AN EVALUATIVE STUDY OF THE INSTRUCTIONAL MEDIA PROGRAMS IN COLLEGES AND UNIVERSITIES IN ARKANSAS

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Ronald Earl Leverett

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Approved by:

James B. Boyer
Major Professor

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CHAPTER I

INTRODUCTION

An Evaluative Study of the Instructional Media Programs in Colleges and Universities in Arkansas

STATEMENT OF THE PROBLEM

This study focuses on the problem of determining the extent of commitment to instructional media programs by institutions of higher education in the state of Arkansas. On the basis of the results of the study, specific recommendations will be made for innovative revision of media programs. The findings would be useful for the improvement of instructional methods in other curricular areas. The study will produce specific recommendations concerning methods and advantages of media use. The results of this study should provide implications for general reform of education in schools of Arkansas as well as other institutions of higher education.

PURPOSE OF THE STUDY

The purpose of this study was to evaluate the levels of adequacy of instructional media programs in state supported and municipal four-year private institutions of higher education in the state of Arkansas. This study was also undertaken so that college administrators as well as media personnel may gain a more vivid conception of the total media program throughout Arkansas. Being exposed to the

total program in Arkansas gives each institution an opportunity to compare their media commitment with other colleges and universities within the state as well as on the national level.

The basic research questions of this study were as follows:

1. Will four-year public colleges and universities show a higher commitment to instructional media programs than two-year colleges or four-year private institutions?
2. Will a high percentage of all the institutions evaluated be sufficiently lacking in their commitment to media programs?
3. Will four-year colleges and universities show a higher percentage of trained personnel on the media staff than two-year colleges?

BACKGROUND OF THE STUDY

This study was undertaken to provide information on descriptive research in the area of instructional media in colleges and universities in the state of Arkansas. Prior to this study no descriptive research of this nature was available to determine the status of instructional media programs in the institutions of higher education in Arkansas.

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.[1]

The mid-1950's have been established as the beginning of modern developments in instructional technology--that area of endeavor that has brought machines, materials, and techniques together for education purposes. Many of these developments have bearing upon presently emerging new instructional patterns and the roles of media to serve them.

One of the most influential media of communication is television, including both instructional (for direct classroom learning) and educational (for cultural and community enrichment).[2]

By the time a youth graduates from high school today, he has viewed approximately 15,000 hours of television and has attended 500 feature motion pictures. During the same year, he has spent just 11,000 hours in the classroom. The time spent viewing television and films is an important factor in itself, irrespective of the content. It is time that is not spent in some other way.[3]

Audiovisual materials have been among the resources for teaching and learning in educational programs for many years. Most often they have been secondary to verbal presentation by teachers, to textbooks, to the chalkboard, to library materials, and to other traditional and convenient methods of communication. Often they were introduced into a class lesson at the whim of the teacher, perhaps just to occupy

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[1]Billy Turney and George Robb, Research in Education--an Introduction (Hinsdale, Illinois: The Dryden Press, 1971), p. 62.

[2]James D. Finn and others, Studies in the Growth of Instructional Technology I: Audio-Visual Instrumentation for Instruction of the Public Schools, 1960.

[3]John B. Haney and Eldon J. Ullmer, Educational Media and the Teacher, "The Child and Media", (Dubuque, Iowa: W.M.C. Brown Company, 1971), p. 1.

space time. For these reasons, audiovisual materials generally have been considered as "aids" to instruction.[4]

With the growing change in the educational role, media has taken on a newer perspective. With competency based learning, modular instruction, contract learning and other innovative methods of delivering information to students, it could be more meaningful to both the teacher and the student if the teacher were able to utilize media effectively in his program of instruction.

College and university media programs are playing important roles in teacher training programs to give both the pre-service and in-service teacher the opportunity to develop skills necessary to utilize media to carry out more effective mediated instruction.

The use of visual aids was difficult in the past. Equipment and materials had to be scheduled long in advance; machines were cumbersome and difficult to operate; rooms needed darkening, and so on. For these reasons, it often was not worth the effort to use media materials.[5]

Technological advances in the last ten to fifteen years have been extensive and now provide improved devices and a broad range of experiences to students. It has been shown that the use of various media can improve student learning and at the same time significantly reduce instructional time and some personnel requirements.

It should be evident that audiovisual and related educational media are proving to be far more than aids. Media of these kinds are

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[4]Jerrold E. Kemp, Planning and Producing Audiovisual Materials, Audiovisual "Aids", (Scranton, Pennsylvania: Chandler Publishing Company, 1968), p. 3.

[5]Kemp, op. cit., p. 3.

often the vanguards of change in education and, when properly considered, can affect the development of curriculum and influence the learning process itself. They are essential to effective communication in group instruction; they are the only means of communication for direct instruction in many independent learning programs.[6]

DEFINITION OF TERMS

Instructional Technology	
Instructional Media.	includes all non-book materials (films, filmstrips, tapes, records, projectors, etc.), traditionally referred to as audio-visual materials, the equipment required for their use, and some printed materials such as programmed instruction modules which may not be in ordinary libraries.
Instructional Media Program	
Educational Media Program.	the instructional and other services furnished to the students and faculty by the media staff.[7]
Evaluation	refers to the appraisal of an educational media program by making value judgement on the basis of established criteria which relates to specific elements of the program.[8]

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[6]Kemp, op. cit., p. 4.

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

[8]Carroll 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.[9]

Colleges and Universities. . . . . .institutions which offer at least two years of post secondary academic and professional work, excluding vocational, trade, and technical schools.

SCOPE AND LIMITATIONS

This study was limited to Arkansas Colleges and Universities, both two and four-year, public and private. The federal government operated vocational-technical schools were not included.

The study investigated six major aspects of an educational media program. Each major aspect included several program elements.

The first aspect is the commitment of the college or university to provide a wide variety of educational media service. Elements include in the first aspect are as follows:

1. Commitment to the media program.
2. Commitment to educational media as integral parts of instruction.
3. Commitment to providing educational media facilities.
4. Commitment to financing the educational media program.
5. Commitment to staffing the educational media program.

The second aspect deals with the relationship of the educational media program to the instructional program. Elements included in the

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[9]Kenneth L. King, "An Evaluation of Teacher Utilization of Selected Education 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).

second aspect are as follows:

1. Consultative services in educational media utilization.
2. In-service education in educational media utilization.
3. Faculty-student use of educational media.
4. Involvement of the educational media staff in planning.

The third aspect is the College and University educational media center building. Elements included in the third aspect are as follows:

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

The fourth aspect is the physical facilities which are provided for the utilization of educational media in instruction. Elements included in the fourth aspect are as follows:

1. Educational media facilities in existing classrooms.
2. Educational media facilities in newly constructed classroom.

The fifth aspect deals with the financial support provided for the educational media program and with the educational media budget. Elements included in the fifth aspect are as follows:

1. Reporting financial needs.
2. Basis for budget allocations.
3. Development of the educational media budget.

The sixth aspect deals with the professional, clerical and technical educational media staff. Elements included in the sixth aspect are as follows:

1. Directed by a qualified media specialist.
2. Supported by sufficient professional and clerical staff.

GENERAL RESEARCH PROCEDURE

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 valuable technique in helping us to understand the current situation in some particular educational area.[10]

The approach to this problem involved the following steps:

1. Obtaining data concerning the status and function of the educational media programs in colleges and universities in Arkansas.
2. Appraising the status of educational media programs in colleges and universities in relation to A.E.C.T. standards.
3. Evaluating the current status and functions of educational media programs in colleges and universities in relation to established criteria relating to desirable educational media programs.
4. Formulating recommendations for the improvement of educational media functions in Arkansas colleges and universities which were found to be weak in relation to established criteria and standards.

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

CHAPTER II

REVIEW OF CRITERIA AND RELATED LITERATURE

W. R. Fulton's Evaluative Checklist and an inventory check sheet were used to collect data from the colleges and universities.

Little research was found in the literature which described the status of comprehensive media programs in colleges and universities.

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 A.E.C.T. standards are as follows:

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.
2. The quanity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization by the institution's faculty.
3. Educational media services to the 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 educa-

tional media.

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 teacher-learning situations.
8. There should be a definite plan for gaining administrative and community support for the media program, determinating media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.[1]

Too often the media specilist 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 area of curriculum planning and improvement and in training of faculty members in the use of instructional media.

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

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[1]Avram Rosenthal and other, "Criteria Relating to Educational Media Programs in Junior Colleges", Eric Ed 027 867 (November, 1968), pp. 6-7.

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 designing of instructional materials not readily available from commercial sources.
3. Working with teachers and supervisors in curricular planning and in the design of instructional system.
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 curricular areas.
7. Arranging, coordinating, and/or conducting various in-service training activities related to the use of media.[2]

Although much has been written on the instructional media center, not much attention has been focused on what a media center is, or should be.

This writer feels instructional media centers consist of more than just a library and a audio-visual center. It consists of printed materials which are not found in an ordinary library: film catalogues, courses of study, sample textbooks, curriculum guids, commercial instructional materials and equipment, and in many cases examples of standarized tests.

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[2]Kenneth Norberg, "The Challenge of the New Media Standards", Audio-visual Instruction, 14:69, (November 1969).

In the 1970's when our society is so sophisticated and complex, no one medium of communication is adequate to the task of providing information and techniques of communication to students. All media have strengths and weaknesses. Since the media approach is proving to be the best means of communication in modern education, it is necessary to continue its usage. The problem is how can we best make the wide range of materials convenient and available to both the teacher and the student?

Probably the best answer would be to make the material available in one instructional media center. From the center, all assistance and information concerning media should be provided. Medium is less convenient to the user when it is in more than one place, therefore, causing many possible users to neglect its usage. However, in many cases, it is necessary for the teacher to use some medium in the classroom, but this is something that can be done through arrangements made by the media center coordinator.

Murray G. Phillips, Instructional Materials Centers, feels that is is important to place emphasis on the phrase "the user". Most of the writings favoring instructional resource centers do so in terms of the user. Most of the arguments against the resource centers subordinate or completely ignore the only reason for their existence: to be of service to students and their teachers. Interestingly enough, no group claims that one type of materials is clearly superior to all the others and therefore deserving of a separate facility.

John B. Haney and Eldon J. Ullmen, in Educational Media and the Teacher, also agree that media has proven to be an outstanding factory in providing more meaningful information. Educators have

performed considerable amounts of research on the value of the new media in achieving the first function which is transmitting information. Tests of verbal knowledge indicate that the new media indeed can provide for learning in almost any subject matter, with almost any group of learners, in almost any place, and virtually any time of the day or night.

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) evaluated the influence of extra media support services for 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.

The results are as follows:

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

Media	Percent of the Total Media Use	Percent of the Total Instructional Time
Overhead (Spontaneous use)	62,49	33.88
Overhead and transparencies	11.74	6.38
Chalkboard	8.66	4.70
16 MM 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
8 MM projector	.81	.44
Miscellaneous (piano)		
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
Filmstrips	.10	.05
Telecture	.10	.05
Opaque projector	.02	.01
Program materials	.01	.01
Total amount of teaching devoted to use		54.33%[3]

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

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.

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

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[4]Margoles, op. cit., p. 70.

Low Media Usage	In-Between	High Media Usage
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[5]
M	M	M

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

Unfavorable Attitudes	In-Between Scores	Favorable Attitude
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	M	M
K	J	L[6]
M	M	J

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 integrated parts of curriculum and instruction.

[5]Ibid.

[6]Rosenthal, op. cit., p. 4.

2. A-V personnel should participate in curricular planning and development, and in the implementation of curricular 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 in-service 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 audio-visual 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 (47%), phonographs (46%), audio tape recorders (35%), and 16 mm projectors (31%).

Five items most widely used at the present time are charts and maps (73%), phonographs (65%), 16 mm projectors (65%), overhead projectors (62%), and silent filmstrip projectors (62%).

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[7] Margoles, op. cit., p. 71.

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]

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[8]Margoles, op. cit., p. 71.

CHAPTER III

PROCEDURES FOR COLLECTING, ANALYZING, AND EVALUATING THE DATA

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

The Evaluative Checklist, "An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities," developed by W. R. Fulton of the University of Oklahoma was sent to the 23 colleges and universities in the state of Arkansas. The evaluative checklist is based on criteria relating to educational media program in the institutions. The criteria and the evaluative checklist appear in Appendixes A.

Each Evaluative Checklist item consists of descriptions of educational media programs operating at three levels of media program adequacy. The description of the "higher" level of media program adequacy represents optimal criteria by which the particular element of the media program is judged. The description of the "middle" level of media program adequacy falls below the criteria relating to effective programs. The description of the "lower" level of adequacy falls far below the criteria.

The following is a sample item from Fulton's Evaluative Checklist:

Production of Media

1-2-3 Practically no facilities for production are made available to teachers in producing their own material.

4-5-6 Limited production facilities are available for faculty members to produce their own material.

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

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

The Evaluative Checklist provided for each respondent to rate his media program at one of four levels of adequacy under each item. Each item also provided three places to check, so that respondents could rate each element as being at any one of twelve places on a scale of weak to strong.

Elements of the program which were checked by the respondents as being the "lower" range of media program adequacy (1 to 6) were considered weak. Elements which were checked in the "middle" range of media program adequacy (7 to 9) were considered neither weak nor strong. Elements which were checked as being in the "upper" range of media program adequacy (10 to 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 four of this report.

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 continum 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 judgmental responses.

In the state of Arkansas, twenty three colleges and universities met the requirements established in the limitations of the study. Of the twenty-three institutions that were sent the Evaluative Checklist, sixteen properly completed and returned the Checklist by the return expiration date of February 10, 1973. This constituted a 70% return accomplished without benefit of a follow-up. This data is shown in Table I.

TABLE I

NUMBER AND PERCENTAGE OF COLLEGES AND UNIVERSITIES IN ARKANSAS RESPONDING TO THE EVALUATIVE CHECKLIST

Category of Respondent	No. in Population	No. of Responses	Percent Responding
Two-year institutions	5	4	80%
Private Four-year Institutions	8	3	37.5%
Four-year State Supported Municipal Colleges and Universities	10	9	90%

The six program elements of the Evaluative Checklist contained a total of twenty-one program aspects relating to media program adequacy. An evaluation of 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 evaluation of media program adequacy for all program elements were based on criteria developed by W. R. Fulton. These criteria were used as 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 illicite judgmental responses regarding the extent to which an instructional media program meets the criteria relating to commitment to the role of educational media adequacy.

COMPOSITE TABLE II

PERCENTAGE OF RESPONSES WITHIN THE UNDEVELOPED-LOWER, MIDDLE AND UPPER RANGES OF EDUCATIONAL MEDIA PROGRAMS EVALUATION FOR TWO-YEAR INSTITUTIONS IN ARKANSAS

Media Evaluation Aspect	Undeveloped and lower	Middle	Upper
I-A	0	100	0
I-B	0	75	25
I-C	0	100	0
I-D	0	75	25
I-E	0	100	0
II-A	25	75	0
II-B	25	75	0
II-C	25	50	25
II-D	25	75	0
III-A	25	25	50
III-B	25	25	50
III-C	25	50	25
III-D	25	75	0
III-E	50	25	25
III-F	50	50	0
IV-A	50	50	0
IV-B	75	25	0
V-A	0	50	50
V-B	25	75	0
V-C	25	50	25
VI-A	25	75	0

Source: Evaluative Checklist

TWO YEAR INSTITUTIONS IN ARKANSAS

Program Element I: Institutional Education 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 no responses in the undeveloped and low ranged, 100 percent in the middle range, and none 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 neither weak nor strong.

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

The data. The data indicated that there were no responses in the undeveloped and lower ranges, 75 percent in the middle range, and 25 percent in the upper range of commitment to educational media as an integral part of instructional.

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 Education Media Facilities

The data. The data indicated that there were no responses in the undeveloped and lower ranges, 100 percent in the middle range, and none 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 no responses in the undeveloped and lower ranges, 75 percent in the middle range, and 25 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 as being neither weak nor strong.

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

The data. The data indicated that there were no responses in the undeveloped and lower ranged, 100 percent in the middle range, and none 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 Education Media Utilization

The data. The data indicated that 25 percent of responses were in the undeveloped and lower range, 75 percent in the middle range, and none 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 25 percent of responses in the undeveloped and lower range, 75 percent in the middle range, and none 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 25 percent of responses in the undeveloped and lower ranged, 50 percent in the middle range, and 25 percent in the upper range.

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

ASPECT II-D: Involvement of Media Staff in Planning

The data. The data indicated that there were 25 percent of responses in the undeveloped and lower ranges, 75 percent in the middle range, and none 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 25 percent of responses in the undeveloped and lower ranges, 25 percent in the middle range, and 50 percent in the upper range.

Evaluation. The data revealed that instructions 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 25 percent of responses in the undeveloped and lower ranged, 25 percent in the middle range, and 50 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 25 percent of responses in the undeveloped and lower ranged, 50 percent in the middle range, and 25 percent in the upper range.

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

ASPECT III-D: Storage and Retrieval of Media

The data. The data indicated that there were 25 percent of responses in the undeveloped and lower range, 75 percent in the middle range, and none in the upper range.

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

ASPECT III-E: Maintenance of Media

The data. The data indicates that there were 50 percent of responses in the undeveloped and low ranges, 25 percent in the middle range, and 25 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 50 percent of responses in the undeveloped and lower ranged, 50 percent in the middle range, and none 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 50 percent of the responses in the undeveloped and lower ranged, 50 percent of the middle range, and none in the upper range.

Evaluation. The data revealed that institutions in this category were evenly split in judging their media programs slightly below average.

ASPECT IV-B: Physical Facilities in New Classrooms

The data. The data indicated that there were 75 percent of responses in the undeveloped and lower ranged, 25 percent in the middle range, and none 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 no responses in the undeveloped and lower ranged, 50 percent in the middle range, and 50 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally split in their judging financial needs slightly below average.

ASPECT V-B: Basis for Budget Allocations

The data. The data indicated that there were 25 percent of responses in the undeveloped and lower ranged, 75 percent in the middle range, and none 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 25 percent of responses in the undeveloped and lower ranged, 50 percent in the middle range, and 25 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 25 percent of responses in the undeveloped and lower ranged, 75 percent in the middle range, and none in the upper range.

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

COMPOSITE TABLE III

PERCENTAGE OF RESPONSES WITHIN THE UNDEVELOPED-LOWER, MIDDLE AND UPPER RANGED OF EDUCATIONAL MEDIA PROGRAMS FOR PRIVATE FOUR-YEAR INSTITUTIONS IN ARKANSAS

Media Evaluation Aspect	Undeveloped and Low	Middle	Upper
I-A	0	34	66
I-B	0	34	66
I-C	0	66	34
I-D	0	67	33
I-E	0	34	66
II-A	0	67	33
II-B	0	67	33
II-C	0	34	66
II-D	33	34	33
III-A	33	33	34
III-B	0	67	33
III-C	33	34	33
III-D	0	67	33
III-E	0	66	34
III-F	33	33	34
IV-A	0	100	0
IV-B	33	33	34
V-A	0	66	34
V-B	0	66	34
V-C	0	33	67
VI-A	0	67	33

Source: Evaluative Checklist

PRIVATE FOUR YEAR INSTITUTIONS IN ARKANSAS

Program Element I: Institutional Educational Media Services

ASPECT I-A: Commitment to the Media Program

The data. The data indicated that there were no responses in the undeveloped and lower range, 34 percent in the middle range and 66 percent in the upper range.

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

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

The data. The data indicated that there were no responses in the undeveloped and lower ranged, 34 percent in the middle range and 66 percent in the upper range.

Evaluation. The data revealed institutions in this category generally judged their commitment to educational media as an integral part of instruction as strong.

ASPECT I-C: Commitment to Providing Educational Media Facilities

The data. The data indicated that there were no responses in the undeveloped and lower ranged, 66 percent in the middle range and 34 percent in the upper range.

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 no responses in the undeveloped and lower ranged, 64 percent in the middle range and

33 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their commitment to financing the 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 no responses in the undeveloped and lower range, 34 percent in the middle range and 66 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 no responses in the undeveloped and lower ranged, 67 percent in the middle range and 33 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their consultative services in educational media utilization as being neither weak nor strong.

ASPECT II-B: Media Services to Educational Preparation Program

The data. The data indicated that there were no responses in the undeveloped and lower range, 67 percent in the middle range and 33 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media services to educational preparation programs as being neither weak nor strong.

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

The data. The data indicated that there were no responses in the undeveloped or lower ranged, 34 percent in the middle range and 66 percent in the upper range.

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

ASPECT II-D: Involvement of Media Staff in Planning

The data. The data indicated that there were 33 percent of responses in the undeveloped and lower range, 34 percent in the middle range and 33 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their involvement of media staff in planning as slightly below average.

Program Element III: The Educational Media Center

ASPECT III-A: Location and Accessibility of Educational Media

The data. The data indicated that there were 33 percent responses in the undeveloped and lower ranged, 33 percent in the middle range and 34 percent in the upper range.

Evaluation. The data revealed that institutions in this category judged their location and accessibility of educational media as slightly below average.

ASPECT III-B: Dissemination of Media Information

The data. The data indicated that there were no responses in the undeveloped and lower ranged, 67 percent in the middle range and 33 percent in the upper range.

Evaluation. The data revealed that institutions in this cate-

gory generally judged their dissemination of media information as being neither weak nor strong.

ASPECT III-C: Availability of Educational Media

The data. The data indicated that there were 33 percent of responses in the undeveloped and lower ranges, 34 percent in the middle range and 33 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their availability of educational media as being slightly below average.

ASPECT III-D: Storage and Retrieval of Media

The data. The data indicated that there were no responses in the undeveloped and lower range, 67 percent in the middle range and 33 percent in the upper range.

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

ASPECT III-E: Maintenance of Media

The data. The data indicated that there were no responses in the undeveloped and lower range, 66 percent in the middle range and 34 percent in the upper range.

Evaluation. The date 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 33 percent responses in the undeveloped and lower range, 33 percent in the middle range and 34 percent in the upper range.

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

Program Element IV: Physical Facilities for Educational Media

ASPECT IV-A: Physical Facilities in Existing Classrooms

The data. The data indicated that there were no responses in the undeveloped and lower range, 100 percent in the middle range and no responses in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their physical facilities for educational media as being neither weak nor strong.

ASPECT IV-B: Physical Facilities in New Classrooms

The data. The data indicated that there were 34 percent responses in the undeveloped and lower range, 33 percent in the middle range and 33 percent in the upper range.

Evaluation. The data revealed that the institutions in this category generally judged their physical facilities in new classrooms slightly below average.

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

ASPECT V-A: Reporting and Finance

The data. The data indicated that there were no responses in the undeveloped and lower range, 67 percent in the middle range and 33 percent in the upper range.

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

ASPECT V-B: Basis for Budget Allocation

The data. The data indicated that there were no responses in the undeveloped and lower range, 67 percent in the middle range and 33 percent in the upper range.

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

ASPECT V-C: Development of Media Budget

The data. The data indicated that there were no responses in the undeveloped and lower ranges, 34 percent in the middle range and 67 percent in the upper range.

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

Program Element VI: Educational Media Staff

ASPECT VI: Educational Media Staff

The data. The data indicated that there were no responses in the undeveloped or lower ranges, 67 percent in the middle range and 33 percent in the lower range.

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

COMPOSITE TABLE IV

PERCENTAGE OF RESPONSES WITHIN THE UNDEVELOPED-LOWER, MIDDLE AND UPPER RANGES OF EDUCATIONAL MEDIA PROGRAMS EVALUATION FOR STATE SUPPORTED FOUR-YEAR INSTITUTIONS IN ARKANSAS

Media Evaluation Aspect	Undeveloped and Lower	Middle	Upper
I-A	11	45	44
I-B	0	56	44
I-C	0	89	11
I-D	0	33	67
I-E	0	78	22
II-A	0	89	11
II-B	11	45	44
II-C	0	44	56
II-D	22	67	11
III-A	11	67	22
III-B	11	67	22
III-C	0	78	22
III-D	0	89	11
III-E	0	56	44
III-F	22	44	34
IV-A	11	89	0
IV-B	22	67	11
V-A	11	67	22
V-B	0	78	22
V-C	22	67	11
VI	11	44	45

Source: Evaluative Checklist

STATE SUPPORTED FOUR-YEAR INSTITUTIONS
IN ARKANSAS

Program Element I: Institutional Educational Media Services

ASPECT I-A: Commitment to the Media Program

The data. The data indicated that there were 11 percent in the undeveloped and lower range, 45 percent in the middle range, and 44 percent in the upper range.

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

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

The data. The data indicated that there were no responses in the undeveloped and lower range, 56 percent in the middle range and 44 percent in the upper range.

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

ASPECT I-C: Commitment to Providing Educational Media Facilities

The data: The data indicated that there were no responses in the undeveloped and lower range, 89 percent in the middle range and 11 percent in the upper range.

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

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

The data. The data indicated that there were no responses in the undeveloped and lower range, 33 percent in the middle range and 67 percent in the upper range.

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

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

The data. The data indicated that there were no responses in the lower range, and 78 percent in the middle range and 22 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 neither weak nor strong.

Program Element II: Educational Media Services- Curriculum

ASPECT II-A: Consultative Services in Educational Media Utilization

The data. The data indicated that there were no responses in the undeveloped and lower range, 89 percent in the middle range, and 11 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 consultative services in educational media utilization.

ASPECT II-B: Media Services to Educational Preparation Programs

The data. The data indicated that there were 11 percent of responses in the undeveloped and lower range, 45 percent in the middle range and 44 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 no responses in the undeveloped and lower range, 44 percent in the middle range

and 56 percent in the upper range.

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

ASPECT II-D: Involvement of Media Staff in Planning

The data: The data indicated that there were 22 percent responses in the undeveloped and lower range, 67 percent in the middle range and 11 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 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 11 percent of responses in the undeveloped and lower range, 67 percent in the middle range and 22 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 location and accessibility of educational media.

ASPECT III-B: Dissémination of Media Information

The data. The data indicated that there were 11 percent of responses in the undeveloped and lower range, 67 percent in the middle range and 22 percent in the upper range.

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

ASPECT III-C: Availability of Educational Media

The data. The data indicated that there were no responses in

the undeveloped and lower range, 78 percent in the middle range and 22 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media program 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 no responses in the undeveloped and lower range, 89 percent in the middle range and 11 percent in the upper range.

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

ASPECT III-E: Maintenance of Media

The data. The data indicated that there were no responses in the undeveloped and lower range, 56 percent in the middle range and 44 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 maintenance of media.

ASPECT III-F: Production of Media

The data. The data indicated that there were 22 percent responses in the undeveloped and lower range, 44 percent in the middle range, and 34 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media program as average 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 11 percent of responses in the undeveloped and lower range, 89 percent in the middle range and no responses in the upper range.

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

ASPECT IV-B: Physical Facilities in New Classrooms

The data. The data indicated that there were 22 percent of responses in the undeveloped and lower range, 67 percent in the middle range and 11 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 physical facilities in existing classrooms.

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

ASPECT V-A: Reporting and Finance

The data. The data indicated that there were 11 percent of responses in the undeveloped and lower range, 67 percent in the middle range and 22 percent in the upper range.

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

ASPECT V-B: Basis for Budget Allocation

The data. The data indicated that there were no responses in the undeveloped and lower range, 78 percent in the middle range, and 22 percent in the upper range.

Evaluation. The data revealed that institutions in this cate-

gory generally judged their media programs as neither weak nor strong in basis for budget allocation.

ASPECT V-C: Development of Media Budget

The data. The data revealed that there were 22 percent of responses in the undeveloped and lower range, 67 percent in the middle range and 11 percent in the lower range.

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

Program Element VI: Educational Media Staff

The data. The data indicated that there were 11 percent of responses in the undeveloped and lower range, 44 percent in the middle range and 45 percent in the upper range.

Evaluation. The data revealed that institutions in this category generally judged their media programs slightly below average in the area of educational media staff.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter was developed to summarize the findings of the overall study and to present some conclusions and recommendations relative to those findings.

In this chapter the levels of adequacy of educational media programs will be defined based on the results of information returned by the institutions in the state of Arkansas. The data showed that the average responses of the two-year institutions to the various program aspects was at the "neither weak nor strong" level of media adequacy.

Two-year institutions responded at the "weak" level of adequacy in three aspects:

III-F: Production of Media

IV-A: Physical Facilities in Existing Classrooms

IV-B: Physical Facilities in New Classrooms

Two-year institutions responded at the "strong" level of adequacy in only two aspects:

III-B: Dissemination of Media Information

V-A: Reporting Financial Needs

The data revealed that the majority of respondents in private four-year colleges and universities in Arkansas responded at the "neither weak nor strong" level of adequacy.

Private four-year colleges and universities had no responses in the "weak" level of media program adequacy, but responded "strong" in five aspects:

I-A: Commitment to the Media Program

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

I-E: Commitment to Financing the Education Media Program

II-C: Faculty-Student Use of Educational Media

V-C: Development of Media Budget

The data revealed that the majority of respondents in state supported four-year institutions in Arkansas responded at the "neither weak nor strong" level of media program adequacy.

State supported four-year institutions responded at the "strong" level of media program adequacy in only two aspects:

I-D: Commitment to Financing the Educational Media Center.

II-C: Faculty-Student Use of Educational Media

There were no responses from state supported four-year institutions in Arkansas in the "weak" level of media program adequacy.

CONCLUSIONS

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

The research questions proposed in the study were:

1. Will four-year public colleges and universities show a higher commitment to instructional media programs than two-

year colleges or four-year private institutions?

2. Will a high percentage of all the institutions evaluated be sufficiently lacking in their commitment to media programs?
3. Will four-year colleges and universities show a higher percentage of trained personnel on the media staff than two-year colleges?

As a results of the study, it is concluded that: Four-year state supported colleges and four-year private institutions shows a higher commitment to instructional media programs than did two-year colleges.

It is also concluded that a high percentage of all the institutions evaluated were not sufficiently lacking in their commitment to media programs.

It is further concluded that four-year colleges and universities, both private and state supported, show a higher percentage of trained personnel on the media staff than two-year colleges.

In Chapter V the composite profiles reflect some conditions that would imply the following:

1. In program element one, Administrative Commitment, private four-year institutions evaluated their media program higher than two-year and four-year state-supported institutions.
2. In program element one, Administrative Commitment, no institutions in Arkansas evaluated themselves weak.
3. In program element two, Media Services, private four-year and state-supported institutions evaluated their media programs slightly higher than two-year institutions.
4. In program element two, Media Services, state-supported four-

year institutions evaluated their media program slightly higher than four-year private institutions.

5. In program element three, Media Service Centers, state-supported four-year institutions evaluated their media program higher than both private four-year and two-year institutions.
6. In program element three, two-year institutions judged their media program weaker than private four-year colleges and universities.
7. In program element four, Facilities, the data revealed that both private and state-supported four-year colleges and universities evaluated their media programs higher than two-year institutions.
8. In program element four, the data also revealed that two-year institutions were much weaker in their level of adequacy compared to the four-year private and state-supported institutions whose levels were almost equal.
9. In program element five, Budget and Finance, evaluation revealed that private four-year institutions evaluated themselves higher than both four-year state-supported and two-year institutions.
10. In program element five, the data also indicated that the two-year institutions were even lower than the four-year state-supported institutions which is probably due to the means in which budgets are allocated to the various institutions.
11. In program element six, Staff, state-supported four-year

institutions, private four-year institutions and two-year institutions all rated their program about average.

12. In program element six, two-year institutions evaluated themselves slightly below four-year state supported and private institutions.

RECOMMENDATIONS

It is recommended that media administrators in Arkansas take advantage of every opportunity to improve and raise the level of commitment of the various media programs in colleges and universities in the state.

With increased availability of instructional materials in our modern school, it is recommended that the institutions in Arkansas be willing to validate their instructional media programs to fit the needs of the various institutions. It must not be forgotten that schools and all their component parts have only one purpose: The education of students. The task of schools is to help develop each student to the limit of his ability. This is best provided for in an educational environment, rich in a wide variety of materials, and these materials are most readily available through the instructional media center.

Another recommendation, one not so widly accepted, is that all instructional materials should be available to students as to their teachers. In many cases, students could produce better work if information could be made simpler with the aid of mediated materials.

It is also recommended that further research be conducted in Elementary, Junior High, and High Schools in Arkansas to evaluate

their level of commitment to media programs. The findings may provide information for additional improvement of the state educational media programs.

THIS BOOK CONTAINS NUMEROUS PAGES THAT WERE BOUND WITHOUT PAGE NUMBERS.

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APPENDIXES

APPENDIX A

ILLEGIBLE DOCUMENT

THE FOLLOWING DOCUMENT(S) IS OF POOR LEGIBILITY IN THE ORIGINAL

THIS IS THE BEST COPY AVAILABLE

EVALUATIVE CHECKLIST

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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.

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

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark <u>one</u> 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 <u>middle spaces</u> 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 <u>lower numbered</u> spaces of 1, 4, 7, or 10, if above, mark one of the <u>higher numbered</u> spaces of 3, 6, 9, or 12. <u>In any case mark only one of the twelve spaces</u>.

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

°An institution shoudl 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.

Remember — Mark only one of the twelve boxes

A. Consultative Services in Educational Media Utilization

[1] [2] [3] There are no educational media personnel available to provide for consultative services.

[4] [5] [6] Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

[7] [8] [9] Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

[10] [11] [12] Educational media professional personnel work as a part of their regular assignements 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.

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ILLEGIBLE

Remember — Mark only one of the twelve boxes

[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.

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.

Remember — Mark only one of the twelve boxes

A. Location and Accessibility of Educational Media

[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 mightbe secured upon request.

Remember — Mark only one of the twelve boxes

[4] [5] [6] Information concerning educational media is seldom disseminated to prospective users, and there are no definite plans or channels for such dissemination.

[7] [8] [9] Information concerning educational media is disseminated to the faculty and staff on an occasional basis or when requested.

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

C. Availability of Educational Media

[1] [2] [3] Educational media is practically nonexistent and responsibility for obtaining such materials 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

1 2 3	The institution has no provision for cleaning and repairing educational media.
4 5 6	Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.
7 8 9	Educational media are repaired and cleaned whenever the maintenance staff has the time to do so.
10 11 12	All educational media are inspected after each usage and are cleaned and repaired on a regular basis, or when inspection indicates the need.

F. Production of Media

1 2 3	Practically no facilities for production are made available to teachers in producing their own materials.
4 5 6	Limited production facilities are available for faculty members to produce their own materials.
7 8 9	The educational media personnel, as well as faculty members, produce some educational materials. The staff of the center is limited to the extent that all demands for productions cannot be met.
10 11 12	The educational media personnel produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

°Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.

°Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

°Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

A. Physical Facilities in Existing Classrooms

Remember — Mark only one of the twelve boxes

1 2 3	No classrooms have been modified for use of educational media and no systematic plans have been made to adopt such classrooms for use of media.
4 5 6	A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.
7 8 9	Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.
10 11 12	All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

1 2 3	Most classrooms are not provided with physical facilities that make possible the use of educational media.
4 5 6	Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of 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.

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.

Remember — Mark only one of the twelve boxes

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.

[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

Current Enrollment_____

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

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

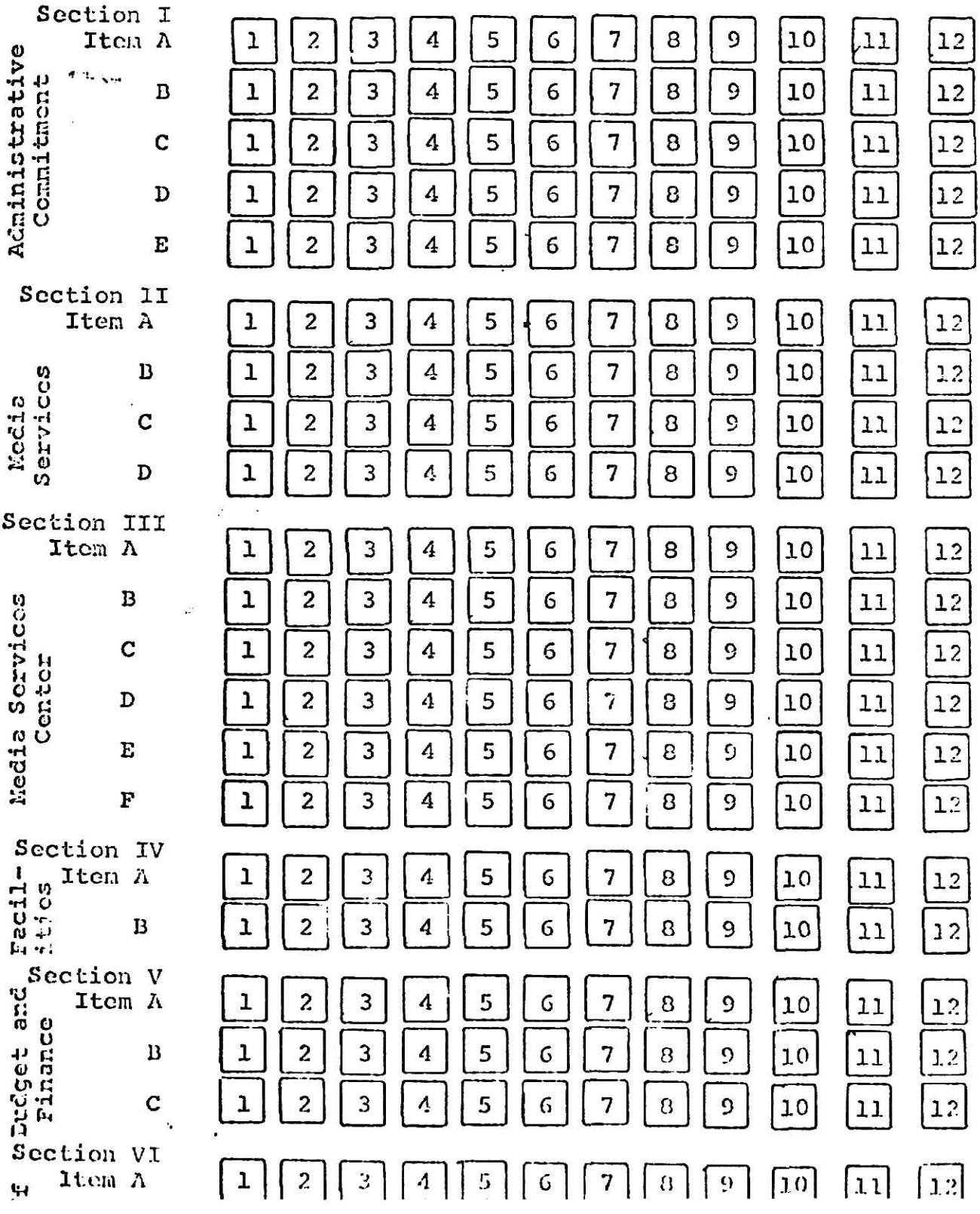
PROFILE SHEET

Current Enrollment_____

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WEAK _____ STRONG

Mark only one of the twelve boxes



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 monograms. 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 subcenters 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,

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 routing 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.

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 in-service 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 education 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 to all institutes 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 evaluation 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 preformance: (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 schedules 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.

All 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 rooms, 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 conference.

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 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 recordings, 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.

They 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, programmed learning, research methods, administration, and supervision.

The functions of the director of the educational media program should include: reporting the needs of the media program to the 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 techniaqes; and be able to oprerate 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

KANSAS STATE UNIVERSITY

Department of Curriculum and Instruction
College of Education
Holton Hall
Manhattan, Kansas 66506
Phone: 913 532-5550

December 7, 1972

Mr. Karl R. Leffler
Head of Personnel
University of Arkansas Main Campus
Fayetteville, Arkansas 72701

Dear Mr. Leffler:

I am a native of Arkansas, a 1968 graduate of the University of Arkansas at Pine Bluff, and am now a graduate student at Kansas State University pursuing a Master's Degree in Educational Media.

Enclosed in the packet is an evaluative checklist that you or someone designated by you are asked to complete and return to me at your earliest convenience. This checklist is the instrument design that I will use to gather data that will be used in a Master's Thesis.

This instrument for self-evaluation of educational media programs in colleges and universities is designed to ascertain the strengths and weaknesses of the various media programs in the colleges and universities in the state of Arkansas.

Please see that the person most responsible for the Media Department completes this checklist. This request is made due to the fact some of the questions are specific and require that the responder has certain knowledge about media equipment and media services.

Allow me to thank you in advance for your kind assistance in this academic endeavor.

Respectfully yours,

Ronald E. Leverett

Ronald E. Leverett
Researcher

Dr. James B. Boyer
Major Professor

James B. Boyer

APPENDIX D

Department of Curriculum and Instruction
College of Education
Holton Hall
Manhattan, Kansas 66506
Phone: 913 532-5550

January 24, 1973

Southern State College
Magnolia, Arkansas 71753

Gentlemen:

In January 1973, I sent a Self-Evaluated Checklist as a means of survey for a research project that I am presently working on.

In order for me to complete the data, I must have a reply by February 10, 1973. If it is at all possible, would you please return the completed checklist that I sent to you by the above date?

Again, let me thank you for your sincere cooperation.

Sincerely yours,

Ronald E. Leverett

Ronald E. Leverett
Researcher

APPENDIX E

PARTICIPATING INSTITUTIONS

Arkansas Poly College
Russellville, Arkansas 72801

College of the Ozarks
Clarksville, Arkansas 72838

Henderson State College
Arkadelphia, Arkansas 71923

Hendrix College
Conway, Arkansas 72032

John Brown University
Siloam Springs, Arkansas 72761

Ouachita Baptist University
Arkadelphia, Arkansas 71923

Philander Smith College
Little Rock, Arkansas 72203

Phillips County Community College
Helena, Arkansas 72342

Shorter College
North Little Rock, Arkansas 72114

Southern Baptist College
Walnut Ridge, Arkansas 72476

Southern State College
Magnolia, Arkansas 71753

State College of Arkansas
Conway, Arkansas 72032

University of Arkansas at Little Rock
Little Rock, Arkansas 72204

University of Arkansas at Pine Bluff
Pine Bluff, Arkansas 71601

University of Arkansas Medical Center
Little Rock, Arkansas 72201

Westark Community College
Fort Smith, Arkansas 72901

AN EVALUATIVE STUDY OF THE INSTRUCTIONAL MEDIA PROGRAMS IN COLLEGES AND UNIVERSITIES IN ARKANSAS

by

Ronald Earl Leverett

B.S., Arkansas A.M. & N. College, 1969

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

This study was undertaken for the purpose of determining the status of instructional media programs in two-year colleges, four-year private and four-year state supported institutions in the state of Arkansas. Through these determinations and comparisons a judgement was made of the extent of commitment to instructional media programs by higher educational institutions in the state of Arkansas.

All colleges and universities, including both two and four year institutions, were surveyed. No vocational technical schools or schools operated by the federal government were included.

An evaluative checklist was sent to each institution. They were asked to complete it in such a manner as to reflect an institution-wide evaluation of the existing instructional media program. The evaluative instrument, devised by Dr. W.R. Fulton of the University of Oklahoma and revised by Dr. Kenneth L. King, contained six elements, with each element containing twelve aspects measuring levels of status.

Evaluative judgement in the analysis of the data received from the institutions was given in strengths and weaknesses. Strengths and weaknesses were categorized into three classifications: Weak, neither weak nor strong, and strong.

In the state of Arkansas twenty-three colleges and universities met the requirements established and set forth in the limitations of the study. Of twenty-three institutions asked to participate in the study, sixteen responded by the cut-off date of February 10, 1973, constituting a 70.0 percent response. Eighty percent response was received from two-year colleges with 37.5 percent from private four-year institutions, and 90.0 percent from state supported four-year colleges and universities.

Based on criteria by which each element in the instrument was evaluated, the following summarized results were indicated:

Two-Year Institutions

The average of respondents evaluating their total instructional media program (element one-six) as being in the weak range was 23.83 percent.

The average of respondents evaluating their total instructional media program as being in the neither weak nor strong category was 61.93 percent.

The average of respondents evaluating their total instructional media program as being in the strong range was 14.24 percent.

Private Four-Year Institutions

The average of respondents evaluating their total instructional media program as being in the weak range was 7.94 percent.

The average of respondents evaluating their total instructional media program as being neither weak nor strong was 52.38 percent.

The average of respondents evaluating their total instructional media program as being in the strong range was 39.68 percent.

State Supported Four-Year Institutions

The average of respondents evaluating their total instructional media program as being in the weak range was 7.93 percent.

The average of respondents evaluating their total instructional media program as being neither weak nor strong was 64.51 percent.

The average of respondents evaluating their total instructional media program as being in the strong range was 27.51 percent.

This study indicated that instructional media programs are more advanced in the private four-year colleges and universities in Arkansas than two and four-year institutions. It also indicated that 72.85 percent of all institutions (private four year, four-year state supported and two-year colleges) rated themselves to be below the criteria relating commitment to effective media programs.

It is recommended that media administrators in Arkansas take advantage of every opportunity to improve and raise the level of commitment of the various media programs in colleges and universities in the state.

It is also recommended that whenever research is done in the area of media, it is geared toward the institutions of higher education in Arkansas, careful study and consideration be given to the findings. This may well be a means of improvement.