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160

A STUDY TO DETERMINE THE ANTICIPATED QUALIFICATIONS
AND COMPETENCIES OF AUDIOVISUAL SPECIALISTS
IN THE COMMUNITY COLLEGES OF THE
STATE OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Garred Allen Giles

August 1969

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State College
Ellensburg, Washington

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

"New" and "unique" describe the community college today. The community college presents an opportunity at higher education for many and a convenient means of gaining new ideas and improved training for others. "The community college is the liveliest, most talked about development in the field of higher education" (7:3). Regionally centered and community oriented, it serves the educational and training needs of a wide variety of students. Not only are general and transfer courses offered but vocational training ranging from such popular courses as business secretary to specialized training like watchmaking.

To serve an institution as diverse as the community college the audiovisual facilities, materials and personnel must be flexible and unique. Services offered in most public schools, such as special visual and audio equipment, acquisition and distribution of materials, and instructional materials production, are offered in the community colleges. In addition there are instances where special services and facilities are utilized which would be employed in the four-year university, such as television production, photographic materials production, and computer-

assisted instruction. These services suggest that the person responsible for administering the audiovisual program must be a specialist in a wide variety of technical and curricular areas. In addition he needs to have ". . . Academic respectability and an inordinate amount of patience and adaptability . . . plus . . . promotional ability, vision, tact, and stamina" (20:124).

II. NEED

Most audiovisual education programs at the university level are designed to educate coordinators of audiovisual programs for the public schools. Audiovisual research efforts have been directed at the programs in elementary and secondary schools. The majority of articles written in popular and authoritative audiovisual magazines stress the public school audiovisual director's responsibilities and audiovisual problems related to public school curricula.

The realm of "audiovisual" is a part of all types of education whether it be elementary, secondary, higher education and even industry and business. All deal with the same basic philosophies and theories of communication and learning. They all incorporate similar types of equipment and presentation techniques.

The differences in media between these various kinds of institutions lie in the type and complexity of the material, the

sophistication of the equipment, the general purposes of the institution, the curricula, and, most important, the characteristics of the audience or learner.

Of all the educational institutions existing today probably only the community college demonstrates the unique combination of relatively recent establishment and development, multi-purpose, wide curricula offerings, conveniency, popularity and tremendous growth.

The demands upon the audiovisual services program by the community college are multitudinous and varied. These manifold demands require special talents of the audiovisual specialist. What preparation and qualities are needed by such a specialist? How well do the audiovisual responsibilities in the community college coincide with the training of the audiovisual specialist?

The Professional Education of Media Specialists Commission of the Department of Audiovisual Instruction issued a statement which declared that one need of institutions which train audiovisual specialists is ". . . to find out what relationships, if any, exist between the programs which are currently training media specialists and the responsibilities and the obligations which these individuals encounter after they complete their training" (8:160).

What are the responsibilities and obligations of community college audiovisual specialists?

There is an uncertainty about the duties of the audiovisual professional. Any study which we conduct ought to ascertain what the present duties of the media man are. Equally as important . . . is the description and definition of what is expected of the media man by superintendents, supervisors, and (above all) teachers. Such a study must keep an eye on the future, for it is not nearly as important to know what the demands are now as it is to know what they will be in the decade ahead (8:160).

III. STATEMENT OF THE PROBLEM

The problem considered in this study is to determine the relationship between the responsibilities and duties of the audiovisual services administrator and the competencies and qualifications necessary to perform those responsibilities and duties satisfactorily and professionally.

IV. PURPOSE

This study intends to investigate the programs, services and facilities in use, to analyze the audiovisual policies, and to disclose the professional and educational backgrounds of the present administrators.

The anticipated qualifications of the audiovisual specialists for the community colleges were developed by analyzing the future

implementayion and expansion of the community college audiovisual programs and by analyzing the opinions of the present community college audiovisual administrators with respect to the preparation of specialists .

V. HYPOTHESIS

A general hypothesis for this study is stated in question form as follows:

What are the current and anticipated qualifications and competencies of audiovisual specialists in the community colleges of the State of Washington?

VI. LIMITATIONS OF THE STUDY

This study is limited to the twenty-two community colleges in the State of Washington and the administrators of the audiovisual services program within those colleges during the 1968-1969 academic year.

VII. DEFINITION OF TERMS

Audiovisual Administrator. An audiovisual administrator also called an audiovisual supervisor, is a person who is responsible for directing and co-ordinating the audiovisual services and in charge of the planning, production, selection, and utilization of instructional media. He is not necessarily a specialized audiovisual professional.

Audiovisual Specialist. An audiovisual specialist is a person especially trained and educated in the planning, production, selection, administration, and utilization of instructional media.

Community College. Also recognized as a junior college, community junior college, two-year college, and two-year institution, the community college is "a two-year institution of higher education, generally public, offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferable toward a bachelor's degree), occupational (or terminal) curriculums, general education, and adult education" (12:41). By legislative action the two-year institutions in the State of Washington were named "community colleges" (22:28.84.170).

Film and Recording Library. The term 'film and recording library' identifies that function of audiovisual services which is responsible for the acquisition, classification, storage, retrieval, and maintenance of projection materials, such as slides, filmstrips and motion picture films, and recorded materials, including disc and tape recordings, and related equipment.

Individualized Instruction. Individualized instruction is a manner of organized and systematized self-education where the student has limited or complete control over the type and quantity of instructional

material. The materials may be studied by the student at his own rate and without a live instructor's assistance.

Informal Education. Informal education is a means of learning by way of unstructured, irregular personal experiences.

VIII. OVERVIEW

In Chapter II the available literature related to the study is reported. The literature supports the need for this study. The design of the study, including the instrument and the manner in which the data are collected, is discussed in Chapter III. A report of the findings is presented in Chapter IV. And in Chapter V the study and the findings are summarized and conclusions are reported.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter the relationships between the schools of higher learning and new media and how they relate to the community college, faculty preparation, the audiovisual program and the audiovisual specialist are investigated.

I. THE NEED FOR AUDIOVISUAL MEDIA IN HIGHER EDUCATION

The growth and quantity of knowledge has necessitated changes in the educational processes. These processes have been changing over the centuries but never before have they been so abrupt. Higher education, for example, ". . . has had a long history of gradual and placid evolution, but now it is faced with a series of challenges that appear to call for swift and energetic adaption" (3:1).

Adaptions to the utilization of audiovisual instructional techniques are slowly being realized in most institutions of higher learning.

Recently, higher education has exhibited a trend toward a new kind of support for instructional services and an extensive development of facilities to encourage the utilization of new media. This trend is founded on the changing roles of college teachers and influenced by increased enrollments, rising costs, and a growing understanding of the psychology of learning. The

trend is encouraged by the increased availability of effective, appropriate, and convenient materials, devices, machines, and classroom facilities for improved teaching (3:vii-viii).

The changing character of students and increased enrollments require reconsideration of ways of teaching. Influential, also, is the shortage of teachers which often dictates that some instruction be carried out with large groups to free instructor time for closer personal contacts and individualization considered essential to excellent education, as well as for better preparation for class (3:3-4).

It is important to note that the changing curriculum follows the pattern ". . . that different educational programs are planned for students of different talents" (3:5). Further, there is the need for careful selection of elements to be included in the curriculum of higher education. Not all important knowledge can be taught or learned in the time available (3:5).

II. CHARACTERISTICS OF THE COMMUNITY COLLEGE

Among the schools of higher learning the American community college has demonstrated a recent phenomenal growth and a comprehensive curriculum. The community college was a ". . . new kind of college. Higher education was one parent; secondary education the other. But the product of the union claimed recognition in its own right, had an identity of its own . . ." (12:4).

Medsker has summerized the unique characteristics of the community colleges:

The two-year college was designed to play a special and a strategic role in American higher education. This it does in a variety of ways: It is perhaps the most effective democratizing agent in higher education. It decentralized post-high school opportunities by placing them within reach of a large number of students. It makes higher education available at low cost to the student and at moderate cost to society. It offers a wide range of educational programs not found in other colleges No unit of American higher education is expected to serve such a diversity of purposes, to provide such a variety of educational instruments, or to distribute students among so many types of educational programs as the junior college (15:4).

Identity and Purpose. The community college is classified as neither a secondary school nor a four-year college. It is one of a kind. The philosophy, the teaching, the facilities are neither senior college nor secondary education. Two-year colleges, or "junior" colleges, have too long been cast in the shadow of the academic four-year college and university. Community colleges have their own philosophies and their own contribution to make in modern education. Most proponents of the community college predict that the lack of identity will soon disappear and that these colleges will become completely dedicated to serving the students and the community (16:567).

Gleazer found one purpose of the comprehensive community college to be ". . . to give students opportunity beyond the high school to find suitable lines of educational development in a social environment

of wide range of interests , capacities , aptitudes , and types of intelligence" (12:28).

Five common objectives of community colleges have been identified:

1. Preparation for advanced study (or Transfer)
2. Vocational education (or Terminal)
3. General education
4. Community service and adult education
5. Guidance and counseling services (21:59)

Growth. Community colleges have been established at the rate of about 50 per year for the past eight years . Every state in the union has at least one junior college and most urban areas have one or more . Figure 1 in Appendix A illustrates the growth of community colleges in the nation since 1900 . By 1980 it is predicted that there will be over 1,200 public and private two-year colleges in operation (5:134).

Community college enrollment has increased rapidly also . The American Association of Junior Colleges calculates that enrollments have increased at the rate of 15 per cent each year since 1960 and will reach nearly two million by the end of 1969 (10:12) . Figure 2 represents the enrollment growth in the two-year institutions since 1900 . Estimated enrollment for 1980 is to be close to three million students (5:135) . Similar growth patterns are evident in the State of Washington as demonstrated in Figures 3 and 4 in Appendix A .

The sudden increase in community college attendance may be attributed to the growing demand in recent years by all adults to seek opportunities to get an education beyond high school and a general feeling that education can raise the sights and improve the social conditions of men and women. Community colleges seemed suited to extending and expanding opportunities for higher education (10:12-13).

Curriculum. Aside from the conventional courses paralleling the first two years of four-year colleges and universities, the community colleges are offering scores of educational experiences for those students intending to enter into an occupation. It is estimated that two out of every three students enrolling will not transfer to a four-year college. "Occupational education is a major function of the comprehensive community college" (12:67). Bogue listed eighty-seven terminal or semi-professional courses offered by schools in 1954 (7:74-76).

Reynolds stated that there were a total of ninety-five different vocational programs offered by the junior colleges in the United States in 1965. By far, the most popular and most frequently noted courses are in the secretarial and clerical area. Increasing also in significant development are courses of study aimed at training the engineering technician. Nursing is another field that has noted an increase in popularity with junior college students. Almost every junior college has

a general education program and a preponderant majority have transfer programs, but vocational programs are found in only two-thirds of the institutions. By eliminating from consideration those schools offering less than three vocational courses, the total number would be less than one-half (18:36-37).

The policy of open-door admissions makes it necessary that community colleges provide a wide diversification of educational programs to students with varying motives for community college education. Such motives may be within the general purposes of the community colleges and some may be motives yet undefined or difficult to establish.

III. DEVELOPMENT OF COMMUNITY COLLEGES IN THE STATE OF WASHINGTON

The first junior colleges in Washington developed with two missions: giving a two-year academic education which students could use upon transferring to a four-year college, and providing an adequate vocational education and training for those entering into industry and business.

Everett School District in 1915 established the first junior college in the state, but due to lack of public interest it was abandoned. Centralia College established in 1925 became the first permanent junior college. Skagit Valley College began in 1926 in Mount Vernon and Yakima

Valley College opened in 1928. These were followed in 1930 by Grays Harbor College in Aberdeen, Clark College in Vancouver and Spokane Junior College in 1933. These early junior colleges were entirely self supporting. In 1941 the first junior college law enacted provided limited tax support and prohibited the establishment of junior colleges in counties where four-year institutions of higher learning were located. This law forced the closure of Spokane Junior College.

Legislation in 1943 and 1945 passed a bill giving the junior colleges the option of becoming a part of the school system as the 13th and 14th years. This bill also entitled junior colleges to acquire funds for capital construction. Until 1940 no junior college was operating in a building especially built for junior college purposes. In 1941 Everett Junior College was re-established. After World War II Olympic College in Bremerton began operation (1946). Columbia Basin College in Pasco was established in 1955 and Peninsula College started in 1960 in Port Angeles (9:28; 19:6-9).

A study committee appointed by the state board of education recommended in 1957 that (1) there should be established separate junior college districts; (2) the financial support of the junior colleges should be placed on the attendance areas of the junior colleges; and (3) there should be further study of higher education (15:285).

The 1961 legislature removed the barrier prohibiting the establishment of junior colleges in counties with established four-year schools of higher learning. The junior colleges were designated officially as community colleges. This legislature also authorized the establishment of Highline College at Midway and Big Bend Community College in Moses Lake.

In 1963 the legislature authorized the establishment of Shoreline Community College north of Seattle, Spokane Community College, Green River Community College in Auburn, and Tacoma Community College. The legislature established a fixed allocated biennial budget for the colleges rather than the open-ended per-student budget system used in previous years. College funds were legally separated from school district funds, also.

The 39th session of the State Legislature in 1965 authorized the establishment of Seattle Community College, Bellevue Community College, Walla Walla Community College, and Clover Park (later Fort Steilacoom) Community College at Lakewood (9:28-29; 19:6-9).

The legislature also directed the State Superintendent of Public Instruction to prepare a "comprehensive report and plan" for the organization of community college education in the State. The State Superintendent solicited the Arthur D. Little, Inc., an independent research firm, to make a study and recommend a policy plan for the community colleges of the state.

The research firm recommended a number of changes and improvements. Among these they recommended that the community colleges be separated from the common school districts and a new system of independent community college districts be established; and that the state create a Division of Community College Education within the office of the State Superintendent of Public Instruction (14:1-11).

The community College Act of 1967 passed by the legislature provided for the division of the state into twenty-two community college districts, and the creation of a "state board for community college education" which has general supervision and control over the state system of community colleges. The purpose of the act was to offer an "open door" to every citizen, to ensure thoroughly comprehensive education and training in every district, to provide administration by state and local boards, to allow for growth, improvement, modification and flexibility as future needs occur, and to:

Establish firmly that community colleges are, for purposes of academic training, two year institutions, and are an independent, unique, and vital section of our state's higher education system, separate from both the common school system and other institutions of higher learning, and never to be considered for conversion into four-year liberal arts colleges (22:28.85.020).

A map is provided in Appendix B which locates the community colleges in Washington. A list of the addresses of the colleges is also provided.

IV. THE COLLEGE AUDIOVISUAL DEPARTMENT

With the use of audiovisual media performing an increasingly important function in instruction at all levels, it is important to investigate and define the roles of the audiovisual service programs and their administrative structure in higher education. Very little research has been reported on the administrative structure of audiovisual instructional services in colleges and universities (20:269).

By analyzing several studies and reports on audiovisual programs in teacher education institutions, Allen and Matten have concluded that ". . . every college and university should have: (a) an organized and centrally-located audiovisual department, (b) a specially trained director . . . , (c) a staff . . . , and (d) a philosophy whereby the audiovisual services function through and serve every department in the institution" (20:269).

Brown and Norberg have identified various functions discharged by the educational media services of colleges and universities. They are listed in Appendix C (2:305-306).

Wheeler, in her study of community college libraries, concluded that the audiovisual program should be housed in the library building and coordinated with the library program. She added that there should be at

least one member of the community college staff who is an audiovisual specialist and able to devote full-time to the audiovisual program (23:87-88).

Faris and Sherman have developed a set of audiovisual personnel guidelines for higher education. Their conclusions were that there should be:

One full-time audio-visual director with supporting staff as needed as program develops. Director might add personnel in the areas of administration, graphics, film production, audio production, ITV, teaching, etc. Start with full-time secretary and add secretarial help as needed.

Many colleges are creating materials centers and consequently the audio-visual program will become a part of this larger organizational pattern. Where this is happening it should be stressed that the recommendations concerning personnel remain with the possible addition of a director of the total materials program who could be an audio-visual communications specialist (6:13).

These standards were adopted by the Department of Audiovisual Instruction, NEA, in 1965.

V. AUDIOVISUAL MEDIA IN THE COMMUNITY COLLEGE

In their adaptation to the modern present rather than the traditional past, the community colleges have re-examined their instructional roles. "Staff design and facilities tend to express the intent of new two-year colleges to proceed along rather unconventional paths. The administration and the faculties of two-year colleges have in

many cases viewed traditional methods as being tools almost totally ineffective in solving the educational problems of the students that come to them" (16:567).

Miner expressed his personal view that ". . . a community college ought to be built around a materials center and that the instructional media ought to emanate from this source into the classroom to establish meaningful learning experiences for each student whether he be involved in occupational, transfer, or programs of continuing education The community college is rapidly becoming a community *[italics in the original]* learning center" (16:567).

Faculty Preparation. The faculty who are to teach in the community colleges must necessarily be prepared for the varied responsibilities of teaching the comprehensive curricula to students pursuing different courses of study. In 1956 Jarvie reported:

The improvement of instruction is basically important to the junior college. This necessarily involves the preservice preparation of staff members and also institutional programs of instructional improvement and in-service training. Junior-college teachers need a high degree of competence in their teaching fields and an acquaintance with and understanding of the junior college, its role, its program and its students. Universities must, therefore, be expected to give more attention, in their programs of graduate work, to the particular needs and demands of the junior college and its faculty members (13:231).

Eleven years later Gleazer reported that very little progress had been accomplished. He stated that all too often the preparation of the

community college teacher has been ". . . unavailable, inadequate, and unrealistic" (11:147). Whether the graduate training fitted them for their teaching tasks is a question that must be asked. And from evidence collected junior college teachers are ". . . definitely not *satisfied* in the original] satisfied with the nature, scope, and orientation of their graduate work" (11:147).

The Audiovisual Specialist. An educator specially trained to administer an audiovisual service program in the community colleges is necessary to support the objectives, curricula, and the faculty. The demand increases as more and more newer media come into use. Carpenter and Greenhill believe "it is considered mandatory to have academic people of the highest competencies to plan and produce the materials and engineer their distribution and use" (4:146).

However, there seems to have been a lack of inquiry into the development of professional preparation programs for audiovisual specialists during the last fifty years. Wiman wrote that "perhaps one reason for the rather erratic growth and development of professional preparation programs has been the problem of locating and defining a body of content that would provide an adequate academic basis for graduate study" (24:110).

The Board of Directors of the Department of Audiovisual Instruction of the National Education Association has published a

position paper describing nine general responsibilities of the media professional in colleges and universities. These responsibilities are listed in Appendix D (17:1029). The Board has also produced an outline of qualifications that the services of the media professional must be based on. They are:

1. Insight into learning and communication processes
2. Understanding of curriculum and new instructional patterns
3. Ability to inspire and gain the respect of other professional staff members
4. Skill in the management of media services
5. Comprehension of the broad spectrum of technology in instructional communications and its place in education (17:1028).

VI. SUMMARY

There have been changes to improve teaching in the schools of higher learning. Increased enrollments, new student character, changing curriculum and teachers in those schools have had a great influence on that change. The community colleges have shown a diverse and comprehensive purpose and curriculum. Community colleges in Washington State have demonstrated relatively recent and unstructured growth. Citizens and leaders now recognize the value and necessity of community colleges as an important educational process in the state. There has been recent co-operation in implementing changes and modifications for improving the educational purposes of the community college system.

The new important role of community colleges in modern education demonstrates a need to seek better and more effective ways of teaching. Audiovisual instructional materials can help to improve and make more effective the educational processes. Needed are the audiovisual service centers and the professional personnel especially trained for community college purposes and curriculum. Needed also is an identification of what comprises the qualifications and competencies of the audiovisual specialist in the community college.

CHAPTER III

THE DESIGN

The design of the present study encompasses the construction of a questionnaire as well as the development of procedures for completing the questionnaire.

I. ASSUMPTIONS

Two basic facts were assumed before the questionnaire was devised. These facts were to be the common denominator of all the audiovisual services programs in the community colleges. One assumption was that both print and non-print media and related equipment are available for use by the faculty in the community colleges and that some person is responsible for managing the audiovisual (non-print) materials and equipment.

II. SAMPLE

The questionnaire was directed to the twenty-two operating community colleges in Washington State. They are: Bellevue Community College, Big Bend Community College, Centralia College, Clark College, Columbia Basin College, Edmonds Community College, Everett Community College, Fort Steilacoom Community College, Grays

Harbor College, Green River Community College, Highline College, Lower Columbia College, Olympic College, Peninsula College, Seattle Community College, Shoreline Community College, Skagit Valley College, Spokane Community College (Fort G. Wright campus), Tacoma Community College, Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College.

The respondents were to be the person most responsible for the administration of the audiovisual services and facilities at each community college.

III. RESTATEMENT OF THE HYPOTHESIS

In Chapter I the general hypothesis of the study was stated as:

What are the current and anticipated qualifications and competencies of audiovisual specialists in the community colleges of the State of Washington?

From the general hypothesis several sub-hypotheses were derived.

Stated in question form they are:

1. What are the organizational and fiscal relationships between the libraries and the audiovisual departments in the community colleges?
2. Which audiovisual services are offered at present and which are seriously being contemplated for future implementation?
3. What are the most important deterrents to an effective audiovisual services program?

4. What are some policies of procedures incorporated by the audiovisual departments ?
5. What are the future plans for the audiovisual centers in the colleges ?
6. What are the educational levels , preparatory backgrounds and their values , and the professional activities of the present audiovisual administrators ?
7. Which educational and training courses should be stressed in the present and future preparation of community college audiovisual administrators ?

IV. INSTRUMENT

The questionnaire was designed to encompass a wide range of stages of development of audiovisual service programs in the various colleges . It was realized that some of the sections included in the instrument would not pertain to several colleges . The sections included in the questionnaire are detailed below .

A general information section surveyed the number of faculty and students and the available projected enrollment figure which helped to give dimension to the fifth sub-hypothesis .

An organizational section attempted to determine the levels of responsibility and the allocated budgets for the library and the audio-visual department for the 1968-1969 school year . This section related to the first sub-hypothesis .

The broad section titled Audiovisual Services surveyed the present and planned services in the areas of the Film and Recording Library, Local Production, Television, and Individualized Instruction. Three important deterrents of each area, except the latter, were asked. Sub-hypotheses two and three were satisfied by these.

In order to answer the fourth sub-hypothesis, certain questions relating to policies and procedures were asked.

A short description of the general plans for the future of the audiovisual department was asked to satisfy the fifth sub-hypothesis.

The second part of the questionnaire pertained to the person responsible for administering the audiovisual services program. The sixth sub-hypothesis related to the section which asked for the educational level, preparatory background and worth of that preparation, and professional activities of the audiovisual administrator.

The final page of the questionnaire attempted to ascertain present and future trends of needed preparation for new audiovisual specialists going into the community colleges as perceived by the current community college audiovisual administrators. This resolved sub-hypothesis seven.

A fascimile of the questionnaire is located in Appendix E.

V. PROCEDURES

The questionnaire was administered through a personal interview. This decision was based on the following needs:

1. The need to obtain a one-hundred per cent response.
2. The need to clarify any semantic differences.
3. The need to overcome any dislikes of questionnaires on the part of the respondents.
4. The need to shorten the time needed to complete the questionnaire by the respondent.
5. The need to make the study appear less impersonal.

A list of current library and audiovisual administrators was obtained from college catalogs and telephone directories. The person most responsible for managing the audiovisual services was determined by telephone inquiry. This person was designated as the respondent to the questionnaire. Arrangements were made by telephone between the respondent and the interviewer to meet at the community college to conduct the questionnaire.

Details of school enrollment and faculty employed were obtained at the college administration office. The remainder of the questionnaire was presented to the respondent.

The interviewer asked the questions from the questionnaire on all but the last page and marked the answers on his copy of the questionnaire. The respondent was able to read the questions on a spare copy

given to him. In the last section, number 20, the respondent marked the responses without conferring with the interviewer.

VI. ANALYSIS OF THE DATA

The data collected for the study were collated and organized into descriptive tables. Conclusions were derived by analyzing the frequency of responses.

VII. SUMMARY

Two assumptions were established: both print and non-print media and related equipment are available to faculty, and one person is responsible for managing the non-print or audiovisual service program. The instrument was directed to the audiovisual administrator in the twenty-two community colleges in the State of Washington. Ten sub-hypotheses were formulated dealing with media organization, services, deterrents, policies, future plans, educational and preparation of the audiovisual administrators, professional activities, and perceptions of the audiovisual administrators with respect to themselves and future community college audiovisual specialists. These sub-hypotheses were derived from the general hypothesis of the study: "What are the current and anticipated qualifications and competencies of audiovisual specialists in the community colleges of the State of Washington".

An instrument in the form of a questionnaire was designed to find the answers to the sub-hypotheses stated. The questionnaire was administered through a personal interview with the audiovisual administrators in the community colleges. Conclusions were to be made by analyzing the frequency of the responses to the items in the questionnaire.

CHAPTER IV

ANALYSIS OF THE RESULTS

Results of the data are tabulated and described in this chapter. The chapter is divided into sub-headings each relating to one of the sub-hypotheses stated in Chapter III. Percentages given in the text or in the tables are rounded to the nearest whole per cent.

I. ORGANIZATION AND BUDGET

The first sub-hypothesis stated:

What are the organizational and fiscal relationships between the libraries and the audiovisual departments?

To determine those relationships four questions were asked: What is the organizational structure of the media services? What is the title of the library administrator's superior? What is the title of the audiovisual administrator's superior? What is the budget for the library and the audiovisual services?

Organizational Structure of the Media Services

All the twenty-two community colleges of the study have a library. Sixteen, or 73 per cent of the colleges, organize audiovisual services as a function of the library. In one college, audiovisual

services are organized separately from the library services. Library and audiovisual services are combined as a media center in three, or 14 per cent, and two colleges have no centralized audiovisual program.

TABLE I
ORGANIZATIONAL STRUCTURE OF THE COMMUNITY
COLLEGE MEDIA SERVICES

Media Service Organization	Number of Respondents	Per Cent
Library Service Organization	22	100
Audiovisual Service as a function of Library	16	73
Audiovisual Service separate from Library	1	5
Audiovisual Service and Library combined as a Media Center	3	14
No centralized Audiovisual Service	2	9
Total Colleges = 22		

Superior of the Library Administrator

Fifty-five per cent of the library administrators report to the Dean of Instruction; four report to the President. The remainder report to other titled administrators as shown in Table II.

TABLE II
ADMINISTRATIVE SUPERIOR OF LIBRARY SUPERVISOR

Title	Number of Respondents	Percentage
Dean of Instruction	12	55
President	4	18
Associate Dean of Instruction for Learning Resources	1	5
Dean of Liberal Arts	1	5
Director of Instructional Resources	1	5
Executive Vice-President	1	5
Vice-President in Charge of Program Services	1	5
Vice-President of Instruction	1	5
Total Colleges = 22		

Superior of the Audiovisual Administrator

Twelve Audiovisual Administrators are overseen by the library administrator. Twenty-eight per cent of the colleges have either no audiovisual administrator or audiovisual services are administered by the library administrator. Table III illustrates the line-staff patterns.

TABLE III
ADMINISTRATIVE SUPERIOR OF AUDIOVISUAL SUPERVISOR

Title	Number of Respondents	Percentage
Library Supervisor	12	55
Dean of Instruction	1	5
Director of Library Media Center	1	5
Director of Instructional Resources	1	5
Director of Instructional Materials	1	5
No separate audiovisual person	6	28
Total Colleges = 16		

Library and Audiovisual Budgets

Six libraries spent \$50,000 or more in the library exclusive of salaries. None budgeted less than \$11,000. Seven audiovisual departments budgeted between \$2,000 and \$5,000 whereas only one spent over \$50,000 for the 1968-1969 school year. The mean library budget was \$36,000 and the mean audiovisual budget was \$19,023.

TABLE IV

COMPARISON OF COMMUNITY COLLEGE AUDIOVISUAL
AND LIBRARY BUDGETS*

Amount Range	Library Department		Audiovisual Department	
	Number of Respondents	Per Cent	Number of Respondents	Per Cent
\$ 1,000 - \$ 5,000	0	0	7	44
6,000 - 10,000	0	0	1	6
11,000 - 15,000	4	22	2	12
16,000 - 20,000	1	6	2	12
21,000 - 25,000	2	12	0	0
26,000 - 30,000	4	22	1	6
31,000 - 35,000	0	0	1	6
36,000 - 40,000	1	6	1	6
41,000 - 45,000	0	0	0	0
46,000 - 50,000	0	0	1	6
51,000 and Over	6	33	1	6
Unavailable	4	-	4	-
Range	\$12,000 - \$84,215		\$2,000 - \$74,704	
Mean	\$36,000		\$19,023	

Total Colleges = 22

*All budget figures are less salaries

II. AUDIOVISUAL SERVICES

The second sub-hypothesis was:

Which audiovisual services are offered at present and which are seriously being contemplated for future implementation?

The services investigated were the (1) use of film and recording library equipment, (2) local production services including photographic, graphic, and audio recording, (3) television services, and (4) individualized instruction services.

Film and Recording Equipment

All twenty-two community colleges reported using 16 mm motion picture projectors, opaque materials projectors, and monaural tape recorders. Record players, overhead transparency projectors and 2 X 2 slide projectors are being used by twenty-one colleges. Information from one college was incomplete. Seventeen colleges use combination filmstrip-slide projectors and public address systems. Six schools reported intending to obtain an 8 mm reel type motion picture projector. Table V details equipment presently in use and equipment intended for use in the near future in the community colleges.

TABLE V

NUMBER OF COMMUNITY COLLEGES REPORTING THE EXISTENCE
AND INTENDED INCORPORATION OF FILM
AND RECORDING EQUIPMENT

Type of Equipment	Existing Equipment	Planned Equipment
Motion picture projector, 16 mm	22	
Opaque materials projector	22	
Tape recorder, monaural	22	
Record Player	21	
Overhead projector	21	
2 X 2 slide projector	21	1
Filmstrip projector	21	
Combination filmstrip-slide projector	17	
Public address system	17	
Motion picture projector, 8 mm cartridge	16	3
Tape recorder, stereo	15	1
Sound-filmstrip projector	14	2
Portable tape recorder, cassette	13	3
Motion picture projector, 8 mm reel	10	6
3 1/4 X 4 1/4 slide projector	6	2
Portable tape recorder, reel	4	1
Controlled reader	1	
Motion analyzer projector	1	

Total Colleges = 22

Local Production: Photographic Services

The photographing of black and white still pictures is a service of thirteen colleges while seven are involved in the development of

black and white negatives and prints. Twelve colleges photograph color still pictures and nine photograph color motion pictures while only one develops color negatives and prints and two develop color reversal film. Filmstrip production is a service of five schools and is a planned service in five others.

TABLE VI

NUMBER OF COMMUNITY COLLEGES REPORTING EXISTENCE AND
INTENDED INCORPORATION OF PHOTOGRAPHIC SERVICES

Type of Service	Existing Service	Planned Service
Photographing black & white still pictures	13	
Photographing color still pictures	12	1
Photographing black & white motion pictures	6	5
Photographing color motion pictures	9	4
Developing black & white negatives and prints	7	3
Developing color negatives and prints	1	1
Developing color reversal film	2	1
Developing overhead transparency film	6	1
Enlarging	7	3
Duplicating slides	8	3
Filmstrip production	5	5
Autoscan film production	1	
Total Colleges = 14		

Local Production: Graphic Services

One or more graphic services are offered by seventeen colleges. Lettering is the most often reported service with eleven. The mounting of pictures, maps, etc., or laminating of pictures is a service in ten colleges. Ten colleges also do diazo copy work. Four schools intend to provide diazo copy service. Three colleges provide printing press (offset) service through the audiovisual department.

TABLE VII

NUMBER OF COMMUNITY COLLEGES REPORTING EXISTENCE AND
INTENDED INCORPORATION OF GRAPHIC SERVICES

Type of Service	Existing Service	Planned Service
Lettering	11	2
Mounting and laminating	10	3
Diazo copying	10	4
Coloring	7	3
Construction	7	2
Thermal Copying	7	1
Illustrating	6	3
Electrophotographic copying	5	1
Publishing leaflets and brochures	5	2
Spirit duplicating	4	
Mimeograph duplicating	4	
Silk screen process	4	1
Printing press, offset	3	2
Electronic stencil	1	
Binder	1	1
Power shears	1	1
Power stapler	1	
Total Colleges = 17		

Local Production: Audio Services

Dubbing of disc recordings to tape is a service in fifteen colleges and is planned in one other college. Duplicating tape recordings either singly or with multiple systems is provided by fourteen schools. Fourteen audiovisual departments offer the service of recording original sound presentations such as concerts and lectures. Two schools have facilities for producing sound motion pictures.

TABLE VIII

NUMBER OF COMMUNITY COLLEGES REPORTING EXISTENCE AND
INTENDED INCORPORATION OF AUDIO RECORDING SERVICES

Type of Service	Existing Service	Planned Service
Dubbing from disc recordings	15	1
Duplicating tape recordings	14	4
Recording original sound presentations	14	2
Editing recordings	10	3
Dubbing from radio and television	9	2
Double system manual slide-tape synchronization	7	2
Double system automatic slide-tape synchronization	6	4
Single system motion picture sound synchronization	2	2
Double system motion picture sound synchronization	0	1
<hr/>		
Total Colleges = 18		

Television Services

Eleven colleges provide open-circuit reception of television programming through the audiovisual department. Ten of Washington's community colleges incorporate videotape recorder systems as a television service. Five more plan to provide videotape recorders in the near future. Two colleges are involved in open-circuit broadcasting. However, the transmitters are not owned wholly by the community colleges but are owned by the local educational television station and offer their facilities to the colleges.

TABLE IX

NUMBER OF COMMUNITY COLLEGES REPORTING EXISTENCE AND
INTENDED INCORPORATION OF TELEVISION SERVICES

Type of Service	Existing Service	Planned Service
Open-circuit reception	11	
Videotape recording system	10	5
Camera-receiver monitoring system	10	1
Studio Production	6	3
Campus inter-classroom CCTV*	5	4
Campus inter-building CCTV	3	7
Open-circuit transmission	2	1
CATV** reception	1	1
Public school CCTV transmission		2
Public CATV transmission		1
<hr/>		
Total Colleges = 15:		

*CATV is Community Antenna Television

**CCTV is Closed-Circuit Television

Individualized Instruction Services

Nineteen of the community colleges utilize a language laboratory but only eight are a service of the library or the audiovisual departments. The remaining three colleges plan to provide language laboratories. Listening carrels wired for audio are used in ten community colleges. Nine colleges have listening/viewing stations. Listening and viewing equipment is located either permanently or temporarily in carrels especially wired for electric power. Nine other schools plan to provide similar viewing and listening carrels. At the present time no college incorporates either computer-assisted instruction or a dial access system.

TABLE X

NUMBER OF COMMUNITY COLLEGES REPORTING EXISTENCE AND INTENDED INCORPORATION OF INDIVIDUALIZED INSTRUCTION SERVICES

Type of Service	Existing Service	Planned Service
Language laboratory*	19	3
Listening carrels	10	4
Listening/viewing carrels	9	9
Wireless listening system	5	2
Mechanical Programmed-instruction machine	5	
Electronic Programmed-instruction machine	3	3
Computer-assisted instruction		5
Dial access system		5
Total Colleges = 22		

*Only 8 language laboratories are a service of a media service

III. DETERRENTS TO AUDIOVISUAL SERVICES

The third sub-hypothesis was stated as:

What are the most important deterrents to an effective audio-visual services program?

The services reported here included the film and recording library, local production services, and television services.

Film and Recording Library

The deterrents to the film and recording library listed by 62 per cent of the colleges were the lack of professional and para-professional personnel and the lack of a sufficient budget. The lack of clerical and student help was listed as a major deterrent by 48 per cent of the schools. Lack of space was reported by 29 per cent or six schools.

Local Production Services

Of the colleges reported providing local production services 95 per cent placed the lack of professional and para-professional personnel as the most important deterrent. Eight schools reported the lack of a sufficient budget as a problem. And five said that the need for more operating space was a factor.

TABLE XI
INDICATED DETERRENTS OF THE FILM AND RECORDING LIBRARIES

Deterrent	Number of Respondents	Per Cent
Lack of Personnel, Para-Professional	13	62
Lack of Sufficient Budget	13	62
Lack of Personnel, Clerical and Student	10	48
Lack of Space	6	29
Need for Centralization of AV	3	14
Film Rentals not Available	3	14
Lack of Equipment	3	14
Mail Service Poor	2	10
Lack of Cooperation with Faculty	2	10
Getting Faculty to use AV	2	10
Poor Building Design	2	10
Organization of Student Access to Materials	2	10
Circulation of Equipment is Difficult	1	5
Need for In-Service Training of Faculty	1	5
Poor Attitude of Faculty	1	5
Total Respondents = 22		

TABLE XII

INDICATED DETERRENTS OF THE LOCAL
PRODUCTION SERVICES

Deterrent	Number of Respondents	Per Cent
Lack of Personnel, Para-Professional and Professional	17	95
Lack of Sufficient Budget	8	45
Lack of Space	5	28
Lack of Equipment	4	22
Lack of Production Facilities	4	22
Lack of Time	1	6
Need for In-Service Training of Faculty	1	6
Total Respondents = 18		

Television Services

Fifty-four per cent of the colleges using television in the audiovisual department stated that the lack of professional and para-professional personnel was a limiting factor in providing a better television service. Six schools said that the lack of equipment was a deterrent while five listed the lack of a sufficient budget.

TABLE XIII

INDICATED DETERRENTS OF THE TELEVISION SERVICES

Deterrent	Number of Respondents	Per Cent
Lack of Personnel, Para-Professional and Professional	7	54
Lack of Equipment	6	46
Lack of Sufficient Budget	5	39
Need for Faculty Orientation	3	23
Lack of Space	3	23
Lack of Facilities	3	23
Need for Cooperation with Other Television Services	1	8
Lack of Direction	1	8
Lack of Time	1	8
Total Respondents = 13		

IV. POLICIES AND PROCEDURES

The fourth sub-hypothesis stated in Chapter III was:

What are some policies and procedures incorporated by the audiovisual departments ?

The policies and procedures investigated were the policies pertaining to individuals and groups allowed to use audiovisual equipment, materials and services; the in-service training policy; the procedures regarding the personnel involved in the acquisition of audiovisual materials and equipment; the maintenance procedures; and the policies regarding the cataloging of audiovisual materials .

Use of Audiovisual Equipment and Services Policy

Students and campus organizations in 86 per cent of the colleges are allowed to use film and recording equipment. Other schools within the community are allowed to use college equipment in all cases. All faculty and administrators in all colleges have this privilege.

Film and recording library materials can be checked out for use by students in 86 per cent of the colleges. Faculty and administrators may use the materials in all twenty-two colleges, and neighboring schools are able to use this library in 77 per cent. Campus organizations can check out materials in 82 per cent of the colleges.

The faculty and administration can use local production services in 78 per cent of the community colleges. Students may use

these services in 55 per cent of the eighteen colleges offering such services.

The faculty and administration in 55 per cent of the colleges can use local production equipment. Campus organizations may use the equipment in 39 per cent of the colleges and neighboring schools and faculty are allowed to use it in 33 per cent.

Local production materials are available to faculty and administration in 83 per cent of the colleges offering local production services. College students and community schools can get local production materials usually by paying for the cost of the material.

Fifty per cent or more of the colleges allow faculty, administration, campus organizations, and other local schools the use of the television services.

Television equipment can be used by faculty and administration in 69 per cent of the colleges with a television service. Only 23 per cent or less allow students, campus organizations and other schools, groups and organizations to use the equipment.

Individualized instruction services are available to students in 80 per cent of the colleges as reported by audiovisual administrators who are in charge of the individualized instruction services and facilities and are not representative of those facilities administered by another agency. Students from other schools can use the facilities of individualized instruction in 20 per cent of the colleges having those facilities.

TABLE XIV

NUMBER AND PER CENT OF COLLEGES ALLOWING ACCESS TO AUDIOVISUAL SERVICES
BY CERTAIN INDIVIDUALS AND GROUPS

Individuals and Groups	Audiovisual Services															
	Film and Recording Equipment		Film and Recording Materials		Local Production Services		Local Production Equipment		Local Production Materials		Television Services		Television Equipment		Individual- ized in- struction Services	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students	19	86	19	86	10	55	5	28	6	33	5	39	3	23	16	80
Faculty and Administration	22	100	22	100	14	78	10	55	15	83	9	69	9	69	12	60
Campus Organizations	19	86	18	82	8	45	7	39	7	39	8	62	3	23	9	45
Other Schools	17	77	17	77	7	39	6	33	6	33	7	54	2	16	8	40
Other Students- On campus	3	14	2	9	1	6	1	6	1	6	1	8	1	8	4	20
Other Students- Off campus	4	18	4	18	2	11	2	11	2	11	1	8	1	8		
Other Faculty	11	50	10	46	5	28	6	33	4	22	3	23	3	23	6	30
Other Organizations	8	36	8	36	4	22	5	28	4	22	3	23	3	23	5	25
SGA President	1	5	1	5	1	6			1	6					1	5
Total Colleges	22		22		18		18		18		13		13		20	

In-service Training Participants Policy

In-service training on the use of film and recording equipment is given to the faculty and administration in 68 per cent of the twenty-two community colleges and to the audiovisual staff in 64 per cent. Students and campus organizations can get in-service training in 36 per cent of the schools.

Local production equipment usage is taught to audiovisual staff in 67 per cent of the colleges and to faculty and administration in 55 per cent of the schools having local production facilities of one type or another. Students are given in-service training on this equipment in only 28 per cent of the schools.

The production of audiovisual instructional materials is taught through in-service training to faculty, administration, and audiovisual staff in 61 per cent of the colleges. Again, students are given the training in 28 per cent.

Thirteen schools reported having television services. Of these schools eight have in-service training available for faculty and administration on the use of television equipment. Seven, or 54 per cent, make the training available to audiovisual staff.

TABLE XV

NUMBER AND PER CENT OF COMMUNITY COLLEGE AUDIOVISUAL
DEPARTMENTS RENDERING IN-SERVICE TRAINING TO
CERTAIN INDIVIDUALS AND GROUPS

Participants	Area of In-service Training							
	Film and Recording Equipment		Local Production Equipment		Audiovisual Materials Production		Television Equipment	
	#	%	#	%	#	%	#	%
Students	8	36	5	28	5	28	3	23
Faculty and Administration	15	68	10	55	11	61	8	62
Audiovisual Staff	14	64	12	67	11	61	7	54
Campus Organizations	9	41	7	39	7	39	4	31
Other Schools	2	9	2	11	2	11	1	8
Other Students- On Campus	1	5	1	5	1	6		
Other Students- Off campus								
Other Faculty	3	14	3	17	3	17	2	16
Other Organizations	3	14	3	17	3	17	2	16
Other Audiovisual Staffs	1	5	1	6	1	6	1	8
Total Audiovisual Departments	22		18		18		13	

Audiovisual Equipment and Materials Acquisition Responsibility Policy

The audiovisual administrator either has the responsibility for the selection of equipment or influences that decision directly in 64 per cent of the colleges, the faculty in 55 per cent, the library director in 46 per cent, the audiovisual staff in 41 per cent and the administration in 37 per cent. Students or student operators were not influential in the selection of audiovisual equipment.

The selection of audiovisual materials is done by or suggested by the faculty in 96 per cent of the community colleges. The library director makes the selection in 55 per cent of the schools, the audiovisual administrator in 46 per cent, and the students and the library staff in 23 per cent.

The audiovisual supervisor writes the specifications in 59 per cent of the colleges while the library director writes them in 32 per cent and the administration in 18 per cent. An outside consultant writes the specifications for equipment in five per cent, or one of the colleges.

Faculty preview audiovisual material in 82 per cent of the community colleges. The audiovisual director previews material in 37 per cent and the library director previews in 32 per cent. Nine per cent of the colleges allow students to preview materials.

TABLE XVI

PER CENT OF INDIVIDUALS IN THE COMMUNITY COLLEGES DIRECTLY
INFLUENTIAL OR RESPONSIBLE FOR CERTAIN ACQUISITION
PROCEDURES OF AUDIOVISUAL EQUIPMENT
AND MATERIALS

Individuals	Equipment Selection	Material Selection	Specification Writing	Material Preview
Administration	37 %	18 %	18 %	14 %
Faculty	55	96	9	82
Audiovisual Director	64	46	59	37
Audiovisual staff	41	18	23	18
Television Director	5		5	5
Library Director	46	55	32	32
Library staff	18	23		18
Student operators				
Students		23		9
Department Heads	5	5	5	
Business Office	5		5	
Faculty Media Committee	5			
Outside consultant			5	
Total Colleges = 22				

Maintenance Procedures

Preventative maintenance and minor mechanical and electronic repair work is performed by a student technician in 59 per cent of the community colleges, the audiovisual administrator in 41 per cent, and a knowledgeable faculty member in 23 per cent.

Major repair is the responsibility of a commercial repair shop in 86 per cent of the schools while student technicians do the work in 14 per cent. A faculty member handles major repairs in nine per cent of the colleges.

TABLE XVII

MAINTENANCE AND REPAIR RESPONSIBILITY POLICY OF AUDIOVISUAL EQUIPMENT

Type of Technician	Preventative Maintenance		Major Repair	
	Frequency	Per Cent	Frequency	Per Cent
Audiovisual administrator	9	41	1	5
Student technician	13	59	3	14
Civil service staff	1	5		
Staff technician	1	5	1	5
Maintenance contractor			1	5
Commercial Repair shop	2	9	19	86
Faculty member	5	23	2	9
Electronics department	1	5	1	5

Total Colleges = 22

Cataloging of Audiovisual Materials

Audiovisual materials are cataloged with the library materials in 68 per cent of the colleges. Twenty-three per cent catalog the materials in an audiovisual materials card catalog. Materials listings are used as a cataloging system in nine per cent and departmental catalogs are used in nine per cent, also.

TABLE XVIII

AUDIOVISUAL MATERIALS CATALOGING POLICIES IN THE COMMUNITY COLLEGES

Cataloging System	Number of Colleges	Per Cent
Audiovisual materials card catalog	5	23
Library materials card catalog	15	68
Materials listing for faculty use	2	9
Departmental inventory	2	9
Total Colleges = 22		

V. FUTURE DEVELOPMENTS

The fifth sub-hypothesis stated:

What are the future plans for the audiovisual centers in the community colleges?

To answer this question, the respondents were asked to describe briefly any plans for improvement, development or construction affecting the audiovisual department within the next five years.

The results show that 67 per cent plan to acquire new equipment and 33 per cent plan to expand existing facilities. New facilities are in the plans for 57 per cent of the colleges, five of which will be on new campuses. New professional personnel will be sought in 38 per cent, new para-professional personnel are sought by 33 per cent and more materials are to be acquired by 29 per cent of the colleges.

TABLE XIX

REPORTED FUTURE DEVELOPMENTS IN THE AUDIOVISUAL MEDIA
CENTERS IN THE COMMUNITY COLLEGES

Type of Development	Number of Colleges	Per Cent
New equipment	14	67
New facilities	12	57
New professional staff	8	38
Expand facilities	7	33
New para-professional and student staff	7	33
New and more materials	6	29
Total Colleges = 21		

VI. AUDIOVISUAL ADMINISTRATOR BACKGROUNDS

The sixth sub-hypothesis stated:

What are the educational levels, preparatory backgrounds and their values, and the professional activities of the present audiovisual administrators?

An attempt was made to ascertain the educational level of the audiovisual administrator, his experiences in education and media related areas, his formal and informal educational media training, the perceived adequacy and inadequacy of his training, and his professional audiovisual affiliation.

TABLE XX

EDUCATIONAL LEVEL OF AUDIOVISUAL ADMINISTRATORS

Level	Number of Respondents	Per Cent
Masters degree	18	82
Civil Service	2	9
Unavailable	1	5
No Audiovisual Administrator	1	5
Total Respondents = 22		

Educational and Media Related Experiences

Of the twenty respondents eighteen had teaching experience. Thirteen of those had between one and five years of teaching experience. Twelve had audiovisual administrative experience, nine of which had five years or less experience. Library administration was an experience of eleven and library staff an experience of ten. One respondent had a year of para-professional experience, one had a year of another type administrative experience, and one had a year of clerical experience.

TABLE XXI

NUMBER OF YEARS OF PROFESSIONAL EXPERIENCE OF
AUDIOVISUAL ADMINISTRATORS

Type of Experience	Years of Experience						Total
	1-5	6-10	11-15	16-20	21-25	26-30	
Audiovisual Administrator	9	2	1				12
Teacher	13	2	1		1	1	18
Library Administrator	9	1	1				11
Library Staff	9	1					10
Para-professional	1						1
Other administration	1						1
Clerical	1						1

Total Respondents = 20

Formal Education

Seventy per cent of the respondents reported having formal class work in audiovisual and 40 per cent reported having formal class work in library science. Six, or thirty per cent, obtained formal education through audiovisual National Defense Education Act Institutes or similar institutes. Twenty-five per cent have participated in non-credit workshops, 20 per cent have taken audiovisual media related electives, and three, or 15 per cent, have taken formal courses generally related to audiovisual.

TABLE XXII

MEANS OF FORMAL AUDIOVISUAL TRAINING OF AUDIOVISUAL ADMINISTRATORS

Type of Formal Training	Number of Respondents Per Cent	
Formal class work in Audiovisual	14	70
Formal class work in Library Science	8	40
NDEA or other institutes	6	30
Non-credit workshops	5	25
Electives	4	20
Formal training related to Audiovisual	3	15
Total Respondents = 20		

Informal Education

Fourteen administrators stated that their experience as an audiovisual administrator was one form of their informal media education. Forty-five percent gained their informal education in audiovisual through their own self-interest or by means of a media related hobby such as photography. Forty per cent, or eight respondents, listed their experience as a staff member in an audiovisual media department. In-service training was a source of informal education for 30 per cent.

TABLE XXIII

MEANS OF INFORMAL AUDIOVISUAL TRAINING OF
AUDIOVISUAL ADMINISTRATORS

Type of Informal Training	Number of Respondents	Per Cent
Audiovisual Administrative Experience	14	70
Self-interest or hobby	9	45
Staff member in Audiovisual	8	40
In-service training	6	30
Student helper in Audiovisual	3	15
Salesmen	2	10
Teaching Audiovisual classes	2	10
Previous vocation	1	5
Dialogue with Audiovisual Specialists	1	5
Total Respondents = 20		

Adequacy of Preparation of Audiovisual Administrators

Library science is the course area where 72 per cent of the responding audiovisual administrators felt their preparation was most adequate. Sixty-one per cent listed Audiovisual Media Administration as an area of adequate preparation. Forty-four per cent felt they were adequately prepared in Local Production Methods and Learning Theory. No respondents indicated, out of five choices, having adequate preparation in either Electronics or Finance. Table XXIV ranks the selection of adequate preparation as perceived by the audiovisual administrators in eighteen colleges.

Computer Applications and Electronics were two of the eighteen course areas indicated by 61 per cent of the audiovisual administrators as being courses in which they felt least adequately prepared. Fifty-six per cent indicated Television as an area of inadequate preparation. One respondent, or six per cent, indicated areas of least preparation in Music, Audio Recording, and Library Science while none listed Teacher Education. The frequency of responses for eighteen different course areas is illustrated in Table XXV.

Professional Affiliation

Forty-five per cent of the audiovisual administrators in the community colleges interviewed are members of the Department of

TABLE XXIV

INDICATED COURSE AREAS OF MOST ADEQUATE PREPARATION OF
COMMUNITY COLLEGE AUDIOVISUAL ADMINISTRATORS

Course Area	Number of Respondents	Per Cent
Library Science	13	72
Administration of Audiovisual Media	11	61
Local Production Methods	8	44
Learning Theory	8	44
The Community College	6	33
Curriculum Development and Improvement	6	33
Communication Theory	5	28
Film and Recording Library	5	28
Television	5	28
Audio Recording	5	28
Teacher Education	4	22
Technical Evaluation and Specification	3	17
History and Philosophy of Education	3	17
Personnel Relations	3	17
School Plant Design	2	11
Computer Applications	2	11
Finance	0	0
Electronics	0	0

Total Respondents = 18

TABLE XXV

INDICATED COURSE AREAS OF LEAST ADEQUATE PREPARATION OF
COMMUNITY COLLEGE AUDIOVISUAL ADMINISTRATORS

Course Area	Number of Respondents	Per Cent
Computer Applications	11	61
Electronics	11	61
Television	10	56
Curriculum Development and Improvement	6	33
Local Production Methods	6	33
Finance	5	28
Learning Theory	5	28
Technical Evaluation and Specification	5	28
Administration of Audiovisual Media	4	22
Communication Theory	4	22
School Plant Design	4	22
The Community College	4	22
Film and Recording Library	2	11
History and Philosophy of Education	2	11
Personnel Relations	2	11
Music	1	6
Audio Recording	1	6
Library Science	1	6
Teacher Education	0	0

Total Respondents = 18

Audiovisual Instruction of the National Education Association. Ten per cent and five per cent belong to the National Association of Educational Broadcasters and the National Association of Television Broadcasters, respectively. Eleven, or 55 per cent are not members of any national audiovisual organization.

At the state level fifty per cent, or ten respondents, are members of the Washington Department of Audiovisual Instruction (WDAVI) and fifty per cent are not members of any state audiovisual organization.

Nineteen respondents are not affiliated with any local audiovisual organization but one reported being a member of the King County Audiovisual Directors.

VII. PREPARATION OF COMMUNITY COLLEGE

AUDIOVISUAL ADMINISTRATORS

The seventh sub-hypothesis listed in Chapter III was:

Which educational and training courses should be stressed in present and future preparation of community college audiovisual administrators, as perceived by the present audiovisual community college administrators?

Eighteen course areas were listed and respondents were asked to select five that were needed in the preparation of audiovisual administrators at the present and in the near future.

TABLE XXVI

PROFESSIONAL AUDIOVISUAL ORGANIZATION AFFILIATION OF
COMMUNITY COLLEGE AUDIOVISUAL ADMINISTRATORS*

National Associations	Number of Respondents	Per Cent
Department of Audiovisual Instruction	9	45
National Association of Educational Broadcasters	2	10
National Association of Television Broadcasters	1	5
None	11	55
<hr/>		
State Associations		
Washington Department of Audiovisual Instruction	10	50
None	10	50
<hr/>		
Local Associations		
King County Audiovisual Directors	1	5
None	19	90
<hr/>		
Total Respondents = 20		
<hr/>		

*Many colleges have institutional memberships

Present Needed Preparation

Seventy per cent of the eighteen responding audiovisual administrators in the community colleges indicated that Administration of Audiovisual Media is a necessary area of study for administrators today. Local Production Methods was listed by 61 per cent of the respondents as necessary. Curriculum Development and Improvement was indicated by 56 per cent. Film and Recording Library, Audio Recording, and History and Philosophy of Education were mentioned by only one respondent, or 6 per cent. Table XXVII illustrates the rank order of the selections of the audiovisual supervisors.

Future Needed Preparation

Administration of Audiovisual Media was a course area recommended by 72 per cent of the present audiovisual supervisors in the community colleges for the future preparation of community college audiovisual specialists. Fifty-six per cent suggested Computer Applications as necessary as well as Learning Theory. Nine, or 50 per cent, recommended Local Production Methods. Television and Curriculum Development and Improvement were both recommended by 44 per cent as needed courses of study. Audio Recording, Teacher Education, and History and Philosophy of Education each were reported by one respondent as important for future specialists. None recommended a course of study

TABLE XXVII

COURSES NEEDING STRONGER EMPHASIS FOR THE PRESENT
PREPARATION OF COMMUNITY COLLEGE AUDIOVISUAL
SPECIALISTS

Course Area	Frequency	Per Cent
Administration of Audiovisual Media	14	78
Local Production Methods	11	61
Curriculum Development and Improvement	10	56
Computer Applications	7	39
Technical Evaluation and Specification	7	39
Television	5	28
Library Science	5	28
Learning Theory	5	28
Communication Theory	4	22
School Plant Design	4	22
Personnel Relations	4	22
Electronics	3	17
The Community College	3	17
Finance	3	17
Teacher Education	2	11
Film and Recording Library	1	6
Audio Recording	1	6
History and Philosophy of Education	1	6
<hr/>		
Total Respondents = 18		

TABLE XXVIII
 COURSES NEEDING STRONGER EMPHASIS FOR THE FUTURE
 PREPARATION OF COMMUNITY COLLEGE AUDIOVISUAL
 SPECIALISTS

Course Area	Frequency	Per Cent
Administration of Audiovisual Media	13	72
Computer Applications	10	56
Learning Theory	10	56
Local Production Methods	9	50
Television	8	44
Curriculum Development and Improvement	8	44
Communication Theory	7	39
Technical Evaluation and Specification	5	28
Personnel Relations	4	22
The Community College	3	17
School Plant Design	3	17
Library Science	3	17
Electronics	2	11
Finance	2	11
Audio Recording	1	6
Teacher Education	1	6
History and Philosophy of Education	1	6
Film and Recording Library	0	0
<hr/>		
Total Respondents = 18		

dealing with the Film and Recording Library. All eighteen courses of study are ranked according to frequency of response in Table XXVIII.

VIII. SUMMARY

The first sub-hypothesis resulted in the disclosure that all community colleges have a library and 73 per cent of them combine the audiovisual service program with the library. Library directors report directly to the Dean of Instruction in 55 per cent of the colleges. Sixteen colleges have a person other than the library director in charge of administering the audiovisual services. Seventy-five per cent of those audiovisual supervisors report to the library supervisor. Sixty-six per cent of the reporting libraries spent between \$11,000 and \$30,000 during the 1968-1969 school year. Of sixteen reporting audiovisual departments 44 per cent spent \$5,000 or less in the same length of time.

Of the audiovisual services referred to in the second sub-hypothesis over 50 per cent of the colleges use or plan to use fourteen to the seventeen kinds of film and recording equipment listed in the instrument. Three-fourths of the colleges offer some type of local production service, one-half of which offer or intend to offer all services listed in the instrument except color film development. Seventeen of the twenty-two colleges offer a graphic service. Over half of the seventeen include or plan to include illustration, mounting, diazo,

coloring, construction and lettering. Audio recording is a service of eighteen colleges. All the categorized audio services in the questionnaire are a service or will presently be a service in 50 per cent of the responding colleges, except motion picture single and double sound synchronization systems.

Television service is a part of the audiovisual program in fifteen of the twenty-two colleges. Over one-half of these have or plan to have open-circuit reception, a form of campus closed-circuit television transmission, video tape recorder system or a studio facility. All but three community colleges have a language laboratory eight of which are a service of a media department. There are study carrels in nine colleges with listening and viewing capabilities.

Responses to the third sub-hypothesis showed that at least 25 per cent of the interviewees felt that the major deterrents to their film and recording library, local production service, and television service were the lack of personnel, lack of budget, lack of space, or a lack of equipment.

The fourth sub-hypothesis showed that the faculty and administration have direct access to all audiovisual services in 55 per cent or more of the responding colleges. Students in 55 per cent or more utilize film and recording equipment and materials, local production services, and individualized instruction services. Campus

organizations are allowed to use film and recording equipment and materials and television services in over 62 per cent. Other schools and faculty can use film and recording equipment and materials from 50 per cent of the colleges .

In-service training is given either formally or informally to faculty, administration and the audiovisual staff in at least 54 per cent of the colleges .

Equipment selection is performed by faculty in 55 per cent of the schools and by the audiovisual director in 64 per cent. Material selection is a responsibility of the faculty in 96 per cent, the library director in 55 per cent and the audiovisual director in 46 per cent of the colleges . Specification writing is done by audiovisual directors in 59 per cent. Faculty preview audiovisual material in 82 per cent and students can preview in nine per cent.

Student technicians perform preventative maintenance in 59 per cent and major repair of equipment in 14 per cent of the responding schools. Commercial repair shops do preventative maintenance in nine per cent and major repair in 86 per cent. The audiovisual supervisor performs preventative maintenance in 41 per cent and major repair in five per cent of the colleges .

Audiovisual materials are cataloged in the library materials card catalog in 68 per cent of the colleges .

The fifth sub-sypothesis showed that new equipment is planned for 67 per cent of the community college audiovisual departments . New facilities are planned for 57 per cent; 24 per cent or five will be on new campuses .

Referring to the sixth sub-hypothesis , eighty-two per cent of interviewees held a Masters degree . Ninety per cent have teaching experience . Sixty per cent have administered audiovisual programs and over 50 per cent have been librarians .

Formal class work in audiovisual was the means of formal education for 70 per cent of the administrators and 70 per cent also considered their experience as an audiovisual administrator as a means of informal education . Forty-five per cent gained informal education in audiovisual through self-interest or a related hobby .

Seventy-two of the eighteen respondents felt they were best prepared in Library Science , 61 per cent in Audiovisual Media Administration . None felt they were adequately prepared in Finance or Electronics . Comparatively , 61 per cent said their area of least adequate preparation was in Computer Applications and Electronics ; television was reported by 56 per cent . Teacher education was not an area of least adequate preparation according to the community college audiovisual supervisors .

Eleven in twenty , or 55 per cent of the respondents do not belong to a national professional audiovisual related organization .

One-half are Washington Department of Audiovisual Instruction members and 95 per cent do not belong to a local audiovisual organization.

Responses to the seventh, and last, sub-hypothesis demonstrated that 78 per cent of eighteen respondents recommended stronger emphasis in Audiovisual Media Administration for the training of community college audiovisual specialists. Local Production Methods was recommended by 61 per cent and Curriculum Development and Improvement by 56 per cent.

For the future preparation and training of community college audiovisual administrators 72 per cent of the current administrators designated Administration of Audiovisual Media as a necessary course of study. Computer Applications and Learning Theory were two courses selected by 56 per cent and Local Production Methods was a choice of 50 per cent. Film and Recording Library was a course area not suggested for future emphasis.

CHAPTER V

SUMMARY AND CONCLUSIONS

Chapter V includes a summary of the study, conclusions derived from the tabulated data and recommendations for further research in related topics.

I. SUMMARY

The purpose of the study was to determine the present and anticipated competencies and qualifications of community college audiovisual specialists in the State of Washington. The study investigated the audiovisual services programs and audiovisual supervisors in each of the twenty-two community colleges in the State of Washington.

The role that media is performing in education today calls for a scrutinizing look at the audiovisual media in the distinct levels of the educational process. There is a need to identify the present and future duties and responsibilities of the community college audiovisual specialist and to identify the qualifications and competencies that prepare him best to perform those duties.

The fact that the print and non-print media and related equipment are available to the faculty and the fact that some person was responsible for administering the non-print media (audiovisual) services

program were two assumptions that were established to orient the design of an instrument to be administered as an interview-questionnaire. The instrument attempted to (1) disclose the organizational and fiscal relationships between the library and the audiovisual departments in the community colleges; (2) identify services which exist and which are planned; (3) identify the important deterrents affecting the audiovisual services; (4) identify the policies and procedures followed; (5) identify future plans for media in the community colleges; (6) identify educational levels, preparatory backgrounds and values, and professional activities of the audiovisual supervisors; and (7) identify courses necessary for the preparation and training of present and future community college audiovisual specialists.

Resulting data showed that the dominant organizational pattern placed the audiovisual services as a service of the library. The average audiovisual budget was \$19,000, almost one-half the average for the libraries.

Over half of the colleges include as an audiovisual service the administration of common film and recording equipment and related materials, the photography of color and black and white still pictures, lettering, certain types of tape recording, open-circuit television reception, language laboratories, and listening carrels.

The most common deterrent to the audiovisual services was the lack of professional and para-professional personnel. Utilization of the audiovisual services by college faculty and administration is advocated by most college audiovisual departments. In certain instances college students, campus organizations and other schools and faculty may utilize some services. In-service training is given to faculty, administration, and audiovisual staff in most colleges. The faculty and audiovisual directors select audiovisual equipment in most instances, but faculty and library administrators select audiovisual materials. Faculty members preview the material in most colleges and the audiovisual director writes the equipment specifications.

Preventative maintenance of equipment is the duty of student technicians in a majority of colleges but major repairs are done by commercial repair shops in almost every college. Over half of the colleges catalog audiovisual materials with library materials. Future plans for audiovisual centers in the community colleges of Washington reveal that most schools intend to obtain new equipment and new facilities.

Interviews with the audiovisual administrators established that almost all have a Master's degree and have had less than five years experience as an audiovisual administrator, teacher or librarian. Most formal education of the supervisor was through audiovisual class work

and most informal education was the experience of administering an audiovisual program. The majority of audiovisual administrators believed their education prepared them best for Library Science and Administration of Audiovisual Media. A majority believed they were least prepared in Computer Applications and Electronics. One-half or more of the respondents do not belong to a national, state or local professional audiovisual organization.

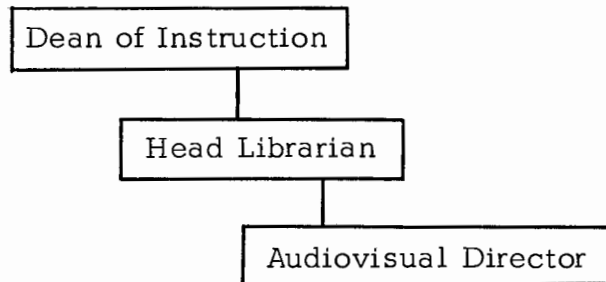
Courses that are most necessary for present community college audiovisual specialists are, according to the present audiovisual supervisors, Administration of Audiovisual Media, Local Production Methods, and Curriculum Development and Improvement. Courses most necessary for the future specialists are Administration of Audiovisual Media, Computer Applications, Learning Theory, and Local Production Methods.

II. CONCLUSIONS

A number of conclusions have been formulated from the results of the study. These conclusions are listed below.

1. Audiovisual services are generally the responsibility of the community college library.
2. Library budgets average almost twice the amount of the audiovisual budgets.

3. The dominant line-staff organization of media in the community colleges is as diagrammed below:



4. Audiovisual equipment standards for schools of higher learning adopted by the Department of Audiovisual Instruction of the National Education Association are not being met by the community colleges of Washington (Appendix G).
5. Film and recording equipment of recent development is being used by most community colleges.
6. Photography is an important and growing service of the audiovisual local production department, particularly 8 mm motion picture work. Processing of negatives and prints is not a widespread activity.
7. Graphic services are almost non-existent as an audiovisual department responsibility.
8. Audio recording is a service of most audiovisual departments. Emphasis is on dubbing from pre-recorded material and recording live presentations.
9. The use of videotape recorders in the community colleges is gaining prominence as an audiovisual service. Closed-circuit campus wide television distribution systems are becoming more widely considered for use.
10. Listening and viewing carrels are in use in several colleges and are planned to be incorporated into almost every college.

11. No computer-assisted instruction or dial access systems are in use in the community colleges. Such devices, however, are contemplated by several schools for use.
12. Major obstacles to better audiovisual service programs are the lack of professional and para-professional personnel, sufficient budget, space, and equipment.
13. Use of audiovisual services, equipment, and materials is not restricted to campus and faculty only but tends to be community oriented.
14. In-service training is done by every college audiovisual department whether the training is a formal orientation or an informal one-to one basis. Most audiovisual administrators admit they would give the training to anyone requesting it.
15. A wide variety of concerned personnel are involved in all aspects of material and equipment acquisition.
16. Preventative maintenance and minor repair work are the duties of the audiovisual administrator and/or a student technician. Major repair is usually serviced by a commercial repair shop.
17. The trend is to catalog all audiovisual materials in the library materials card catalog. Inventory listings of materials are sometimes printed for the benefit of the faculty.
18. Most Audiovisual administrators in the community colleges have a Master's degree and have had teaching experience.
19. College audiovisual course work is the most commonly reported means of formal audiovisual education for community college audiovisual administrators. Experience as an audiovisual supervisor and self-interest or audiovisual related hobbies are common forms of informal media education. Most administrators feel adequately prepared for administrating audiovisual service programs, but feel inadequately prepared for the more technical aspects of audiovisual services.

20. There is not a great difference between the courses recommended by current community college audiovisual administrators for present training and those courses recommended for future training of new community college audiovisual specialists.

III. RECOMMENDATIONS

These recommendations are a guide to help prepare community college audiovisual specialists, improve audiovisual services and promote inter-collegiate dialogue on the utilization of materials and audiovisual services.

1. Audiovisual specialists preparing for community college work should obtain the broadest background and training possible in all areas of media including the print media.
2. Community college audiovisual specialists should get training stressed in the area of local production of instructional materials. Particularly important are still and motion picture photography techniques and audio recording techniques.
3. Particular emphasis should be placed on the operation and utilization techniques of videotape recording in the community college.
4. New community college audiovisual specialists must understand and support the philosophy that the community college is a service to the community. The specialist must be prepared to establish and support policies that include community individuals and organization as well as campus personnel.
5. A course to prepare future community college instructors as well as audiovisual specialists should be designed to help orient these students to the philosophy and curricula

of the community college. A program of internship for those instructors going into the community colleges should be initiated to aid in the adjustment to the colleges.

6. The community colleges of Washington should adopt the audiovisual personnel and equipment standards proposed by the Department of Audiovisual Instruction of the National Education Association.
7. All audiovisual services, including the responsibility for acquisition of materials and equipment, distribution, storage, maintenance, production, etc. should be located in a centralized audiovisual or instructional media center.
8. Student employment in the audiovisual media center should be encouraged and supported by the community colleges.
9. A detailed investigation of the audiovisual media services in the community colleges of the state should be made.
10. More dialogue between the audiovisual administrators in the community colleges is needed. Professional communication should be strengthened through the state audiovisual organization or through a separately organized group.
11. An investigation of the attitudes of community college faculty toward the audiovisual services program should be made.
12. The relationships between the comprehensive curricula, the acquisition and production of audiovisual materials, and the knowledge of those curricula needed by the community college audiovisual specialist should be investigated.

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APPENDIX A

COMMUNITY COLLEGE ENROLLMENT AND ESTABLISHMENT
GROWTH IN THE UNITED STATES AND THE
STATE OF WASHINGTON

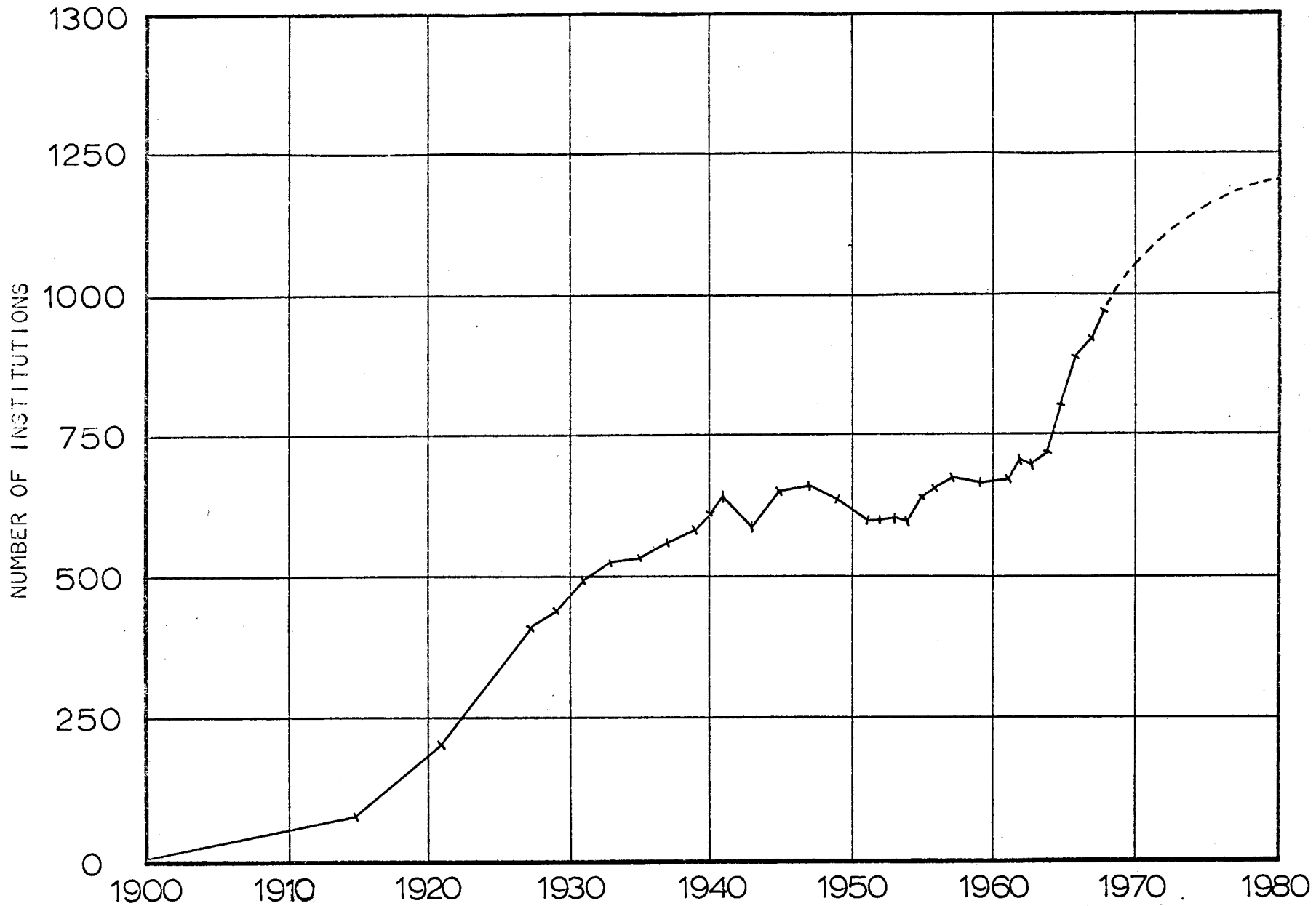


FIGURE 1 INCREASE IN NUMBER OF COMMUNITY COLLEGES IN THE UNITED STATES, 1900-1980 (7:37; 21:55; 10:30; 5:134)

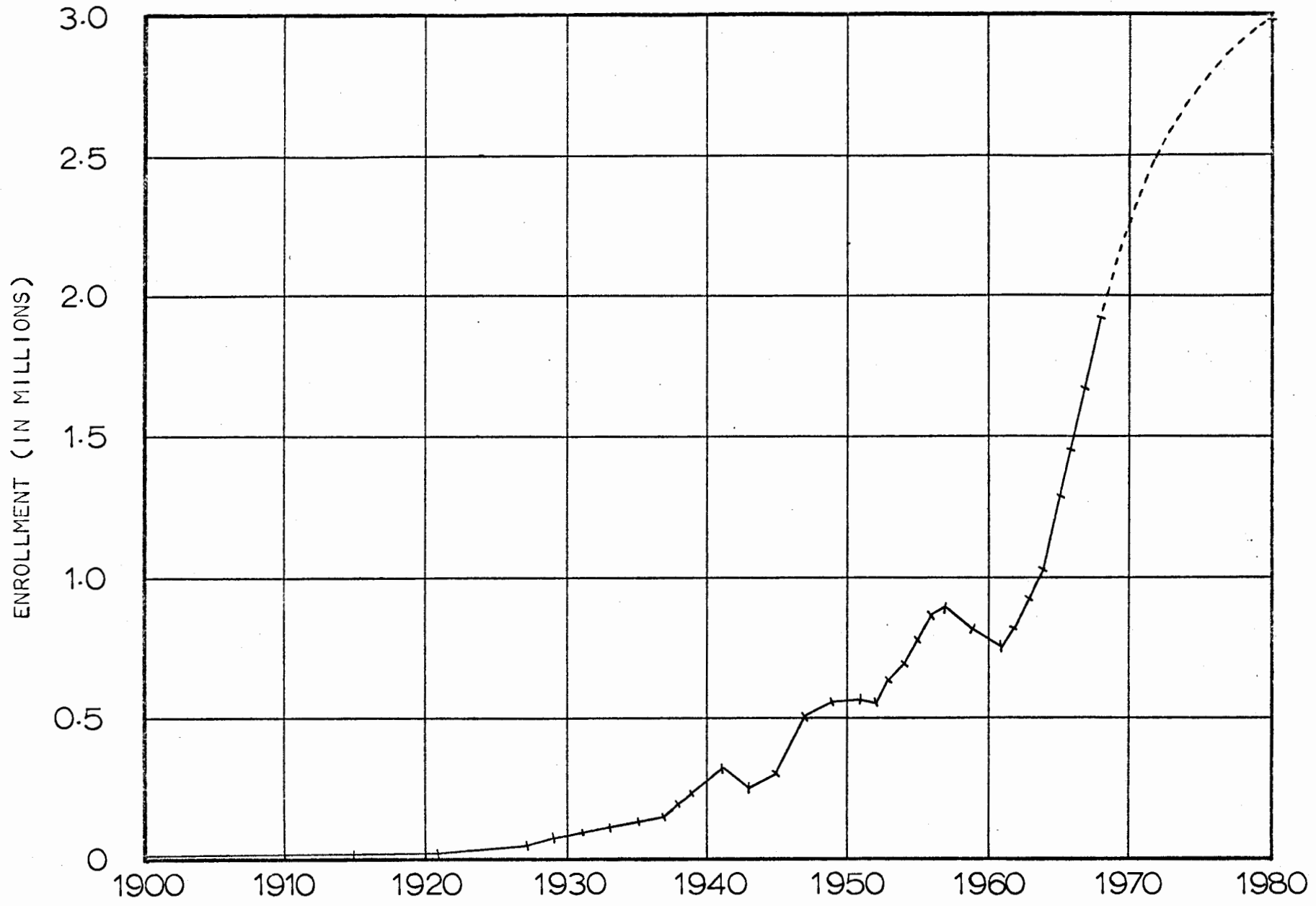


FIGURE 2 INCREASE IN ENROLLMENT IN THE COMMUNITY COLLEGES IN THE UNITED STATES, 1900-1980 (7:37; 21:55; 10:30; 5:134)

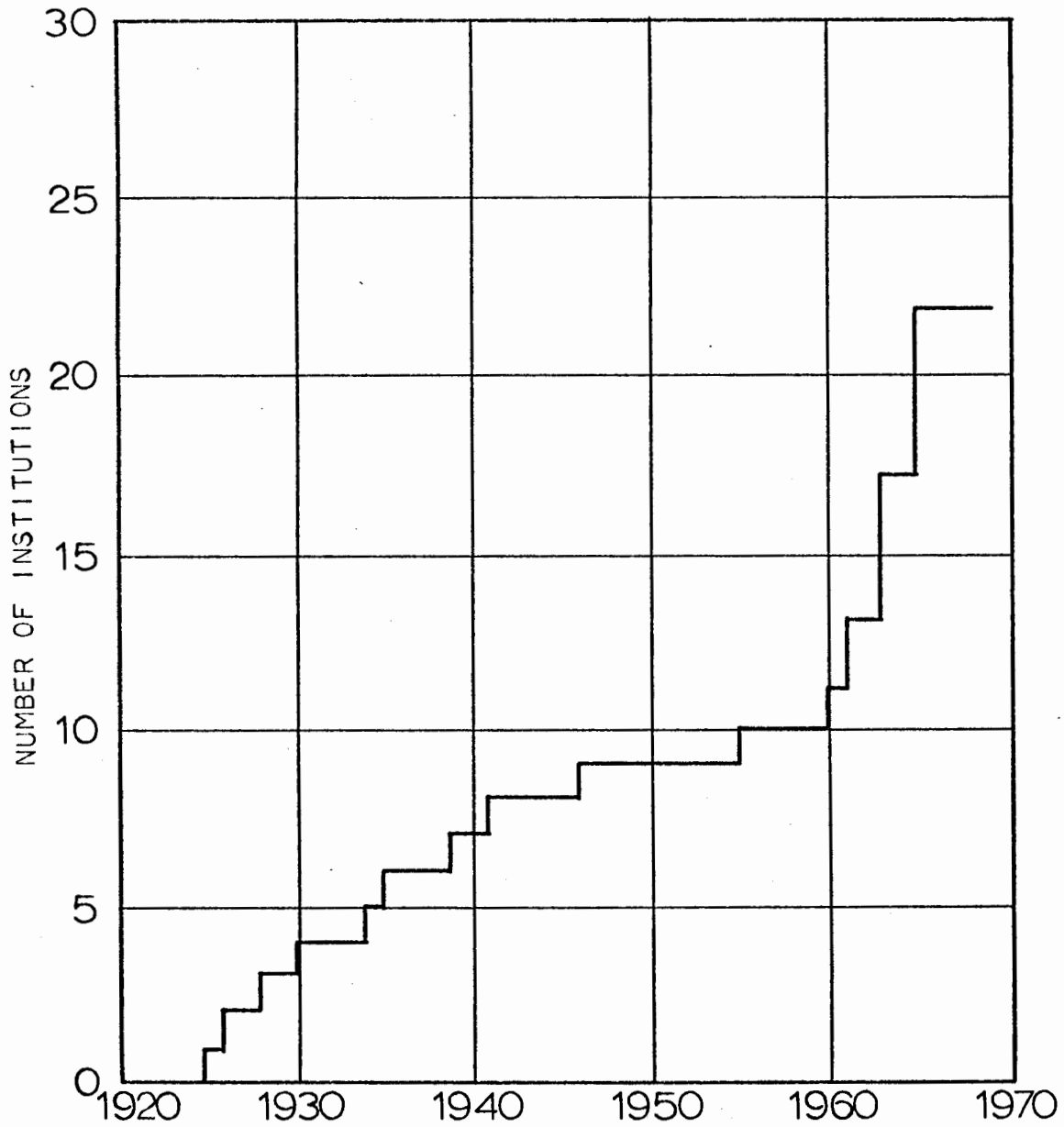


FIGURE 3 INCREASE IN NUMBER OF PERMANENT COMMUNITY COLLEGES IN THE STATE OF WASHINGTON BY DATE OF AUTHORIZATION, 1925-1969 (19:7-9)

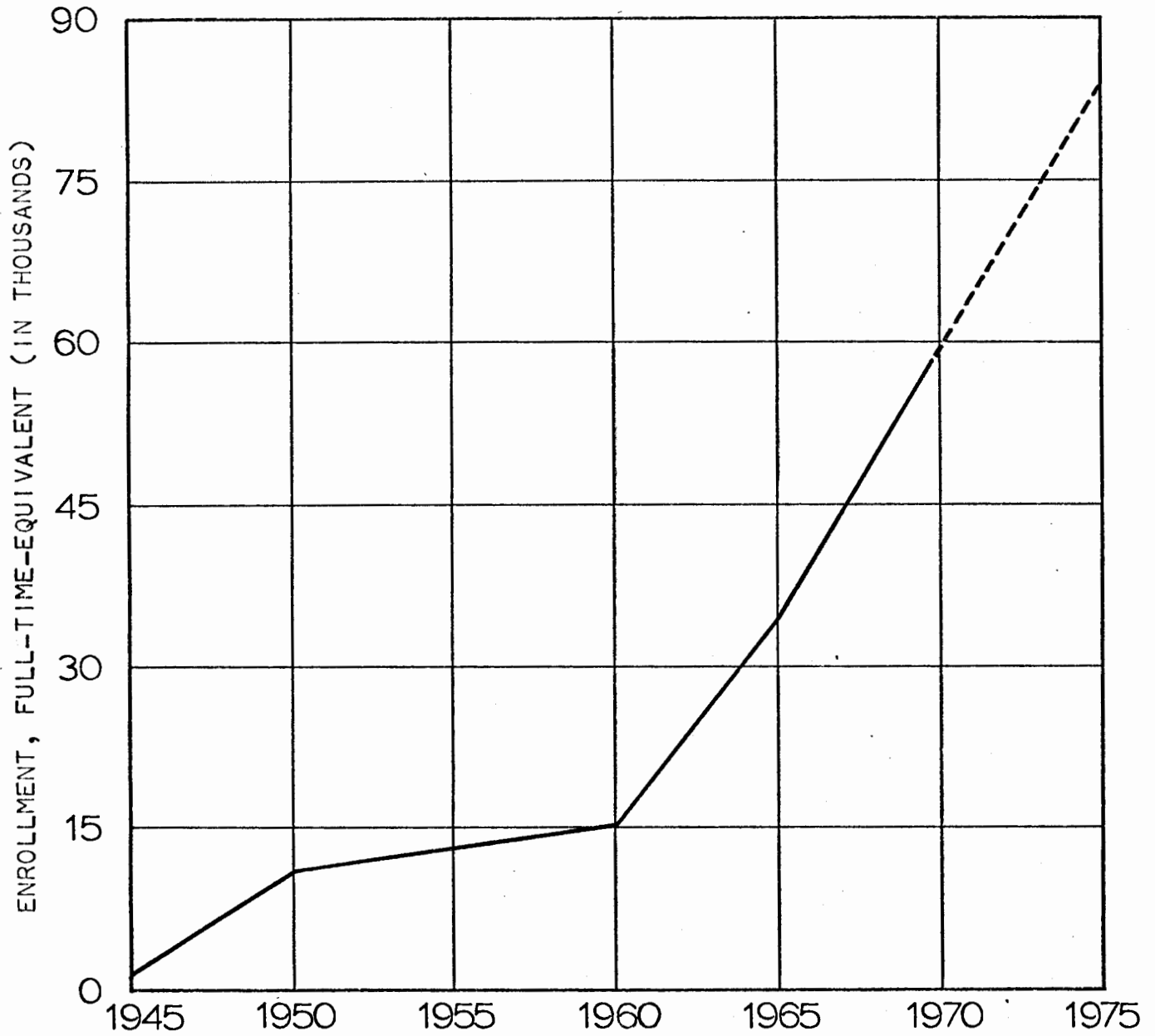


FIGURE 4 INCREASE IN ENROLLMENT IN THE COMMUNITY COLLEGES OF THE STATE OF WASHINGTON, 1945-1975 (14:24-25; 19:10,45)

APPENDIX B

WASHINGTON STATE COMMUNITY COLLEGES

DIRECTORY AND LOCATIONS

WASHINGTON STATE COMMUNITY COLLEGE DIRECTORY

Bellevue Community College Newport Way x 128th Ave. S.E. (Newport High School) Bellevue 98004	Green River Community College 12401 S.E. 320th Auburn 98002
Big Bend Community College Highway 17 x Nelson Road Moses Lake 98837	Highline College U.S. Highway 99 and S. 240th Midway 98031
Centralia College Locust and Oak Streets Centralia 98531	Lower Columbia College 1600 Maple St. Longview 98632
Clark College 1800 E. McLoughlin Way Vancouver 98663	Olympic College 16th and Chester Sts. Bremerton 98312
Columbia Basin College 2600 N. Chase St. Pasco 99301	Peninsula College 9th and Ennis Sts. Port Angeles 98312
Edmonds Community College 23200 100th West (Woodway High School) Edmonds 98020	Seattle Community College Administration 1625 Broadway Seattle 98122
Everett Community College 801 Wetmore Ave. Everett 98201	Shoreline Community College 16101 Greenwood Ave. N. Seattle 98133
Fort Steilacoom Community College 6010 Mt. Tacoma Dr. S.W. Lakewood Center Tacoma 98499	Skagit Valley College 2405 College Way Mount Vernon 98273
Grays Harbor College College Heights Westport Rd. Aberdeen 98520	Spokane Community College Ft. Wright Campus W. 3410 Ft. Wright Drive Spokane 99204

Tacoma Community College
5900 South 12th St.
Tacoma 98465

Wenatchee Valley College
1300 5th St.
Wenatchee 98801

Walla Walla Community College
340 S. Park St.
Walla Walla 99362

Yakima Valley College
S. 16th and Nob Hill Blvd.
Yakima 98901

Five colleges are planning or constructing new campuses. The addresses given above for four of these will change upon completion of their respective campuses. These colleges are: Bellevue, Edmonds, Fort Steilacoom, and Walla Walla.

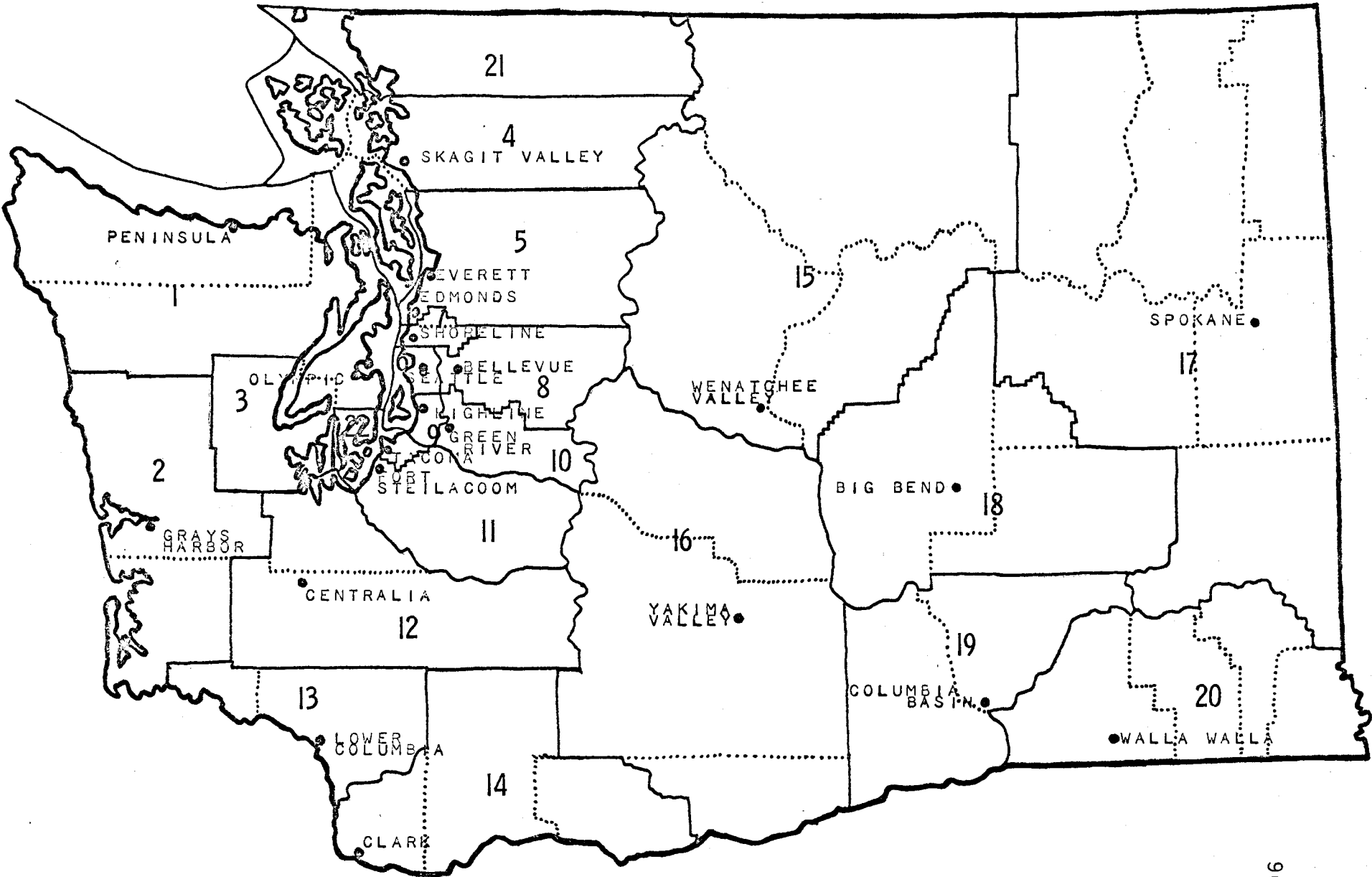


FIGURE 5 LOCATION OF COMMUNITY COLLEGES AND COMMUNITY COLLEGE DISTRICTS IN THE STATE OF WASHINGTON

APPENDIX C

FUNCTIONS DISCHARGED BY EDUCATIONAL MEDIA
SERVICES IN COLLEGES AND UNIVERSITIES

FUNCTIONS DISCHARGED BY EDUCATIONAL MEDIA SERVICES IN
COLLEGES AND UNIVERSITIES

- Circulation of motion pictures and other audio-visual materials and equipment for on-campus instructional purposes
- Circulation of printed materials , involving the use of modern information storage and retrieval systems
- Off-campus circulation of educational materials through extension services and/or by means of cooperative "service-area" programs
- Production of instructional materials such as motion pictures , graphics , and photographic materials
- Services and facilities for large-group instruction, including open- and closed-circuit television, and special classrooms designed for large groups or for groups of varying sizes and equipped for use of various media or for multi-media presentation
- Television and radio broadcasting for regional and community education (in the broad sense), and for off-campus instruction of enrolled students
- Provision of language laboratories and other electronic teaching or learning facilities for independent study and automated instruction
- Programmed instruction, including the use of teaching machines
- Technical services such as design, installation, maintenance, and operation of instructional equipment of all kinds , including television and radio transmitters , electronic components for response systems , projectors , magnetic recorders
- Provision of facilities and coaching for faculty members who wish to prepare their own inexpensive instructional materials , such as overhead transparencies , slides , and charts
- In-service education and dissemination of information regarding instructional media developments , techniques , and research findings

- Assistance in the planning and design of new buildings and instructional facilities to accomodate optimum use of various educational media
- Experimental trial and development of instructional devices , techniques , materials
- Systematic analysis and evaluation of instructional functions , costs , and results for the purpose of improving teaching effectiveness and reducing unnecessary expense
- Design of instructional systems , a process involving the comprehensive analysis of human and nonhuman factors and their interrelations in teaching . . .
- Professional education of specialists and "generalists" who are qualified to assume positions of leadership in planning and directing educational media programs and research in this area (2:305-306).

APPENDIX D

RESPONSIBILITIES OF MEDIA PROFESSIONALS IN
COLLEGES AND UNIVERSITIES

MEDIA PROFESSIONALS IN COLLEGES AND UNIVERSITIES

1. Coordinate and administer media services involving films filmstrips, large and small transparencies, recordings, programmed materials and teaching machines, student response systems, language laboratories, dial access information storage and retrieval systems, computer-assisted instruction and television systems--also printed materials in the case of totally integrated media programs
2. Assist the instructional staff in designing and producing materials required to meet specific local instructional needs
3. Participate in the design of instructional systems, particularly with respect to the optimum fitting of appropriate technology in the attainment of educational goals and supervise the necessary technical support services
4. Conduct in-service educational activities and disseminate information to faculty regarding instructional media, new developments, techniques, and research findings
5. Collaborate in the development of in-service training programs in elementary and secondary schools which seek to improve the selection and use of instructional materials and technology
6. Participate in teacher education programs designed to acquaint teachers with various media and their use in teaching
7. Offer leadership for, and participate in, professional education of media specialists and generalists for various administrative, research, and instructional functions related to instructional communications and technology
8. Participate in the planning and design of new buildings and instructional facilities to accomodate the optimum use of various educational media
9. Conduct basic and applied research in instructional communications, including particularly theoretical considerations of the properties and functions of iconic signs and symbols in learning (18:1029).

APPENDIX E

QUESTIONNAIRE

Explanatory Note

The enclosed questionnaire is designed to determine the present and anticipated trends of media services and the present educational and training background of Audiovisual Administrators in the Community Colleges of the State of Washington.

In order to obtain a one-hundred percent response from the twenty-two community colleges operating within the State and to collect data that is not hindered by differences in semantics, the author intends to conduct a personal interview with the Media or Audiovisual Administrator in each community college. To further lessen the burden of the interviewee the author will administer the questionnaire orally and record the responses of the interviewee on the questionnaire form. The interviewee or respondent will be asked to complete the last page (page 109) only.

The Audiovisual Media Programs in the community colleges of Washington are known to be at various levels of development. The questionnaire is designed to include all possible levels of audiovisual media development. The apparent volume of the questionnaire does not reflect the actual time necessary to interview any one respondent, since most of the community colleges are extremely limited in Audiovisual media facilities and services. Therefore, many items in the questionnaire will not pertain to every responding community college.

Garred A. Giles

AUDIOVISUAL MEDIA SERVICES AND PERSONNEL SURVEY

General College Information

1. Name of Community College: _____
2. Number of Faculty: Full time _____ Part time _____
3. Number of Students (Fall 1968): Full time _____ Part time _____

Audiovisual Organization

1. Which of the following organizational structures best describes the system incorporated at this Community College? (check and complete appropriate blanks):

_____ A. Library (print media) department

(1) Library Administrator's title: _____

(2) Immediate superior's title: _____

(3) Total budget (1968-1969): \$ _____

_____ B. Separately housed Library and Audiovisual Centers

_____ C. Combined Library and Audiovisual Center

_____ D. Audiovisual (non-print media) department

(1) Audiovisual Administrator's title: _____

(2) Immediate superior's title: _____

(3) Total budget (1968-1969): \$ _____

Audiovisual Services

1. Which of the following AUDIOVISUAL SERVICES are administered by the Audiovisual Department?

Service

- Film and Recording Equipment
- Film and Recording Materials
- Local Production of Audiovisual Materials
- Television
- Individualized Instruction

2. From the following list of FILM AND RECORDING EQUIPMENT indicate in the appropriate column:

- A. Which equipment is presently in use (check):
- B. Which equipment is seriously being considered for use (check):
- C. Of the remaining equipment, why each is not in use (1 - no need, 2 - no budget, 3 - no knowledge, 4 - other):

A	B	C	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16 mm motion picture projector
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 mm motion picture projector
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8 mm cartridge projector
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Filmstrip projector
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 X 2 slide projector
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Combination 2 X 2 and filmstrip projector

A	B	C	
_____	_____	_____	Opaque materials projector
_____	_____	_____	Overhead transparency projector
_____	_____	_____	Monaural taperecorder
_____	_____	_____	Stereo taperecorder
_____	_____	_____	Reel portable taperecorder
_____	_____	_____	Cassette portable taperecorder
_____	_____	_____	Record player
_____	_____	_____	Public address system
_____	_____	_____	Sound/Filmstrip projector
_____	_____	_____	Other: _____

3. How are FILM AND RECORDING MATERIALS catalogued? (check):

_____ Audiovisual materials card catalog

_____ Catalogued with Library (print) materials

_____ Booklet form

_____ Other: _____

4. How are FILM AND RECORDING MATERIALS shelved for access?
(check):

_____ Closed shelves: request only

_____ Open shelves: Audiovisual materials library

_____ Open shelves: print materials library

_____ Other: _____

5. From the following list of FILM AND RECORDING MATERIALS indicate:

A. Those materials that are primarily owned by the Community College (check):

B. Those materials that are primarily on loan from off-campus sources (check):

A	B		A	B	
_____	_____	16 mm films	_____	_____	2 X 2 slides
_____	_____	8 mm films	_____	_____	Disc recordings
_____	_____	8 mm cartridge films	_____	_____	Tape recordings
_____	_____	Filmstrips	_____	_____	Other: _____

6. List three (3) deterrents that limit your FILM AND RECORDING LIBRARY from performing a better service:

- (1) _____ (2) _____
- (3) _____

Local Production Services

1. From the following list of PHOTOGRAPHIC services indicate in the appropriate column:

A. Which services are presently offered (check):

B. Which services are being seriously considered (check):

C. Of the remaining services, why each is not offered (1 - no need, 2 - no budget, 3 - no knowledge, 4 - other):

A	B	C	
_____	_____	_____	Photographing black & white still pictures
_____	_____	_____	Photographing color still pictures

A	B	C	
_____	_____	_____	Photographing 16 mm/ 8 mm color motion pictures
_____	_____	_____	Photographing 16 mm/ 8 mm black & white motion pictures
_____	_____	_____	Developing black & white negatives and prints
_____	_____	_____	Developing color negatives and prints
_____	_____	_____	Developing color reversal film
_____	_____	_____	Developing Overhead transparency films
_____	_____	_____	Enlarging
_____	_____	_____	Duplicating slides
_____	_____	_____	Producing filmstrips
_____	_____	_____	Other: _____

2. From the following list of GRAPHIC services indicate in the appropriate column:

- A. Which services are presently offered (check):
- B. Which services are being seriously considered (check):
- C. Of the remaining services, why each is not offered (1 - no need, 2 - no budget, 3 - no knowledge, 4 - other):

A	B	C	
_____	_____	_____	Mounting: tissue, Chartex, wet, laminating, etc.
_____	_____	_____	Lettering: freehand, reusable, mechanical, guides, etc.
_____	_____	_____	Coloring: paints, inks, adhesive colors, etc.
_____	_____	_____	Illustrating: inking, sketching, drafting, etc.

A	B	C	
_____	_____	_____	Publications: leaflets, brochures, pamphlets, etc.
_____	_____	_____	Constructing: special display and bulletin boards, dioramas, mockups, etc.

Reproducing:

_____	_____	_____	Spirit duplicator
_____	_____	_____	Mimeograph
_____	_____	_____	Thermal copier: Thermofax
_____	_____	_____	Liquid process copier: Verifax
_____	_____	_____	Electrophotographic copier: Xerox
_____	_____	_____	Diazo copier
_____	_____	_____	Electronic stencil
_____	_____	_____	Silk screen
_____	_____	_____	Printing press (specify type): _____
_____	_____	_____	Other graphic service: _____

3. From the following list of AUDIO RECORDING services indicate in the appropriate column:

- A. Which services are presently offered (check):
- B. Which services are being seriously considered (check):
- C. Of the remaining services, why each is not offered (1 - no need, 2 - no budget, 3 - no knowledge, 4 - other):

A	B	C	
_____	_____	_____	Dubbing material from radio and television
_____	_____	_____	Dubbing from disc recordings
_____	_____	_____	Recording original sound presentations
_____	_____	_____	Duplicating audio tape recordings: multiple copies
_____	_____	_____	Editing tape recordings

Sound synchronization:

_____	_____	_____	Double system: manual
_____	_____	_____	Double system: automatic
_____	_____	_____	Double system: motion picture
_____	_____	_____	Single system: motion picture
_____	_____	_____	Other audio recording service: _____

4. List three (3) deterrents that limit your LOCAL PRODUCTION SERVICE from performing a better service.

(1) _____ (2) _____

(3) _____

Television Services

1. From the following list of TELEVISION services indicate in the appropriate column:

A. Which services are presently offered (check):

B. Which services are being seriously considered (check):

C. Of the remaining services, why each is not offered (1 - no need, 2 - no budget, 3 - no knowledge, 4 - other):

A	B	C	
_____	_____	_____	Open circuit reception
_____	_____	_____	Closed circuit reception via CATV
_____	_____	_____	Open circuit transmission (specify): _____
Closed circuit transmission:			
_____	_____	_____	Campus only
_____	_____	_____	General public via CATV
_____	_____	_____	Public schools
_____	_____	_____	Other closed circuit transmission
Closed circuit systems:			
_____	_____	_____	Inter-building hookup
_____	_____	_____	Inter-classroom within building hookup
_____	_____	_____	Camera and monitors only
_____	_____	_____	Camera, monitors and videotape recorder
_____	_____	_____	Other closed circuit system
_____	_____	_____	Studio production
_____	_____	_____	Other

2. In the space provided describe briefly how television is used at this Community College:

3. What three (3) deterrents limit your TELEVISION service from performing a better service?

(1) _____ (2) _____

(3) _____

Individualized Instruction Services

1. From the following list of INDIVIDUALIZED INSTRUCTION services indicate in the appropriate column:

A. Which services are presently offered (check):

B. Which services are being seriously considered (check):

C. Of the remaining services, why each is not offered (1 - no need, 2 - no budget, 3 - no knowledge, 4 - other):

A	B	C	
_____	_____	_____	Language laboratory
_____	_____	_____	Mechanical programmed-instruction machines
_____	_____	_____	Electronic programmed-instruction machines
_____	_____	_____	Computer-assisted instruction

Study Carrels

_____	_____	_____	Listening Carrels
_____	_____	_____	Listening and Viewing Carrels
_____	_____	_____	Dial access system
_____	_____	_____	Other: _____

2. Who is responsible for supervising the Individualized Instruction services? _____

Audiovisual Processes

1. Which of the Individuals and Organizations below have immediate access to the following? (Place letter in appropriate blank):

- | | |
|---------------------------------|--|
| A. Film and Recording Equipment | E. Local Production Materials |
| B. Film and Recording Materials | F. Television Services |
| C. Local Production Services | G. Television Equipment |
| D. Local Production Equipment | H. Individualized Instruction Services |

Individuals and Organizations

- | | |
|----------------------------|---------------------------|
| _____ Students | _____ Other Students |
| _____ Faculty | _____ Other Faculty |
| _____ Administration | _____ Other Organizations |
| _____ Campus Organizations | _____ Other |
| _____ Other Schools | |

2. Which of the Individuals and Organizations below are given either formal or informal in-service training on the following? (Place letter in appropriate blank):

- | | |
|-------------------------------------|-------------------------|
| A. Film and Recording Equipment | D. Television Equipment |
| B. Local Production Equipment | E. Other: _____ |
| C. Audiovisual materials production | |

Individuals and Organizations

_____ Students	_____ Other Schools
_____ Faculty	_____ Other Students
_____ Administration	_____ Other Faculty
_____ Audiovisual Staff	_____ Other Organizations
_____ Campus Organizations	_____ Other

3. Which College Personnel below are directly responsible or influential for the following? (Place letter in appropriate blank):

- | | |
|------------------------|--------------------------|
| A. Equipment Selection | C. Specification Writing |
| B. Material Selection | D. Material Preview |

College Personnel

_____ Administration	_____ Library (print media) Director
_____ Faculty	_____ Library (print media) Staff
_____ Audiovisual Director	_____ Student Operators
_____ Audiovisual Staff	_____ Students
_____ Film and Recording Library Director	_____ Other: _____
_____ Local Production Services Director	
_____ Television Services Director	

Maintenance

1. From the following list of Individual and Commercial TECHNICIANS indicate in the appropriate column:

A. Who is responsible for preventative maintenance of Audiovisual equipment (check):

B. Who is responsible for major repair of Audiovisual equipment (check):

A	B		A	B	
_____	_____	Audiovisual Administrator	_____	_____	Maintenance contractor
_____	_____	Student technician			
_____	_____	Civil service staff	_____	_____	Commercial repair shop
_____	_____	Staff technician	_____	_____	Other: _____

Future Developments

1. Does this Community College plan to improve, develop or construct an Audiovisual Center (AVC), Instructional Media Center (IMC), Learning Resource Center (LRC) or other media facility within the next five years? (describe plans briefly):

TRAINING AND BACKGROUND INFORMATION OF AUDIOVISUAL

MEDIA ADMINISTRATORS

1. Name _____ 2. Age _____ 3. Title _____

4. Educational Level (circle): A.A. B.A. M.A. Doctorate Para-professional Civil Service Other: _____

5. Experience (years): Teaching _____ Audiovisual Administration _____
 Library Staff _____ Library Administration _____
 Other Administration _____ Para-professional _____
 Clerical _____

6. How did you first become involved in Audiovisual Supervision? (check):

- _____ A. Formal training in Audio-visual
 _____ B. Through Library work
 _____ C. Formal training related to Audiovisual
 _____ D. Personal interest, although specialization is in _____
 _____ E. As a faculty member or administrator available to administer Audiovisual program
 _____ F. Other: _____

7. Through which of the following means did you obtain your formal education in audiovisual? (check 1 or more):

- _____ A. Formal class work in Audiovisual
 _____ B. Formal class work in Library Science
 _____ C. Credit workshops
 _____ D. Non-credit workshops
 _____ E. NDEA or other institutes
 _____ F. Electives
 _____ G. Other: _____

8. Through which of the following means did you obtain your informal education and training in Audiovisual? (check 1 or more):

- _____ A. Experiences as an Audiovisual Co-ordinator
 _____ B. Experience as a staff member in an Audiovisual Department
 _____ C. Experience as a student helper in Audiovisual
 _____ D. Self-interest or hobby
 _____ E. In-service training
 _____ F. Other: _____

9. When did you last attend a class, institute, convention, workshop or course related directly with Audiovisual media? Month _____
Year _____
10. How long have you held your present position? Years _____
11. What do you like BEST about your job? _____

12. What do you like LEAST about your job? _____

13. To which professional audiovisual organizations do you belong:
- National level: _____
- State level: _____
- Local level: _____
14. Which professional audiovisual activities do you attend regularly:
- A. _____ C. _____
- B. _____ D. _____
15. To which professional audiovisual magazines or journals do you personally subscribe?
- A. _____ C. _____
- B. _____ D. _____
16. Do you recognize any authorities of Audiovisual Media for the Community Colleges of the nation or state? (list name and position):
- Nation: _____
- State: _____

Refer items 17, 18 and 19 to the following sources:

Advertising literature	Dialogue with media colleagues
Manufacturer	Faculty members
Dealer	Professional magazines and journals
Salesmen	Your formal audiovisual courses in college
Workshops	Student operators
Institutes	Other: _____
Visitations	

17. List three (3) sources that keep you best informed of utilization techniques of audiovisual equipment:

(1) _____ (2) _____

(3) _____

18. List three (3) sources that keep you best informed of new audio-visual equipment developments:

(1) _____ (2) _____

(3) _____

19. List three (3) sources that keep you best informed of audiovisual equipment evaluation:

(1) _____ (2) _____

(3) _____

20. Number in order of importance the five (5) responses to each of the following questions with a 1 - 2 - 3 - 4 or 5: (a 1 having the most importance of the five and a 5 having the lesser importance)

QUESTIONS

A. Which five (5) of the following areas should have stronger emphasis in the preparation of Community College Audio-visual Administrators?

- B. Which five (5) of the following areas do you consider to be most important in the future preparation of Community College Audiovisual Administrators?
- C. Which five (5) of the following areas do you consider that your educational preparation was most adequate?
- D. Which five (5) of the following areas do you consider that your educational preparation was least adequate?

COURSE AREA

A	B	C	D	
_____	_____	_____	_____	Curriculum development and improvement
_____	_____	_____	_____	Administration of Audiovisual media
_____	_____	_____	_____	Communication theory
_____	_____	_____	_____	Film and Recording Library
_____	_____	_____	_____	Local Production methods
_____	_____	_____	_____	Television
_____	_____	_____	_____	Audio recording
_____	_____	_____	_____	Computer applications
_____	_____	_____	_____	Electronics
_____	_____	_____	_____	Technical evaluation and specification
_____	_____	_____	_____	Library Science
_____	_____	_____	_____	School plant design
_____	_____	_____	_____	The Community College
_____	_____	_____	_____	Learning theory

A	B	C	D	
_____	_____	_____	_____	Teacher education
_____	_____	_____	_____	History and philosophy of education
_____	_____	_____	_____	Personnel relations
_____	_____	_____	_____	Finance
_____	_____	_____	_____	Other: _____

APPENDIX F

SUPPLEMENTARY TABLES

TABLE XXIX

TOTAL NUMBER OF DAY STUDENTS IN THE COMMUNITY COLLEGES

Number Range	Frequency
1,000 - 2,000	6
2,001 - 3,000	2
3,001 - 4,000	2
4,001 - 5,000	6
5,001 and over	3
Unavailable data	3
Range	1,157 - 12,053
Mean	3,865
Total Colleges = 19	

TABLE XXX

TOTAL NUMBER OF FACULTY IN THE COMMUNITY COLLEGES

Number Range	Frequency
Less than 50	1
51 - 100	9
101 - 200	7
201 - 300	1
301 and over	4
Range	34 - 580
Mean	164
Total Colleges = 22	

TABLE XXXI
AUDIOVISUAL MATERIALS SHELVING POLICY IN THE
COMMUNITY COLLEGES

Shelving System	Frequency	Per Cent
Closed shelves--request only	20	91
Open shelves in Audiovisual library	2	9
Open shelves in Print library	1	5
Departmental libraries	1	5
Total Colleges = 22		

TABLE XXXII
NUMBER AND PERCENTAGE OF COMMUNITY COLLEGES OWNING AND
RENTING CERTAIN AUDIOVISUAL MATERIALS

Film and Recording Materials	Owned		Rental or Loan		Total Colleges
	Frequency	Per Cent	Frequency	Per Cent	
16 mm films	1	5	21	95	22
8 mm films	10	91	1	9	11
8 mm cartridge films	17	94	1	6	18
Filmstrips	17	81	4	19	21
2 X 2 slides	20	96	1	4	21
Disc recordings	21	100			21
Tape recordings	21	100			21
Transparencies	3	100			3
Tape/slide programs	1	100			1

TABLE XXXIII

UTILIZATION OF TELEVISION IN THE COMMUNITY COLLEGES

Use of Television	Number of Responses
Mirror applications	10
Delay or repetition of program	5
Physical education	4
Image magnification	3
Special events	2
Off-air pickup of CCTV retransmission	2
Broadcast courses	1
Psychology	1
Training electronic students	1
Stimulating faculty interest	1
Total colleges = 12	

TABLE XXXIV

MEANS OF FIRST INVOLVEMENT IN AUDIOVISUAL ADMINISTRATION BY
PRESENT COMMUNITY COLLEGE AUDIOVISUAL ADMINISTRATORS

Means of Involvement	Frequency	Per Cent
Through library work	5	25
As faculty member available	5	25
Formal training in Audiovisual	3	15
Personal interest through library science	3	15
As hired secretary	2	10
Personal interest through natural science	1	5
Through military work	1	5
Total Respondents = 20		

TABLE XXXV

AGE OF AUDIOVISUAL ADMINISTRATORS

Age Range	Frequency
25 - 29	2
30 - 34	5
35 - 39	6
40 - 44	1
45 - 49	3
50 - 54	0
55 - 59	2
Unavailable data	3
Range	26 - 55
Mean	39
Total Respondents = 19	

TABLE XXXVI

DATE OF MOST RECENT EDUCATIONAL OR PROFESSIONAL ACTIVITY
ATTENDED BY COMMUNITY COLLEGE AUDIOVISUAL
ADMINISTRATORS

	Date							
	At Present	May 1969	April 1969	Sum 1968	April 1968	Wint 1967	None	?
Number of Responses	3	1	11	1	1	1	3	1
Total Respondents = 22								

TABLE XXXVII

NUMBER OF YEARS AUDIOVISUAL ADMINISTRATORS HAVE HELD
PRESENT POSITION

	Number of Years												
	less than 1	1	2	3	4	5	6	7	8	9	10	11	?
Number of Responses	1	4	6	6	1	1						1	1
Total Respondents = 21													

TABLE XXXVIII

ASPECTS OF JOB THAT COMMUNITY COLLEGE AUDIOVISUAL
ADMINISTRATORS LIKE BEST

Aspect of Job	Frequency	Per Cent
Variety	8	42
Contact with students	5	27
Contact with faculty	5	27
Challenging	5	27
Creativity	3	16
Worthwhile service	3	16
Freedom	3	16
Responsibility	3	16
Organizing	2	11
Informality	1	5
Interesting	1	5
Work with mechanical devices	1	5
Total Respondents = 19		

TABLE XXXIX

ASPECTS OF JOB THAT COMMUNITY COLLEGE AUDIOVISUAL
ADMINISTRATORS LIKE LEAST

Aspect of Job	Frequency	Per Cent
Lack of support	6	32
Irresponsible and uneducated faculty	5	27
Small routine jobs	5	27
Lack of facilities	2	11
Unrelated duties	1	5
Poor salary	1	5
Confusion	1	5
Politics	1	5
No complaint	2	11
Total Respondents = 19		

TABLE XL

NUMBER AND PERCENTAGE OF AUDIOVISUAL ADMINISTRATORS
SUBSCRIBING TO PROFESSIONAL AUDIOVISUAL
MAGAZINES AND JOURNALS*

Magazine or Journal Title	Frequency	Per Cent
Resources	10	46
Audiovisual Instruction	9	41
Audiovisual Communications Review	5	23
Educational Media	2	9
Visual Communications Instructor	1	5
Educational Broadcasting Review	1	5
Educational Screen and Audiovisual Guide	1	5
Consumer's Report	1	5
Technical Photographer	1	5
None	9	41
Unknown	1	5
Total Respondents = 22		

*Several colleges have institutional subscriptions

TABLE XLI

RECOGNIZED AUTHORITIES OF AUDIOVISUAL MEDIA FOR
THE COMMUNITY COLLEGES OF WASHINGTON STATE

Name of Audiovisual Person	Frequency	Per Cent
Boyd Bolvin	13	72
David Carnahan	7	39
Jere Pennell	2	11
John Dwyer	1	6
None	3	17
Total Respondents = 18		

TABLE XLII

SOURCES USED BY COMMUNITY COLLEGE AUDIOVISUAL ADMINIS-
TRATORS FOR KEEPING INFORMED OF UTILIZATION TECHNIQUES
OF AUDIOVISUAL EQUIPMENT

Source	Frequency	Per Cent
Dialogue with audiovisual administrators	12	67
Professional magazines and journals	10	56
Salesmen	9	50
Advertising literature	7	39
Visitations to other schools	5	28
Workshops and institutes	5	28
Faculty	2	11
Formal course work	2	11
Conventions	2	11
Total Respondents = 18		

TABLE XLIII

SOURCES USED BY COMMUNITY COLLEGE AUDIOVISUAL ADMINISTRATORS FOR KEEPING INFORMED OF NEW AUDIOVISUAL EQUIPMENT DEVELOPMENTS

Sources	Frequency	Per Cent
Salesmen	14	78
Professional magazines and journals	11	61
Advertising literature	10	56
Conventions	6	34
Dialogue with audiovisual administrators	6	34
Workshops and institutes	4	22
Visitations to other schools	3	17
Dealers	1	6
Faculty	1	6
Total Respondents = 18		

TABLE XLIV

SOURCES USED BY COMMUNITY COLLEGE AUDIOVISUAL ADMINISTRATORS FOR KEEPING INFORMED OF AUDIOVISUAL EQUIPMENT EVALUATION

Sources	Frequency	Per Cent
Dialogue with audiovisual administrators	14	78
Faculty	7	39
Professional magazines and journals	7	39
Salesmen	4	22
Personal testing of equipment	3	17
Formal class work	3	17
Audiovisual staff	2	11
Workshops and institutes	2	11
Advertising literature	1	6
Total Respondents = 18		

APPENDIX G

AUDIOVISUAL EQUIPMENT STANDARDS FOR SCHOOLS OF
HIGHER LEARNING

Listed below are the basic pieces of audiovisual equipment necessary for a school of higher education in order to meet the equipment standards adopted by the Department of Audiovisual Instruction of the National Education Association, January, 1966.

16 mm Sound Projector	1 per 12 teaching stations (Multipurpose institution)
	1 per 8 teaching stations (Single purpose institution)
8 mm Projector	1 to 3 sound projectors per institution
2 X 2 Slide Projector (Automatic)	1 per 10 teaching stations
Filmstrip or Combination Filmstrip-Slide Projector	1 per 10 teaching stations
Sound Filmstrip Projector	1 per 15 teaching stations
3 1/4 X 4 Projector (Overhead)	2 per institution
3 1/4 X 4 Projector (Auditorium)	1 per auditorium
Filmstrip Viewer	5 to 10 at each filmstrip
Overhead Projector (10 X 10) Classroom type	1 per 4 teaching stations
Overhead Projector (10 X 10) Auditorium type	Appropriate number for large group instructional areas
Opaque	3 to 6 per institution
TV Receivers	1 per each 24 viewers where programs available (or projection TV as needed)

Record Players	1 per 25 teaching stations
Tape Recorders	1 per 5 teaching stations
Projection Carts	1 per 3 to 6 pieces of equipment
Video-Tape Recorders	1 per institution
Closed-Circuit TV	1 studio per institution capable of distribution of programming to each teaching station
Radio Receivers (AM-FM)	3 available in central location
Projection Screens	1 per teaching station (at least 70 X 70) with provision for keystone elimination plus 1 portable screen per building. Suitable screen for auditorium - large or small group use.
Electronic Learning Lab	1 lab per institution
Local Production Equipment	Dry Mount Press and Tacking Iron Paper cutter, transparency production equipment 16 mm camera, 8 mm camera, 35 mm camera, rapid process camera Equipped darkroom Spirit duplicator Primary typewriter Copy camera Light box Film rewind Film splicer Tape splicer