educational

media center in the institutional program, i.e., the department, division, or school of education, the college or university library, the extension division, a centralized media center directly under the president or academic vice president, or other administrative division of the institution.

10. It is recommended that a study be made to determine the depth and kind of working relationships involving faculty and media personnel and involvement of media staff in instructional planning.

11. Further investigations are needed to determine what factors are related to the in-service training of teachers and the subsequent uses of educational media.

12. It is recommended that a study be conducted to determine educational media access and utilization by students within the college or university.

13. Studies are needed to determine the percent of the total institutional budget that is allocated to educational media purposes, and an analysis of the factors that determine an educational media budget.

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APPENDIX A

COVER SHEET AND EVALUATIVE CHECKLIST USED FOR COLLECTING THE DATA

APPENDIX A

COVER SHEET FOR THE EVALUATIVE CHECKLIST

This Evaluative Checklist was designed to be used as a basis for determining the quality and function of educational media programs in higher education as evaluated by administrative and teaching personnel on each campus. The administrator is to be the chief academic officer and the instructors are to be selected randomly. The evaluations are to be compared with established criteria.

The term educational media as used here refers to all non-book materials and equipment plus newer media such as television, teaching machines and programed materials. Please complete this one page form and move on to the Checklist. The success of this endeavor will be determined largely by a high percentage response by the persons specified, as opposed to a delegated respondent.

Date_____

A. Name of institution_____

B. Location_____

C. Name and Title of person completing checklist

_____

_____

D. Number of years employed in present position_____

E. Number of years in the educational profession_____

F. Undergraduate major_____

G. Graduate major_____

H. Number of credit hours in audio-visual type courses completed_____

I. Student enrollment most recent school year_____

Under which administrative organization in your opinion should the educational media program be administered? Please check one.

( ) 1. Department, division, or school of education

( ) 2. University or college library

APPENDIX A Continued

COVER SHEET FOR THE EVALUATIVE CHECKLIST

( ) 3. Centralized media center

( ) 4. Extension division

( ) 5. Other: (Please specify) _____

_____

In one brief statement, what in your opinion, is the greatest need related to the local media program? _____

_____

_____

APPENDIX A (Cont'd)

EVALUATIVE CHECKLIST
AN INSTRUMENT FOR SELF-EVALUATING
AN
EDUCATIONAL MEDIA PROGRAM
IN
COLLEGES AND UNIVERSITIES

W. R. Fulton
University of Oklahoma
Norman, Oklahoma

REVISED: May 1969

REISSUED: September 1970

This instrument is 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.

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APPENDIX A (Cont'd)

INTRODUCTION TO CHECKLIST

The Evaluative Checklist which follows has been revised from an instrument developed by W. R. Fulton.[1] The checklist has been through a try-out and validation phase. It is known that when properly applied to an institution, it will discriminate among the several levels of quality in educational media programs.

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

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

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

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

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[1] The 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.

APPENDIX A (Cont'd)

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your institution. If a statement accurately describes your institution, mark 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 institution 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 number 1 to 12. Mark only one box in each subdivision.

EXAMPLE:

Mark only one box

[1] [2] [3]	There is no director of the media program.
[4] [5] [6]	There is a part-time director of the media program.
[7] [X] [9]	There is a full-time director in charge of the media program.
[10] [11] [12]	There are a full-time director and a sufficient number of clerical and technical personnel.

APPENDIX A (Cont'd)

I. INSTITUTIONAL EDUCATIONAL MEDIA SERVICES

CRITERIA

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

A. Commitment to the Media Program

Mark only one of the twelve boxes.

[1] [2] [3] The institution's educational media program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

[4] [5] [6] The institution's educational media program consists of media services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for institutional-wide media activities.

[7] [8] [9] The institution's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some media training but not enough to qualify him as an educational media specialist. He reports to the institutional administrator directly responsible for instruction.

[10] [11] [12] The institution has an educational media program including a media center and necessary sub-centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

APPENDIX A (Cont'd)

Remember -- Mark only one of the twelve boxes

B. Commitment to Educational Media As An Integral Part of Instruction

[1] [2] [3] The institution provides some educational media for teachers, and no trained personnel are available to assist in the utilization of the educational media that is provided.

[4] [5] [6] The institution has some educational media and services for faculty members who request them, but the faculty is not particularly encouraged to use the services.

[7] [8] [9] A variety of educational media and services are generally available and some attempts are made to acquaint faculty members with the services, and to encourage their use.

[10] [11] [12] The institution provides quantity and variety of educational media and services needed by all instructional units and encourages the faculty to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

[1] [2] [3] The buildings in use at this time provide for only very limited use of educational media.

[4] [5] [6] Although some new and remodeled facilities provide for the use of some types of educational media, the institution gives very little attention to media utilization at the time classroom buildings are planned.

[7] [8] [9] The institution provides most new and remodeled classrooms with light control and other facilities necessary for the use of some types of educational media.

[10] [11] [12] All new classrooms are equipped for the greatest possible use of educational media and are designed to permit adaptation for the use of new developments in media. Old classrooms are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

[1] [2] [3] Finances for the educational media program are not included in the budget.

APPENDIX A (Cont'd)

Remember -- Mark only one of the twelve boxes

[4] [5] [6] The major source of income for the educational media program is that received for media services rendered to instructional departments and non-institutional users, and the budget is based on immediate needs only.

[7] [8] [9] The educational media program is partially financed by regularly appropriated institutional funds and partially by income derived from services to non-institutional users. Long-range plans are occasionally considered when making the budget.

[10] [11] [12] The educational media program is financed entirely from regularly appropriated institutional funds when media and services are used for instructional purposes. The budget reflects to some degree long-range educational media plans and includes provision for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

[1] [2] [3] The responsibility for utilization of educational media services rests entirely with the individual teacher who desires such services.

[4] [5] [6] The responsibility for educational media services is assigned to various institutional staff members whose primary commitments are in other institutional jobs.

[7] [8] [9] The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided some clerical and technical assistance.

[10] [11] [12] Leadership and consultative services are provided by an educational media specialist and a qualified professional staff, all of whom have faculty status. An adequate clerical and technical staff is also provided.

APPENDIX A (Cont'd)

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

°An institution should engage in a continous evaluation of its educational media program as it relates to the instructional program.

°Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.

°The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.

°Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

Remember -- Mark only one of the twelve boxes

A. Consultative Services in Educational Media 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 are called on 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 members in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Media Services to Educational Preparation Programs

[1] [2] [3] No inservice education activities relating to the utilization of educational media are provided.

[4] [5] [6] The educational media program provides some media services for teacher preparation programs, but the department or college of education depends on its own leadership for planning media experiences in preparation programs for prospective teachers and media specialists.

APPENDIX A (Cont'd)

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

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

A. Location and Accessibility of Educational Media

Remember -- Mark only one of the twelve boxes

[1] [2] [3] The institution does not have an educational media center and does not have access to such services and media as might be rendered from an educational media center.

[4] [5] [6] The location of the main educational media center is such that media are not very accessible to most faculty members, and the main center is not supplemented by sub-centers where media are placed on long-term loan.

[7] [8] [9] The location of the main educational media center is such that media are not very accessible to the faculty, but the main center is supplemented by sub-centers which duplicate some of the services of the main center.

[10] [11] [12] The location of the main educational media center and the presence of necessary sub-centers make media highly accessible to all instructional units. Both the main center and the sub-centers are fully equipped to support a quality instructional program.

B. Dissemination of Media Information

[1] [2] [3] Information concerning educational media is never disseminated to prospective users as a matter of policy, but occasionally information concerning educational media might be secured upon request.

APPENDIX A (Cont'd)

Remember -- Mark only one of the twelve boxes

E. Maintenance of Media

[1] [2] [3] The institution has 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 repaired and cleaned whenever the maintenance staff has the time to do so.

[10] [11] [12] All educational media are inspected after each usage and are cleaned and repaired on a regular basis, or when inspection indicates the need.

F. Production of Media

[1] [2] [3] Practically no facilities for production are made available to teachers in producing their own materials.

[4] [5] [6] Limited production facilities are available for faculty members to produce their own materials.

[7] [8] [9] The educational media personnel, as well as faculty members, produce some educational materials. The staff of the center is limited to the extent that all demands for productions cannot be met.

[10] [11] [12] The educational media personnel produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

APPENDIX A (Cont'd)

Remember -- Mark only one of the twelve boxes

[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 the educational media is disseminated to the faculty and staff on an occasional basis or when requested.

[10] [11] [12] Information concerning educational media is frequently disseminated to the faculty, students, and staff as a matter of policy.

C. Availability of Educational Media

[1] [2] [3] Educational media is practically nonexistent and responsibility for obtaining such materials rest entirely with the user.

[4] [5] [6] The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

[7] [8] [9] There is sufficient quantity of educational media to make it possible for them to be delivered on relatively short notice.

[10] [11] [12] There is sufficient quantity of educational media to insure their delivery to the point of use at any time during the week in which they are requested.

D. Storage and Retrieval of Media

[1] [2] [3] There are practically no media storage facilities and those that are available are most difficult to locate and retrieve.

[4] [5] [6] Media storage facilities are available but are inadequate for some type of media, and personnel have difficulty in locating and retrieving specific items.

[7] [8] [9] The main educational media center and all sub-centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

[10] [11] [12] Adequate storage space, including space for future expansions, is provided in the main educational media center and in all subcenters with proper humidity control where needed. The center has a master retrieval system for immediate location of media.

APPENDIX A (Cont'd)

A. Physical Facilities in Existing Classrooms

Remember -- Mark only one of the twelve boxes

[1] [2] [3] No classrooms have been modified for use of educational media and no systematic plans have been made to adopt such classrooms for use of media.

[4] [5] [6] A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

[7] [8] [9] Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

[10] [11] [12] All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

[1] [2] [3] Most classrooms are not provided with physical facilities that make possible the use of educational media.

[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 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 by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

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

A. Reporting Financial Needs

[1] [2] [3] The financial needs of the educational media program are almost never reflected in the budget and are never reported to the administrative officer.

APPENDIX A (Cont'd)

[4] [5] [6] The financial needs of the educational media program are reported to the chief administrative officer in charge of instruction only when immediate expenditures are urgently needed.

[7] [8] [9] The financial needs of the educational media program are regularly reported to the chief 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, are made to the chief administrative officer in charge of instruction.

B. Basis for Budget Allocations

Remember — Mark only one of the twelve boxes

[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 budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

[10] [11] [12] The budget is based on both the immediate needs and the long-range goals of the institution and reflects clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

[1] [2] [3] There is no provision for the development of a separate educational media budget.

[4] [5] [6] Each instructional department develops its own educational media budget without consulting an educational media specialist.

[7] [8] [9] The budget of the educational media program reflects the media needs of most instructional units. However, some departments have their own media budgets which have no relationship to the educational media program.

[10] [11] [12] The budget of the educational media prgram reflects the media needs of the entire institution and is developed by the professional media staff in consultation with departmental administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

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

APPENDIX A (Cont'd)

Remember--Mark only one of the twelve boxes

[1] [2] [3] No person has been assigned to look after the media program. Utilization of educational media is entirely the responsibility of the user.

[4] [5] [6] An institutional staff person has been assigned to look after the educational media program. He performs more as a clerk, and a technician than as a professional media person.

[7] [8] [9] A professional media person with some special media training, or equivalent experiences is in charge of the educational media program and has some professional assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

[10] [11] [12] The educational media program is directed by a well qualified educational media specialist who is provided with sufficient professional, clerical and technical staff to provide adequate educational media services. He and his professional staff are instruction and curriculum oriented.

APPENDIX B

MEMORANDUM SENT FROM THE ARKANSAS STATE DEPARTMENT OF HIGHER EDUCATION TO EACH FOUR-YEAR COLLEGE AND UNIVERSITY

APPENDIX B

STATE DEPARTMENT OF HIGHER EDUCATION
401 National Old Line Building
Little Rock, Arkansas 72201

MEMORANDUM

November 17, 1972

TO: Presidents and Chancellors of Colleges and Universities in Arkansas

FROM: M. Olin Cook, Director M. Olin Cook

REF: Research Study

Assistant Professor Howard H. Farris, School of Education, Central State University, Edmond, Oklahoma, has a research project on the subject of educational media in Arkansas institutions of higher education. He has visited with me about this research project. I am convinced that results of this study will hold great potential of useful information to higher education program planners in Arkansas. He has agreed to make the results of this research available to all colleges and universities in the State.

The purpose of this letter is to commend to you Professor Howard Farris and what appears to be a most purposeful study of interest to Arkansas higher education planning. He will be contacting you within a few days requesting your assistance in providing some information about the educational media program in your institution. His request appears to be a worthy one, and I am sure that directors and selected instructors will want to give it appropriate consideration and, if you find it possible to do so, to lend him your cooperation in gathering the data which he needs for a full statewide survey of the subject.

MOC/dc

APPENDIX C

CORRESPONDENCE TO IDENTIFY MEDIA DIRECTORS

APPENDIX C

Dr. John Doe,
President
Springdale University
Springdale, Arkansas 72830

Dear Dr._____:

I am completing plans to conduct an evaluative-type survey of Educational Media Programs in the various four-year public and private colleges and universities in the State of Arkansas. The questionnaire instrument to be used is itself, in the nature of a standard or criterion for the development or improvement of an efficiently equipped, staffed, and operated Educational Media Center.

I hope to begin this study in a very short time, but prior to this I would like to obtain the name of the individual on your campus who is responsible for your educational media services, whether he is entitled the Educational Media Director, the Audiovisual Director, Learning Resource Director, or other. Educational Media here is defined as non-book equipment and materials, book AND non-book materials, television services, film supply, or other.

Would you please give me his name and title and the name and title of the individual to whom he is immediately responsible? I would appreciate this information very much. The results of this study will be available on request. Accompanying the evaluative instrument will be a copy of a supportive memorandum from the Director of the Department of Higher Education, Little Rock, Arkansas.

Very Sincerely,

Howard H. Farris
Asst. Prof. Educational Media

APPENDIX D

FIRST FOLLOW-UP LETTER SENT TO PARTICIPATING INSITUTIONS CONCERNING FACULTY NON-RESPONDENTS

APPENDIX D

Dr. John Doe
Academic Vice-President
Springdale University
Springdale, Arkansas 72830

Dear Dr. _____:

I am enclosing one copy of the Evaluative Checklist which you were so kind to distribute for me recently. Five of six instructors completed the Checklist. Would you please pass this form on to another one of your instructors?

The following instructors returned the Checklist, these of course were in addition to yourself and _____, your media coordinator.

1. (First Professor)
2. (Second Professor)
3. (Third Professor)
4. (Fourth Professor)
5. (Fifth Professor)

I appreciated both your assistance and the opportunity to visit with you and President _____. I would like to return for a longer visit one of these times.

Very sincerely,

Howard H. Farris

APPENDIX E

SECOND FOLLOW-UP LETTER SENT TO THE NON-RESPONDING INSTITUTIONS FIVE WEEKS AFTER THE EVALUATION INSTRUMENTS WERE DISTRIBUTED

APPENDIX E

Dr. John Doe,
President
Springdale University
Springdale, Arkansas 72830

Dear Dr. _____:

About five weeks ago I was on your campus and visited with you, _____ _____, and _____ concerning a state-wide Educational Media study which I was conducting. I left eight identical instruments with you to be distributed to three separate staff classifications as follows:

1. The Chief Academic Officer, or his assistant

2. The Director of the Audiovisual Services Department, or his assistant

3. Six instructors, selected as randomly as possible.

The study makes no attempt to evaluate institutions, or Educational Media programs, rather, all responses from each of the classifications above will be totaled and statistically analyzed to determine if there are significant differences in perceptions of audiovisual roles and functions from staff position-to-position.

I will be glad to replace any or all of the questionnaires should they have been misplaced. Please let me know the number needed. Also, I want to make the results of the study available to your institution should they be desired.

I had a very nice visit on that date with _____ in the audiovisual department, and would like very much to return again someday.

I will greatly appreciate your assistance in checking the disposition of the questionnaires.

Respectfully yours,

Howard H. Farris

APPENDIX F

INDIVIDUAL RATINGS MADE OF THE TWENTY-ONE QUESTIONNAIRE ELEMENTS BY THE THREE PARTICIPATING GROUPS

APPENDIX F

TABLE 4.12

INDIVIDUAL RATINGS OF QUESTIONNAIRE ELEMENTS

Questionnaire Elements	College or University No. 1			College or University No. 2		
	Admin	Media Dir.	Instructors	Admin.	Media Dir.	Instructors
I-A	11	7	9.33	8	9	9.00
I-B	8	8	8.33	9	7	8.10
I-C	9	5	6.66	9	8	9.00
I-D	11	10	10.00	11	10	9.10
I-E	11	7	8.00	8	7	7.80
II-A	9	5	6.66	8	5	6.50
II-B	11	7	7.00	8	9	6.00
II-C	9	8	8.50	9	8	8.10
II-D	9	5	6.80	6	8	7.50
III-A	11	7	7.10	10	8	7.80
III-B	9	7	7.80	11	9	8.80
III-C	12	5	7.10	9	10	7.10
III-D	8	5	5.50	9	9	7.50
III-E	12	8	6.00	11	8	9.00
III-F	11	7	6.10	3	7	5.39
IV-A	10	5	5.67	9	7	6.80
IV-B	11	5	5.50	8	10	7.67
V-A	7	8	9.50	6	6	8.00
V-B	11	8	7.50	5	7	7.50
V-C	11	10	8.30	11	4	8.33
VI-A	10	10	8.00	8	9	8.00
Mean ($\bar{X}$)	10.0	7.0	7.4	8.4	7.9	7.7
Std. Dev. (S)	1.4	1.7	1.3	2.1	1.6	1.0

TABLE 4.12

INDIVIDUAL RATINGS OF QUESTIONNAIRE ELEMENTS

Questionnaire Elements	College or University No. 3			College or University No. 4		
	Admin	Media Dir.	Instructors	Admin.	Media Dir.	Instructors
I-A	5	10	7.00	7	11	9.50
I-B	8	8	7.00	11	11	10.67
I-C	7	5	6.40	12	2	9.67
I-D	10	10	8.00	11	10	10.10
I-E	6	8	6.00	11	8	8.67
II-A	4	7	7.00	11	11	8.75
II-B	8	11	7.00	12	11	8.91
II-C	11	9	6.20	11	11	8.92
II-D	9	7	7.00	11	11	8.91
III-A	6	5	7.00	11	10	9.09
III-B	8	8	6.80	11	8	9.19
III-C	8	8	5.40	10	4	9.23
III-D	6	6	5.80	10	4	9.18
III-E	9	10	6.20	11	7	9.17
III-F	7	9	5.60	11	4	9.24
IV-A	5	4	4.60	10	4	9.13
IV-B	7	4	5.80	8	7	9.20
V-A	9	4	7.60	10	10	9.25
V-B	10	7	8.00	11	4	9.30
V-C	10	4	7.80	11	4	10.10
VI-A	9	9	7.40	11	10	10.04
Mean ($\bar{X}$)	7.7	7.3	6.7	10.6	7.7	9.3
Std. Dev. (S)	1.9	2.3	.9	1.6	3.2	.5

APPENDIX F (Cont'd)

TABLE 4.12

INDIVIDUAL RATINGS OF QUESTIONNAIRE ELEMENTS

Questionnaire Elements	College or University No. 5			College or University No. 6		
	Admin	Media Dir.	Instructors	Admin.	Media Dir.	Instructors
I-A	7	10	8.50	7	6	8.71
I-B	8	11	9.95	7	9	8.69
I-C	5	10	9.88	6	11	8.65
I-D	10	10	9.79	7	10	8.65
I-E	9	10	9.70	8	8	8.64
II-A	8	11	9.57	8	7	8.60
II-B	9	11	9.48	9	9	8.55
II-C	6	11	9.42	9	7	8.54
II-D	7	11	9.34	9	8	8.54
III-A	10	10	9.25	5	2	8.49
III-B	8	8	9.18	8	11	8.49
III-C	8	4	9.13	9	5	8.45
III-D	8	4	9.05	6	3	8.41
III-E	8	7	9.06	8	6	8.38
III-F	7	4	8.97	8	8	8.31
IV-A	9	4	8.88	9	7	8.28
IV-B	5	7	8.83	11	11	8.25
V-A	8	10	8.83	9	8	8.24
V-B	8	4	8.80	8	6	8.24
V-C	9	4	8.73	8	5	8.23
VI-A	9	10	8.72	9	9	8.24
Mean $(\bar{X})$	7.9	8.1	9.2	8.0	7.4	8.5
Std. Dev. (S)	1.4	2.9	.4	1.3	2.5	.2

TABLE 4.12

INDIVIDUAL RATINGS OF QUESTIONNAIRE ELEMENTS

Questionnaire Elements	College or University No. 7			College or University No. 8		
	Admin	Media Dir.	Instructors	Admin.	Media Dir.	Instructors
I-A	3	2	8.15	10	10	4.26
I-B	5	2	8.07	8	10	4.44
I-C	6	2	3.66	7	4	4.58
I-D	2	8	3.93	8	6	4.70
I-E	2	4	3.80	11	10	4.87
II-A	6	4	3.55	7	11	5.02
II-B	5	5	3.69	11	11	5.20
II-C	6	6	4.20	8	8	5.28
II-D	5	5	3.97	8	8	5.42
III-A	5	2	3.90	8	10	5.55
III-B	5	3	3.82	10	11	5.65
III-C	4	5	3.82	7	8	5.72
III-D	5	6	3.81	8	6	5.78
III-E	2	2	3.86	11	11	5.90
III-F	5	5	3.77	5	8	5.97
IV-A	5	5	3.83	5	7	5.97
IV-B	2	2	3.84	5	5	5.99
V-A	5	11	3.89	8	7	6.04
V-B	2	2	3.98	7	7	6.07
V-C	5	3	4.03	7	7	6.11
VI-A	4	3	3.99	10	10	6.19
Means ($\bar{X}$)	4.2	4.1	4.3	8.9	8.3	5.5
Std. Dev. (S)	1.4	2.3	1.3	1.9	2.1	.6

APPENDIX F (Cont'd)

TABLE 4.12

INDIVIDUAL RATINGS OF QUESTIONNAIRE ELEMENTS

Questionnaire Elements	College or University No. 9			College or University No. 10		
	Admin	Media Dir.	Instructors	Admin.	Media Dir.	Instructors
I-A	11	8	6.30	3	2	6.92
I-B	11	8	6.38	8	7	6.91
I-C	8	6	6.40	7	8	6.92
I-D	11	10	6.49	9	3	6.89
I-E	8	8	6.53	6	2	6.85
II-A	8	5	6.53	6	2	6.83
II-B	11	11	6.55	9	4	6.79
II-C	8	9	6.58	8	8	6.81
II-D	8	8	6.59	2	2	6.77
III-A	10	10	6.63	3	2	6.72
III-B	10	8	6.67	5	8	6.73
III-C	7	7	6.70	7	6	6.70
III-D	8	7	6.73	6	3	6.67
III-E	10	8	6.79	6	5	6.66
III-F	11	9	6.83	2	4	6.62
IV-A	5	3	6.83	8	6	6.61
IV-B	7	5	6.83	9	5	6.60
V-A	4	8	6.87	7	8	6.59
V-B	10	8	6.92	12	8	6.59
V-C	7	8	6.94	1	5	6.58
VI-A	8	9	6.97	5	3	6.54
Means $(\bar{X})$	8.6	7.8	6.7	6.1	4.8	6.7
Std. Dev. (S)	2.0	1.8	.2	2.8	2.3	.1

TABLE 4.12

INDIVIDUAL RATINGS OF QUESTIONNAIRE ELEMENTS

Questionnaire Elements	College or University No. 11			College or University No. 12		
	Admin	Media Dir.	Instructors	Admin.	Media Dir.	Instructors
I-A	7	8	6.54	9	10	6.22
I-B	8	8	6.53	9	11	6.24
I-C	5	2	6.51	8	8	6.41
I-D	11	11	6.50	10	11	6.43
I-E	9	8	6.49	8	9	6.44
II-A	6	8	6.46	9	10	6.45
II-B	7	2	6.43	12	9	6.45
II-C	5	8	6.44	9	11	6.47
II-D	2	3	6.41	8	10	6.48
III-A	2	3	6.38	11	10	6.50
III-B	8	8	6.35	11	10	6.51
III-C	7	6	6.33	9	11	6.53
III-D	8	6	6.32	11	8	6.54
III-E	8	2	6.31	8	10	6.56
III-F	5	5	6.27	11	11	6.57
IV-A	4	5	6.24	7	8	6.57
IV-B	2	2	6.22	10	9	6.56
V-A	8	11	6.23	9	11	6.70
V-B	8	11	6.23	9	10	6.71
V-C	8	8	6.22	8	10	6.72
VI-A	5	5	6.20	9	9	6.72
Means $(\bar{X})$	6.3	6.2	6.4	9.3	9.8	6.5
Std. Dev. (S)	2.4	3.1	.1	1.3	1.0	.1

APPENDIX F (Cont'd)

TABLE 4.12

INDIVIDUAL RATINGS OF QUESTIONNAIRE ELEMENTS

Questionnaire Elements	College or University No. 13			College or University No. 14		
	Admin	Media Dir.	Instructors	Admin.	Media Dir.	Instructors
I-A	11	11	6.72	8	11	6.80
I-B	8	8	6.74	9	12	6.80
I-C	2	6	6.73	8	11	6.81
I-D	5	5	6.73	6	11	6.82
I-E	9	10	6.73	8	9	6.82
II-A	8	10	6.72	7	11	6.82
II-B	8	11	6.73	6	11	6.81
II-C	9	5	6.80	9	11	6.82
II-D	4	11	6.80	8	8	6.82
III-A	5	6	6.80	8	12	6.82
III-B	8	9	6.81	8	12	6.84
III-C	4	8	6.81	8	12	6.84
III-D	5	5	6.81	7	12	6.84
III-E	5	8	6.81	7	9	6.84
III-F	5	8	6.80	5	12	6.84
IV-A	5	6	6.80	6	9	6.83
IV-B	5	3	6.79	8	12	6.83
V-A	8	8	6.79	5	9	6.84
V-B	8	8	6.79	8	11	6.84
V-C	8	8	6.79	8	8	6.85
VI-A	8	11	6.80	8	5	6.85
Means ($\bar{X}$)	6.6	7.9	6.8	7.4	10.4	6.8
Std. Dev. (S)	2.2	2.3	.04	1.2	1.9	.02

APPENDIX G

ADDITIONAL BIOGRAPHICAL AND PROGRAM INFORMATION

APPENDIX G

TABLE 4.13

THE ADMINISTRATORS' PERCEPTIONS OF THE GREATEST NEED(S) OF THEIR EDUCATIONAL MEDIA PROGRAMS

College Number	Audiovisual Credit Hours	*Greatest Need of the Educational Media Program*
One	0	Additional money to allow expansion of materials, equipment, and personnel to allow a better interface between media service and users.
Two	0	(No response)
Three	3	Better college-wide-organization. More "standardized" definition of Media.
Four	3	Knowledge of services available to all faculty.
Five	0	More funds for support of the program.
Six	0	Funds for personnel and equipment.
Seven	0	To have one (media program)--we do not at this time have one to serve all students and faculty.
Eight	0	Wider utilization by faculty.
Nine	0	Increased financing, more effective use by teacher.
Ten	0	More facilities; continued training programs for faculty.
Eleven	0	Assistance and encouragement to teachers to bring about greater use of available (media) tools.
Twelve	0	More units or mini courses--which a student can take at his own individual pace.
Thirteen	3	(No response)
Fourteen	9	Media center which is more accessible.

Means $(\bar{X})$ 1.2857
Std. Dev. (S) 2.5549

APPENDIX G (Cont'd)

TABLE 4.14

THE MEDIA DIRECTOR'S PERCEPTIONS OF THE GREATEST NEED(S) OF THEIR EDUCATIONAL PROGRAMS

College Number	Audiovisual Credit Hours	Greatest Need of the Educational Media Program
One	9	Aquisition of materials and staff so that the media program can adequately provide campus-wide media services including instructional development.
Two	6	Greatly increased budget for non-book materials, particularly films; all funds for AV-type materials and equipment should be channeled through the central media center, not through college divisions.
Three	18	More qualified workers so as to expand services and time devoted to audiovisuals.
Four	12	Need more help (personnel).
Five	18	More money and a favorable evaluation of media's role in education.
Six	78	An integrated concept, unifying all AV functional needs of departments, divisions, and library. Lack monetary resources to develop all areas of AV needs. Need money for equipment, AV material and to implement AV programs in curriculum AV library.
Seven	6	Need more finances, competent personnel, and a center adequately furnished with appropriate equipment and materials.
Eight	30	Need more finances.
Nine	10	Need functional facilities and long-range planning of program.
Ten	9	Need a systems approach to the educational media program, beginning with a wider distribution of current materials and equipment on campus.
Eleven	6	More rooms should be equipped for using audiovisual equipment.
Twelve	3	Need more funds and more space.
Thirteen	0	Need greater use of media by instructional faculty and students.
Fourteen	0	Need more visual materials.
	Means ($\bar{X}$) 14.6428	
	Std. Dev. (S) 19.9098	

APPENDIX G (Cont'd)

TABLE 4.15

THE INSTRUCTORS' PERCEPTIONS OF THE GREATEST NEED(S) OF THEIR EDUCATIONAL MEDIA PROGRAMS

College Number	Instructors Number	Audiovisual Credit Hours	Greatest Need of the Educational Media Program
One	One	0	Adequate budget and extensive training program for student assistants and provision for consistant repair service, all of equal weight.
	Two	0	More media personnel so that help is readily accessible for faculty; a greater variety of materials.
	Three	0	Assignment of hardware to classrooms rather than to individuals.
	Four	0	Adequate physical facilities and a budget large enough to employ sufficient support personnel.
	Five		Color TV instead of black and white in lecture halls.
	Six	0	More films and better equipped subcenter with readily accessible equipment that is kept in good condition.
Two	One	0	Greater accessibility for utilization.
	Two	3	(No comment)
	Three	0	Updating film section.
	Four	0	Media production equipment and more audiovisual equipment.
	Five	3	More equipment and more technical staff.
	Six	0	Increase the engineering materials available.
Three	One	8	To meet the needs of the instructors.
	Two	5	Good public address systems (audio-amplifiers).
	Three	6	(No comment)
	Four	0	Available machines and equipment.

Table 4.15 Continued on Following Page

APPENDIX G (Cont'd)

----------Table 4.15 Continued----------

College Number	Instructors Number	Audiovisual Credit Hours	Greatest Need of the Educational Media Program
Three Cont'd.	Five	0	(No comment)
Four	One	0	More help.
	Two	3	Renovations of classrooms to provide for the proper use of the educational media.
	Three	0	More space.
	Four	3	Appropriate material available to the teachers.
	Five	0	Adequate facilities for housing.
	Six	3	Utilize the present materials.
Five	One	6	Greater variety of media, more adequate means of distribution.
	Two	6	Commitment from the college leadership.
	Three	12	More equipment and materials and a maintenance person.
	Four	0	Increased availability (particularly at night).
	Five	0	More films and more professsional help.
	Six	6	Larger budget and disbursment of services available.
Six	One	0	Sizeable increases in staff and funds.
	Two	0	Adequate funds, facilities, materials, and staff.
	Three	0	Better arrangements in classroom.
	Four	2	More staffed and better organized.
	Five	0	Expansion of NET programs.

---------- Table 4.15 Continued on Following Page----------

APPENDIX G (Cont'd)

Table 4.15 Continued

College Number	Instructors Number	Audiovisual Credit Hours	Greatest Need of the Educational Media Program
Six Cont'd.	Six	3	Adequate housing.
Seven	One	0	Should be included in departmental budget.
	Two	0	Film library-record-tape library, related equipment, Videotape recorder with TV, closed-circuit TV.
	Three	0	Microfilms; periodicals to fill in broken files.
	Four	0	To have one; we don't now.
	Five	0	A media center with adequate staff.
	Six	0	Adequate centralized center with viewing room for films.
Eight	One	0	Funds for software.
	Two	3	Integration with library into a centralized media center.
	Three	0	Increased budget, more equipment, films, slides and teaching machines.
	Four	0	More equipment in individual classrooms.
	Five	6	Adequate funding.
	Six	0	More software, equipment.
Nine	One	0	(No comment)
	Two	0	Larger number of films owned by the college, "built in" media.
	Three	3	Flexibility that would accomodate impromptu teaching.
	Four	3	More responsiveness to the requests, needs, projects, ideas, of the instructor.

Table 4.15 Continued on Following Page

APPENDIX G (Cont'd)

Table 4.15 Continued

College Number	Instructors Number	Audiovisual Credit Hours	Greatest Need of the Educational Media Program
Nine Cont'd.	Five	0	Communication with faculty and staff regarding materials and services available.
	Six	0	Wide variety of films in the library field.
Ten	One	0	Better utilization by faculty.
	Two	0	More readily accessible to the faculty and students.
	Three	0	Development of a varied program of resources, and training and assistance in their use.
	Four	0	Addition of a trained media-specialist who can initiate a supportive media service.
	Five	0	More rational planning for long-term needs and for the utilization of present equipment.
	Six	0	Establishment of a media center and the education of faculty in use of media.
Eleven	One	0	More faculty interest in utilizing media.
	Two	0	(No comment)
	Three	10	More centralization of AV services and development of teaching aids for the faculty.
	Four	0	(No comment)
	Five	4	Recognition of the value of media and more media machines and materials.
	Six	0	More modern equipment.
Twelve	One	2	More willingness and ability to assist in the over-all instructional program by media personnel.

Table 4.15 Continued on Following Page

APPENDIX G (Cont'd)

Table 4.15 Continued

College Number	Instructors Number	Audiovisual Credit Hours	Greatest Need of the Educational Media Program
Twelve Cont'd.	Two	0	Faculty seminars in educational media.
	Three	0	More equipment.
	Four	0	More commercially prepared media and release time for faculty members to prepare materials.
	Five	0	Added equipment, more trained personnel and more classroom facilities.
	Six	4	(No comment)
Thirteen	One	3	To relate the audiovisual material to the subject matter.
	Two	0	More and better equipment.
	Three	0	Better availibility to the teachers.
	Four	6	More finances and trained assistants to implement program.
	Five	0	More equipment in the classrooms rather than in the media center.
Fourteen	One	0	Professional help in preparing media materials.
	Two	0	(No comment)
	Three	0	Periodical notification of AV materials available (a listing).
	Four	4	(No comment)
	Five	0	More organization.
	Six	3	New films and filmstrips of better quality.
	Means	$\bar{X}$ 1.4634	
	Std. Dev.	(S) 2.5540	