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ABSTRACT

This report on the first phase of a two-part program to determine the extent of television use for instruction by colleges and universities in the United States discusses the research methodology used for a census study of all higher education institutions in the United States; the second will involve a random sample follow-up of institutions known to be using television for instruction. This is a cooperative effort by the Corporation for Public Broadcasting, the National Center for Education Statistics, the American Association of Community and Junior Colleges, the National Association of State Universities and Land Grant Colleges, the American Association of State Colleges and Universities, the National Institute for Independent Colleges, and the Association of American Universities. The survey questionnaire elicits information about the college use of television, the uses for instruction, the types of television outlets with which the college works, the college's relationships with the outlets, factors that contributed to or hindered the college's use of television for instruction, and the future of television for instruction at the college. The report details the procedural conduct of the survey as administered through the cooperating agencies; appendices provide the survey questionnaire, editing instructions, and keypunch instructions.

(RAA)

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HIGHER EDUCATION UTILIZATION STUDY

Technical Report

The Corporation for Public Broadcasting

and

The National Center for Education Statistics

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September, 1979

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A. STUDY BACKGROUND

The Higher Education Utilization Study (HEUS) was designed to determine the extent to which television is used for instruction by all colleges and universities in the United States. It was to do for higher education what School TV Utilization Study (1977) did for elementary and secondary education. As the two sponsoring organizations, The Corporation for Public Broadcasting and The National Center for Education Statistics, were in the process of designing a multi-staged, stratified, random sample of all colleges and universities, other events were taking place which were to change the design of the study.

The American Association of Community and Junior Colleges (AACJC) was preparing to survey its member institutions to determine the ways in which they used television for instruction. The National Association of State Universities and Land Grant Colleges (NASULGC) had appointed a task force to examine its member institutions' involvement in telecommunications. The opportunity to work in conjunction with those two organizations led to the redesign of the study into a two-phased study, the first being a census study of all institutions of higher education in the United States, and the second involving a random sample follow-up of institutions which were known to be

using television for instruction. In addition to working with AACJC and NASULGC, assistance and cooperation was sought and received from The American Association of State Colleges and Universities (AASCU), the National Institute for Independent Colleges (AAC), and The Association of American Universities (AAU).

For Phase I, a three-page survey instrument (Appendix A) was developed and reviewed by persons in each of the cooperating national organizations. Because of AACJC's need to have data available immediately for a national assembly which was being planned, time was not available for extensive field testing of the instrument.

Low respondent burden was a major criterion in developing the instrument. It was decided, therefore, to gather only basic information about the college's use of television, the uses for instruction, the types of television outlets with which the college worked, the college's relationships with those television outlets, what factors contributed to or hindered the college's use of television for instruction, and what the future role of television for instruction, might be at the college. More detailed information will be gathered in Phase II of the study from a sample of colleges which are found to be using television for instruction. Phase II will

also be used to validate some of the information gathered in Phase I. Since Phase I was conducted as three concurrent, independent studies (AACJC, NASULGC/AASCU, NIICU/AAC), the procedures used in each study will be described separately.

B. PHASE I-AACJC

1. AACJC MAILING PROCEDURES

A copy of the survey instrument was mailed by the American Association of Community and Junior Colleges (AACJC) to all two-year college presidents in the United States. The mailing did not include proprietary schools or two-year colleges in outlying areas. The mailing was addressed to the college president by name and was sent on December 1, 1978. The cover letter explained the purpose of the study and asked his/her cooperation in completing and returning the survey form no later than December 22, 1978. A self-addressed return envelope was included with the mailing.

2. AACJC FOLLOW-UP

On January 11, 1979, a follow-up letter and new survey instrument were sent to all non-respondents. The importance of their participation in this survey was emphasized. They were asked to complete and return the survey instrument no later than January 19, 1979.

On April 3, 1979, a second mail follow-up was sent to non-respondents in the form of a mailgram which included a new survey instrument. Again, the urgency of their participation in this survey was emphasized. They were asked to complete and return the survey form no later than April 13, 1979.

For all three mailings (the original mailing and two follow-ups), the letters were sent in the name of Roger Yarrington, Vice President of The American Association of Community and Junior Colleges. The responses were addressed to Marilyn Kressel, Project Director at AACJC.

The final follow-up took the form of data gathering telephone calls which were made to Presidents of non-responding institutions. Those calls were placed by a trained research assistant. They were placed between June 1 and June 15, 1979.

3. AACJC RESPONSE RATES

The 1978-79 NCES Education Directory, Colleges and Universities lists 1,154 two-year colleges in the United States. At the cut-off point for the first mailing, responses had been received from 542 colleges (47%). By the cut-off point for the second mailing, responses had been received from 923 colleges (80%). After the mailgram,



responses had been received from 1,058 colleges (92%). The follow-up phone calls brought the final response rate to 1,067, (92%).

4. AACJC DATA PROCESSING

All responses were subjected to a visual-manual edit check (Appendix B) for completeness and consistency. Where possible, missing information was obtained from existing sources and inserted in the appropriate place. For instance, if the respondent did not supply the address of the institution, that information was taken from the original AACJC mailing list.

The visual-manual edit also checked for respondent consistency where skip patterns and follow-up questions were involved. Where inconsistencies were minor, adjustments were made when possible, or responses were shown as "no answer". Where inconsistencies were major, a phone call was made to the respondent in an attempt to resolve the confusion.

The instruments had been designed with keypunching in mind. All of the data which were to be captured by keypunching appeared in the right hand column. (The only exceptions were mailing label information for the president

of the institution and for the person responding to the survey if he or she were not the president.) After the visual-manual edit check, therefore, it was possible to turn the instruments over to a keypunch operator with a simple set of directions. (Appendix C). The data were keypunched and key verified after each response wave (i.e., after the first mailing, the first follow-up, the second follow-up, and the telephone follow-up). This permitted a comparison of the responses after each wave in order to determine if the failure to respond was related to use or non use of television.

The first data analyses (frequency distributions) provided a final range-check verification of the accuracy of the data keypunching.

5. AACJC DATA ANALYSES

An SPSS (Statistical Package in the Social Sciences) program was written to analyze the results of this study. Frequency distributions were run for each variable (i. e., each question on the survey instrument). Crosstabs and breakdown analyses were run, where appropriate, to examine the relationship which might exist between two variables.

6. AACJC REPORTING

A preliminary report was prepared for the American Association for Community and Junior Colleges as a working document to be used in a national assembly which will be convened in September, 1979. Copies of that report were also sent to all public television stations.

C. PHASE I-NASULGC/AASCU

1. NASULGC/AASCU MAILING PROCEDURES

Prior to Phase I of the Higher Education Utilization Study, the Office of Institutional Research at West Virginia University (WVU) had contacted all colleges and universities which are members of the National Association of State Universities and Land Grant Colleges (NASULGC) and/or the American Association of State Colleges and Universities (AASCU) to determine whether they held licenses for radio or television stations. In the course of that prior work, WVU had compiled a list of contract persons on most of the campuses.

The Office of Institutional Research agreed to assist the Higher Education Utilization Study by mailing the Phase I survey questionnaire to the contact person at each campus. Where no contact person had been identified by the previous WVU work, the survey instrument was mailed to the college president.

The mailing was sent on March 23, 1979 in the name of Jay Barton, Chairman of the NASULGC Educational Telecommunications Committee. A cover memo introduced the

survey and requested a response no later than April 25, 1979. A self-addressed return envelope directed the response to Mr. Richard Howard, Director of Institutional Research at WVU.

2. NASULGC/AASCU FOLLOW-UP

On May 18, 1979, a follow-up letter and new survey instrument were sent to all non-respondents by Mr. Howard. The importance of 100% participation was emphasized. Completion and return of the surveys was requested by June 1, 1979.

On June 27, 1979, a second mail follow-up (including a new survey instrument) was sent by Mr. Howard. Contact persons were asked to complete and return the survey form promptly.

The final follow-up took the form of data gathering phone calls which were made to non-respondents by a trained research assistant between August 6 and August 31, 1979.

3. NASULGC/AASCU RESPONSE RATES

At the time of this study, there were 125 NASULGC campuses and 328 AASCU campuses. (The number of institutional members in each organization was 142 for NASULGC and 333 for AASCU. System offices with no operational campuses were dropped from this study.) The total number of institutions included in this part of the study was 453.

After the first follow-up period, responses had been received from 92 NASULGC institutions (74%) and 218 AASCU institutions (66%). The overall response rate at that point was 310 out of 453 possible responses (68%).

After the second follow-up, responses had been received from 122 NASULGC institutions (98%) and 270 AASCU institutions (81%) for a total response of 392 out of 453 possible responses (87%).

During the phone call follow-up period, 21 colleges were called and responses were received from all but 3. The follow-up phone calls brought the final response rates to 125 (100%) for NASULGC, 285 (86%) for AASCU, and 410 (91%) overall.



4. NASULGC/AASCU DATA PROCESSING

All responses were subjected to the same visual-manual edit checks used for the AACJC portion of this study (Appendix B). Where possible, missing information was obtained from existing sources and inserted in the appropriate place. Where necessary, a phone call was made to the respondent to obtain further information or clarify responses which were unclear.

The visual-manual check also detected any inconsistencies in the use of skip patterns. Where consistencies were minor, adjustments were made if possible based on other information supplied. Otherwise, the response was shown as "no answer".

The instruments had been designed with keypunching in mind. All of the data to be keypunched appeared in the right hand column. (The only exceptions were mailing label information for the president of the institution and for the person responding to the survey if he or she were not the president.)

After the visual-manual edit check, the instruments were turned over to a keypunch operator with a simple set of directions (Appendix C). The data were keypunched

and key verified as a single batch with the exception of the telephone responses which were added separately.

The first data runs (frequency distributions) provided a final range-check verification of the accuracy of the data keypunching.

5. NASULGC/AASCU DATA ANALYSES

The SPSS program used for the AACJC analyses was also used for the NASULGC/AASCU analyses. Frequency distributions were run for each question. Crosstabs and breakdown analyses were run, where appropriate, to examine the relationship which might exist between two variables.

6. NASULGC/AASCU REPORTING

A preliminary report was prepared and shared with administrators at NASULGC and AASCU.

D. PHASE I - AAC/NIICU

1. AAC/NIICU MAILING PROCEDURES

Prior to Phase I of the Higher Education Utilization Study, neither the Association of American Colleges (AAC) nor the National Institute of Independent Colleges and Universities (NIICU) had plans to survey their members on the question of the use of television for instruction.

After being contacted by the Corporation for Public Broadcasting, both organizations agreed that such a study might benefit their member institutions and offered to assist CPB in the implementation of the study.

On March 30, 1979, the survey forms were mailed to the presidents of all private colleges by the research office of the National Institute of Independent Colleges and Universities. The cover letter was signed by Mark Curtis, President of AAC and John Phillips, President of NIICU. Response was requested no later than April 13, 1979.

A self-addressed return envelope directed the responses to CPB.

2. AAC/NIICU FOLLOW-UP

On May 31, 1979, a follow-up letter and new survey form were sent to all non-respondents by NIICU's research office. Completion and return of the survey form was requested not later than June 10, 1979.

Because of summer and vacation schedules, receipt of responses continued throughout June and July. During August, a trained research assistant made data gathering follow-up phone calls to a sample of one-half of all non-respondents. To minimize the chances of sampling bias in the non-respondent follow-up phone calls, institutions were classified simultaneously by geographic region, and enrollment size. Response rates for each stratum were monitored. By survey close-out, no fewer than 90 per cent of all institutions found in any one stratum had returned a survey questionnaire.

3. AAC/NIICU RESPONSE RATES

At the time of this study, there were 1576 members of AAC and NIICU combined. Dual memberships and the participation of some private two-year colleges (which were already included in the AACJC survey) resulted in some duplication of responses but there was a need to include only one response from each private four-year institution. According to NCES, there were 1386 private four-year institutions in the country at that time. Responses were screened for duplication.

After the first follow-up period, usable responses had been received from 679 institutions (49%). That number rose to 1219 (88%) by the end of the second follow-up and 1335 (96%) by survey close-out.

4. AAC/NIICU DATA PROCESSING

All responses were subjected to the same visual-manual edit checks used for the AACJC portion of this study (Appendix B). Where possible, missing information was obtained from existing sources and inserted in the appropriate place. Where necessary, a phone call was made to the respondent to obtain further information or clarify responses which were unclear.

The visual-manual check also detected any inconsistencies in the use of skip patterns. Where inconsistencies were minor, adjustments were made if possible based on other information supplied. Otherwise, the response was shown as "no answer".

The instruments had been designed with keypunching in mind. All of the data to be keypunched appeared in the right hand column. (The only exceptions were mailing label information for the president of the institution and for the person responding to the survey if he or she were not the president.)

After the visual-manual edit check, the instruments were turned over to a keypunch operator with a simple set of directions (Appendix C). The data were keypunched and key verified as a single batch with the exception of the telephone responses which were added separately.

The first data runs (frequency distribution) provided a final range-check verification of the accuracy of the data keypunching.

5. AAC/NIICU DATA ANALYSES

The SPSS program used for the AACJC analyses was also used for the AAC/NIICU analyses. Frequency distributions were run for each question. Crosstabs and breakdown analyses were run, where appropriate, to examine the relationship which might exist between two variables.

6. AAC/NIICU REPORTING

A preliminary report was prepared and shared with administrators at AAC and NIICU.

E. PHASE I - COMBINING THE STUDIES

1. COMBINING THE FILES

Since the three studies had been conducted using identical instruments and similar procedures it became possible to combine the studies to obtain an overview of the use of television for instruction in all institutions of higher education in the United States. The three data files were easily combined into a single file with three subfiles using the SPSS ADD CASES procedure. A single FREQUENCIES run permitted verification of the merger by comparing the new frequencies with those from the earlier individual frequency runs.

2. ADJUSTING THE UNIVERSE SIZE

In all three studies, standard NCES-HEGIS codes (Higher Education General Information Survey) had been used to identify responding colleges. A FREQUENCIES run of those codes identified duplicate responses. Each duplication was manually verified by checking the response forms and one of each duplicate response pair was eliminated.

At the same time, the "working universe" was defined to exclude those institutions which were considered to be outside the scope of this study, namely: 1) institutions in outlying areas such as Puerto Rico and the Virgin Islands; 2) U.S. service schools; 3) system offices which did not operate academic programs; 4) closed or merged schools as reported during the survey period; 5) schools not identified by one or more of the participating national associations. The total number of institutions eliminated was 137. The number of colleges in the working universe was: 1,154 two-year; 453 public four-year; 1,386 private four-year; and 2,993 total. Responses had been received from 1,067 two-year (92%); 410 public four-year (91%); 1,335 private four-year (96%); and 2,812 total (94%).

3. IMPUTING VALUES

When non-respondent samples were selected for follow-up phone calls, the non-respondents had been classified simultaneously by geographic region, control or affiliation (public or private), highest level of course offering, and size. In all, 144 separate categories or strata were established and response rates for each stratum were monitored. Since a response rate of at least 90% had been obtained in each stratum, it can be assumed that the respondents represent all higher education institutions in the United States and that no single category of institutions is not adequately represented. Consequently, in the final report data are imputed for non-respondents as though they had responded in the same proportions as those who did, in fact, respond.

F. PHASE II - PLANS

1. UNANSWERED QUESTIONS

Phase I of the Higher Education Utilization Study has yielded highly useful baseline data at the institutional level. The fact that it was a "universe" study which required a fast completion time necessarily limited the amount of information which could be judiciously requested.

Phase II will extend the scope of institutional information by probing further questions of support services, consortium membership, attitudes and financial commitment. For the first time the use of radio will be included. Procedures for selecting and assigning faculty members for radio and television courses, faculty attitudes, faculty training and other related areas will be probed. Costs to students, student attitudes and preferences, and student use patterns will be included.

2. DESIGN

In early spring 1980, approximately 100 institutions known to be users of television for instruction will be selected by a stratified random sampling procedure. An institutional questionnaire will be sent to the contact person at each institution (identified in Phase I). In addition to completing the survey instrument, the contact person will be asked to forward faculty and student lists from which faculty and student samples will be drawn. Eight faculty members and 16 students will be sampled at each participating institution. If successful, the pilot will lead to full scale implementation in late spring 1980.

3. TIMELINE

As currently conceived, Phase II will start in December 1979. The pilot will be completed by April 1, 1980 and full implementation will be completed by August 31, 1980.

APPENDICES

- A. Sample Survey Form
- B. Instructions For Visual/Manual Editing
- C. Keypunch Instructions

National Association of State Universities and Land Grant Colleges
and
American Association of State Colleges and Universities

APPENDIX A
Sample Survey Form

SURVEY ON 1978-79 TELEVISION USES

Purpose of Study

This study has been carefully designed to assist the Associations in identifying the current uses of television and factors which contribute to or hinder those uses. This information will be reported in aggregate form (i.e., no individual institution will be identified) and will be used to examine current policies toward television and make recommendations for future policy consideration.

Definition of Terms

Throughout this survey form, terms appear which have specific meanings for the purpose of this study. They include:

- a. **television outlet**-any broadcast or non-broadcast entity, including public TV station, commercial TV station, cable system or closed circuit system.
- b. **on-campus instruction**- courses offered for students who meet on campus.
- c. **off-campus instruction**- courses offered for students who learn in their homes or places of employment or in community facilities such as libraries, museums, senior citizen centers, hospitals, etc.
- d. **this year**- the 1978-79 academic year.

THANK YOU FOR YOUR COOPERATION.

PLEASE COMPLETE THIS SURVEY EVEN IF YOUR INSTITUTION
DOES NOT USE TELEVISION.

Please send completed survey forms to:

Richard D. Howard
Director of Institutional Research
West Virginia University
Morgantown, W. Va. 26506
(304) 293-4906

Name of person completing this form:

NAME: 8-23
 (last, first)

TITLE: 24-39

STREET ADDRESS: 40-56

CITY: 57-71

STATE: 72-73 ZIP CODE: 74-78

Respond to all questions by checking or filling in the appropriate boxes in this column.

1. Please indicate the ways in which your institution uses television. (Check all that apply.)

- a. You do not use television in any way.
- b. On-campus instruction (i.e., courses for students meeting on campus).
- c. Off-campus instruction (i.e., courses for students who learn in their homes, offices, etc.).
- d. Counseling (e.g., role-playing, self-reflection).
- e. Outreach (e.g., providing non-instructional services, community forums, or information about the college to the community).
- f. Promotion/recruitment (i.e., to attract new students to the college).
- g. Staff development.
- h. Other. (Specify) _____

	<input checked="" type="checkbox"/>	2
1. a	<input type="checkbox"/>	8
1. b	<input type="checkbox"/>	9
1. c	<input type="checkbox"/>	10
1. d	<input type="checkbox"/>	11
1. e	<input type="checkbox"/>	12
1. f	<input type="checkbox"/>	13
1. g	<input type="checkbox"/>	14
1. h	<input type="checkbox"/>	15

(If you checked "a", go to question 9.)

2. Please indicate the **percentage** of your total television effort associated with each of the uses listed below. (Sum of the percentages should equal 100%.)

- a. On-campus instruction for credit.
- b. On-campus instruction not for credit.
- c. Off-campus instruction for credit.
- d. Off-campus instruction not for credit.
- e. Counseling.
- f. Outreach.
- g. Promotion/recruitment.
- h. Other. (Specify) _____

2. a	<input type="text"/> <input type="text"/> <input type="text"/>	16-18
2. b	<input type="text"/> <input type="text"/> <input type="text"/>	19-21
2. c	<input type="text"/> <input type="text"/> <input type="text"/>	22-24
2. d	<input type="text"/> <input type="text"/> <input type="text"/>	25-27
2. e	<input type="text"/> <input type="text"/> <input type="text"/>	28-30
2. f	<input type="text"/> <input type="text"/> <input type="text"/>	31-33
2. g	<input type="text"/> <input type="text"/> <input type="text"/>	34-36
2. h	<input type="text"/> <input type="text"/> <input type="text"/>	37-39

NOTE: Questions 3-8 should be completed only if you use television for on-campus or off-campus **instruction**. If you do not use television for instruction, skip to question 9.

3. Which type(s) of television outlet(s) do you work with? (Check **all** that apply and identify as indicated.)

- a. Public TV station. (Name or call letters) _____
- b. Commercial TV station. (Name or call letters) _____
- c. Cable system. (Name) _____
- d. Campus closed circuit system.
- e. Other. (Specify) _____

3. a 40
 3. b 41
 3. c 42
 3. d 43
 3. e 44

4. If you checked more than one type of television outlet in question 3, with which type do you work **most** closely? (Indicate **one** only.)

- a. Public TV station.
- b. Commercial TV station.
- c. Cable system.
- d. Campus closed circuit system.
- e. Other. (Specify) _____

4. a 45
 4. b 46
 4. c 47
 4. d 48
 4. e 49

5. How many years have you had a relationship with that television outlet?

5. 50-51

6. Please describe your relationship with that television outlet. (Check **all** that apply.)

- a. College and outlet co-produce programs.
- b. College produces programs using outlet facilities.
- c. Outlet airs programs acquired by college.
- d. Outlet airs programs produced by college.
- e. Outlet acquires programs on behalf of college.
- f. Outlet airs programs it selects and lets college offer them for credit.
- g. Outlet provides promotion time for instructional programs.
- h. Outlet provides college with preview facilities and time.
- i. Outlet provides college with dubbing services.
- j. Outlet provides college (or student directly) with support materials (e.g., study guides).
- k. Outlet provides other services to college or students. (Specify) _____

6. a 52
 6. b 53
 6. c 54
 6. d 55
 6. e 56
 6. f 57
 6. g 58
 6. h 59
 6. i 60
 6. j 61
 6. k 62

7. Please describe your current (1978-79) experiences with **courses** (credit and non-credit) offered over television. (Answer **all** appropriate questions.)

- a. How many **courses** over television are you offering during 1978-79?
- b. How many **students** do you expect to enroll in these courses?
- c. Does the television outlet provide free air time?

7. a 63-65
 7. b 66-70
 7. c 71-(1)
 yes

71-(2)
 no

- d. How much per hour do you pay to lease air time?
- e. How much per hour do you pay to lease production facilities?

7. d 72-75
 7. e 76-79

8. Is your institution a member of a consortium of colleges offering or producing televised courses?

- a. Yes Name _____ Location _____
- b. No

3
 8. a 8-(1)
 8. b 8-(2)

9. If you are not now using television for instruction, have you ever used it?

- a. Yes
- b. No

9. a 9-(1)
 9. b 9-(2)

10. If you are not now using television for instruction, do you plan to use it?

- a. Yes
- b. No

10. a 10-(1)
 10. b 10-(2)

11. Please indicate which of the factors below have contributed to or hindered the use of television for instruction by your institution. (Check only those factors which have been most important and check only one column for any factor.)

- a. There (are/are not) courses available which meet the academic needs and standards of this institution.
- b. Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use.
- c. Our faculty members (are/are not) sympathetic to the use of television for instruction.
- d. Desirable blocks of-time (are/are not) available for airing instructional programs.
- e. The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tapes is rare).
- f. The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent pre-emption).
- g. Program schedules (are/are not) confirmed and announced far enough in advance of air date.
- h. Print materials designed to accompany televised courses (are/are not) available.
- i. This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures).

Contributed (1) Hindered (2)

11. a 11-(1) 11-(2)
 11. b 12-(1) 12-(2)
 11. c 13-(1) 13-(2)
 11. d 14-(1) 14-(2)
 11. e 15-(1) 15-(2)
 11. f 16-(1) 16-(2)
 11. g 17-(1) 17-(2)
 11. h 18-(1) 18-(2)
 11. i 19-(1) 19-(2)

12. Please designate a contact person at your institution who might provide more detailed information:

NAME: 8-22
 (last, first)

TITLE: 23-33

STREET ADDRESS: 34-50

CITY: 51-63

STATE: 64-65 ZIP CODE: 66-70

TELEPHONE: - - 71-80

Thank you for your cooperation and assistance. If you have additional comments about your institution's use of television which you think might help us in this project, please include them on a separate sheet of paper.

APPENDIX B

HIGHER EDUCATION UTILIZATION SURVEY

INSTRUCTIONS FOR VISUAL/MANUAL EDITING

*Under "Name of Person Completing This Form"--make sure that all of the information is filled in. If it isn't, take the necessary information from the affixed mailing label and fill it in.

*In the two boxes for abbreviation of State, be sure that the State code matches the mailing label, e.g., AL for Alabama or AK for Alaska.

*Underline the ID number on the label in red.

Question 1

If only 1a is checked, skip to Question 9.

If only 1a is checked and Questions 9 - 11 are blank, code questions 9 - 11 as 9's (no answer).

If 1a is checked and some other categories in Q.1 are also checked, examine the rest of the questionnaire. If percentages are given in Q.2 and/or if 1b or 1c are also checked and there are answers to Q.3 - 8, edit out 1a. (In this case CPB is assuming that checking 1a was a mistake.) If there are any unanswered questions, code them as 9's.

If TV is used as a supplement to courses, 1b is coded as a "3". There are two ways to tell if TV is used as a supplement:

- The respondent writes an explanatory note somewhere on the questionnaire. Frequently, it will appear in the "other" category of Q.1.
- Q.1b is checked, but the response to 7a is "0". (If they say TV is used for on-campus instruction but no courses are offered, most likely TV is used as a supplement to courses.)

Code the following activities as "Other":

- microteaching
- preaching
- student teaching
- TV production courses

2.

Questions 3 - 8 should be completed only if TV is used for instruction, i.e. 1b and/or 1c is checked. Therefore if 1d through 1h only are checked, Questions 3 - 8 should be skipped. The note at the bottom of the page gives this instruction to the respondent. (If they answered 3 - 8 anyway, cross out those answers so that they will be coded as blanks).

If 1b and/or 1c is checked, the respondent should have answered Questions 2 - 8. This applies even if 1b is coded as "3" (TV as a supplement). If there are no answers to Questions 2 - 8, code Questions 2 - 8 as 9's.

*Question 2

Since the categories in Q.2 do not parallel those in Q.1 exactly, some respondents are putting percentages for categories they haven't checked and vice versa. If the percentages in Q.2a - h have been carefully figured out, do the following:

- If there are more boxes checked in Q.1 than percentages in Q.2, take Q.2 "as is." The percentage allotted for those responses indicated in Q.1 and not provided for in Q.2 is probably negligible.
- If there are more percentages in Q.2 than boxes checked in Q.1, go back to Q.1 and check the appropriate boxes.
- If a category is checked in Q.1 (e.g., 1e - outreach) and the percentage given in Q.2 is one category off (2e - counseling), make the necessary correction.

If only one category is checked in Q.1 and percentages are blank in Q.2, assign 100% to the appropriate category. When 1b is checked and no percentages are given, assign 100% to on-campus for credit (2a).

Make sure that all percentages add up to 100%. If they do not, make reasonable adjustments, e.g., 30% + 20% = 50% becomes 60% + 40% = 100%. Likewise, 10% + 40% = 50% becomes 20% + 80% = 100%. If the total percentage shown cannot easily be converted to 100%, use the following procedures.

- Multiply each individual percent by 100.
- Divide by the respondent's total percent
- Round the number

For example:

a - 15
 b - 25
 c - 50
 d - 20
 e - 10

 120%

a. $15 \times 100 = \frac{1500}{120} = 12.5 = 12$

b. $25 \times 100 = \frac{2500}{120} = 20.8 = 21$

c. $50 \times 100 = \frac{5000}{120} = 41.7 = 42$

d. $20 \times 100 = \frac{2000}{120} = 16.7 = 17$

e. $10 \times 100 = \frac{1000}{120} = 8.3 = \frac{8}{100}$

Another example:

a - 10
 b - 0
 d - 15
 f - 0
 g - 35

 60

a. $10 \times 100 = \frac{1000}{60} = 16.7 = 17$

b. - 0

c. $15 \times 100 = \frac{1500}{60} = 25 = 25$

d. - 0

e. $35 \times 100 = \frac{3500}{60} = 58.3 = \frac{58}{100}$

For rounding:

- If the decimal is .4 or smaller, drop the decimal and keep the number, e.g., 14.4 = 14; 76.2 = 76.
- If the decimal is .6 or larger, round up, e.g., 14.7 = 15; 53.8 = 54.
- If the decimal is .5, keeping the number or rounding up depends on the number -
 - if the number is even, drop the decimal, e.g., 16.5 = 16; 54.5 = 54.
 - if the number is odd, round up the number, e.g., 17.5 = 18; 93.5 = 94.
- Please check that the sum of the rounded numbers equals 100 percent.

Make sure all percentages are right justified, e.g., 005(%), 050%, 090(%) etc.

*Questions 3 and 4

If the response to Question 3 is one box checked, Question 4 is a valid skip. If the respondent checked one box in 3 and another in 4, edit out 4.

If the response to Question 3 is more than one box checked, Question 4 should be answered using only one box checked. If more than one box checked, code Q.4 as 9's. This also applies if respondent indicates that use of two outlets is "equal."

*Question 5

Make sure the number of years is right justified. If no answer, code as 99.

*Question 6

If no answer code as 9's. If categories are modified include them under 6k - other.

*Question 7

If 7a-e (credit and non-credit courses offered over television) is blank: First, check Question 1. If only 1a or d through h are checked (no credit and non-credit courses offered over television), Question 7a-e is a valid skip. It is also a valid skip if 1b is coded as a "3" (TV used as a supplement to courses).

If 7a-e is blank and 1b or 1c are checked (on and off-campus instruction), go to Question 9. If 9a is checked, then 7a-e is a valid skip because although this institution has used TV for instruction in the past, it is not now doing so. If 9b is checked, code 7a - e as 9's (no answer).

If both 7a-e and Question 9 are left blank, code all as 9's (no answer).

If 7a equals zero, then 7b-e should also equal zero. We are asking for their current 1978-79 experiences with courses offered over television.

If 7c is answered "yes", 7d must equal zero.

If 7c is answered both "yes" and "no", code as a 3. In some States (e.g., CA) both commercial and public television are utilized, and one will offer free air time while the other will not. In this case there should be values for both 7d and 7e.

If 7e is answered "no", look for a value in 7d. If no value, code as 9's.

*Questions 9 and 10

If 7a through 7e have been answered (credit and non-credit courses offered over television), questions 9 and 10 are valid skips (non-use of TV for instruction). If TV is used as a supplement, it is also a valid skip.

If 1b and 1c are checked (on and off-campus instruction), and 7a - 7e is blank (current experiences with courses offered over TV), and Questions 9 and 10 are blank (non-use of TV for instruction) code all as 9's.

Answers like "possibly" or "we're thinking about it" should be coded as "yes" in Question 10.

***Question 11**

If both contributor and hindrance are checked in an answer, code as "3". If the respondent has circled the text and checked a box but the two don't agree, go with the circled response.

***Questions 12**

If no information is provided, place a "99" in the first 2 spaces of NAME.

In all items check to see that the answer circled left and the box checked right correspond. (Some people circle and check, others just check and still others just circle. If you get a circler, remember to check the corresponding boxes for him).

If you have any questions please feel free to call Joanie Katz or Peter Dirr at (202) 293-6160 ext. 344 or 323.

- Col 63 - 79 Q7a Enter up to three digits as shown on form, right justify.
- b. Enter up to four digits as shown on form, right justify.
- c. Enter a "1" if "yes" (top box) was checked, a "2" if "no" (bottom box) was checked, or a "0" or "9" as shown on the form.
- d-e Enter up to four digits as shown on form, right justify.

Card 3

Col 1 Enter card number

Col 2 - 7 Re-enter 6 digit FICE code

Col 8 Q8a Enter a "1" if "yes" (top box) was checked, a "2" if "no" (bottom box) was checked, or a "9" as shown on form.

Col 9 - 10 Q9, 10 Enter a "1" if "yes" (top box) was checked, a "2" if "no" (bottom box) was checked, or a "9" as shown on form.

Col 11 - 19 Q11a
11i Enter a "1" if "contributed" (left box) was checked, enter a "2" if "hindered" (right box) was checked, or a "9" as shown on form. If 2 boxes were checked for 1 answer, enter a "3".

Card 4

Col 1 Enter card number

Col 2 - 7 Re-enter 6 digit FICE code

Col 8 - 80 Q12 If filled in, enter directly in columns 8-80.
If not filled in, enter "99" in columns 8 and 9 and telephone number from last line if supplied in col 71-80.

Card 5

Col 1 Enter card number

Col 2 - 7 Re enter 6 digit FICE code

Col 8 - 13 Enter 6 digit FICE code (in red, at bottom
of last page) beginning in col 8.