

DOCUMENT RESUME

ED 070 290

EM 010 583

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TITLE An Evaluation of Selected Instructional Media Programs in Kansas Colleges and Universities.
INSTITUTION Kansas State Univ., Manhattan.
SPONS AGENCY Kansas State Dept. of Education, Topeka.
PUB DATE 72
NOTE 84p.; Thesis submitted to the College of Education of Kansas State College

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Audiovisual Programs; Evaluation Techniques; *Higher Education; Instructional Improvement; Instructional Materials; *Instructional Media; Instructional Technology; *Instructional Television; Junior Colleges; *Program Evaluation; Surveys; Undergraduate Study

IDENTIFIERS Kansas

ABSTRACT

Suspecting that two-year public colleges are more committed to instructional media programs than four-year institutions and that higher educational institutions in general are lacking in commitment to media programs, the author surveyed thirty-four Kansas colleges and universities by using the Evaluative Checklist for Self-Evaluating an Educational Media Program. The data, categorized into a 2x2 block design (two-year, four-year) vs. (public, private), confirmed the hypotheses. The author recommends higher education institutions re-evaluate their commitment to instructional media.
(MC)

ED 070290

AN EVALUATION OF SELECTED INSTRUCTIONAL
MEDIA PROGRAMS IN KANSAS COLLEGES AND UNIVERSITIES

by

BRUCE ALAN PETTY

B. S., Fort Hays Kansas State College, 1967

A MASTER'S REPORT

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requirements for the degree

MASTER OF EDUCATION

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

Approved by:

1

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Major Professor

EM010 583

ACKNOWLEDGEMENTS

Appreciation is given to Dr. Floyd Price and Dr. J. H. Littrell for their understanding and assistance in the completion of this report.

Appreciation is also given to Dr. C. Taylor Whittier and Mr. Carl Hempstead of the State Department of Education for their support of this study.

Grateful acknowledgement is given to Dr. Kenneth L. King who introduced the writer to instructional media and who has provided guidance throughout the course of this study.

Special thanks is extended to the writer's wife, Bonnie, who has helped in every possible way in the preparation of this report and in all other endeavors.

Special thanks is also extended to the writer's two year old son, Brian, who graciously consented to play quietly and allow his father to write this report.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study was to determine the extent of commitment to the instructional media program by institutions of higher education in the state of Kansas.

Purpose of the Study

The purpose of the study was to evaluate and compare the levels of adequacy of instructional media programs in state supported and municipal four year colleges and universities, two-year colleges, and two and four year private institutions of higher education.

Hypotheses

The basic hypotheses of this study were as follows:

1. Two year public colleges will show a higher level of commitment to instructional media programs than will four year colleges and universities and private institutions.
2. The study will show that a high percentage of all the institutions evaluated are sufficiently lacking in their commitment to media programs.

Background and Significance of the Study

This study was undertaken at the request of the Kansas State Department of Education in order to provide educational

research in the area of instructional media in the state of Kansas. No descriptive research had been conducted to determine the status of instructional media programs in institutions of higher education in Kansas.

With the continuing development of newer and more effective means of conveying messages and communicating information to students it is reasonable to expect colleges and universities to assume a role of leadership in instruction for the utilization of those means.

With the crowding of classrooms following the baby boom of World War II and with the advent of Sputnik in 1957 the federal government was prompted to enact the National Defense Education Act of 1958. This legislation provided federal funds for programs to improve instruction in the sciences, foreign languages, and guidance counseling and counselor training programs. It also provided funds for the development of audio-visual media services and facilities.

With the availability of the necessary technology for improving instruction and with the availability of funds to somewhat ease the cost of financing that technology, the role of colleges and universities in the implementation and utilization of media is clearly dependent upon the attitudes taken by those institutions toward instructional technology. These attitudes can be measured by determining their degree of commitment to instructional technology.

Descriptive studies are designated to determine the facts

of current situations and thereby clarify status.¹ In order for us to know where we are going it is first necessary for us to find out where we are. To this end this study was undertaken.

Definition of Terms

Instructional Technology

Instructional Media includes all non-book materials traditionally referred to as audio-visual aids and the equipment required for their use.

Instructional Media Program

Educational Media Program the instructional and other services furnished to the students and faculty by the media specialist.²

Evaluation refers to the appraisal of an educational media program by making value judgments based on established criteria which relate to specific elements of the program.³

¹Billy Turney and George Robb, Research in Education — An Introduction (Hinsdale, Illinois: The Dryden Press, 1971), p. 62.

²A. K. Trenholme, "The New National Standards for School Media Programs: A Giant Step Forward," Audiovisual Instruction, 13:697, September 1968.

³Carroll S. Anderson, "An Evaluation of Teacher Utilization of Selected Educational Media in Selected Kansas Public Schools" (unpublished Master's report, Kansas State University, 1971).

Utilization refers to the use of educational media in teaching.⁴

Limitations and Scope of the Study

This study was limited to Kansas Colleges and Universities, both two year and four year, public and private. No vocational-technical schools or schools operated by the federal government were included.

The study was conducted with the following major elements:

1. Administrative commitment
2. Media services
3. Media services center
4. Facilities
5. Budget and finance
6. Staff

Procedure for Collecting and Analyzing Data

This study was conducted through the use of the survey method. Borg states that,

Among the various methods of descriptive research, the questionnaire survey is by far the most widely used in education. The questionnaire survey can be a very very valuable technique in helping us to understand the current situation in

⁴Kenneth L. King, "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the Level of Sophistication of the Educational Media Program in Selected Oklahoma Public Schools" (unpublished Doctor's dissertation, University of Oklahoma, 1969).

some particular educational area.⁵

A validated instrument devised by Dr. W. R. Fulton and revised by Dr. Kenneth L. King was used to collect the data and to determine the strengths and weaknesses within the various categories evaluated.

Financial support for this study was provided by the Kansas State Department of Education. This body duplicated the instrument and provided all postage for the checklists and the cover letters.

Evaluative judgments were given in terms of strengths and weaknesses. No consideration was given to, nor any attempt made to assign degrees to the strengths and weaknesses.

In the interest of time and expense, no follow-up study was conducted.

⁵Walter R. Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1963), p. 204.

CHAPTER II

REVIEW OF CRITERIA AND RELATED LITERATURE

Little research was found in the literature which described the status of media programs in colleges and universities in their entirety. The research that was found had usually been conducted at the community college level and it is on this level that this chapter will focus.

The Association for Educational Communications and Technology of the National Education Association developed a list of standards to follow when establishing media programs at the junior college and college level. The standards AECT lists are:

1. An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the institution, with leadership, consultative help, and other services provided by media specialists and other media center personnel.
2. The quantity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the institutions faculty.
3. Educational media services to campus departments should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.
4. If an institution is large and complex, the main media center should be supplemented by sub-centers. The services provided by the main media center should include all those which the sub-centers are not equipped to provide. Duplication of effort should be held to a minimum.

5. All frequently used educational media should be automatically placed in media sub-centers in colleges, departments, and/or administrative units on a long-time loan when the need is established.

6. All media sub-centers should be adequately staffed with personnel appropriately trained for the level of performance they are expected to render.

7. The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

8. There should be a definite plan for gaining administrative and community support for the media program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.¹

Too often the media specialist is given the duties of carrying out clerical or technical work. These duties should be delegated to other staff members in order to allow the specialist to make the best use of his professional training in the areas of curriculum planning and improvement and in the training of faculty members in the use of instructional media.

Kenneth Norberg states that the functions of a media specialist are:

1. Consulting with teachers and students in the selection of appropriate materials and/or media for various teaching and learning situations and tasks.

2. Assisting in the planning and design of instructional materials not readily available from commercial sources.

3. Working with teachers and supervisors in curriculum planning and in the design of instructional systems.

¹Avram Rosenthal and others, "Criteria Relating to Educational Media Programs in Junior Colleges," ERIC ED 027 867 (November, 1968), pp. 6-7.

4. Orienting students to the use of independent study facilities and various media resources.

5. Serving on teaching teams as a materials and media specialist.

6. Keeping faculty informed on recent developments related to instructional materials and technology in various curriculum areas.

7. Arranging, coordinating, and/or conducting various inservice training activities related to the use of media.²

The role of media services has been a widely discussed issue in the field of instructional media. A study at a large midwestern university (name not given) took place for the purpose of evaluating the influence of extra media support services to the faculty. The principal instruments used for data gathering were a media inventory scale, a questionnaire on barriers to media use, and a percentage scale comparing media use to total instructional time.

²Kenneth Norberg, "The Challenge of the New Media Standards," Audiovisual Instruction, 14:69, (November, 1969).

A Percentage Breakdown of All the Media Used by Faculty Who Received Extra Media Support Service: Expressed in Relation to Other Media and to Total Instruction Time

Media	Percent of Total Media Use	Percent of Total Instructional Time
Overhead (spontaneous use)	62.40	33.88
Overhead and transparencies	11.74	6.38
Chalkboard	8.66	4.70
16mm film projector	5.37	2.92
Slide projector	3.91	2.13
Satellite TV (videotape recorder, vidicon camera, TV receiver)	3.83	2.08
Tape recorder	.84	.46
8mm projector	.81	.44
Miscellaneous (piano)	.66	.36
TV receiver (closed-circuit)	.58	.32
Record player	.31	.17
Fleetwood (wireless microphone-FM-system; audience participation)	.25	.14
Lantern slide	.22	.13
Models	.19	.10
Filmstrip	.10	.05
Telelecture	.10	.05
Opaque projector	.02	.01
Program materials	.01	.01
Total amount of teaching time devoted to use		54.33% ³

Barriers to Using Media at the College Level: Arranged in Order of Frequency for 172 Returns

- A-Available media materials do not cover important subject matter.
- B-It takes too much time to preview or select materials.
- C-Faculty members in general lack sufficient training in utilization of media equipment.
- D-Inadequate classroom facilities stand in the way of media use.
- E-Media materials that are available are usually out of date.
- F-When one uses media, one uses too much time for the results obtained.
- G-Media materials such as films are not very important aids to learning.
- H-There is not enough money in the budget.

³Richard Margoles, "Guidelines for Implementing Media Support Services at the College Level," Audiovisual Instruction, 14:69 (November, 1969).

- I-Either the equipment or the media materials are in poor physical shape.
 J-Media materials such as films are not very important aids to learning.
 K-Media equipment is seldom available when needed.
 L-Media are used as "fillers" or entertainment.
 M-Our department is opposed or indifferent to media. 4

Barriers to Using Media at the College Level: Arranged
 for Comparing 70 Returns Assigned to Quantity of Use

<u>Low Media Usage</u>	<u>In-Between</u>	<u>High Media Usage</u>
A	A	A
B	D	E
E	B	C
C	C	F
G	G	D
H	E	B
F	F	I
D	H	H
K	I	J
J	L	K
I	J	G
L	K	L
M	M	M 5

Barriers to Using Media at the College Level: Arranged
 for Comparing 70 Returns to Quality of Attitude Toward Media

<u>Unfavorable Attitudes</u>	<u>In-Between Scores</u>	<u>Favorable Attitudes</u>
A	B	C
F	A	A
B	C	D
E	E	H
J	G	B
D	D	G
G	F	E
G	H	I
L	I	K
H	L	F
I	K	M
K	J	L
M	M	J 6

⁴Margoles, op. cit., p. 70.

⁵Ibid.

⁶Rosenthal, op.cit., p. 4.

The guidelines listed for media services by the Association for Instructional Media and Technology include the following:

1. The services and materials provided through the A-V Department should be integral parts of curriculum and instruction.
2. A-V personnel should participate in curriculum planning and development, and in the implementation of curriculum improvements, particularly as it relates to the integration of educational media in the total instruction process.
3. The director of an instructional media program should participate in policy making decisions relating to the use of educational media and with the help of well-trained professional and technical assistants, provide consultative services to all institutional programs that utilize media.
4. Continuous inservice education should be carried on in such areas as selection and use of materials, experimentation with the use of new instructional devices, materials, and techniques, and the importance and value of educational media in instruction.⁷

Media services should be in tune with media usage in higher education. In order to determine media usage in Illinois two-year community colleges a questionnaire was mailed to the audiovisual directors which yielded the following results:

Five items most widely used in the past were opaque projectors (used by 58 percent of the institutions), silent filmstrip projectors (46%), phonographs (46%), audio tape recorders (35%), and 16mm projectors (31%).

Five items most widely used at the present time are charts and maps (73%), phonographs (65%), 16mm

⁷Margoles, op. cit., p. 71.

projectors (65%), overhead projectors (62%), and silent filmstrip projectors (62%).

The greatest future emphasis will be the closed-circuit television (85%), dial-access television (65%), audio-tutorial methods (61%), computer-based teaching terminals (58%), and educational television broadcasts (50%).⁸

It should be stated that this study revealed no figures for population or sample sizes nor did it reveal the methods for analyzing the data received from the questionnaires.

⁸Margoles, op. cit., p. 71.

CHAPTER III

METHODS

The purpose of Chapter III was to describe the methods used in collecting the data and the procedures for analyzing and evaluating the data.

This study was undertaken to determine the status of instructional media programs in colleges and universities in the state of Kansas. The colleges and universities were either two year or four year institutions, and were either public or private institutions.

The Evaluative Checklist for Self Evaluating an Educational Media Program in colleges and universities (henceforth referred to as the Evaluative Checklist) developed by Dr. W. R. Fulton of the University of Oklahoma and revised by Dr. Kenneth L. King was used to collect the data needed to evaluate the status of media programs.

The Evaluative Checklist was used to draw responses from the selected institutions in the six media program elements included in the scope of this study. Each program element included in the evaluative instrument contained from one to six aspects relating to that program element. Each aspect in the Evaluative Checklist consisted of descriptions of instructional media programs operating at four levels of media program adequacy.

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COMPOSITE TABLE

PERCENTAGES OF RESPONSES WITHIN THE UNDEVELOPED-LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA PROGRAMS EVALUATION
PRIVATE INSTITUTIONS—TWO YEAR AND FOUR YEAR

Media Evaluation

Undeveloped

Middle

Upper

The description of the "upper" level of media program adequacy represented optimum criteria by which the particular program element aspect was judged. The description of the "middle" level of media program adequacy fell below the criteria relating to effective programs. The description of the "lower" level of adequacy fell below the criteria. The description of the "undeveloped" level of program adequacy referred to a situation in which no criteria were met.

The Evaluative Checklist provided an opportunity for each respondent to rate his institutions instructional media program at one of four levels of program adequacy under each program element aspect. Each level contained three places to check, giving the respondent an opportunity to rate each element aspect at any one of twelve places on a scale from weak to strong.

Aspects of the program elements which were judged by the respondents as being in the "undeveloped" range of media program adequacy (1-3) were considered not to have that segment of their instructional media program established. It was, therefore, categorized in the weak range of media program adequacy. Aspects which were checked as being in the "lower" range of media adequacy (4-6) were considered weak. Aspects which were checked as being in the "middle" range of media program adequacy (7-9) were considered to be neither weak nor strong. Aspects judged as being in the "upper" range of media program adequacy (10-12) were considered strong.

An analysis was made by averaging each individual response by each respondent for each individual program element aspect on

the Evaluative Checklist. From this analysis a composite profile was made for each institutional category. These profiles appear in Chapter V of this report.

The Evaluative Checklist for Self-Evaluating an Educational Media Program in colleges and universities appears in Appendix A.

CHAPTER IV

ANALYSIS OF THE DATA

The averaging method was the analysis technique used for determining the levels of media program adequacy. Each response from the returned profile sheet of the Evaluative Checklist was tallied and each of the several aspects of the program elements was averaged.

To determine, for example, where the average responses fell in a program element aspect each point on the continuum from one to twelve was multiplied by the number of responses at that point. The sum of the products was then divided by the total number of responses. This method was used to find the points on the composite profiles for the judgemental responses.

In the state of Kansas forty-eight colleges and universities met the requirements established in the limitations of the study. Of the forty-eight institutions that were sent the Evaluative Checklist, thirty-four properly completed and returned the Checklist by the return expiration date of April 11, 1972. This constituted a 70.8 percent return accomplished without benefit of a follow-up. This data is shown in Table 1.

Table 1
NUMBER AND PERCENTAGE OF COLLEGES AND UNIVERSITIES
RESPONDING TO THE EVALUATIVE CHECKLIST

Category of Respondent	No. in Population	No. of Responses	Percent Responding
State supported and Municipal Four Year Colleges and Universi- ties	7	7	100
Private Institutions-- Two Year and Four Year	22	12	55
Two Year Public Colleges	19	15	79

The six program elements of the Evaluative Checklist contained twenty-one program element aspects relating to media program adequacy. An evaluation of the twenty-one aspects is presented here.

The four ranges of media program adequacy, undeveloped, lower, middle, and upper were categorized into three levels of strengths and weaknesses: weak, neither weak nor strong, and strong.

The evaluations of media program adequacy for all program elements were based on criteria developed by W. R. Fulton. These criteria were used as a basis for developing the Evaluative Checklist used in this study. The criteria appear in Appendix B.

Each element of the Evaluative Checklist was designed to illicit judgemental responses regarding the extent to which an instructional media program met the criteria relating to commitment to the role of educational media adequacy.

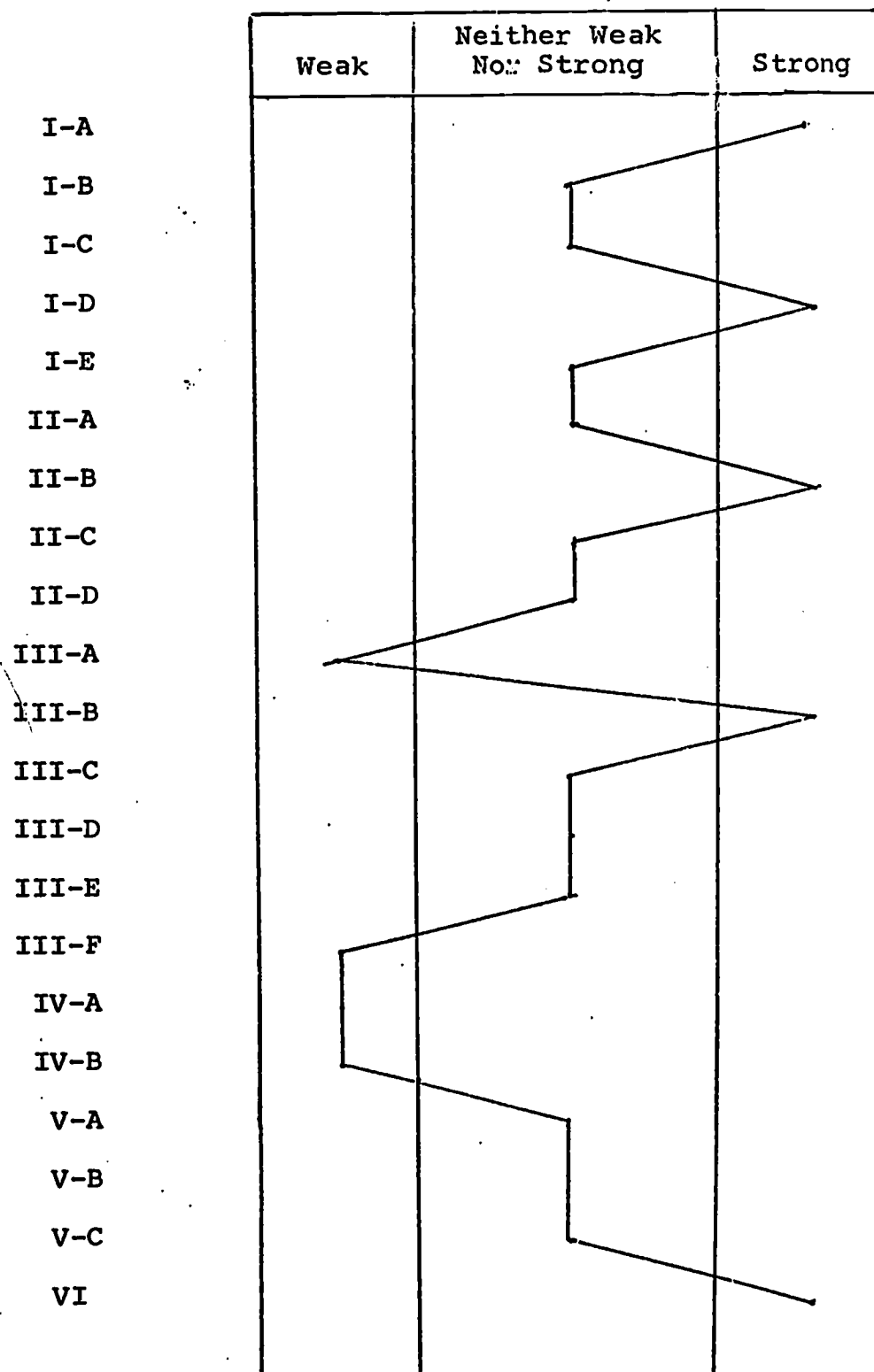
COMPOSITE TABLE

PERCENTAGES OF RESPONSES WITHIN THE UNDEVELOPED-LOWER, MIDDLE,
AND UPPER RANGES OF EDUCATIONAL MEDIA PROGRAMS EVALUATION
FOR STATE SUPPORTED AND MUNICIPAL FOUR YEAR
PUBLIC COLLEGES AND UNIVERSITIES

Media Evaluation Aspect	Undeveloped and Lower	Middle	Upper
I-A	14.3	28.6	57.1
I-B	14.3	57.1	28.6
I-C	28.5	49.9	28.6
I-D	28.5	28.6	42.9
I-E	14.3	57.1	28.6
II-A	14.3	71.4	14.3
II-B	28.6	28.6	42.8
II-C	14.3	85.7	00.0
II-D	00.0	100.0	00.0
III-A	57.1	28.6	14.3
III-B	28.6	28.6	42.8
III-C	14.3	71.4	14.3
III-D	42.9	57.1	00.0
III-E	28.6	42.9	28.5
III-F	42.9	42.8	14.3
IV-A	57.1	42.9	00.0
IV-B	42.9	28.6	28.5
V-A	14.3	57.1	28.6
V-B	28.6	57.1	14.3
V-C	42.9	57.1	00.0
VI	28.6	28.5	42.9

Source: Evaluative Checklist

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF
MEDIA PROGRAMS IN STATE SUPPORTED AND MUNICIPAL
FOUR YEAR PUBLIC COLLEGES AND UNIVERSITIES



L/

STATE SUPPORTED AND MUNICIPAL FOUR YEAR PUBLIC
COLLEGES AND UNIVERSITIES

Program Element I: Institutional Educational Media Services

Program element number one contained five aspects designed to evaluate institutional educational media services.

ASPECT I-A: Commitment to the Media Program

The data. The data indicated that there were 14.3 percent of responses in the undeveloped and lower ranges, 28.6 percent in the middle range, and 57.1 percent in the upper range of commitment to media programs.

Evaluation. The data revealed that institutions in this category generally judged their commitment to media programs as strong.

ASPECT I-B: Commitment to Educational Media as an Integral Part
of Instruction

The data. The data indicated that there were 14.3 percent of responses in the undeveloped and lower ranges, 57.1 percent in the middle range, and 28.6 percent in the upper range of commitment to educational media as an integral part of instruction.

Evaluation. The data revealed that institutions in this category generally judged their commitment to educational media as an integral part of instruction as neither weak nor strong.

ASPECT I-C: Commitment to Providing Educational Media Facilities

The data. The data indicated that there were 28.5 percent of responses in the undeveloped and lower ranges, 42.9

percent in the middle range, and 28.6 percent in the upper range of commitment to providing educational media facilities.

Evaluation. The data revealed that institutions in this category generally judged their commitment to providing educational media facilities as neither weak nor strong.

ASPECT I-D: Commitment to Financing the Media Program

The data. The data indicated that there were 28.5 percent of responses in the undeveloped and lower ranges, 28.6 percent in the middle range, and 42.9 percent in the upper range of commitment to financing the media program.

Evaluation. In commitment to financing the media program the data showed that a majority of the institutions responding judged their media program as being neither weak nor strong.

ASPECT I-E: Commitment to Staffing the Educational Media Program

The data. The data indicated that there were 14.3 percent of responses in the undeveloped and lower ranges, 57.1 percent in the middle range, and 28.6 percent in the upper range of commitment to staffing the educational media program.

Evaluation. The data revealed that in commitment to providing the instructional media program with staff the responding institutions generally judged themselves to be neither weak nor strong.

Program Element II: Educational Media Services--Curriculum and Instructions

ASPECT II-A: Consultative Services in Educational Media Utilization

The data. The data indicated that 14.3 percent of responses were in the undeveloped and lower range, 71.4 percent in the middle range, and 14.3 percent in the upper range.

Evaluation. The data revealed that a majority of respondents judged their programs as neither weak nor strong in consultative services in educational media utilization.

ASPECT II-B: Media Services to Educational Preparation Programs

The data. The data indicated that there were 28.6 percent of responses in the undeveloped and lower ranges, 28.6 percent in the middle range, and 42.8 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media services to educational preparation programs as strong.

ASPECT II-C: Faculty-Student Use of Educational Media

The data. The data indicated that there were 14.3 percent of responses in the undeveloped and lower ranges, 85.7 percent in the middle range, and 0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their faculty-student use of educational media as neither weak nor strong.

ASPECT II-D: Involvement of Media Staff in Planning

The data. The data indicated that there were 0 percent of responses in the undeveloped and lower ranges, 100 percent in the middle range, and 0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their involvement of media staff in planning as neither weak nor strong.

Program Element III: The Educational Media Center

ASPECT III-A: Location and Accessibility of Educational Media

The data. The data indicated that there were 57.1 percent of responses in the undeveloped and lower ranges, 28.6 percent in the middle range, and 14.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their location and accessibility of educational media as weak.

ASPECT III-B: Dissemination of Media Information

The data. The data indicated that there were 28.6 percent of responses in the undeveloped and lower ranges, 28.6 percent in the middle range, and 42.8 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their dissemination of media information as strong.

ASPECT III-C: Availability of Educational Media

The data. The data indicated that there were 14.3 percent of responses in the undeveloped and lower ranges, 71.4 percent in the middle range, and 14.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their availability of educational media as neither weak nor strong.

ASPECT III-D: Storage and Retrieval of Media

The data. The data indicated that there were 42.9 percent of responses in the undeveloped and lower ranges, 57.1 percent in the middle range, and 0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their availability of educational media as neither weak nor strong.

ASPECT III-D: Storage and Retrieval of Media

The data. The data indicated that there were 42.9 percent of responses in the undeveloped and lower ranges, 57.1 percent in the middle range, and 0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their storage and retrieval of media as neither weak nor strong.

ASPECT III-E: Maintenance of Media

The data. The data indicated that there were 28.6 percent of responses in the undeveloped and lower ranges, 42.9 percent in the middle range, and 28.5 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their maintenance of media as neither weak nor strong.

ASPECT III-F: Production of Media

The data. The data indicated that there were 42.9 percent of responses in the undeveloped and lower ranges, 42.8 percent in the middle range, and 28.5 percent in the upper range.

Evaluation. The data revealed that in production of media respondents were evenly split in judging their media programs either weak or neither weak nor strong.

Program Element IV: Physical Facilities for Educational Media

ASPECT IV-A: Physical Facilities in Existing Classrooms

The data. The data indicated that there were 57.1 percent of responses in the undeveloped and lower ranges, 42.9 percent in the middle range, and 0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their physical facilities in existing classrooms as weak.

ASPECT IV-B: Physical Facilities in New Classrooms

The data. The data indicated that there were 42.9 percent of responses in the undeveloped and lower ranges, 28.6 percent in the middle range, and 28.5 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their physical facilities in new classrooms as weak.

Program Element V: Budget and Finance of the Educational Media Program

ASPECT V-A: Reporting Financial Needs

The data. The data indicated that there were 14.3 percent of responses in the undeveloped and lower ranges, 57.1 percent in the middle range, and 28.6 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their reporting financial needs as neither weak nor strong.

ASPECT V-B: Basis for Budget Allocations

The data. The data indicated that there were 28.6 percent of responses in the undeveloped and lower ranges, 57.1 percent in the middle range, and 14.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their basis for budget allocations as neither weak nor strong.

ASPECT V-C: Development of Media Budget

The data. The data indicated that there were 42.9 percent of responses in the undeveloped and lower ranges, 57.1 percent in the middle range, and 0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their development of media budget as neither weak nor strong.

Program Element VI: Educational Media Staff

The data. The data indicated that there were 28.6 percent of responses in the undeveloped and lower ranges, 28.5 percent in the middle range, and 42.9 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their educational media staff as strong.

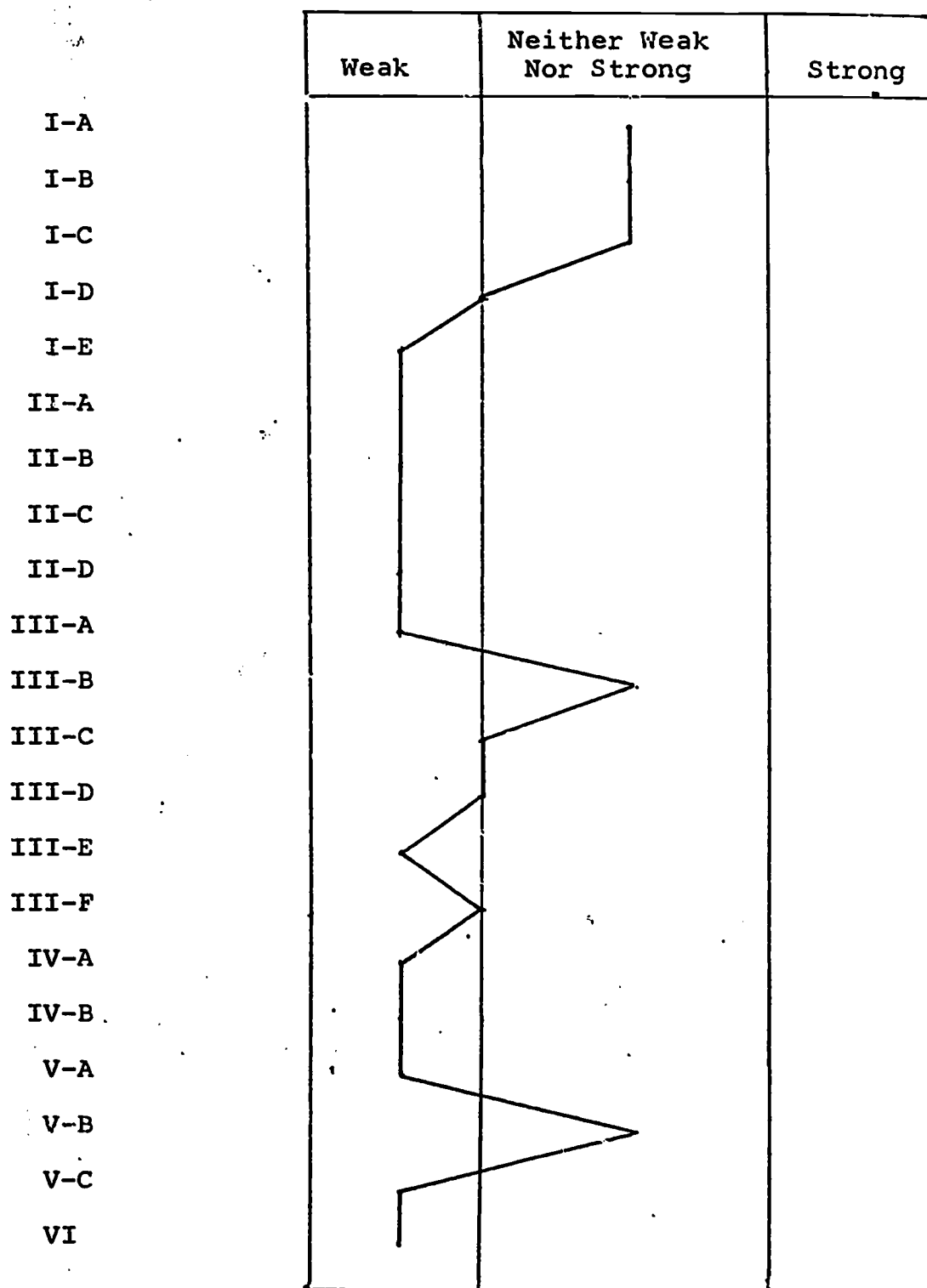
COMPOSITE TABLE

PERCENTAGES OF RESPONSES WITHIN THE UNDEVELOPED-LOWER, MIDDLE,
AND UPPER RANGES OF EDUCATIONAL MEDIA PROGRAMS EVALUATION
PRIVATE INSTITUTIONS—TWO YEAR AND FOUR YEAR

Media Evaluation Aspect	Undeveloped and Lower	Middle	Upper
I-A	33.3	50.0	16.7
I-B	16.7	66.7	16.6
I-C	33.3	58.3	8.4
I-D	41.7	41.7	16.6
I-E	66.7	16.7	16.6
II-A	83.3	8.3	8.4
II-B	75.0	00.0	25.0
II-C	41.7	33.3	25.0
II-D	50.0	41.7	8.3
III-A	41.7	25.0	33.3
III-B	41.7	50.0	8.3
III-C	41.7	41.7	16.6
III-D	50.0	50.0	00.0
III-E	50.0	41.7	8.3
III-F	41.7	41.7	16.6
IV-A	75.0	16.7	8.3
IV-B	50.0	33.3	16.7
V-A	50.0	25.0	25.0
V-B	33.3	58.3	8.4
V-C	50.0	25.0	25.0
VI	58.3	25.0	16.7

Source: Evaluative Checklist

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS
IN PRIVATE INSTITUTIONS OF HIGHER EDUCATION—TWO YEAR AND FOUR YEAR



PRIVATE INSTITUTIONS—TWO YEAR AND FOUR YEAR

Program Element I: Institutional Educational Media Services

ASPECT I-A: Commitment to the Media Program

The data. The data indicated that there were 33.3 percent of responses in the undeveloped and lower range, 50.0 percent in the middle range, and 16.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as neither weak nor strong in commitment to the media program.

ASPECT I-B: Commitment to Educational Media as an Integral Part of Instruction

The data. The data indicated that there were 16.7 percent of responses in the undeveloped and lower range, 66.7 percent in the middle range, and 16.6 percent in the upper range.

Evaluation. The data indicated that institutions in this category generally judged their media programs as neither weak nor strong in commitment to educational media as an integral part of instruction.

ASPECT I-C: Commitment to Providing Educational Media Facilities

The data. The data indicated that there were 33.3 percent of responses in the undeveloped and lower range, 58.3 percent in the middle range, and 8.4 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as neither weak nor strong in commitment to providing educational media facilities.

ASPECT I-D: Commitment to Financing the Educational Media Program

The data. The data indicated that there were 41.7 percent of responses in the undeveloped and lower range, 41.7 percent in the middle range, and 16.6 percent in the upper range.

Evaluation. The data revealed that institutions were generally evenly split between weak and neither weak nor strong in their judgement of their media programs' commitment to financing the educational media program.

ASPECT I-E: Commitment to Staffing the Educational Media Program

The data. The data indicated that there were 66.7 percent of responses in the undeveloped and lower range, 16.7 percent in the middle range, and 16.6 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in their commitment to staffing the educational media program.

Program Element II: Educational Media Services—Curriculum and Instruction

ASPECT II-A: Consultative Services in Educational Media
Utilization

The data. The data indicated that there were 83.3 percent of responses in the undeveloped and lower range, 8.3 percent in the middle range, and 8.4 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in consultative services in educational media utilization.

ASPECT II-B: Media Services to Educational Preparation Programs

The data. The data indicated that there were 75.0 percent responses in the undeveloped and lower range, 00.0 percent in the middle range, and 25.0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs to be weak in media services to educational preparation programs.

ASPECT II-C: Faculty—Student Use of Educational Media

The data. The data indicated that there were 41.7 percent of responses in the undeveloped and lower range, 33.3 percent in the middle range, and 25.0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in faculty—student use of educational media.

ASPECT II-D: Involvement of Media Staff in Planning

The data. The data indicated that there were 50.0 percent of responses in the undeveloped and lower range, 41.7 percent in the middle range, and 8.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in involvement of media staff in planning.

Program III: The Educational Media Center

ASPECT III-A: Location and Accessibility of Educational Media

The data. The data indicated that there were 41.7 percent of responses in the undeveloped and lower range, 25.0 percent in the middle range, and 33.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in location and accessibility of educational media.

ASPECT III-B: Dissimination of Media Information

The data. The data indicated that there were 41.7 percent of responses in the undeveloped and lower range, 50.0 percent in the middle range, and 8.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as neither weak nor strong in dissimination of media information.

ASPECT III-C: Availability of Educational Media

The data. The data indicated that there were 41.7 percent of the responses in the undeveloped and lower range, 41.7 percent in the middle range, and 16.6 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as split between weak and neither weak nor strong in availability of educational media.

ASPECT III-D: Storage and Retrieval of Media

The data. The data indicated that there were 50.0 percent of response in the undeveloped and lower range, 50.0 percent in the middle range, and 00.0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as split between weak and neither weak nor strong in storage and retrieval of media.

ASPECT III-E: Maintenance of Media

The data. The data indicated that there were 50.0 percent of responses in the undeveloped and lower range, 41.7 percent in the middle range, and 8.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in maintenance of media.

ASPECT III-F: Production of Media

The data. The data indicated that there were 41.7 percent of responses in the undeveloped and lower range, 41.7 percent in the middle range, and 16.6 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as split between weak and neither weak nor strong in production of media.

Program Element IV: Physical Facilities for Educational Media

ASPECT IV-A: Physical Facilities in Existing Classrooms

The data. The data indicated that there were 75.0 percent of responses in the undeveloped and lower range, 16.7 percent in the middle range, and 8.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in physical facilities in existing classrooms.

ASPECT IV-B: Physical Facilities in New Classrooms

The data. The data indicated that there were 50.0 percent of responses in the undeveloped and lower range, 33.3 percent in the middle range, and 16.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in physical facilities in new classrooms.

Program Element V: Budget and Finance of the Educational Media Program

ASPECT V-A: Reporting Financial Needs

The data. The data indicated that there were 50.0 percent of responses in the undeveloped and lower ranges, 25.0 percent in the middle range, and 25.0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in reporting financial needs.

ASPECT V-B: Basis for Budget Allocations

The data. The data indicated that there were 33.3 percent of responses in the undeveloped and lower range, 58.3 percent in the middle range, and 8.4 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as neither weak nor strong in basis for budget allocations.

ASPECT V-C: Development of Media Budget

The data. The data indicated that there were 50.0 percent of responses in the undeveloped and lower range, 25.0 percent in the middle range, and 25.0 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in development of media budget.

Program Element VI: Educational Media Staff

The data. The data indicated that there were 58.3 percent of responses in the undeveloped and lower range, 25.0 percent in the middle range, and 16.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs as weak in educational media staff.

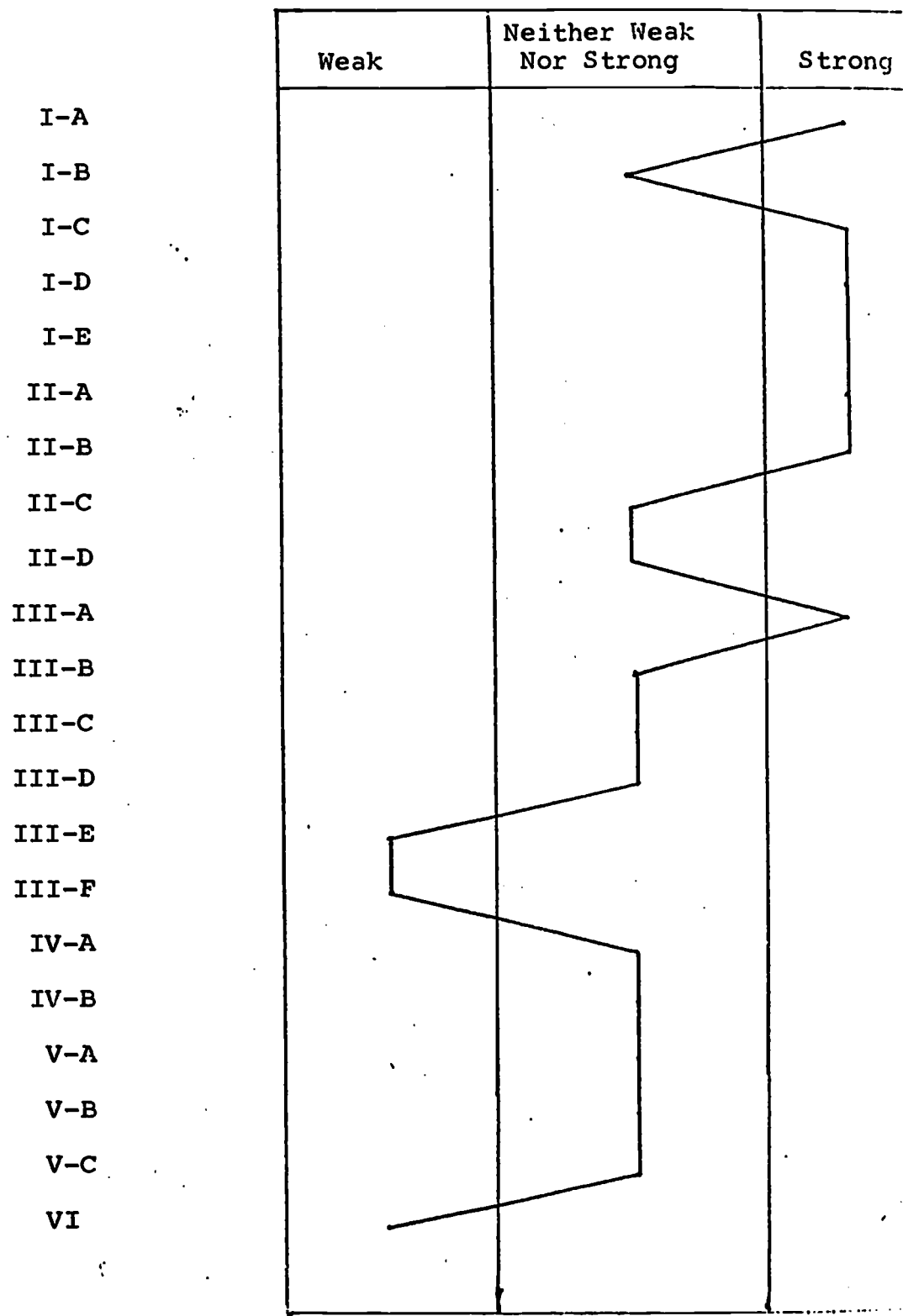
COMPOSITE TABLE

PERCENTAGES OF RESPONSES WITHIN THE UNDEVELOPED-LOWER, MIDDLE
AND UPPER RANGES OF EDUCATIONAL MEDIA PROGRAMS EVALUATION
FOR TWO YEAR PUBLIC COLLEGES

Media Evaluation Aspect	Undeveloped and Lower	Middle	Upper
I-A	26.7	26.7	46.6
I-B	13.3	46.7	40
I-C	20	33.3	46.7
I-D	13.3	20	66.7
I-E	20	26.7	53.3
II-A	33.3	26.7	40
II-B	33.3	26.7	40
II-C	00.0	53.3	46.7
II-D	40.0	20.0	40.0
III-A	13.3	26.7	60.0
III-B	6.7	46.7	46.6
III-C	26.7	46.7	26.6
III-D	26.7	53.3	20.0
III-E	40.0	26.7	33.3
III-F	46.7	40.0	13.3
IV-A	26.6	46.7	26.7
IV-B	13.3	53.3	33.4
V-A	13.3	60.0	26.7
V-B	6.7	73.3	20.0
V-C	13.3	60.0	26.7
VI	40.0	26.7	33.3

Source: Evaluative Checklist

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF
MEDIA PROGRAMS IN TWO YEAR PUBLIC COLLEGES



TWO YEAR PUBLIC COLLEGES

Program Element I: Institutional Educational Media Services

ASPECT I-A: Commitment to the Media Program

The data. The data indicated that there were 26.7 percent of responses in the undeveloped and lower ranges, 26.7 percent in the middle range, and 46.6 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their commitment to the media program as strong.

ASPECT I-B: Commitment to Educational Media as an Integral Part of Instruction

The data. The data indicated that there were 13.3 percent of responses in the undeveloped and lower ranges, 46.7 percent in the middle range, and 40 percent in the upper range.

Evaluation. The data revealed that institutions of this category generally judged their commitment to educational media as an integral part of instruction as neither weak nor strong.

ASPECT I-C: Commitment to Providing Educational Media Facilities

The data. The data indicated that there were 20 percent of responses in the undeveloped and lower ranges, 33.3 percent in the middle range, and 46.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their commitment to providing educational media facilities as strong.

ASPECT I-D: Commitment to Financing the Media Program

The data. The data indicated that there were 13.3 percent of responses in the undeveloped and lower ranges, 20 percent in the middle range, and 66.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their commitment to financing the media program as strong.

ASPECT I-E: Commitment to Staffing the Educational Media Program

The data. The data indicated that there were 20 percent of responses in the undeveloped and lower ranges, 26.7 percent in the middle range, and 53.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their commitment to staffing the educational media program as strong.

Program Element II: Educational Media Services—Curriculum and Instruction

ASPECT II-A: Consultative Services in Educational Media
Utilization

The data. The data indicated that there were 33.3 percent of responses in the undeveloped and lower ranges, 26.7 percent in the middle range, and 40 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their consultative services in educational media utilization as strong.

ASPECT II-B: Media Services to Educational Preparation Programs

The data. The data indicated that there were 33.3 percent of responses in the undeveloped and lower ranges, 26.7 percent in the middle range, and 40 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media services to educational preparation programs as strong.

ASPECT II-C: Faculty-Student Use of Educational Media

The data. The data indicated that there were 0 percent of responses in the undeveloped and lower ranges, 53.3 percent in the middle range, and 46.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their faculty-student use of educational media as neither weak nor strong.

ASPECT II-D: Involvement of Media Staff in Planning

The data. The data indicated that there were 40 percent of responses in the undeveloped and lower ranges, 20 percent in the middle range, and 40 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their involvement of media staff in planning as split between weak and strong.

Program Element III: The Educational Media Center

ASPECT III-A: Location and Accessibility of Educational Media

The data. The data indicated that there were 13.3 percent of responses in the undeveloped and lower ranges, 26.7 percent in the middle range, and 60 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their location and accessibility of educational media as strong.

ASPECT III-B: Dissemination of Media Information

The data. The data indicated that there were 6.7 percent of responses in the undeveloped and lower ranges, 46.7 percent in the middle range, and 46.6 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their dissemination of media information as split between neither weak nor strong.

ASPECT III-C: Availability of Educational Media

The data. The data indicated that there were 26.7 percent of responses in the undeveloped and lower ranges, 46.7 percent in the middle range, and 26.6 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their availability of educational media as neither weak nor strong.

ASPECT III-D: Storage and Retrieval of Media

The data. The data indicated that there were 26.7 percent of responses in the undeveloped and lower ranges, 53.3 percent in the middle range, and 20 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their storage and retrieval of media as neither weak nor strong.

ASPECT III-E: Maintenance of Media

The data. The data indicated that there were 40 percent of responses in the undeveloped and lower ranges, 26.7 percent in the middle range, and 33.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their maintenance of media as weak.

ASPECT III-F: Production of Media

The data. The data indicated that there were 46.7 percent of responses in the undeveloped and lower ranges, 40 percent in the middle range, and 13.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their production of media as weak.

Program Element IV: Physical Facilities for Educational Media

ASPECT IV-A: Physical Facilities in Existing Classrooms

The data. The data indicated that there were 26.6 percent of responses in the undeveloped and lower ranges, 46.7 percent in the middle range, and 26.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their physical facilities in existing classrooms as neither weak nor strong.

ASPECT IV-B: Physical Facilities in New Classrooms

The data. The data indicated that there were 13.3 percent of responses in the undeveloped and lower ranges, 53.3 percent in the middle range, and 33.4 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their physical facilities in new classrooms as neither weak nor strong.

Program Element V: Budget and Finance of the Educational Media Program

ASPECT V-A: Reporting Financial Needs

The data. The data indicated that there were 13.3 percent of responses in the undeveloped and lower ranges, 60 per-

cent in the middle range, and 26.7 percent in the upper range. .

Evaluation. The data revealed that institutions in this category generally judged their reporting of financial needs as neither weak nor strong.

ASPECT V-B: Basis for Budget Allocations

The data. The data indicated that there were 6.7 percent of responses in the undeveloped and lower ranges, 73.3 percent in the middle range, and 20 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their basis for budget allocations as neither weak nor strong.

ASPECT V-C: Development of Media Budget

The data. The data indicated that there were 13.3 percent of responses in the undeveloped and lower ranges, 60 percent in the middle range, and 26.7 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their development of media budget as neither weak nor strong.

Program Element VI: Educational Media Staff

The data. The data indicated that there were 40 percent of responses in the undeveloped and lower ranges, 26.7 percent in the middle range, and 33.3 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their educational media staff as weak.

CHAPTER V

MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to summarize the findings of the study and to draw some conclusions relative to those findings.

In Chapter IV the descriptions of educational media programs' levels of adequacy for the program elements evaluated in each category of institution made the relative position of instructional media programs in Kansas colleges and universities clear. The data showed that in state supported and municipal four year public colleges and universities the majority of institutions responded to the various program aspects at the "neither weak nor strong" level of media adequacy.

State supported and municipal four year public institutions responded at the "weak" level of adequacy in four aspects:

III-A: Location and Accessibility of Educational Media

III-F: Production of Media

IV-A: Physical Facilities in Existing Classrooms

IV-B: Physical Facilities in New Classrooms

State supported and municipal four year public institutions responded at the "strong" level of media adequacy in five aspects:

I-A: Commitment to the Media Program

I-D: Commitment to Financing the Educational Media Program

II-B: Media Services to Educational Preparation Programs

III-B: Dissemination of Media Information

VI: Educational Media Staff

The data revealed that the majority of respondents in private institutions—two year and four year responded at the "weak" level of media adequacy.

Private institutions responded at the "neither weak nor strong" level in five aspects:

I-A: Commitment to the Media Program

I-B: Commitment to Educational Media as an Integral Part of Instruction

I-C: Commitment to Providing Educational Media Facilities

III-B: Dissemination of Media Information

V-B: Basis for Budget Allocations

There were no responses from private institutions at the "strong" level of media adequacy.

The data revealed that the majority of respondents in two year public colleges responded at the "neither weak nor strong" level of media adequacy.

Two year public institutions responded at the "weak" level in three aspects:

III-E: Maintenance of Media

III-F: Production of Media

VI: Educational Media Staff

Two year public institutions responded at the "strong" level of media adequacy in seven aspects:

- I-A: Commitment to Media Programs
- I-C: Commitment to Providing Educational Media Facilities
- I-D: Commitment to Financing the Educational Media Program
- I-E: Commitment to Staffing the Educational Media Program
- II-A: Consultative Services in Educational Media Utilization
- II-B: Media Services to Educational Preparation Programs
- III-A: Location and Accessibility of Educational Media

Conclusions

The composite profiles at the end of Chapter V reflect some conditions that would imply the following:

1. In program element one, Administrative Commitment, two year public institutions evaluated their media programs stronger than did four year and private colleges and universities.
2. In program element one, two year public institutions evaluated their media programs weaker than did four year and private colleges and universities.
3. In program element two, Media Services, state supported and municipal four year public institutions evaluated their media programs stronger than did private institutions and two year public colleges.
4. In program element two, two year public colleges evaluated their media programs to be weaker than did four year and private colleges and universities.

5. In program element three, Media Services Center, evaluation revealed that four year public and two year public institutions judged their media programs to be equal.

6. In program element three, private colleges and universities evaluated their media programs weaker than did four year public and two year public institutions.

7. In program element four, Facilities, evaluation reflected that four year public and private colleges and universities judged their levels of adequacy to be equal.

8. In program element four, two year public colleges evaluated their media programs stronger than did institutions in four year public and private institutions.

9. In program element five, Budget and Finance, evaluation revealed that four year and two year public colleges and universities evaluated their media programs to be equal.

10. In program element five, private colleges and universities evaluated their media programs to be weaker than did four year public and two year public institutions.

11. In program element six, Staff, evaluations revealed that two year public colleges and private colleges and universities judged their media programs to be equal.

12. In program element six, four year public colleges and universities evaluated their media programs stronger than did two year public colleges and private institutions.

Recommendations

It is recommended that individual colleges and universi-

ties re-evaluate their commitment to instructional media in order to improve existing levels of adequacy in the six program elements used for this study.

It is recommended that further studies be conducted on the college and university level to evaluate media utilization by college and university faculty and students.

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APPENDIX A

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55

EVALUATIVE CHECKLIST

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

COLLEGES AND UNIVERSITIES

W. R. Fulton
University of Oklahoma
Norman, Oklahoma
Revised As Of
May 8, 1969

This instrument is part of 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.

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 conducive to proper use of educational media, (5) the media program is adequately financed, and (6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

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

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audiovisual materials" and all of the newer media such as television, overhead projectuals, and programmed 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.

¹The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W. R. Fulton, Professor of Education, University of Oklahoma.

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 numbered 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	8	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.

I. INSTITUTIONAL EDUCATIONAL MEDIA SERVICES

CRITERIA

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

A. Commitment to the Media Program

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 institution-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.

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.

Remember — Mark only one of the twelve boxes

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.

II. EDUCATIONAL MEDIA SERVICES — CURRICULUM AND INSTRUCTION

CRITERIA

Remember — Mark only one of the twelve boxes

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

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. |

☐ 7 ☐ 8 ☐ 9

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

☐ 10 ☐ 11 ☐ 12

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

Remember — Mark only one of the twelve boxes

C. Faculty-Student Use of Educational Media

☐ 1 ☐ 2 ☐ 3

None of the teachers nor students make any use of educational media in their individual presentations.

☐ 4 ☐ 5 ☐ 6

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

☐ 7 ☐ 8 ☐ 9

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

☐ 10 ☐ 11 ☐ 12

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

D. Involvement of Media Staff in Planning

☐ 1 ☐ 2 ☐ 3

There are no professional educational media staff available, therefore they cannot be involved in planning for the use of educational media.

☐ 4 ☐ 5 ☐ 6

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

☐ 7 ☐ 8 ☐ 9

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

☐ 10 ☐ 11 ☐ 12

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

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

° Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of an institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.

° The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.

° The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location and Accessibility of Educational Media

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 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.

☐ 4 ☐ 5 ☐ 6

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

☐ 7 ☐ 8 ☐ 9

Information concerning educational media is disseminated to 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.

Remember — Mark only one of the twelve boxes

C. Availability of Educational Media

☐ 1 ☐ 2 ☐ 3

Educational media is practically nonexistent and responsibility for obtaining such materials rests 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 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 sub-centers with proper humidity control where needed. The center has a master retrieval system for immediate location of media.

E. Maintenance of Media

Remember — Mark only one of the twelve boxes

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|--|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | The institution has no provision for cleaning and repairing educational media. |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | Educational media are cleaned and repaired when complaints regarding their operable condition are made by users. |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | Educational media are repaired and cleaned whenever the maintenance staff has the time to do so. |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 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

- | | | | |
|-----------------------------|-----------------------------|-----------------------------|---|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | Practically no facilities for production are made available to teachers in producing their own materials. |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 | Limited production facilities are available for faculty members to produce their own materials. |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 | <input type="checkbox"/> 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. |
| <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 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.

A. Physical Facilities in Existing Classrooms

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 a wide variety of media.

7	8	9
---	---	---

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

10	11	12
----	----	----

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

Remember — Mark only one of the twelve boxes

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.
- 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

- 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.

Remember — Mark only one of the twelve boxes

☐ 10 ☐ 11 ☐ 12

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

VI. EDUCATIONAL MEDIA STAFF

Remember — Mark only one of the twelve boxes

CRITERION

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

☐ 1 ☐ 2 ☐ 3

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 assistants to provide adequate educational media services. He and his professional staff are instruction and curriculum oriented.

PROFILE SHEET

66

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

WEAK

STRONG

Mark only one of the twelve boxes

Administrative Commitment	Section I	Item A	1	2	3	4	5	6	7	8	9	10	11	12
		B	1	2	3	4	5	6	7	8	9	10	11	12
		C	1	2	3	4	5	6	7	8	9	10	11	12
		D	1	2	3	4	5	6	7	8	9	10	11	12
		E	1	2	3	4	5	6	7	8	9	10	11	12
Media Services	Section II	Item A	1	2	3	4	5	6	7	8	9	10	11	12
		B	1	2	3	4	5	6	7	8	9	10	11	12
		C	1	2	3	4	5	6	7	8	9	10	11	12
		D	1	2	3	4	5	6	7	8	9	10	11	12
Media Services Center	Section III	Item A	1	2	3	4	5	6	7	8	9	10	11	12
		B	1	2	3	4	5	6	7	8	9	10	11	12
		C	1	2	3	4	5	6	7	8	9	10	11	12
		D	1	2	3	4	5	6	7	8	9	10	11	12
		E	1	2	3	4	5	6	7	8	9	10	11	12
		F	1	2	3	4	5	6	7	8	9	10	11	12
Facilities	Section IV	Item A	1	2	3	4	5	6	7	8	9	10	11	12
		B	1	2	3	4	5	6	7	8	9	10	11	12
Budget and Finance	Section V	Item A	1	2	3	4	5	6	7	8	9	10	11	12
		B	1	2	3	4	5	6	7	8	9	10	11	12
		C	1	2	3	4	5	6	7	8	9	10	11	12
Staff	Section VI	Item A	1	2	3	4	5	6	7	8	9	10	11	12
			1	2	3	4	5	6	7	8	9	10	11	12

APPENDIX B

CRITERIA
RELATING TO
EDUCATIONAL MEDIA PROGRAMS
IN
COLLEGES AND UNIVERSITIES

W. R. Fulton
University of Oklahoma
Norman, Oklahoma

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

CRITERIA
RELATING TO
AN EDUCATIONAL MEDIA PROGRAM

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monographs. Second, others were derived from papers written by twelve outstanding educational media specialists currently engaged in directing programs in various parts of the country. Each was given a special assignment to write a description of what he considered to be a model media program. They represented both large and small public schools and large and small institutions of higher education.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. INSTITUTIONAL EDUCATIONAL MEDIA SERVICES

A. Commitment to the Media Program

- An institution should have a program of media services administered through an educational media center, and sub-centers if such are needed, which provide the faculty with an adequate supply of appropriate instructional materials.
- The educational media center should be an independent service unit that operates at the same level as other major institutional services.
- An institution's educational media program should provide media and services compatible with modern-day instructional technology.
- An institution's educational media program should be directed toward the improvement of instruction in a modern educational program.
- The educational media program should occupy an important position in an institution's organizational plan.
- An institution's educational media functions and services should be coordinated under a single supervisory unit, generally called an "Educational Media Center."
- An institution should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.
- An institution's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.

- Institutional lines of communications and responsibilities should be clearly established to define the relationship to the director of the educational media program to other staff members and to establish channels through which he should communicate in order to realize the objectives of the media program.
- Institutional administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.'
- Liaison should be maintained with state and national public institutions or agencies to make it possible for an institution to participate in cooperative projects that enrich or stimulate the local media program.

B. Commitment to Educational Media as an Integral Part of Instruction

- The philosophy of an educational media program should be congruent with the philosophy and objectives of the institution in which it exists.
- An institution should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
- An institution should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.
- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout an institution.
- Faculty members should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.
- The educational media program in a multiple-purpose institution should provide media and services for a wide variety of curricula in the various specialized colleges, technical colleges, and liberal arts colleges of the university.
- Long-range institutional goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.

C. Commitment to Providing Educational Media Facilities

- New classroom buildings constructed by an institution should provide for
- the full use of all presently owned educational media and for the installation and use of new media as such are developed and made available.
 - There should be a long-range institution-wide plan which provides for the adaptation of old classrooms for effective use of educational media.
 - An educational media center should be provided with adequate physical facilities for optimum service to an institution.

- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the institution for activities of a similar nature.

D. Commitment to Financing the Educational Media Program

- An institution's educational media program should be adequately financed through an independent budget.
- The budget of an educational media program should reflect the needs of the entire institution.
- The manner in which an educational media budget is administered should be determined by clear cut institutional policies concerning allocations, income, and expenditures.
- The budget of an educational media program should be based on both the institution's long-range goals and its immediate educational needs.
- The budget of an institution's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.

E. Commitment to Staffing the Educational Media Program

- 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.
- An institution should have a sufficient number of non-professional media staff members to relieve the faculty and professional media staff of all routine clerical and technical tasks.
- The director of an institution's educational media program should be directly responsible to the administrative officer in charge of academic affairs.
- An institution's educational media program should be directed by a person with a good educational background who has special preparation as an educational media specialist.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.
- The use of educational media should be encouraged when such use contributes to the improvement of instruction.
- The faculty should be kept informed on new developments in materials, equipment, and the technology of instruction.

- Educational media personnel should participate in curriculum planning and development, and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.
- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all institutional programs that make use of media.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.
- 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 research projects in which educational media are used.
- The educational media director and the professional media staff should be readily available for consultation to all institutes in which educational media are used.
- If an institution extends services to schools and agencies beyond its campus, the professional media personnel should be available for consultative assistance in workshops, institutes and conferences for school teachers, librarians and media personnel.
- An educational media program should include a consultation function with staff members competent to render advice to faculty, administration, staff, campus organizations, and outside agencies in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.
- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.
- Professional media personnel should be available to assist faculties in planning and implementing graduate and undergraduate preparation programs for teachers, librarians, and media specialists.
- Opportunities should be provided for pre-service teachers to develop abilities and skills in the use of all types of educational media.

- If an institution has a graduate program for the training of educational media specialists, it should provide for at least three levels of performance: (1) coordinator of media services in a department or building, (2) director of a central service center in a school system or college, and (3) positions of wide policy responsibility and college teaching and research assignments.

III. THE EDUCATIONAL MEDIA CENTER

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the institution, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.
- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.
- The quantity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the institution's faculty.
- Educational media services to campus departments should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.
- There should be definite plans for involving faculty members in continuous evaluations of the effectiveness of presently owned media.
- There should be a definite plan for replacement of worn out or obsolete equipment.
- An institution should provide centralized services for maintaining all educational media owned by the institution.
- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.
- All educational media should be examined and/or previewed before being purchased by the institution.

- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or video tapes.
- Necessary special services and equipment such as still and motion picture photography, time-lapse photography, reaction recording equipment, and microphotography equipment should be provided when needed in some types of research.
- Unique materials needed for specific teaching and learning situations should be produced locally. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and microphotography, and special visual materials for use by administrative officials.
- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, display and exhibits, set and costume design, lettering, animation, models, and motion pictures.
- A production unit should have a minimum staff consisting of a director, secretary, photographer, and artist.
- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.
- If an institution is large and complex, the main media center should be supplemented by sub-centers. The services provided by the main media center should be comprehensive and its services should include all those which the sub-centers are not equipped to provide. Duplication of effort should be held to a minimum.
- When educational media are available only from the main media center they should be delivered to the point of use at regularly scheduled intervals.
- All frequently used educational media should be automatically placed in media sub-centers in colleges, departments, and/or administrative units on a long-time loan when the need is established.
- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.
- If an institution has need for complete motion picture production services, there should be facilities for the production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color film.

- There should be a central photographic production service available to all departments and administrative units which produces all kinds of still photographic materials, including student identification pictures and scientific photographs.
- If an institution has need for complete recording and professional type high-speed re-recording, such facilities and equipment should be made available and provisions made for duplicating tapes for radio-broadcasts and for learning centers and language laboratories.
- Graphic materials production facilities and services should be available in one location with sub-facilities available where needed for the production of graphs, charts, animations, art work, transparency originals, and silk-screen plates. It may also be desirable to provide for the production of specialized materials such as medical and dental illustrations, teaching models, and scientific exhibits.
- In order to achieve a high level of utilization all educational media should be made highly accessible to each faculty member, either by delivery from the media center to the point of use, or by the establishment of sub-centers (long-time loans) in each department or building.
- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be permanently located in appropriate departments, buildings, and in some cases in the classrooms in which they are to be used.
- All media sub-centers should be adequately staffed with personnel appropriately trained for the level of performance they are expected to render.
- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

- Housing facilities for an educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all institutional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media.
- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.
- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in an institution should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.

- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Every classroom should be equipped with permanently installed bulletin boards, chalkboards, a projection screen, and map rails as needed for instruction.
- An institution that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.
- An institution that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.
- All institutions should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk screen production area, mechanical printing devices, and office space as required.
- The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photography studio, (4) at least one darkness, and (5) a graphics studio.
- An institution that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.
- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion pictures photography, television, and radio.
- Professional personnel should be provided office space with sufficient privacy for consultations and conferences.
- An educational media center should have preview rooms where educational media can be examined and evaluated.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.
- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.
- An educational media program should be financed entirely from regularly appropriated institutional funds.

- The budget of an educational media program should be based on both the institution's long-range goals and immediate educational media needs.
- The budget of an educational media center should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.
- There should be a definite plan for gaining administrative and community support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.
- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the institution's program should be completely subsidized through a centralized budget.

Faculty members should be able to use educational media from the media center without any more restrictions than those imposed on the use of the book library.

The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.

- An institution should have clear-cut policies concerning allocation, income, and charges against the educational media budget.
- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.
- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.

VI. EDUCATIONAL MEDIA STAFF

- Educational media personnel should work within the framework of job descriptions and policies relating to institutional media activities and these should be clear to the media administrator, his superior officer, and the entire media staff.
- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.

In institutions where needed the professional media staff should include specialists in photography, graphics, sound recording, and programmed materials, film librarians, and television staff members.

Professional media staff members should be active in professional organizations, particularly those representing the area of their specialization.

- Professional media staff members should have advanced degrees with specialization in the media area in which they work.
- There should be at least one person in each department whose primary responsibility is implementing and coordinating the departmental educational media program.
- The educational media center should have adequate non-professional personnel consisting of clerical staff, maintenance technicians, television technicians, distribution clerks, and production technicians.
- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. He should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of educational communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.
- The functions of the director of the educational media program should include: reporting the needs of the media program to the institutional administration, determining budget and financial needs, assisting in the selection, procurement, and maintenance of all materials and equipment, supervising the distribution of media, and providing consultative service to faculty, administration, and other institutional personnel.
- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production, and graphic materials production.
- An educational media specialist should be able to delineate subject matter into teachable concepts; lead the faculty in cooperatively planning the curriculum; organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. He should possess administrative ability of a high order; know and be skilled in the use of evaluation techniques; and be able to operate as a research specialist.
- An educational media specialist should have skill in the care and operation of all media devices so that he can ably train and supervise operators and maintenance personnel.
- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.
- An educational media specialist should participate by attending local, state and national educational media conferences, conventions and workshops.

APPENDIX C

Dear Administrator:

We in the Kansas State Department of Education are vitally interested in assessing the critical needs of higher education in Kansas. We are attempting to gather information to help us more accurately determine possible directions for future courses of action to better provide instruction for students.

We are asking you to help us by completing the enclosed media evaluation checklist which has been revised by Dr. Kenneth L. King of Kansas State University from an instrument developed by Dr. W. R. Fulton of the University of Oklahoma. This instrument requires 21 responses that should take about 15 minutes of your time.

The data collected from these checklists will be most valuable in assessing the educational needs of our institutions of higher education in the state of Kansas. Mr. Carl Hempstead, Library-Media Consultant of the State Department of Education and Dr. Kenneth L. King, Assistant Professor of Education, Kansas State University will be directing the study. Mr. Bruce A. Petty, graduate student, Kansas State University will also analyze the data to serve as the basis for a Master's Report.

There have been recent developments in the field of educational media such as accreditation requirements, joint standards, certification of media personnel, and state and federal funding to mention a few. The State Department of Education is interested in this study as a means of examining possible expanded efforts in these important areas. The term "educational media" as used in this instrument means all equipment and materials traditionally known as audiovisual materials and all newer media such as television and programmed materials.

May we thank you in advance for your prompt cooperation. We anticipate that analysis of the data will begin in three weeks and we look forward to a 100% return from the institutions of higher education in our state. Colleges and universities will not be mentioned by name in the completed study.

Please return only the profile sheet located on the final page of this instrument in the self-addressed envelope. We hope that you will retain the remainder of the instrument as a record of your self-evaluation. Results of the study will be made available through our office.

Sincerely,

84 Dr. C. Taylor Whittier