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## ABSTRACT

Findings of a study that examined the extent to which television was used for instruction and other purposes in 1978-79 by all state and land-grant colleges and universities in the United States are examined. Questionnaires sought information about the college's uses of television, the uses for instruction, the types of television outlets, the college's relationships with those television outlets, factors that 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. Based on responses from 410 institutions, the following information was obtained: 92 percent of all state and land-grant colleges and universities make some use of television; 85 percent use television for on-campus and/or off-campus instruction; 64 percent of the total television effort at those colleges is devoted to instruction, while the rest is devoted to other uses such as staff development, outreach, and counseling; while the majority of schools use television for instruction with more than one television outlet, more work with their campus closed circuit systems than any other type of outlet (public television, cable systems, commercial stations, and other outlets such as videotape/videocassette); and on-campus instructional use of television consumes three times as much of the total television effort as does off-campus instructional use. A sample questionnaire is included. (SW)

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Instructional Uses of Television  
By State and Land-Grant Colleges and Universities,  
1978-79

ED195196

by

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Instructional Uses of Television  
By State and Land-Grant Colleges and Universities,  
1978-79

Study Background

This report describes the findings of a study undertaken cooperatively by the Corporation for Public Broadcasting (CPB), the National Center for Education Statistics (NCES), the National Association of State Universities and Land-Grant Colleges (NASULGC), and the American Association of State Colleges and Universities (AASCU). The purpose was to determine for the first time the extent to which television is used for instruction and other purposes by all state and land-grant colleges and universities in the United States. A similar study was conducted concurrently for all two-year colleges and all private colleges and universities.

A three-page questionnaire was sent to a contact person at every state and land-grant college and university. That contact person had been identified by an earlier study conducted by NASULGC and AASCU. Where no contact person had been identified, the questionnaire was sent to the president of the college or university. The questionnaires were sent in March, 1979. They asked for information about the college's uses of television, the uses for instruction, the types of television outlets (defined as "any broadcast or non-broadcast entity including public television station, commercial TV station, cable system or closed circuit system") with which the college worked during 1978-79,

the college's relationships with those television outlets, factors which contributed to or hindered the colleges use of television for instruction, and what the future role of television for instruction might be at the college. The respondents were provided with a self-addressed, stamped envelope which directed their responses to the Office of Institutional Research at West Virginia University. Throughout this study, the assistance of Richard D. Howard, Director of Institutional Research, proved to be a valuable asset.

A total of 458 survey instruments was mailed. Responses were received from 410 institutions for an overall response rate of 90 per cent.

The Appendix of this report contains a copy of the questionnaire used with an indication of how the colleges responded to each of the questions. More detailed information on the methodology and procedures used can be found in Higher Education Utilization Study: Technical Report, available from the Office of Educational Activities, Corporation for Public Broadcasting.

### Summary of the Findings

- 92 per cent of all state and land-grant colleges and universities make some use of television; 85 per cent use television for on-campus and/or off-campus instruction.
- 64 per cent of the total television effort at those colleges and universities is devoted to instruction; the other 36 per cent is devoted to other uses such as staff development, outreach, counseling, promotion and recruitment.
- On-campus instructional use of television consumes three times as much of the total television effort as does off-campus instructional use.
- At least 181 state and land-grant colleges and universities reported offering approximately 2,300 courses over television in 1978-79, generating approximately 215,000 enrollments.
- Two out of three (67 per cent) state and land-grant colleges and universities which use television for instruction work with more than one television outlet: more work with their campus closed circuit systems than any other type of outlet (71 per cent compared to 56 per cent with public TV stations, 39 per cent with cable systems, 29 per cent with commercial TV stations and 30 per cent with "other" outlets such as videotape/videocassette).

- In most instances, colleges play an active role in producing and/or selecting courses which are offered over television; college-produced courses are more likely to get aired on cable and closed circuit systems than public or commercial TV stations except if they are co-produced with those stations.
- In most respects except production-related activities, public TV stations play a more active role with the colleges than other types of TV outlets.
- 29 per cent of all state and land-grant colleges and universities which use television for instruction are members of consortia of colleges offering or producing televised courses; this is especially true for colleges which work with broadcast stations.
- The two most serious barriers to the use of television for instruction appear to be the lack of faculty commitment to the medium and the inability of the institution to provide support services; all of the other factors listed were more often viewed positively (as contributors) than negatively (as hindrances).
- 86 per cent of the state and land-grant colleges and universities which are not now using television for instruction plan to do so in the future.

### Uses of Television

This study found that 92 per cent of all state and land-grant colleges and universities (377 out of 410) make some use of television. The uses include instruction, student recruitment, promotion, counseling, staff development, and other related activities. Table 1 shows that 350 (85 per cent) use television for on-campus and/or off-campus instruction. Twenty-seven (27) per cent use television only for non-instructional purposes such as promotion and recruitment (i.e., attracting new students to the college) and outreach (e.g., providing non-instructional services, community forums or information about the college to the community).

The 85 per cent of the state and land-grant colleges and universities which use television for instruction includes those which use it only for instruction and those which use it for instruction and other purposes. (Since many colleges use television for more than one purpose, the total of all uses exceeds 100 per cent of all responding colleges as can be seen in the distribution of responses to Question 1 shown in the Appendix.) Eighty (80) per cent of the state and land-grant colleges and universities use television for on-campus instruction (i.e., courses for students meeting on campus). Forty-three (43) per cent use television for off-campus instruction (i.e., courses for students who learn in their homes, offices, etc.).



Table 1

Uses of Television by State and  
Land-Grant Colleges and Universities, 1978-79  
(Asked of all Respondents--N=410)

<u>Types of Use</u>	<u>N. of Colleges</u>	<u>Per cent</u>
Instructional uses	350	85
Non-instructional uses only (e.g. promotion, recruitment)	27	7
No use	33	8

Non-instructional uses of television included: Counseling (e.g., role playing, self-reflection) -- 55 per cent of all respondents; outreach (e.g., providing non-instructional services, community forums, or information about the college to the community) -- 53 per cent; promotion/recruitment (i.e., to attract new students to the college) -- 46 per cent; staff development -- 35 per cent; and "other" uses (e.g., broadcast courses, library use, etc.) -- 26 per cent.

Knowing how many institutions use television for what purposes is helpful, but it is only part of the picture. Those respondents who use television were asked to indicate what percentage of their total television effort was devoted to the various uses. The data shown in Table 2 indicate that 48 per cent of the average total television effort was devoted to on-campus instruction (40 per cent for credit and 8 per cent not for credit). Sixteen (16 per cent) of the average total television effort was devoted to off-campus instruction (11 per cent for credit and 5 per cent not for credit). An additional 17 per cent of the total effort went toward outreach and counseling, 6 per cent went toward promotion and recruitment, and 13 per cent to "other" uses including staff development.

Another way of looking at these data is that 51 per cent of the total effort is devoted to credit instructional uses (on-campus and off-campus) and 13 per cent of the total effort is devoted to

non-credit instructional uses on-campus and off-campus). In all, 64 per cent of the total television effort is geared toward instruction.

Table 2

Proportions of Total Television  
Effort Devoted to Various Uses  
(Asked of all television Users--N=377)

<u>Type of Use</u>	<u>Average Per cent of total effort</u>
On-campus instruction for <u>credit</u>	40
On-campus instruction <u>not for credit</u>	8
Off-campus instruction for <u>credit</u>	11
Off-campus instruction <u>not for credit</u>	5
Counseling	8
Outreach	9
Promotion/Recruitment	6
Other (incl. staff development)	13

### Extent of Televised Instruction

Although 85 per cent of all state and land grant colleges and universities reported that television was used for instruction, only 181 or 44 per cent reported that courses were offered over television during 1978-79. (See Table 3.) Those 181 colleges and universities offered from 1 to 423 courses and enrolled from 5 to 74,000 students. On the average, those 181 institutions offered 13 courses each and had an average of 1,260 students in those 13 courses. (That averages almost 97 enrollments per course.) They had an aggregate total of approximately 2,300 courses during 1978-79 and generated approximately 215,000 enrollments in those courses.

The figures cited immediately above tend to be skewed by a relatively few institutions. For instance, although the average (mean) number of courses offered is 13, the median is 4 and the mode is 1. That means that half of the institutions which offered courses over television offered 4 or fewer courses. The most common experience was for a college to offer 1 course per year. In terms of enrollments, even though the average (mean) aggregate enrollment per college was 1,260 students, the median was 180 and the mode was 200. The main cause of the skewing appears to be a relatively few (approximately 5) colleges and universities which used closed

Table 3

Extent of Televised Instruction  
By State And Land-Grant Colleges  
And Universities, 1978-79

	<u>Number of Colleges</u>	<u>Per cent</u>
All respondents	410	100
Colleges making some use of television for instruction	350	85
Colleges reporting <u>courses</u> offered over television	181	44
Aggregate number of televised courses reported	2,300	
Aggregate number of enrollments reported in televised courses	215,000	

circuit systems extensively, in one case enrolling 74,000 students in 423 courses.

It can only be assumed at this point that the 169 colleges and universities which reported using television for instruction but did not report offering total courses by television used the medium as a supplement to other types of instruction. Further study of this question is warranted.

### Types of Television Outlets

A special effort was made in this study to include both broadcast and non-broadcast uses of television. For this reason, the term "television outlet" was used instead of "television station" and was defined as "any broadcast or non-broadcast entity, including public TV station, commercial TV station, cable system or closed circuit system." Those institutions which used television for instruction were asked to indicate all the TV outlets with which they worked. If they worked with more than one, they were asked to indicate the outlet with which they worked most closely. Seven out of ten (69 per cent) reported that they worked with more than one TV outlet.

Table 4 shows that state and land grant colleges and universities which used television for instruction were most likely to make some use of their campus closed circuit system (71 per cent) and their public TV station (56 per cent). They are less likely to work with a cable system (39 per cent) or a commercial TV station (29 per cent). Thirty (30) per cent make use of "other" distribution systems including self-contained video tape and video cassette systems, satellite TV distribution, teleconferencing systems, and library or resource center systems.

When forced to indicate the primary or sole outlet with which they worked, more colleges chose campus closed circuit system (42 per cent) than public TV station (25 per cent), cable system



Table 4

Uses of Various Types of TV Outlets For  
Instruction By State And Land-Grant  
Colleges And Universities, 1978-79  
(Asked of all Respondents Using Television  
For Instruction--N=350)

<u>Type of Outlet</u>	<u>Per cent Making Any Use of Outlet*</u>	<u>Per cent Making Sole or Primary Use of Outlet</u>
Public TV station	56	25
Commercial TV station	29	6
Cable system	39	12
Campus closed circuit system	71	42
Other**	30	16

\* Multiple responses were permitted, so column total exceeds 100 per cent.

\*\* Videotape/videocassette was most often cited as the "other" type of outlet; also mentioned were library and resource center systems, satellite distribution systems, statewide closed circuit systems, teleconferencing systems, etc.

(12 per cent) or commercial TV station (6 per cent).

The sole or primary TV outlet with which a college works seems to affect the magnitude of televised instruction effort. Table 5 shows that colleges and universities which worked solely or primarily with their campus closed circuit system tended to offer more courses than those which worked solely or primarily with other types of TV outlets. Those colleges and universities also showed the highest reported enrollments in courses by television. The group of colleges and universities which worked solely or primarily with campus closed circuit systems tended to be skewed by a few high using colleges more so than the groups of colleges and universities which worked solely or primarily with other types of TV outlets.

#### Who Does What?

State and land-grant colleges and universities which used television for instruction in 1978-79 have been working with their sole or primary television outlet from 1 to 30 years with a mean of 9 years, a median of 7 years, and a mode of 5 years.

The types of services provided by the college and the TV outlet vary widely. Table 6 shows that the one statement which seems to be most characteristic of the relationship between the college and the television outlet is that the "outlet airs programs produced by the college" (61 per cent).

Table 5

Effect of Type of TV Outlet On  
 Number of Courses and Number  
 Of Enrollments, 1978-79  
 (Asked Of All Respondents Offering Courses  
 Over Television--N=181)

	Sole Or Primary TV Outlet Public Commercial Cable					
	Total	Public	Commercial	Cable	Campus	Other
	(181)	TV Station	TV Station	System	Closed Circuit	
		(64)	(12)	(19)	System	(25)
Average number of courses offered over television during 1978-79	13	7	5	4	22	14
Average number of students enrolled in those courses	1260	510	655	471	2894	458

Table 6

Effects of Type of TV Outlet  
On Relationships Between State and  
Land-Grant Colleges Using Television for Instruction  
and TV Outlets with which They Work, 1978-79  
(Asked of All Respondents Using Television For  
Instruction--N=350)\*

<u>Characteristic</u>	<u>Sole or Primary TV Outlet</u>					
	<u>Total</u> (350)	<u>Public</u> <u>TV Station</u> (88)	<u>Commercial</u> <u>TV Station</u> (19)	<u>Cable</u> <u>System</u> (40)	<u>Campus</u> <u>Closed Circuit</u> <u>System</u> (146)	<u>Other</u> (57)
	(per cent)	(per cent)	(per cent)	(per cent)	(per cent)	(per cent)
Outlet airs programs <u>produced</u> by college	61	43	67	73	71	55
Outlet airs programs <u>acquired</u> by college	44	42	39	38	53	31
College Produces programs using outlet facilities	43	36	39	32	56	33
College and outlet co-produce programs	37	49	39	16	38	33
Outlet provides college with dubbing services	36	42	33	8	44	31
Outlet provides college with preview facilities and time	35	46	28	5	42	25
Outlet airs programs it selects and lets college offer them for credit	26	59	11	5	13	26
Outlet acquires programs on behalf of college	26	33	6	11	33	14
Outlet provides promotion time for instructional programs	23	30	39	24	17	7
Outlet provides college (or students directly) with support materials (e.g., study guides)	22	26	11	6	24	29
Outlet provides other services to college or students	29	25	61	24	26	36

\*Multiple responses were permitted, so column totals exceed 100 per cent.

In 44 per cent of the cases, the "outlet airs programs acquired by the college." For almost as many cases (43 per cent) "the college produces programs using outlet facilities." In each of these respects, the college seems to play an initiating and active role in the process. For many colleges, however, the role is more passive: "Outlet provides the college with dubbing services" (36 per cent); "outlet provides college with preview facilities and time" (35 per cent); "outlet airs programs it selects and lets college offer them for credit" (26 per cent); "outlet provides promotion time for instructional programs" (23 per cent).

Table 6 also indicates that the role and relationship of the college and TV outlet might differ depending on the nature of the TV outlet. For instance, the college is more likely to be involved with productions if it works solely or primarily with the campus closed circuit system and/or the cable system. It is more likely to receive promotion time for instructional programs if it works solely or primarily with a public TV station or a commercial TV station. The college is more likely to get support services (e.g., preview facilities and time, dubbing services, support material) if it works solely or primarily with the public TV station or the campus closed circuit system.

What emerges from looking at Table 6 is a sense that there is no one pattern of how state and land grant colleges and

universities work with television outlets. It is clear, however, that for many colleges and universities the relationship involves more than just the broadcast of courses.

In the case of the financial relationship between state and land-grant colleges and universities and the television outlets with which they work, data are somewhat scarce. (See Table 7.) Approximately 84 per cent of the colleges and universities received free air time from the television outlet. Only 13 respondents provided usable data on the cost-per-hour to lease air time. The range was from \$10 to \$375 per hour. The mean was \$117, the median and mode were both \$100. Only 7 respondents indicated that they paid to lease production facilities from the TV outlet. The range was from \$50 to \$150. The mean \$113, the median \$103, and the mode \$100.

#### TV Consortia

29% of all state and land-grant colleges and universities which used television for instruction in 1978-79 reported that they are members of a consortium of colleges offering or producing televised courses. (See Table 8.) This is especially true in the case of those colleges and universities which worked with some "other" type of TV outlet (e.g., videotape system, satellite distribution, independent learning resource centers). The next

Table 7

Financial Relationships Between  
State and Land-Grant Colleges And  
Universities Offering Courses Over  
Television And The TV Outlets With  
Which They Worked, 1978-79  
(Asked Of All Respondents Offering  
Courses Over Television--N=181)

Number of colleges offering courses over television in 1978-79	181
Number (per cent) for whom television outlet provides free air time	151 (84)
Number reporting costs of leasing air time	13
Average reported hourly costs to lease air time	\$117
Number reporting costs of leasing production facilities	7
Average reported hourly costs to lease production facilities	\$113

Table 8

State And Land-Grant College And  
University Participation In  
Television Consortia, 1978-79  
(Asked If All Respondents Using Tele-  
vision For Instruction--N=350)

	Sole or Primary TV Outlet					
	Total	Public	Commercial	Cable	Campus Closed Circuit	Other
	(350)	TV Station (88)	TV Station (19)	System (40)	System (146)	(59)
	(per cent)	(per cent)	(per cent)	(per cent)	(per cent)	(per cent)
College is member of consortium offering or producing tele- courses	29	35	35	24	20	40



highest incidence of participation in TV consortia is found among colleges and universities which worked solely or primarily with broadcast television stations (including public and commercial). The least involvement in television consortia is found among colleges and universities which worked solely or primarily with cable systems and their own campus closed circuit systems.

#### Factors Which Contribute to the Use of Television for Instruction

Based on information received from persons involved in the use of television at the higher education level, a list of nine items which were thought to affect the use of television for instruction was constructed. All respondents, regardless of whether or not they used television in 1978-79, were asked to indicate which of the nine factors had contributed to or hindered the use of television for instruction at their institutions. They were free to check as many or few factors as appropriate, either as contributors or hindrances.

This questionnaire item proved to be a very powerful one. Columns A and B in Table 9 show which of the nine factors were reported to be most important either as contributing to or constraining the use of television. Furthermore, by adding column A and column B for each factor, the overall importance

Table 9

Factors Which Contribute To Or Hinder The  
Use Of Television For Instruction, 1978-79  
(Asked Of All Respondents--N=410)

<u>Factor</u>	<u>A</u> As a <u>Contributor</u> (per cent)	<u>B</u> As a <u>Hindrance</u> (per cent)	<u>C</u> Overall <u>Importance</u> (per cent)
Our faculty members (are/are not) sympathetic to the use of television for instruction	32	40	72
This institution (is/ is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures, money).	30	41	71
There (are/are not) courses available which meet the aca- demic needs and standards of this institution.	31	20	51
Desirable blocks of time (are/are not) available for airing instructional programs.	28	18	42
Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use.	33	9	42

<u>Factor</u>	<u>A</u> As a <u>Contributor</u> (per cent)	<u>B</u> As a <u>Hindrance</u> (per cent)	<u>C</u> Overall <u>Importance</u> (per cent)
Program schedules (are/are not) confirmed and announced far enough in advance of air date.	24	12	36
Print materials designed to accompany tele- vised courses (are/are not) available.	21	11	32
The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired incorrect order, infrequent pre- emption).	24	4	28
The TV outlet(s) (are/are not) consistent in handling tapes properly (e.g., mishandling, damage, and loss of tape is rare).	23	3	26

(column C) of the factor can be assessed. Table 9 shows that most of the nine factors were cited most often as being positive (contributors) rather than negative (hindrances). The two exceptions were the predisposition of faculty members toward the use of television for instruction and the inability of the institution to provide necessary support services for the use of television for instruction. Those two factors were cited more often as negative factors.

The nine factors seemed to fall along a spectrum: at one end are two which are important to many respondents; at the other end are two which are important to relatively few respondents; and in the middle are five which are important to 32 per cent to 51 per cent of the respondents.

The two factors which seem to have the most overall importance (faculty members' support and institutional ability to support the use of television) had large numbers of respondents citing them as hindrances and an almost equally large number citing them as contributors. This would seem to indicate that they are critical factors in the successful use of telecourses.

At the other end of the spectrum, relatively few respondents cited handling or airing of the tapes as important factors. Of those who did, most cited them as positive factors. This seems to indicate that the handling and airing of tapes is certainly

not a problem for most state and land grant colleges and universities.

In the middle of the spectrum were five factors which are important to one-third to one-half of the respondents in varying degrees of intensity. About one-third cited the availability of appropriate courses (i.e., which meet the academic needs and standards of the institution) as a contributor but approximately one-fifth cited the lack of appropriate courses as a hindrance.

Twenty-eight (28) per cent of the respondents saw available time blocks as a positive factor while 18 per cent saw this as a negative factor. The advanced scheduling and announcing of program schedules was viewed as a positive factor by 24 per cent of the respondents and a negative factor by 12 per cent. The availability of print materials was important to one out of three respondents, twice as often as a positive factor than a negative factor.

The data were further analyzed to see whether respondents who were using television for instruction viewed the nine factors differently than those who were not using television at all or were using it only for non-instructional purposes. The rank order derived from both the instructional TV users and the non-users/non-instructional users was almost the same in terms of overall importance. (See Table 10.) Respondents from both groups agreed that lack of institutional support was a major barrier and that

the quality of tape handling and tape airing were positive factors.

In other respects, however, the two groups differed. Instructional TV users tended to be more positive in their assessment of the factors: More instructional TV users checked seven of the nine factors as positive rather than negative, whereas the non-users/non-instructional users saw only two of the factors in a more positive than negative way. In all cases except one, instructional users' responses were proportionately stronger than the responses of non-users/non-instructional users.

Table 10

Comparison Of Reactions To Use Factors  
By Instructional Users And Non-Users/  
Non Instructional Users, 1978-79  
(Asked Of All Respondents--N=410)

<u>Factor</u>	Instructional Users (350) (per cent)	Non-Users/ Non-Instructional Users (60) (per cent)
Our faculty members (are/ are not) sympathetic to the use of television for instruction.		
Overall Importance	74	58
As a Contributor	33	29
As a Hindrance	41	29
This institution (is/is not) readily able to provide necessary support services (e.g., faculty contact, flexible registration procedures, money).		
Overall Importance	70	77
As a Contributor	31	24
As a Hindrance	39	53
There (are/are not) courses available which meet the academic needs and standards of this institution.		
Overall Importance	53	36
As a Contributor	33	16
As a Hindrance	20	20
Desirable blocks of time (are/are not) available for airing instructional programs.		
Overall Importance	44	31
As a Contributor	26	13
As a Hindrance	18	18

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<u>Factor</u>	<u>Instructional Users (350) (per cent)</u>	<u>Non-Users/ Non-Instructional Users (60) (per cent)</u>
Owners of the TV outlet(s) (are/are not) sympathetic to this institution's goals for television use.		
Overall Importance	43	32
As a Contributor	35	16
As a Hindrance	8	16
Program schedules (are/are not) confirmed and announced far enough in advance of air date.		
Overall Importance	39	18
As a Contributor	26	7
As a Hindrance	13	11
Print materials designed to accompany televised courses (are/are not) available.		
Overall Importance	34	18
As a Contributor	23	9
As a Hindrance	11	9
The TV outlet(s) (are/are not) consistent in the airing of tapes (e.g., programs aired in correct order, infrequent pre- emption).		
Overall Importance	29	16
As a Contributor	26	9
As a Hindrance	3	7



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 (Asked Of All Respondents--N= 410)

<u>Factor</u>	Instructional Users (350) <hr/> (per cent)	Non-Users/ Non-Instructional Users (60) <hr/> (per cent)
The TV outlet(s) (are/ are not) consistent in handling tapes properly (e.g., mis- handling, damage, and loss of tape is rare).		
Overall Importance	29	9
As a Contributor	26	7
As a Hindrance	3	2

### Future Uses of Television for Instruction

The sixty state and land-grant colleges and universities which were not using television for instruction in 1978-79 were asked whether they had ever used it in the past and whether they planned to use it in the future. Sixty-five (65) per cent indicated that they had used television for instruction in the past. Eighty-six (86) per cent reported that they planned to use it in the future. Furthermore, of all those which were not using television for instruction in 1978-79 but had used in in the past, 73 per cent planned to use it again in the future. Of all those which had not used television for instruction in the past, 55 per cent planned to use it in the future.

This seems to indicate that some state and land-grant colleges and universities have only temporarily suspended the use of television for instruction. It also indicates that others are planning to use television for instruction for the first time.

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

Appendix:  
Survey Questionnaire

## 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



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) \_\_\_\_\_

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) \_\_\_\_\_

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

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) \_\_\_\_\_

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?

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

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

- a. Yes Name \_\_\_\_\_ Location \_\_\_\_\_  
 b. No

(N=350)

3 a	<input checked="" type="checkbox"/>	40	56%
3 b	<input checked="" type="checkbox"/>	41	29
3 c	<input checked="" type="checkbox"/>	42	39
3 d	<input checked="" type="checkbox"/>	43	71
3 e	<input checked="" type="checkbox"/>	44	30

(N=240)

4 a	<input checked="" type="checkbox"/>	45	25%
4 b	<input checked="" type="checkbox"/>	46	6
4 c	<input checked="" type="checkbox"/>	47	12
4 d	<input checked="" type="checkbox"/>	48	42
4 e	<input checked="" type="checkbox"/>	49	16

(N=350)

5	<input checked="" type="checkbox"/>	50-51	Avg.=9 yrs.
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(N=350)

6 a	<input checked="" type="checkbox"/>	52	37%
6 b	<input checked="" type="checkbox"/>	53	43
6 c	<input checked="" type="checkbox"/>	54	44
6 d	<input checked="" type="checkbox"/>	55	61
6 e	<input checked="" type="checkbox"/>	56	26
6 f	<input checked="" type="checkbox"/>	57	26
6 g	<input checked="" type="checkbox"/>	58	23
6 h	<input checked="" type="checkbox"/>	59	35
6 i	<input checked="" type="checkbox"/>	60	36
6 j	<input checked="" type="checkbox"/>	61	22
6 k	<input checked="" type="checkbox"/>	62	29

(N=181)

7 a	<input checked="" type="checkbox"/>	63-65	Avg.=13 courses
7 b	<input checked="" type="checkbox"/>	66-70	Avg.=1260 E*
7 c	<input checked="" type="checkbox"/>	71-(1)	80%

yes

☐  
no

71-(2)

(N=13)

7 d	<input checked="" type="checkbox"/>	72-75	Avg.=\$117
7 e	<input checked="" type="checkbox"/>	76-79	(N=7) Avg.=113

(N=350)

8 a	<input checked="" type="checkbox"/>	8-(1)	29%
8 b	<input checked="" type="checkbox"/>	8-(2)	

\*E=Enrollments

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

(N=60)

- a Yes  
b No

9 a ☐ 9-(1) 65%  
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) 86%  
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.)

(N=410)  
Contributed (1) Hindered (2) Overall Importance

- 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)

11. a 31 ☐ 11-(1) ☐ 11-(2) 20% 51%  
11. b 33 ☐ 12-(1) ☐ 12-(2) 9 42  
11. c 32 ☐ 13-(1) ☐ 13-(2) 40 72  
11. d 24 ☐ 14-(1) ☐ 14-(2) 18 42  
11. e 23 ☐ 15-(1) ☐ 15-(2) 3 26  
11. f 24 ☐ 16-(1) ☐ 16-(2) 4 28  
11. g 24 ☐ 17-(1) ☐ 17-(2) 12 36  
11. h 21 ☐ 18-(1) ☐ 18-(2) 11 32  
11. i 30 ☐ 19-(1) ☐ 19-(2) 41 71

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

4

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.