

Z
675
.J8
D66x

AN ANALYSIS OF THE NONPRINT TASKS PERFORMED BY
MEDIA PROFESSIONALS IN JUNIOR COLLEGE
LIBRARY MEDIA CENTERS

by
DONALD E. DORIN

A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in the Area
of Educational Administration/Higher Education
in the Graduate School of
The University of Alabama

UNIVERSITY, ALABAMA

1981

ACKNOWLEDGMENTS

I wish to express my sincere appreciation to those who have assisted in this study. Dr. John Seymour, the chairman of the committee, has given invaluable guidance, counsel, and encouragement during the writing of this dissertation. Without his patience and assistance, this study would not have been completed.

Appreciation is expressed to other members of the committee who gave their assistance and expertise to this study: Dr. Knox Hagood, Dr. David Masoner, Dr. Ruth Waldrop, and Dr. A. W. Vandermeer.

Special thanks go also to Dr. Phillip Turner for his assistance in the preparation of the statistical portion of this study, and to Dr. Nina Martin for her help in validating the task analysis survey instrument.

I acknowledge the help of Dr. James Ramer and Dr. James Benson who gave advice and assistance on portions of this study. Thanks to all the media professionals in junior college library media centers for taking time to participate in the study by completing the task analysis questionnaire.

Finally, thanks go to Helen, Scott, Laura, and Russell who tolerated my letting go of other things while I worked on this dissertation.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	viii
 CHAPTER	
I. INTRODUCTION	1
Statement of the Problem.	5
Purpose of the Study.	8
Significance of the Study	9
Limitations of the Study.	21
Definition of Terms	22
Organization of the Study	25
II. REVIEW OF LITERATURE	26
Introduction.	26
Literature Related to School Media Professionals.	27
Literature Related to the Media Professional in Higher Education	44
Catalog Review.	49
Job Descriptions Review	52
Summary	54
III. METHODOLOGY.	57
Introduction.	57
The Research Questions.	58
The Survey Instrument	59
Pilot Study	65
Selection of Sample	65
Responses	67
Analysis Plan	67
Summary	69

CHAPTER	Page
IV. ANALYSIS OF DATA AND PRESENTATION OF FINDINGS.	70
Introduction.	70
Institution Size and Task Performance.	70
Academic Preparation and Task Performance.	75
Task Performance and Future Importance	82
Task Performance and Area of Responsibility	84
Task Performance and Media Staff.	90
Future Importance and Media Staff	95
Task Performance and Competency Level	96
Institution Enrollment Size and Future Importance.	97
Functional Category	101
Pearson Product-Moment Correlation.	104
V. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS.	107
Institution Size and Task Performance.	107
Academic Preparation and Task Performance	110
Task Performance and Future Importance.	111
Task Performance and Area of Responsibility.	112
Task Performance and Media Staff.	112
Future Importance and Media Staff	114
Task Performance and Competency Level.	115
Institution Enrollment Size and Future Importance.	115
Correlation of Paired Variables	116
Functional Category Competence.	116
Recommendations	120
General Recommendations.	121
Recommendations for Further Study.	122
VI. SUMMARY.	124
REFERENCES	128

	Page
APPENDIX A--COMPLETE QUESTIONNAIRE	134
APPENDIX B--COVER LETTER	142
APPENDIX C--FOLLOW-UP LETTER	144
APPENDIX D-- χ^2 VALUES OBTAINED IN ANALYSIS OF RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT.	146

LIST OF TABLES

Table	Page
1. Functional Areas of the Media Professional's Role in Nonprint Media Centers.	42
2. The Survey Instrument Functional Categories	61
3. Distribution of Participating Institutions Based on FTE Enrollments.	71
4. Task Activities Performance Rates Which Have Significant X^2 Values When Compared to Size of Institution . . .	73
5. Task Activities Performance Rates Which Have Significant X^2 Values When Compared to Area of Professional Training.	77
6. Task Activities Performance Rates Which Have Significant X^2 Values When Compared to Areas of Responsibility	85
7. Task Activities Performance Rates Which Have Significant X^2 Values When Compared to Media Staff Composition.	92
8. Average Number of Responses in Frequency and Competency Level	98
9. Task Activities Rated as Important ₂ in the Future Having Significant X^2 Values When Compared to Size of Institution . . .	100

Table	Page
10. Rank Order of Mean Responses by Functional Category on Performance, Competency, and Importance of Nonprint Tasks.	103
11. Correlation Coefficients for Paired Variables by Functional Category.	105

CHAPTER I

INTRODUCTION

Innovation in instructional technologies appears to be expanding and producing genuine advances in teaching and learning methodologies in junior colleges. The state of the art in the development of print and nonprint resource innovation is extremely evident in these institutions. This is reflected in their efforts to combine all instructional resources into a single service under the heading of media programs, instructional resources, learning resource centers, instructional materials centers, library media centers, and various other similar titles. Whatever they may be called, the library media center constitutes one of the most rapidly changing areas in the educational field.

Allen and Allen (1973) described the junior college library media center as:

dynamic and changing. The traditional library is disappearing along with separate facilities for library and audiovisual activities. . . . Some colleges have totally merged the responsibilities and have not separated the traditional audiovisual and library services in the learning resource center: for instance, technical services include both print and nonprint materials, and circulation includes all materials and equipment. (pp. 15, 20)

Wallace (1976) also saw the two-year college library media center moving in the direction of a unified resources program:

The dynamics of the two-year college are reflected in the changing philosophy of community college librarians who are concerned with a full range of learning resource services rather than being limited to traditional library service only. (p. 504)

In 1969, members of the National Education Association (representing media personnel), and the members of the American Library Association (representing librarians) set up new standards for staffing the library media centers which were developing in educational institutions throughout the nation. These standards recognized that libraries were taking on new responsibilities and were incorporating more nonprint functions into their operation. This required a new professional expertise of a media professional. They also recognized that many of the institutions at the elementary and secondary level which had separate libraries and media centers were combining to form a unified library media center.

Many of the resource centers at small junior colleges are similar to the unified library media centers at the elementary and secondary schools. The model junior college library media program is usually thought of as a single center containing not only books but all forms of nonprint materials and equipment. This concept is in

contrast to the libraries and media centers which are housed relatively distinct from each other in the few large sophisticated junior colleges and in major four-year colleges and universities. This organizational difference resulted in much more interest in the nonprint tasks which must be performed by media professionals in junior college library media centers.

Presently accepted methods of training traditional librarians and media professionals in higher education are strongly independent of each other. Each profession appeals to people with different kinds of personalities and interests. The attraction of the library curriculum stems from a print-oriented framework with the librarian being responsible for the care and use of books; the allure of the educational media curriculum, on the other hand, reposes in a nonprint-oriented framework with the media professional being responsible for the care and use of nonprint materials and equipment.

Meierhenry (1972) concluded that many college and university library and media curricula must deal with broad principles and concepts because there is not time to offer all or even a small part of the specific skills which the competent practitioner should possess.

McGlothlin (1964) felt that preparation in specific technique is inadequate for the professional practitioner:

The aim of professional education should reflect a sound base upon which a full career may be built. Therefore curricular revision cannot be governed by job descriptions alone. (p. 32)

Mayhew (1971) discussed the question of whether the curriculum should be broadly theoretical and liberal or highly applied and practical. He felt an important aspect of educational relevance was curricular balance:

Too much theory leaves the graduate unemployable. Too long a period of preparation, or too much applied experience, reduces his potential for long-range development. To maintain balance we must constantly examine the curriculum and mechanisms for rapid change. (p. 80)

None of the research cited above supports the notion that job task analyses should play an important part in curriculum decision making. Nevertheless, job task analyses can help maintain curriculum balance when viewed from the standpoint of program content, length, organization, and proposals for relevant change. Job task analyses show quite readily the tasks practitioners frequently perform, and when large numbers of these activities are accumulated and classified, the aggregates reveal skills which should be developed and reinforced in a professional program, and those which should be eliminated. Without knowing what competencies the graduate may be expected to exhibit or what competencies employers will expect, curricular revisions must take place almost by intuition alone.

Ladd (1970) suggested that curricular revision can no longer be conducted by faculties alone as in the past. Some new mode of decision making may be essential to keep professional programs responsive to the changing needs of society (p. 215).

To determine the changing needs in the field of audiovisual education for media professionals employed in junior college library media centers, a study is needed which would document the nonprint tasks performed by these individuals.

Statement of the Problem

Very little data are available on junior college library media centers to provide definite information on: (a) what demands are made upon media professionals by faculty members, (b) the relevance of the formal training received, and (c) the direction the library media service is moving.

While there have been several studies employing the general concept of task analysis conducted in the broad library/media field, there have been no systematic studies of the nonprint tasks performed by junior college media professionals. For the most part, the efforts made in this area have been at the secondary school level. Even though these studies may have some applicability to the junior college library media center, much of the research was designed to produce theoretical descriptions of

responsibilities rather than actual descriptions of duties performed.

Several research organizations have conducted studies which survey library and media jobs in general. Social Educational Research and Development, Inc. (1970) and the National Education Association (1969) conducted task analyses which included special libraries as well as secondary school libraries. The American Association of School Librarians (1969) conducted a task analysis of the print and nonprint tasks performed by the entire library media center staff rather than a study of the nonprint tasks which must be performed by media professionals.

The National Education Association (1969) conducted the Jobs In Instructional Media Study (JIMS) in an attempt to identify which personnel performed which tasks in the library media center. In the course of analyzing on-the-job performance, this study identified 1,266 tasks which were performed in the library media center. Essentially the JIMS project analyzed jobs and set up guidelines for media personnel who performed on four levels: (a) as a clerical worker, (b) as a media aide, (c) as a media technician, and (d) as a media professional. This study did not distinguish which tasks were performed by media professionals and which tasks were performed by media paraprofessionals such as technicians and aides.

In a survey by the American Association of School Librarians (1969) entitled the School Library Manpower Project, six job levels were identified in the media center. They included: student assistants, clerical workers, technicians, school library media professionals, heads of school media centers, and district school library media directors.

Several researchers have studied the kinds of training required by persons in the library media field and are closely related to this investigation. Goldstein (1970) summarized the skills expected of media personnel at the professional level. According to him, professionals will be unique individuals who are proficient in selecting, organizing, producing, using, and evaluating new nonprint materials and equipment.

Ginsberg and Brown (1967) concluded that in order to better train library media professionals for the future, colleges need to place more emphasis on personnel management, administration and management of large organizations, and the introduction of information science and the potentials of computers.

General categories such as management and administration are inadequate because they provide little insight into the actual tasks that media professionals in the junior college library media center can be expected to perform, the educational qualifications required to do the work, and the

extent to which the job trends of the field will affect the media professional's duties in the future. Nor do these studies link the levels of the skills required of media professionals with the kinds of nonprint tasks they actually perform.

The research cited examined library tasks and school media tasks in general and did not focus on the junior college library media center nonprint tasks.

Purpose of the Study

The purpose of this study was to provide curriculum builders with recommendations for developing media courses that emphasize skills current and relevant to future educational needs. This study sought to document:

1. How the media professional of the junior college library media center spends his time with nonprint tasks;
2. How highly he rates his performance of the various tasks; and
3. To what extent he considers it important that he perform these tasks in the future.

On the one hand, the data obtained categorize the nonprint tasks performed by media professionals and identify a set of traits which the curriculum should help develop in individuals intending to enter the media profession. On the other hand, the data may also have utility in decreasing the likelihood that programs to prepare

media specialists will omit desirable components of media theory or basic media science. A curriculum which is based on a strict adherence to a task analysis can result in a static picture of the profession, and instructional programs may be designed for the past rather than for the future.

The general aim of this study therefore was to provide basic operational data on junior college library media center nonprint programs, the nature and scope of the media professional's nonprint tasks, the self-perceived competencies the media professionals had in performing their nonprint tasks, and the nonprint program needs of the future in the form of general recommendations for the design and development of future media curriculums in institutions of higher education.

Significance of the Study

In 1955, 50 colleges and universities were identified by Larson and Cohen (1955) in the Directory of Graduate Programs for the Professional Education of Audio-visual Supervisors, Directors, and Building Coordinators, as offering the minimum courses necessary for certification as a media professional. However, in only one institution, what was then San Jose State College, was an individual able to obtain training from a program of study which combined librarianship and audiovisual instruction into one curriculum.

It is not until the early 1970s that media professionals and librarians began to see that the two separate specialities had, in fact, a great deal in common. The problem of the relationship between librarians and media professionals and the role each played in the academic process in colleges and universities was studied by Boddy (1966). On the basis of her findings she reported that librarians and media professionals were not working together but that each group was going its separate way. This led her to conclude there was a need for both parties to combine their efforts in a common cause of better education for all.

Wiman (1967) gave his impressions as to why colleges and universities were having a difficult time training media professionals when he stated:

Perhaps the 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 basis for graduate study. (p. 110)

Adding to the problem was the fact that programs for media professionals in both undergraduate and graduate schools of library science and in both undergraduate and graduate schools of education were offered in a variety of patterns. Furthermore, the terminology used to describe these programs was not on the surface consistently clear nor nationally standardized. The general emphasis in schools of library science was on preparing personnel for print

duties. While some of these schools had audiovisual courses as a requirement for graduation at both degree levels, others only recommended audiovisual courses as electives. In contrast, the schools of education place their emphasis on the preparation of the individual for nonprint responsibilities. Most of this audiovisual course work was at the graduate level, though a few schools of education offered beginning audiovisual courses at the undergraduate level. These programs avoided any instruction on print-related materials or techniques.

Ginsberg and Brown (1967) conducted a study of the basic differences in the fields of library science and educational media. They noted that the media field requires a scientific and technical background for arriving at solutions to teaching/learning situations. The library science field has more of a humanities background and is concerned with the selection/acquisition, circulation, storage, and retrieval of print information. They saw no reason for academic institutions to combine library science and educational media into an interdisciplinary program of instruction directed toward training media professionals for employment in a unified library media center.

With the American Association of School Librarians and the National Education Association's Department of Audiovisual Instruction combining efforts for the joint publication of the 1969 Standards for School Media Programs,

the marriage of these two fields started to occur on the campuses of American institutions of higher learning. The standards imply that audiovisual personnel and library personnel have few functional differences in academia and can readily adapt to the merger. Both professionals are trained to provide the learner with instructional resource materials which are related to his interests, attitudes, and motivations and which contribute significantly to the teaching-learning process. The standards did not differentiate between print and nonprint resources, nor did they place any emphasis on either the training of the librarian or the media professional. With reference to the need for appropriate professional experiences to train media professionals for their role in the unified library media center, the standards stated:

In those universities and colleges having separate programs in library science and audiovisual instruction, the development of a unified or closely coordinated program is desirable. If only one program is presented, it is essential that its scope be broadened to cover resource and services related to both print and audiovisual materials.
(p. 14)

Brown (1969) was quick to recognize what effects the standards would have on professional assignment in the unified setting when he said:

we shall very quickly realize there is an urgent need to clarify what it is the various kinds of media personnel must do on the job; what skills, knowledges, and appreciations they must have to perform in those jobs; and what curriculum content and learning

experiences, in what sequence and with what redundancy, taught by what kinds of faculty and through what instructional format arrangements, will lead to these jobs.
(p. 32)

The first attempts at developing educational programs to prepare media professionals for their duties in library media centers faced several inherent problems. Srygley (1969) discovered that the foremost of these was that in the absence of guidelines that would specify courses needed by media professionals in order to function properly in a unified setting, many schools offering separate library and media curriculum attempted to adapt existing programs. Both areas tended to lend major emphasis to their respective program with little effort directed toward defining the role, establishing the competencies, and providing the experiences demanded of a media professional in a unified setting. Srygley also addressed herself to the variety of existing programs for library media center specialization when she stated:

These are so diverse as to indicate to the public generally that there is no agreement professionally as to the qualifications of the media specialist or how he should be educated . . . in the new universities, or in those just initiating such programs there is the hope that unified programs for the education of media specialists can emerge. A unified program provides the best possibility that courses can be developed to consider the basic theories or principles related to selection, production, organization, and utilization of all educational media. . . . There must be careful and cooperative study to determine the common learnings and

experiences necessary for all who specialize in educational media. (p. 16)

A model training program which organized the media-related training requirements into various areas was attempted by Hamerus (1970). Under a grant from the U.S. Office of Education, the Media Guidelines Project conducted a task analysis of current media-related jobs and clustered training requirements by type and function into nine separate categories: (a) personnel management, (b) information management, (c) organizational management, (d) utilization, (e) logistics, (f) production, (g) design, (h) evaluation, and (i) research. Hamerus also included several responsibility groupings which are necessary for media professionals to perform their jobs in the various institutional settings and which are of direct concern for media training requirements. These groupings included: (a) the directive-administrative grouping which focused on job responsibilities for managing media operations, (b) the artistic-production grouping which represents job activities in the creation and production of media materials, (c) the technical grouping which consists of job activities directly involved in the design, operation, and maintenance of audiovisual equipment, and (d) the professional grouping which includes those job activities directed toward instructional materials design and development and their use of instructional planning and learning.

Kemp (1969) concerned himself with the job activities in the professional grouping when he addressed the question of whether colleges are adequately preparing media professionals for a role as a leader in innovative instructional planning. He stated:

In fairness to ourselves, I do not believe our professional education programs prepare us for this role. College and university master and doctoral level courses in the media field give emphasis to information and skills in the selection, evaluation, production, and utilization of materials, to the administration of media programs, to communication and learning theory, and to the structure and uses of newer media like television and programmed instruction. In only a few of the larger programs is the concept of "instructional systems" explored and this is often on a verbal level. These training programs, if at all, give only a cursory attention to integrating all elements in terms of the experience required for the all important functions that are basic to the role recognized here. (p. 26)

Although the unified library media center continued to grow in popularity at the junior colleges, there did not appear to be much enthusiasm by the senior college and university library science and educational media departments to merge their curriculums to train students for the unified setting. Larson (1969) conducted a study of 67 colleges and universities and found fewer than one-half had combined instructional programs designed to prepare individuals for both print and nonprint duties.

Stone (1970) conducted an Audiovisual Task Force Survey which concluded that college and university programs

responsible for career preparation of librarians and media professionals were inadequately preparing these people to perform nonprint tasks in a unified library media setting.

Evans (1970) conducted a study at the University of Missouri which concluded there was very little cooperation between their School of Education where training for media professionals occurs and their School of Library Science where librarians are trained. He found that students interested in library science, when enrolled in the School of Education, must on their own initiative enroll in the courses in the other department. Similarly, a library science student interested in audiovisual education must, on his own initiative, enroll in the media courses in the School of Education.

There were other signs that few institutions were attempting to merge specialities to train graduates who understand the structure and service of the unified library media setting. Meierhenry (1972) expressed his concern over the fact few academic programs in the country were preparing individuals to serve in the unified setting.

I have not been able to detect any perceptible movement in the direction of developing new programs for the new type of personnel. Everywhere I see the typical audiovisual and library programs continuing to operate with perhaps here and there a course title enlarged to discuss both print and nonprint, but the total preparation program really is not unified at all.
(p. 4)

The National Center for the Improvement of Educational Systems (1973) prepared a report which reviewed

the state of the school library media field and discussed, in part, the departmental differences within training institutions. The report concluded that the school library media field is making only tentative steps toward integrating a course of study between the schools of library science and the schools of education existing in the United States.

Within training institutions, audiovisual and library science departments remain virtually autonomous. Students see themselves as audiovisual professionals or librarians, the products of their respective departments. The natural identification leads those who choose to combine the two fields to define themselves as AV specialists with some library training or librarians with some AV training--two different individuals with different competencies. (p. 32)

Wallace (1976) differentiated the junior college library media center programs from traditional library programs. He felt the library media center program should include:

utilization of information for learning in whatever format it can be found--print, micro-print, or audiovisual. Again, the learning resources program includes operation of instructional learning laboratories, language laboratories, distribution of equipment, operation of closed circuit television as well as providing traditional study facilities. (p. 512)

The merging of the library and audiovisual services under the same roof appears to indicate there may be a need to train media professionals for special "library" functions, and librarians for special "media" functions in the library media center. However, it can be debated whether

or not a person who is trained in media design and construction, learning theory, equipment operation, and the like should be expected to perform such tasks as cataloging, circulation, selection and acquisition, and other nonmedia responsibilities. The same can be said for the individual who is print-oriented when asked to operate audiovisual equipment, process overhead transparencies, or make minor equipment repairs. Perhaps the combining of duties would fragment each individual's job performance to the point where they are not functioning as specialists in their chosen field but mere generalists who are not very effective as professional educators in either field.

In the past, libraries and media centers have been passive partners in the educational process, each a separate resource and support agency for the institution's management of learning. However, new directions in junior college library and media service indicate there is a strong support for joining the two functions traditionally performed separately by librarians and media professionals. Thus, junior college library media centers can be characterized as being in a state of flux. With both the new approaches in the junior college educational process and the rapid introduction of utilization of new materials, equipment and facilities, perhaps the junior college unified library media centers can change library service and audiovisual service from passive providers of services requested to active instructional leadership.

Bock (1977) in a survey of unified library media center facilities built by junior colleges in the United States from 1965 through 1977 stated:

In the past five years an average of 33 new LRC's (Learning Resource Centers) have been constructed each year. In 1976-77, 36 buildings were completed. Major additions, remodeling projects, and new construction are likely to continue as libraries are converted to learning resource centers and as new instructional services are added to the responsibility of LRC administrators.
(p. 2411)

A survey of 31 junior college library media centers conducted by Dale (1977) indicated the trend toward a unified center which houses both print and nonprint resources. Dale concluded that this continues to be the direction in which the junior college administrative organizations of library media centers is moving. The library media center is a combined service staffed with professionals in library science and professionals in media techniques who have developed an understanding of the other's tasks, but, who concentrate in one area or the other and serve the library media center in one capacity or the other.

It appears then the media professional emerging in the unified library media center may be neither a "librarian" nor an "audiovisual specialist," but one who combines some of the skills of both specialties. For as Dale pointed out:

Audiovisual software (motion pictures, filmstrips, slide/cassette kits, phonodiscs, tape recordings, etc.) is circulated in much the

same way as books are. The audiovisual materials are circulated from the main desk or from an adjacent circulation desk, or more likely (in at least half of the colleges) they are circulated from an audiovisual area in a separate part of the building or on a separate floor. Audiovisual materials are selected, cataloged, and circulated in the same way as the books.
(p. 406)

Generally these findings indicate that there have been tremendous advances in the utilization of both print and nonprint materials and equipment under the direction of a single director in a truly unified approach to learning. Proponents of the new unified centers felt the programs promise to become catalysts for revolutionary changes in junior college education. Given the large scope of this potential, the training of new media professionals for nonprint tasks in unified centers clearly takes on added importance in the educational process.

Throughout this chapter an attempt has been made to cite the various reasons why there is a need to examine the role of the media professional who must perform his duties in a unified library media center. The lack of a common set of performance statements and job competencies that define the role of the junior college media professional, and the absence of specific guidelines around which educational programs for the preparation of junior college media professionals can be developed indicate the need for conducting a task analysis of the duties presently

being performed by media professionals employed in the unified setting.

In order to develop the proper professional programs and experiences for the preparation of media professionals in junior college library media centers, there must be a concerted effort on the part of academicians to identify the competencies required of these individuals in their day-to-day operations. The need for direction in the media programs in schools of library science and schools of education is becoming more apparent every day. There must be guidelines formulated and recommendations presented if the development of unified professional training programs is to take place in our colleges and universities. If media professionals are provided with academic opportunities that move them toward greater competence in media service management, program evaluation, innovative educational techniques, instructional planning, curriculum development, and in the proper deployment of staff, materials and equipment, perhaps unique programs can be developed that train media personnel to grow in their role as professionals in unified library media centers.

Limitations of the Study

This study was limited to those individuals from which the data was gathered and who performed as the media professional in the junior college unified library media

center. This included (but was not exclusively) media consultants, media specialists, producers of mediated instructional materials, instructional designers, and media service directors. All those queried were full-time staff or faculty members who had attained the minimum of the baccalaureate (but not necessarily within the media field) from an accredited institution and had demonstrated proficiency in media skills. Paraprofessionals, clerical workers, technical assistants, and other nonprofessionals were not included in this study.

The analysis of media professionals' perceptions of the nonprint tasks they expect to perform in the future was limited to the items on the questionnaire, and the findings refer only to the library media centers in junior colleges. Other nonprint duties which are not representative of unified library media center tasks were not included in the survey instrument. No inferences were attempted relative to the four-year college media center, although the findings might be applicable to those institutions as well as to secondary school library media centers.

Definition of Terms

Several educational media terms were used throughout this study. Though their meanings are generally agreed to by professional educators, they are defined here for clarity.

Aides: personnel who assist in the operation of the library media center.

Clerks: full-time nonprofessional persons who perform secretarial or clerical tasks in the library media center.

Director of Library Media Center: a professional librarian or media professional primarily responsible for the administration of the library media center.

Media: nonprint materials and equipment. (Note: In the 1969 Standards for School Media Programs [American Association of School Librarians and Department of Audiovisual Instruction, 1969], this term is defined as "printed and audiovisual forms of communications and their accompanying technology" (p. xv). Although it is the most widely accepted definition, for the purpose of this study, however, the term media refers to nonprint usage only.)

Mediated Instructional Materials: nonprint materials used to convey an object or bring about a result in a teaching and learning situation.

Media Professional: A college-trained individual skilled in the nonprint administrative and organizational process of the library media center and capable of instructional design and the production of mediated instructional materials and/or other audiovisual forms of communications.

Nonprint Equipment: audiovisual hardware including

audio and video tape recorders, film projectors, cameras, overhead projectors, and other equipment used in the presentation of nonprint materials.

Nonprint Functions: normal, characteristic, required, or expected duties of the media professional in the course of daily performance.

Nonprint Materials: audiovisual software including slides, audio and video tape recordings, motion pictures, still photographs, phono-discs, filmstrips, multimedia presentations, transparencies, etc.

Nonprint Tasks: tasks pertaining to the selection, acquisition, circulation, and retrieval of nonprint materials. Also synonymous with nonprint functions.

Print Equipment: microfilm and microfiche readers and other print-related equipment used to enlarge print materials.

Print Materials: books, pamphlets, microfilm, microfiche, and other forms of writing found in the library media center.

Print Tasks: activities pertaining to the selection, acquisition, circulation, and retrieval of print materials.

Technicians: personnel responsible for the operation and the maintenance of nonprint equipment considered moderately complicated.

Organization of the Study

This study is presented in six chapters. Chapter I presents the general rationale for the study. It includes a statement of the background of the problem studies, the need for the study, the purpose of the study, and the organization of the study.

Chapter II consists of a review of related literature.

Chapter III contains the methodology employed in the collection and analysis of the data, including a detailed account of the data collection instrument and the research method used to carry out the study.

Chapter IV consists of the analysis of the data and the presentation of the findings.

Chapter V presents a discussion of the findings, conclusions, and recommendations that were relevant, and Chapter VI is a summary of the entire study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

During the past 50 years audiovisual materials and machines have been contributing significantly to the teaching-learning process. Many new forms of recording and communicating ideas have developed around disc recordings, tape recordings, motion picture films, microfiche, and the like. These new media have resulted in the development of a special integrated resource unit in which print and nonprint services are provided. Such units may be called instructional materials centers, learning resource centers, educational development units, or other similar titles. Throughout this treatise, the term library media center encompasses these concepts.

There have been many articles written on the professional role of the librarian, and there has been a large amount of literature published on the professional role of the audiovisual director, but until recently the role of the "media professional" in the unified library media center has received little attention in professional journals. For the most part, the identification of skills

and competencies needed by professional media personnel in unified library media center programs has come from authors writing about unified centers at the elementary and secondary school levels.

Literature Related to School
Media Professionals

One of the first attempts to implement the concept of a media professional in a unified library media center at the national level was through the national Standards for School Library Programs published in 1960 by the American Association of School Librarians. The Standards had as its focal point recommendations for proper academic training and role differentiation for people intent upon working in unified library media centers in secondary schools.

Significant contributions to the understanding of the role of the school media professional in unified centers have resulted from the 1961 Lake Okoboji Conferences (Iowa) which led Meierhenry (1964) to report administration, curriculum planning, teaching, and research as being the most important functions of media professionals.

Frye (1966) suggested that media professionals be involved in instructional improvement through assisting in curriculum design and be able to implement learning theories in the design of instructional tasks. He also felt that media professionals must understand the fundamental concepts of administrative decision making, facility planning,

materials production, programming and utilization of hardware, and the distribution of an electromagnetic signal via co-axial cable and microwave.

Godfrey (1967) found that school media professionals have as their chief functions those tasks that consist of ordering and scheduling materials and equipment, teaching teachers and students the use of audiovisual resources, and repairing and maintaining equipment.

Bergeson (1967) became aware of the trend toward combining resources in school libraries during the course of his research on the relationship of library science and audiovisual instruction. He noted that during the middle 1960s, both audiovisual personnel and libraries were recommending the broadening of instructional activities for their respective fields:

Librarians show a growing concern for "non-book" materials. Many advocate the expansion of libraries to include not only books but pamphlets, films, pictures, records, models, etc., cataloged together for easy access, providing teachers and pupils a one-stop service. Some leaders advocate the library as the natural home for all types of independent study activities of pupils. . . . Many audiovisual instruction specialists see as part of their role a concern for "verbal" as well as "nonverbal" materials. In the past they have provided nonbook types of teaching materials to classrooms, ranging from small film collections to centers including everything from real objects to abstract charts. Now many specialists include programmed learning materials and equipment among their service areas, thereby entering the area of linguistic-type materials. (p. 100)

In a position paper prepared for the National Education Association's (NEA's) Department of Audiovisual Instruction, Norberg (1967) noted that the media professional's role had changed from being a dispenser of teaching materials to that of an important member of an instructional development team analyzing and designing instructional systems. In this new role the media professional must be able to relate directly to: (a) specific instructional objectives for classroom learning experience; (b) work with teachers in the selection and creation of materials; (c) manage instructional logistics; and (d) on a continuing basis evaluate and redesign media production activities.

Wiman (1967) took the position that when approaching the role of an instructional designer, the media professional must be sure that he is accepted by the faculty as a person who can effectively guide them in planning for improved instruction. He also feels that the duties of the media professional may vary according to the size and scope of the library media center. Whether one has a major or minor role in the instructional process will depend, in part, on the library media center's dedication to the integration of audiovisual materials into the teaching-learning process and, in part, on the acceptance by the media professional's colleagues that one is something more than just a "wooly-minded gadgeteer" (p. 113).

Many times, in actual practice situations, the media professional does not have input into decisions relating to instructional objectives, organization of content, selection of learning methods, or the choice of the media to be used in the instructional situation. The individual's expertise is called upon only after all decisions relating to the teaching-learning processes have been made. The media professional is relegated to locating films, setting up projectors, making transparencies, shooting slides, and the like. Recognizing this discrepancy between theory and practice, various researchers have conducted studies which attempted to define the roles of media personnel more precisely.

Grady (1969) concluded the fundamental responsibilities of the media professional's activities are centered around audiovisual administrative, supervisory, and technical functions. Gilkey (1969) shared this point of view but adds that besides being competent in areas of audiovisual education, the media professional must also be competent in curriculum development and learning theory.

Zulich (1969) felt that it is important to ascertain whether the duties one performs in the educational process qualify him as a professional educator:

All too often in looking over the duties of this position, one will notice that the implied duties will give great emphasis to inventory, purchasing, and the checking in

and out of equipment without very much to say about what is taking place in the classroom with regard to what is being taught or how it is being taught.

There is no question that the era of the media-resource center is with us, but let us not lose sight of what should be the Audio-Visual Specialist's job if he is to be considered a truly professional educator. This must be a concern with the learning process of the students and not in the inventory of hardware. If the true Audio-Visual Specialist is prepared to do his job, then the emphasis of his work and his very thought should not be on where the equipment is or what method of cataloging should be used.

His primary concern should and must be with the implementation of media in the school's curriculum and in the psychology of learning.
(p. 10)

The success of the library media center in meeting the objectives of the institution requires the media professional to be a leader and a communicator with knowledge in audiovisual practices, curriculum theory, and learning theory according to Kemp (1969) who concludes that the role of the media professional must be developed to its full potential in order to effectively serve the student and faculty:

I sincerely believe that the professional position of our field, in the next few years, must stand or fall on our ability to become designers of innovative instructional programs as we work with colleagues in our schools and institutions. If we do not fulfill this role, others will; in some places we are already being bypassed. You may have heard this appeal before, but I deem it critical now.
(p. 25)

Two major studies have been undertaken to determine the tasks performed by media professionals in schools:

(a) The National Education Association (1969) conducted the Jobs in Instructional Media Study (JIMS), and (b) the American Association of School Librarians (1969) conducted the School Library Manpower Project (SLMP).

The JIMS project had as its main focus the analysis of jobs in very precise terms in order to set guidelines which could be used for the training of media support or paraprofessional personnel. The observed tasks were classified according to functions in instructional technology. These functions included: (a) research, (b) evaluation-selection, (c) design, (d) production, (e) support-supply, (f) utilization, (g) organization management, (h) utilization/dissemination, and (i) personnel management.

The directors of the JIMS study, Wallington, Hale, and Douglas (1969), in a separate article referred to the need for differentiated staffing:

Professional media specialists are generally acknowledged to be professionals by their relationship to the main task, instruction, not by their relationship to media. For example, a photographer working in education may be judged a media specialist or not by his contribution to the instructional process. If he plans instruction, he is usually rated professional; if he merely takes pictures on assignment, he usually is not. . . . If we can sort out professional and non-professional personnel in instructional media, we should be able to do so by defining professional tasks--"professional"--again in terms of

instruction. If our media specialist spends all his time planning or administering programs of mediated instruction, he is usually classed as a professional. If all of his time is spent producing (actual and physical preparation, not designing) materials, he is generally rated non-professional. . . . There comes a point where there must be task differentiation and differentiated staffing in media. (p. 36)

In the sense that the JIMS project sought to analyze tasks into separate elements which had discrete beginnings and ends and which identified matching skills necessary for the individual to perform these tasks, the JIMS project was relevant to this research. However, it also differed from this research in the sense that it concentrated on observing the tasks performed by media paraprofessionals rather than media professionals.

It appears the emerging innovations in educational technology have changed the school library from a print-oriented center to a center concerned with varied types of communication media. The duties of the librarians now involve the handling of nonprint materials and the audio-visual equipment necessary for their use. This has resulted in a growing concern within graduate schools of library service that they offer a course of training suitable for service in the new unified library media centers. Academicians started to recognize the necessity for change in preparation for the individuals who must staff the unified library media center.

The American Association of School Librarians conducted a five-year comprehensive study designed to

treat three aspects of the problem of developing and utilizing fully the library media center manpower. These aspects were: (a) conducting a task and job analysis in library media center programs, (b) obtaining information pertaining to the levels of preparation necessary for persons serving various library media center functions, and (c) developing materials to be used in the recruitment of students for experimental training in library and media education.

The first phase of the School Library Manpower Project survey is of greatest applicability to the scope of this study. Its purpose was to identify and describe the duties and tasks performed by personnel in library media centers with programs of both print and nonprint materials and equipment. The tasks listed on the questionnaire used in the SLMP survey were arranged into 12 duty categories: (a) administrative, (b) instructional, (c) developmental, (d) special services, (e) selection tasks, (f) acquisition tasks, (g) circulation tasks, (h) organizational tasks, (i) preparation tasks, (j) production tasks, (k) clerical tasks, and (l) maintenance tasks.

The SLMP survey also analyzed the preparation, knowledge, and skills necessary to perform nonprint tasks in the unified setting. In this regard the SLMP survey attempted to study the role of the media professional as

was done in this study. The survey differed in one major way from this study, however. It was mostly concerned with studying the changing roles and job functions of school library media center personnel at all levels rather than just at the professional level.

Phase I of the SLMP (1971) concluded with the publication of Occupational Definitions for School Library Media Personnel which defined the school library media professional as the individual who holds the highest media position in the library media center and whose basic duties, responsibilities, knowledge, and abilities are superior to the other media staff positions in the library media center. Various authorities in the library science and audiovisual fields were aware of the problem of differentiating work assignments in the unified library media centers. The American Association of School Librarians and NEA's Department of Audiovisual Instruction formed a joint committee to study the problem and to develop standards which would identify the various levels of professional activity. The results of these efforts was Standards for School Media Programs published in 1969 by the American Library Association. These standards identify three levels of positions in the unified setting: (a) media professional, (b) media technician, and (c) media aide. With the increased complexity of tasks and the need for refined scaling of media positions, most authorities agree

that training for the new unified setting can be done only when the skills and competencies needed by media professionals in this area have been identified.

The 1969 Standards for School Media Programs were similar to the American Association of School Librarians' 1960 Standards mentioned earlier in that its purpose was to likewise develop recommendations for proper academic training and role differentiation for media personnel employed at the elementary and secondary school level. While the new standards led researchers to conduct comprehensive studies on the role of the media professional in school library media centers, the new standards did not provide researchers with the incentive to define the job competencies of the media professional in the junior college unified library media center.

The study most closely related to this investigation is Van Dresser's (1971) dissertation in which he attempted to identify the job competencies of media professionals within secondary schools. His study divided a list of 185 tasks the media professional might be expected to perform into six functional categories of administration, utilization, instructional development, materials selection, materials production, and equipment maintenance. Among other things, he found that the production of simple materials, materials utilization, and tasks involving interpersonal relationships were skills appropriate to be

learned and performed by the respondents surveyed. Skills to be excluded from the role of the secondary school media professional were those processes pertaining to complex materials production, materials handling, and equipment maintenance. The data he obtained were used to formulate guidelines and make recommendations for the establishment of professional education sequences designed to prepare persons to serve in the secondary school library media centers.

In the course of researching the role of the media professional in elementary and secondary schools of Iowa, Hardman (1972) set forth a list of findings similar to Van Dresser's when he identified the three most critical tasks that must be performed by the respondents as media utilization, consultation, and administration. The tasks with the least emphasis for the media professional's role were related to the technical aspects of production, maintenance, and cataloging. The media professional's role also dictated that he work with administrators, teachers, and students in the teaching-learning process.

A publication by Gerlock and Ely (1971) defined the role of the media professional as one which is no longer just a custodian of resource materials but is more that of an organizer, a facilitator, and an expeditor of all instructional activities to assist teachers and learners to meet their instructional and program objectives.

Marshall (1973) conducted an analysis of all the tasks performed in the library media centers of the secondary schools of South Carolina. His study reported that no one in the library media centers was performing instructional development tasks, nor were the library media center programs under the direction of persons with educational media background and training. He also found that librarians were responsible for the organization and administration of both print and nonprint programs, and their professional training was more extensive in the field of library science than in areas more closely associated with educational media.

In a study of selected school media personnel, Erickson (1972) found that four-fifths of the personnel surveyed worked in the combined areas of library and audiovisual education. The respondents felt the knowledge of cataloging and classification of materials is the most important knowledge to possess. The use of nonprint materials and knowledge of audiovisual equipment was considered vital information which should be provided in a preparation program. Other combinations of library and audiovisual topics as well as the nonmedia topics of curriculum and improvement of instruction should be considered part of the professional preparation of individuals preparing for employment in the unified library media center.

Jetter (1973) attempted to determine what the role of the media professional should be in the future. She contacted 53 experts in the allied fields of library/media services, library/media education, curriculum and instruction, and education research and concluded the media professional of the future must function as an instructional development and design specialist. For the media professional to acquire the competencies necessary for his future role, Jetter recommended an interdisciplinary program of study which included research, evaluation, design and production, utilization, instruction, communication, and management.

Margoles (1972) undertook a study to ascertain the media professional's role in making the teaching process more relevant to learning. Respondents were asked to rank the importance of 11 media responsibilities and to estimate the weekly time allotted to each responsibility. The findings revealed that media professionals were placing more emphasis on improving classroom instruction and on the performance of instructional development in the teaching-learning process. Curriculum integration, in-service training, and media selection were placed at the top of the responsibilities list by the media professionals, whereas the lower end of the list of responsibilities contained community resources and maintenance responsibilities. Margoles concluded there is a need for

research and development in order to plan and implement media methodology and materials for maximizing the impact of instruction on the learner.

A study conducted by Corwine (1973) investigated the role of the media professional at the elementary school level. Working with people appears to be the primary focus of the media professional at this level of education with technical, production, and operational processes taking a secondary role. The researcher concluded that media professionals at the elementary school level should be performing or preparing to perform tasks in the areas of selecting media and utilization strategies, mediating the instructional process, and the application of research findings. With regard to the major emphasis of the media professional's role at the elementary school level, helping to analyze teaching needs and suggesting appropriate materials were the tasks that study subgroups ranked as first priority.

Laws (1974) investigated the tasks performed by media professionals in school library media centers in the state of Washington. He attempted to determine if there was a common group of tasks performed by the media professionals and whether these tasks reflect the respondent's academic training and professional experience. His questionnaire contained the seven categories of selection, organization, utilization, maintenance, specialized

services, administration, and instruction. Results revealed that media professionals most frequently performed seven common tasks: (a) orienting users to the service of the library media center, (b) assisting faculty in the evaluation of materials, (c) coordinating library media center functions with classroom instruction, (d) evaluating new materials, (e) assisting borrowers, (f) scheduling facilities, and (g) keeping faculty informed of developments in the field.

Orderinde (1974) defined five major functions as having the greatest significance for developing the media professional's nonprint programs and activities. They were: (a) selecting and evaluating resources, (b) designing and producing resources, (c) organizing resources, (d) managing resources, and (e) planning and implementing instruction.

Six functional areas were seen by Ball (1974) as important to the new and distinct role of the media professional in the unified setting: (a) management and supervision, (b) instructional systems development, (c) educational media specialization, (d) production and design, (e) curriculum and instruction, and (f) librarianship.

Table 1 presents a comparison of the functional areas considered important performance categories by authors of studies cited earlier in the review of literature. A perusal of the literature reveals that

Table 1

Functional Areas of the Media Professional's Role in Nonprint Media Centers

Van Dresser (1971)	Jetter (1972)	Margoles (1972)	Corwine (1973)	Laws (1974)	Orderinde (1974)	Ball (1974)
Administration	Utilization	Curriculum Integration	Utilization	Utilization	Implementation	Curriculum and Instruction
Utilization	Instruction	In-service Training	Instruction	Instruction	Planning	Instructional Development
Instructional Development	Communication	Coordination	Communication	Specialized Services	Management	Librarianship
Selection	Research	Research and Development	Research	Administration	Evaluation	Media Specialization
Production	Management	Library- Media	Operational	Organization	Organization	Management and Supervision
Maintenance	Evaluation	Selection and Distribution	Selection	Selection	Selection	Production and Design
	Design and Production	Production	Production	Maintenance	Design and Production	
		Maintenance	Technical			

Note. The column headings are authors of studies pertaining to the role of the media professional in nonprint media centers.

there is a great deal of similarity to be found in the functional areas considered important broad categories to be performed by school media personnel. In general, however, publications on the specific job description of the media professional in the unified library media center have been superficial. An exception to this is the book entitled Media Personnel in Education: A Competency Approach by Chisholm and Ely (1976) which describes media professionals as:

resource people--curriculum and instructional developers. They are members of a team of administrators. . . . The media professional serves as an information broker; that is, the link between a user's expressed information need and the information which will fill that need. . . . The media professional participates in the design of instruction as a member of a curriculum development team. Not only is assistance given in suggesting available resources, but suggestions regarding the production of new materials are given; recommendations are given for use of media by individual students, by small groups, and by teachers. In this role the media professional recognizes the need for systematic design of instruction which incorporates media in a variety of ways. This new dimension of the media professional requires additional competencies and an understanding of his role by fellow teachers, administrators, students, parents, and school board members. In many ways it is the real 'pay-off' for the media program. (pp. 11-14)

The research reviewed to this point indicated the media professional in the school library media center is more than just a dispenser of audiovisual materials and equipment. He/she is a professional designer and producer of media materials as well as a developer and

evaluator of media programs. In the active educational environment, the school media professional is becoming a strong influence in the instructional team effort, orchestrating a co-operative team approach toward the solving of instructional problems.

Literature Related to the Media
Professional in Higher
Education

Surveys of junior college library media centers by Veihman (1969), Graves (1973), and Reeves (1973) revealed a trend toward combining library and audiovisual departments into a single instructional materials center. They found the primary role of the junior college library had changed from the traditional book-oriented center into more of an educational laboratory which also included the nonprint media. This led them to conclude the media professional in higher education should be equipped with skills and competencies similar to the school media professional in order to maintain the on-going operations of the college library media center. However, he/she should also be capable of coping with new ideas, emerging trends, developing concepts, changing educational philosophies, and innovative instructional practices. The college library media center requires a media professional who has a strong background in the field of communications technology and a broad understanding of both print and nonprint resources as well as knowledge of their implications and effectiveness in the

process of communication. If the college library media center assumes the comprehensive role envisaged by the American Association of Junior Colleges and the Association of College Research Libraries (AAJC-ACRL) (1971) Guidelines for Two-Year College Library Learning Resource Centers, the unified center will need a media professional who has diversified preparation. This has an impact on the kind of training that colleges and universities will have to provide media professionals during the next decade.

Brundin (1971) found that in the 1950s and the 1960s audiovisual and library services on some junior college campuses had become unified. Today, more than ever, the emphasis of most junior college libraries has shifted from printed materials to an integrated center of inquiry. Print, microprint, audiovisual materials and equipment, learning laboratories, closed-circuit television facilities, as well as traditional study facilities, combined to meet individual and curricular instructional needs. Furthermore, the staff responsible for the unified library media centers have become involved in the classroom teaching-learning program. There is a need for expanded research into the problem of training media professionals for employment in the unified setting. For the most part job qualifications do not specifically define the duties and roles of the media professional in junior college library media centers. Nor is there the availability of

specific guidelines that would serve as a basis upon which college and university library science and audiovisual departments can predicate an educational program of studies.

It has already been pointed out by Wiman (1967) and by Evans (1970) that during the 1960s professional undergraduate training in library science emphasized librarianship in the course of their studies. Little if any mention was made of audiovisual materials and equipment. Librarians wanting exposure to the nonprint resources had to enroll in a graduate school of library science where the audiovisual courses were very superficial in nature and where librarianship was still the major thrust of the program. For more in-depth study of audiovisual materials and equipment, students had to take the initiative on their own to enroll in media courses in schools of education.

With the increased sophistication in instructional technology developments and the application of media materials and equipment in instructional planning, many leaders in the media field started investigating the needed skills and knowledge for handling technology in higher education library media centers.

McBeath (1971) made a study of the present and future duties of media professionals in California state college audiovisual service centers. He contacted the media professionals in 16 of these institutions and asked

the participants to mark the six activities to which they give highest priority in the future. The respondents were almost unanimous in giving top ratings to their present tasks of procuring, producing, inventorying, storing, maintaining, and servicing media. In the future they envisaged an increased emphasis:

on developing media and facilities for individualizing instruction, on working with faculty on curriculum and course objectives, on extending the range of media resources for student use, and on applying the systems approach for instructional development. (p. 62)

Samuels (1972) had as the purpose of his research a comparison of the roles and functions desired by prospective employers of media professionals with the audiovisual curriculum offered in institutions of higher learning in the state of Pennsylvania. Respondents indicated that media tasks directly related to the instructional decision-making process were part of the media professional's role in the educational system. These tasks were identified as: (a) the selection, utilization, and evaluation of projected materials; and (b) the organization, supervision, and coordination of the audiovisual center. Samuels discovered that the audiovisual departments in colleges and universities were not preparing media professionals for duties and functions expressed by employers. The media curriculums in institutions of higher learning were stressing competencies which should be performed by media paraprofessionals and were not stressing competencies

considered important by employers. This led to Samuels' recommendation that the audiovisual departments undertake a reevaluation of their existing programs.

Fields (1972) studied the relevance of the East Texas State University graduate program in audiovisual education to emerging career opportunities for media professionals. He concluded that the areas of curriculum, learning theory, communication theory, systems development, behavioral objectives, teaching strategies, instructional materials, programmed instruction, computer technology, and packaging are relevant to the role of the media professional in general. Fields also concluded that the general task areas in which media professionals can be expected to perform at the highest level are administration, utilization and consultation, and instructional development and design. At the understanding and direction level, media professionals can be expected to perform the tasks of production, equipment acquisitions, and maintenance operations.

Hodowanec (1973) made a comparison of the job responsibilities of the media professionals in a professional organization for educators concerned with teaching effectiveness and efficiency and instructional technology. His study surveyed their job content related to four major functions of selection, acquisition, organization of materials, and user services. Respondents indicated their

job content in terms of 10 specific tasks: (a) selecting, (b) ordering, (c) cataloging and classifying resources, (d) developing lists of materials, (e) answering questions, (f) instructions in the use of the instructional materials center, (g) suggesting media materials to teachers, (h) curriculum planning, (i) technical processing, and (j) circulation of materials. Those media professionals who had training in all four media functions were found to have increased frequency of task performance in all functions. Conversely, the lack of training caused a decline in the performance of the 10 tasks in all four media functions.

Catalog Review

Further investigation of the academic training of media professionals was conducted by examining the 1979-80 catalogs from 40 institutions throughout the United States which listed a curriculum in library science or educational media in the index of academic programs. Analysis revealed that undergraduate courses in library science generally were for the purpose of preparing librarians in the areas of print selection, acquisition, processing, organization, and maintenance of print materials. Most mentioned that their programs were in keeping with the standards set by college and secondary school associations and by state departments of education.

Only six colleges listed library science courses which provide background for using nonprint materials in the classroom, and only two colleges had programs which provide basic preparation for work in junior college unified library media centers.

Courses which were indicated as being directed toward library media center programs in general still seemed to be directed toward librarianship. Their emphasis was upon library organizational procedures such as processing of print materials, circulation routines, physical facilities and equipment, scheduling and training library assistants, and preparation of statistical reports and library budgets. Very little reference was made to the nonprint role of the library media center. Several catalogs indicated, however, that with the proper selection of courses, the student could prepare for work in public, special, school of academic library media centers.

The analysis of college catalogs outlining graduate programs in library science also indicated that librarianship is the major emphasis of practice for traditional libraries, library media centers, information centers or other information service organizations concerned with the acquisition, organization, storage, retrieval, and dissemination of information. Regardless of the exact setting in which they are practiced, most of the curriculums seemed to be related chiefly to books and other print

media, to users of these materials, and to the educational and research consequences of this use. Little concern is shown at the graduate level of library science instruction for nonprint media in the library.

Furthermore, there was little evidence in graduate schools of a reassessment of library science and audio-visual education programs toward a renewed appreciation of the library as a library media center where educational materials in a variety of print and nonprint forms are available to users.

A review of the sections on departments of education in the same 40 catalogs revealed that courses in educational media and technology tend to emphasize the methods of acquiring the necessary skills for producing simple and inexpensive materials. Students are given the opportunity to do basic and advanced production processes such as instructional television production, film-making for single concept instruction, photography for teachers, games and simulation in education, and production of programmed instruction aids for the teaching-learning process. Other areas included the selection, evaluation, and acquisition of nonprint materials and equipment and the organization, storage, and retrieval of a broad range of nonprint software. There were no programs which indicated a systems approach to the analysis of instructional and curricular problems or to the design, development, and evaluation of the media professional's solutions to these problems.

A perusal of twenty 1979-80 junior college catalogs chosen at random from institutions which had an enrollment of more than 2,000 students and which had courses of study in media technology outlined preparatory programs for media personnel which appear to be more on a technical or paraprofessional level than on the professional level. The program of study is built around instruction and experience in operational situations involving different aspects of media production, distribution, utilization, and maintenance. Especially evident is classroom utilization techniques and practice in the operation and preventive maintenance of nonprint equipment. Other instructional areas include techniques in local production of basic graphic materials and projected materials, and the practical selection, set up, and operation of electronic devices for audio and video recording.

Job Descriptions Review

Job descriptions for media professionals in 12 randomly selected junior college library media centers in the states of Alabama and Florida were compared for job qualifications, responsibilities, and duties. In general these job descriptions require the media professional to have a background which was more print oriented than non-print oriented. For example, the typical qualifications for the job of a media professional in a junior college library media center indicated the applicant should have:

(a) a master's degree in library science rather than in audiovisual education, (b) a minimum number of years of experience in an academic library rather than in an audiovisual center, and (c) a rudimentary rather than an extensive knowledge of the function and use of nonprint materials and equipment.

The responsibilities and duties of the media professional in the junior college library media center appear to be directed toward the achievement of efficient library media center operations and services. In general, the media professional's nonprint tasks include: (a) the responsibility for all operations and services of the nonprint lab, (b) the responsibility for the organization and circulation of all nonprint materials and equipment, (c) consulting and providing nonprint resources to faculty members, (d) performing routine maintenance and minor repair in nonprint materials and equipment, (e) supervising all nonprint media personnel, (f) designing and producing audiovisual programs to supplement and enrich classroom instruction, (g) maintaining statistics on usage and repair of nonprint materials and equipment, (h) assisting in the maintenance and operation of nonprint facilities in the reference room, and (i) cooperating as a team member with the print staff in performing any professional or nonprofessional duty which is important to library media center functions.

Summary

The literature reviewed indicated that in many instances the advancement of instructional technology in education has become an integral part of the instructional process. This development has brought pressure for change in the procedures connected with training media professionals in institutions of higher education. Basic to the implementation of instructional technology concepts is the availability of a media professional who is specially trained in teaching methods and curriculum development as well as in the organization, selection, and evaluation of nonprint materials and equipment for optimum effectiveness in the teaching-learning process. However, there appears to be little consistency concerning the professional training required for the media professional for the various media-related positions at all levels of education. There is a need to probe the role perceptions of the media professionals in junior college library media centers and to elicit their responses in order to formulate recommendations for future nonprint task training.

The review of literature also indicated the media professional in the school library media center performs duties that are quite different from the traditional audiovisual functions of the past. This individual must be involved in analyzing and designing instructional systems, evaluating and redesigning media production

activities, and in teaching instructors and students the use of audiovisual resources in order to meet their instructional and program objectives. The media professional's role in the instructional process depends somewhat on the school library media center's dedication to the integration of nonprint materials into the teaching-learning process. For the most part, working with the classroom teacher mediating the instructional process appears to be the primary focus of the role of the media professional at the school level.

Operational processes, production activities, and technical activities took a secondary role. Recommendations were presented for proper academic training and role differentiation for media professionals in the unified setting. The areas suggested for the professional preparation of individuals preparing for employment in the school library media center included curriculum design, research, evaluation, utilization, instruction, communication, production, and management.

The review of the literature related to the media professional in higher education indicated that this individual should be equipped with skills and competencies similar to the school media professional. The general task areas in which he is expected to perform include the selection, utilization, and evaluation of nonprint materials and equipment and the organization, supervision,

and coordination of the nonprint media program. Media tasks directly related to the instructional decision-making process are also important to the media professional's role in the unified library media center. In addition, the media professional in higher education must be able to cope with new concepts and changing educational philosophies found in the unified setting and to develop innovative instructional practices in support of these changes. However, the academic training for media professionals preparing for courses in higher education indicate only a few colleges have programs which provide basic preparation for work in the unified library media center.

CHAPTER III

METHODOLOGY

Introduction

The rapid advance of technological developments led to a unique and dynamic educational concept in the nation's junior colleges; namely, the unified library media center. Known by various names and housed in various organizational structures, these unified centers were nevertheless similar in their support of the teaching-learning process through combined print and nonprint learning resources. This study was a descriptive survey designed to investigate the role perceptions of media professionals employed within the framework of this new concept in junior college library media centers. The information obtained provided a basis for formulating general recommendations for the design and development of future preservice media training programs in institutions of higher education.

A review of the literature was used in this study to obtain information about the general role of the media professional both within and outside junior college library media centers. A task analysis survey instrument was developed on the basis of the literature reviewed for this study.

Respondents to the survey were asked to describe themselves and their library media center in terms of the following factors:

1. The nonprint tasks they presently perform
2. Their self-perceived competency level in performing the nonprint tasks
3. Their views of the importance of or the need to perform certain nonprint tasks at the professional level in the future
4. Their exact title
5. The enrollment size of the institutions at which they are employed
6. The various full-time media paraprofessionals in support of their nonprint program
7. The area of their college level training
8. Whether their professional responsibility included print as well as nonprint activities.

The Research Questions

The following questions were used as a basis for the structure of this study:

1. Is there a significant relationship between the size of the institution and the frequency with which respondents perform on various categories of nonprint tasks?
2. Is there a significant relationship between

frequency of nonprint task performance by respondents and their academic preparation?

3. Is there a significant relationship between frequency of nonprint task performance by respondents and their projections of future nonprint task performance?

4. Is there a significant relationship between the frequency with which respondents perform nonprint tasks and their area of responsibility?

5. Is there a significant relationship between frequency of nonprint task performance by respondents and the composition of the institutional media staff?

6. Is there a significant relationship between respondents' projections of future nonprint task performance and the composition of the institutional media staff?

7. Is there a significant relationship between respondents' perceived competency level and the frequency with which respondents perform nonprint tasks?

8. Is there a significant relationship between the size of the institution and respondents' projections of future nonprint task performance?

The Survey Instrument

A task analysis questionnaire (Appendix A) was developed which contained eight categories of nonprint task performance and 70 nonprint tasks. Both the broad categories and the individual nonprint tasks within each category in the questionnaire were derived from personal

experiences of the investigator in the nonprint field, opinions of experts in library science and audiovisual education, and a careful analysis of several state and national surveys which identified print and nonprint tasks performed by school library media center personnel in unified service programs. These surveys included Laws' A Task Analysis Survey of the Role of the Learning Resources Specialist in the Public Elementary Schools of Washington State, Van Dresser's A Survey Related to Job Competencies of the Instructional Media Specialist, the Jobs in Instructional Media Study, and School Library Manpower Project. The elements of the questionnaire related to job functions in the nonprint role of the media professional used in this survey was patterned after the checklist used in the SLMP survey.

Of the 12 duty categories contained in the SLMP survey, eight categories were identified as germane to the scope of this study. These were: (a) selection/acquisition, (b) circulation, (c) instruction, (d) organization, (e) administration, (f) development/design, (g) production, and (h) maintenance. Two of the SLMP survey categories were omitted from this survey because they pertained to district or contract personnel and to technicians, paid adult clerks or aides. These were the categories of special services to faculty and students, and clerical and secretarial tasks. The category of preparation tasks

was similar to production tasks and therefore combined into one category; and the acquisition category was included in the dual selection/acquisition category. Previous task analysis studies reported in the literature most often mentioned the eight categories selected for this study as having the greatest significance for developing the media professional's nonprint programs and activities in the unified setting. The task analysis survey instrument was structured around these eight categories, and each category consisted of no fewer than six and no more than 12 nonprint task activities (Table 2).

Table 2
The Survey Instrument Functional
Categories

Category	No. of items	Task no.
Selection/acquisition	8	1-8
Circulation	6	9-14
Instructional	9	15-23
Administrative	11	24-34
Organization	12	35-46
Design/development	7	47-53
Production	11	54-64
Maintenance	6	65-70

Several of the categories contained a few nonprint tasks that are usually performed by a media paraprofessional

in most audiovisual centers, but which may have to be performed by the media professional in the junior college unified library media center:

1. Category one--Selection/acquisition--indicated the media professional must be able to analyze, evaluate, and select nonprint materials found in the library media center. This included the ability to use selection and evaluation tools, and to deal with concerns such as the acquisition practices related to the problems of identifying and purchasing of new nonprint materials and equipment for the teaching/learning process.

2. Category two--Circulation--indicated the media professional has to handle tasks associated with the mechanics of storage, retrieval, and distribution of nonprint materials and equipment. This included organizing the resources in a systematic fashion for the purposes of making them accessible to the user.

3. Category three--Instructional--indicated the media professional has to perform as an instructor to both faculty and students. This included the skill to use nonprint materials and equipment effectively, and the skill to guide others in the use of nonprint resources.

4. Category four--Administrative--indicated the media professional must be able to make the professional decision necessary for organizing nonprint materials and equipment for convenient and effective use by faculty and

students. This included the professional skills required for the cataloging and classifying of these resources.

Category five--Organizational--indicated the media professional has to demonstrate his ability to plan, establish, and maintain the policies and procedures for the operation of the nonprint services and resources. This included the recruiting, hiring, assigning, supervising, and terminating of media personnel.

Category six--Design/development--indicated the media professional has to have the ability to guide the integration of nonprint materials and equipment into the teaching-learning process. This included helping faculty achieve stated objectives in the most efficient manner through the use of media services and resources.

Category seven--Production--indicated the media professional must be able to produce nonprint materials to meet special classroom needs when nonprint resources are not available commercially. This included designing the instructional product to achieve stated teaching and learning objectives.

Category eight--Maintenance--indicated the media professional must be able to perform simple to complex maintenance and repairs on nonprint materials and equipment. This included establishing policies and making decisions regarding the need for repair.

Four general response areas in the questionnaire were designed to elicit information regarding the nonprint duties performed by media professionals in junior college library media centers. The first response area asked for information that pertained to how often they performed a particular nonprint task. The second response area sought information about the media professional's self-evaluation of his/her competency level in performing the nonprint task. Even if the respondents presently did not perform a particular nonprint task, nevertheless, they were asked to indicate their level of competence in the task if they were so performing. The third response area was used to ascertain the media professionals' feelings about the importance or need to perform the nonprint task at the professional level in their library media center in the future. The final response area asked for data concerning the respondent's title, institution's enrollment, professional training, subordinate staff, and area of responsibility. It provided the respondents with an opportunity to offer comments about additional nonprint tasks which they felt would be important for the media professional to perform in the future which were not included in this survey. It also was designed to assure the anonymity of the respondents. Specialized nonprint terms and expressions were deemed appropriate for this research and were so used to facilitate accurate communication with respondents.

Pilot Study

The questionnaire was field tested with professionals in the field of audiovisual education serving as judges and critics. A survey instrument was administered to media professionals in five junior college library media centers in Alabama: (a) Brewer State Junior College, Fayette; (b) Brewer State Junior College, Tuscaloosa; (c) Gadsden State Junior College, Gadsden; (d) George Corley Wallace State Community College, Selma; and (e) Enterprise State Junior College, Enterprise. Final revisions were made after consultation with media colleagues in The University of Alabama Graduate School of Library Science.

Selection of Sample

The 1977 Community Junior and Technical College Directory (Drake, 1977) was used to identify various institutions throughout the United States to be included in the survey. A stratified random sample of 25% of the junior college library media centers in the United States based on size of enrollment groupings was selected as the survey population. At the time of this study there were slightly more than 1,200 junior colleges in the nation, therefore, the survey sample consisted of 300 library media centers. Size groupings were based upon the survey taken of 600 junior college libraries in the nation by Reeves (1972). She concluded that junior colleges divided

themselves into four full-time equivalent (FTE) enrollment groups, as follows: (a) under 900; (b) 900-1,000; (c) 2,000-4,299; and (d) 4,300 and over.

No attempt was made to eliminate an institution which was listed as a technical college, or a two-year branch of a university. The only criteria for inclusion in the selection process was that each institution have an occupational or transfer program and a library media center as part of the institution's facilities. Whereas the Drake directory indicated the types of programs at each institution, it was necessary to assume that each college selected had, in fact, a unified library media center. Five questionnaires were returned indicating that print and nonprint resources were not combined at their institution. These were not included in the final analysis.

Because the actual name of the media professional was unobtainable, the questionnaire was addressed to the Director of the Library Media Center, but the cover letter (Appendix B) made mention of the fact the survey instrument was intended to be in the hands of the media professional or other full-time professional staff or faculty member who performed the nonprint tasks of the library media center. Instructions clearly showed that the survey instrument was not intended to be responded to by the media technician, clerk, aide, or other media paraprofessional member.

Responses

The survey was mailed in May 1978, and in four weeks over 53% had responded. A follow-up letter (Appendix C) contained an explanation of the need for information about the day-to-day activities of media professionals in junior college unified library media centers and extended the deadline for returning the task analysis survey. The final return of questionnaires numbered 197 or 65.5% of the study population. Of the grand total of returned survey instruments only 169 (85.8%) were usable. Surveys were returned from 45 states and Washington, D.C.

Analysis Plan

Initially examined in the study was the frequency with which media professionals perform on various categories of nonprint tasks in junior college unified library media centers. Then a determination was made of the media professional's self-perceived competency level in performing the nonprint tasks that will require the attention of the media professional in the future. While the latter necessarily involved conjecture and a certain amount of forecasting on the part of professional practitioners, it nevertheless played an important part in this analysis of the role of the media professional in junior college library media centers. Other analyses of the media professional's academic preparation, area of responsibility, media staff size, and institution size were also made.

To test the research questions, a comparison was made of the frequencies that were actually observed with the frequencies that should have been observed if the questions were answered in the affirmative. A comparison of observed and theoretical frequencies is effected by the means of the quantity χ^2 ; therefore, the χ^2 will show the difference between the observed frequencies and the expected frequencies. The χ^2 statistic was utilized with differences at the .05 level of significance considered necessary to indicate a meaningful relationship between research criteria in the survey questions.

Each research question was examined by evaluating the task activities that were grouped into the various functional categories. The task activities chosen to be included in a particular category were considered to be representative of the duties or responsibilities associated with the category. If the examination showed a functional category contained at least one-half of its task activities with significant χ^2 values ($p < .05$ or better), then that category was considered an affirmative answer to the research question. A significant relationship existed between the appropriate variables being compared in the task activities within the functional category.

Media professionals who indicate they never perform a certain task may also indicate they have a poor competency

level or indicate the task has little or no importance to their professional responsibilities in the future. Conversely, an opposite response pattern could be the case for a media professional who frequently performs a certain nonprint task. Therefore, the Pearson Product Moment Correlation Coefficient was computed to measure the relationship between the various response variables in all 70 nonprint tasks.

Summary

Nonprint materials, equipment, and teaching methods play an important part in the learning resources of the junior college unified library media center. Therefore, eight questions were formulated in order to structure the study and determine if a significant difference existed between research criteria which included: (a) institution size, (b) academic preparation, (c) area of responsibility, (d) media staff size, (e) present nonprint task performance, (f) self-perceived competency level, and (g) future nonprint task performance. Appropriate statistics were used to test the research questions.

CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

Introduction

This chapter reports the data gathered from media professionals in junior college unified library media centers throughout the United States and presents the findings of the study. This chapter is organized on the basis of the eight questions tested in this study.

Institution Size and Task Performance

Question I. Is there a significant relationship between the size of the institution and the frequency with which respondents perform on various nonprint tasks?

This and certain other research questions posed in this study sought to determine whether or not specific institutional/staff variables were related to the performance of nonprint media center duties and activities as they were grouped into the basic functional categories defined earlier.

Table 3 presents the distribution of responding institutions by size groups showing a relatively equal number in each.

Table 3

Distribution of Participating Institutions
Based on FTE Enrollments

Group (institution size)	N	Percent
I (under 900)	35	20.7
II (900-1,999)	48	28.4
III (2,000-4,300)	40	23.7
IV (over 4,300)	46	27.2
Total	169	100.0

Data from the survey were evaluated as indicating rather frequent task performance on an item if the choices of occasionally or regularly were selected while never and rarely choices were evaluated as insignificant performance levels. Significant performance of a task, then, required at least monthly involvement with the activity.

Analysis of the data revealed that only two functional categories had a majority of the task activities significantly related to institutional size. These categories were instructional with 67% (6 of 9) of the tasks in this category having χ^2 values at $p < .05$ level or better, and production with 73% (8 of 11). Appendix D contains a complete listing of χ^2 values on each item in the eight categories for each of the research questions addressed in this study.

The instructional category task activities included the duties of giving instruction to both faculty and students as well as assistance to people in the use of a library media center, its equipment, and materials. The production category task activities included the duties of determining policies, methods, and procedures for the production of nonprint materials and equipment as well as designing and producing instructional products to achieve stated teaching and learning objectives. Table 4 indicates that the activities in both the instructional and production categories were performed more often on a regular basis at the larger institutions (those over 900 students).

Table 4 indicates most of the significant difference in frequency of task performance in both the instructional and production functional categories is due to the fact that one institutional size group was found to be greatly different from the other three size groups. For example, the highly significant difference found in tasks 18 and 19 in the instructional category and tasks 55 and 56 in the production category indicates the likelihood there is no significant difference of task performance among size groups two, three, and four (those over 900 students). The significance in these tasks comes from the fact that institutional size group number one (under 900 students) is widely divergent from institutional size groups two, three, and four. This same thing seems to pertain in the next

Table 4

Task Activities Performance Rates Which Have Significant χ^2 Values When Compared to Size of Institution

Functional category: Task activity	Institutional size group				p
	I N=35	II 48	III 40	IV 46	
<u>Instructional:</u>					
15. Develop programmed instruction aids to assist users locating and selecting nonprint materials	4	17	20	15	.028
18. Evaluate media staff performance and provide on-the-job and in-service experience	19	35	37	39	.002
19. Evaluate and apply research results to development and utilization of nonprint materials and equipment	8	21	22	22	.002
20. Conduct workshops for faculty in the use of nonprint materials and equipment	11	21	24	30	.006
21. Inform faculty of recent innovations and research in audiovisual education	12	26	27	26	.038
22. Give students individualized instruction in the use of nonprint materials and equipment	17	36	23	21	.027

Table 4--Continued

Functional category: Task activity	Institutional size group				p
	I N=35	II 48	III 40	IV 46	
<u>Production:</u>					
55. Design new nonprint materials for instructional use (i.e., slides, filmstrips, charts, etc.)	10	30	27	30	.001
56. Produce special audio and videotape presentations for special classroom use	9	25	25	26	.002
57. Write, edit, photograph, and produce filmstrips for special classroom use	1	14	9	14	.030
58. Write, edit, photograph, and produce multimedia presentations for special classroom use	5	21	17	17	.001
59. Process 35mm slide and/or negative film, print pictures and transparencies in the darkroom	3	18	16	12	.026
60. Identify new nonprint materials and equipment needed for production	12	30	29	30	.003
62. Produce nonprint materials for dial-access and computer-assisted instruction	0	0	3	10	.002
64. Determine policies, methods and procedures for the production of nonprint materials	9	30	31	31	.004

several tasks in both categories. In almost every case it is the media center in the small institutions that is very low in task performance. This pretty much seems to be the case with all of the instructional and production tasks where there are significant differences. As one might expect, the small institutions tend to be one or two person operations incapable of performing many instructional tasks. Nor are they equipped to do a lot of production work; therefore, it is not surprising that by inspection it appears that the significant differences among institutions according to size is largely attributable to the relative infrequency with which those in small institutions engage in instructional and production tasks.

For Question I, then, two important functional categories--instructional and production--are considered as having been performed frequently in larger institutions. However, the six other basic categories were not similarly affected by institution size.

Academic Preparation and Task Performance

Question II. Is there a significant relationship between frequency of nonprint task performance by respondents and their academic preparation?

A comparison of the media professional's academic training and actual job performance was one of the purposes of this study. The training of each respondent was placed into one of four response areas: (a) library science and audiovisual service (N = 78, 46%); (b) library science

only ($\underline{N} = 26, 15\%$); (c) audiovisual service only ($\underline{N} = 41, 24\%$); or (d) other ($\underline{N} = 24, 14\%$). Data from the survey indicating significant performance of a task as it related to academic preparation required at least monthly involvement with the activity.

Only three functional categories had a majority of the task activities significantly related to professional training as indicated by the X^2 test (see Appendix D). These categories were instructional with 67% (6 of 9) of the tasks in this category having significant X^2 values, administrative with 65% (7 of 11), and production with 82% (9 of 11).

Task activities in the instructional category included the duties of giving instruction to media staff, faculty, and students as well as guiding others in the effective use of nonprint materials and equipment. Task activities in the administrative category included the duties of planning, establishing, and maintaining the policies and procedures for the operation of the nonprint services and resources as well as the hiring, assigning, supervising, and terminating of media personnel. Task activities in the production category included the duties of determining the policies, methods, and procedures for the production of nonprint resources to meet special classroom needs. Table 5 indicates that the instructional, administrative, and production activities were performed

Table 5

Task Activities Performance Rates Which Have Significant χ^2 Values When Compared to Area of Professional Training

Functional category: Task activity	Professional training				p
	Lib Sci & Av Ser N=78	Lib Sci only 26	Av Ser only 41	Other 24	
<u>Instructional:</u>					
18. Evaluate media staff performance and provide on-the-job and in-service experience	67	16	38	22	.001
19. Evaluate and apply research results to development and utilization of nonprint materials and equipment	58	21	32	17	.031
20. Conduct workshops for faculty in the use of nonprint materials and equipment	63	14	40	17	.001
21. Inform faculty of recent innovations and research in audiovisual education	64	17	39	19	.018
22. Give students individualized instruction in the use of nonprint materials and equipment	71	25	36	16	.004
23. Introduce faculty members to multimedia application in teaching	65	15	37	18	.007

Table 5--Continued

Functional category: Task activity	Professional training				P
	Lib Sci & Av Ser N=78	Lib Sci only	Av Ser only	Other	
<u>Administrative:</u>					
27. Assign, schedule, and supervise the work of subordinate professional and nonprofessional media staff	70	17	39	23	.001
28. Develop criteria for recruiting, hiring, and termination of media staff	61	11	34	15	.001
29. Develop job descriptions for professional, technical, clerical, and student aide media positions	59	14	38	20	.002
30. Present library media center nonprint functions, resources, and services to community organizations	47	11	38	11	.001
32. Plan, develop, propose, and justify budget requests for immediate and long-range nonprint services	71	18	39	22	.004
33. Direct the college radio or television station	18	0	12	7	.022
34. Direct the college still or motion picture	35	4	29	14	.001

Table 5--Continued

Functional category: Task activity	Professional training				Other	p
	Lib Sci & Av Ser N=78	Lib Sci only	Av Ser only	Other		
Production:						
55. Design new nonprint materials for instructional use (i.e., slides, filmstrips, charts, etc.)	62	9	38	19		.001
56. Produce special audio and videotape presentations for special classroom use	56	6	36	19		.001
57. Write, edit photograph, and produce filmstrips for special classroom use	28	4	22	10		.017
58. Write, edit, photograph, and produce multimedia presentations for special classroom use	42	5	32	14		.001
59. Process 35mm slide and/or negative film, print pictures and transparencies in the darkroom	30	4	25	10		.003
60. Identify new nonprint materials and equipment needed for production	60	15	39	19		.003

Table 5--Continued

Functional category: Task activity	Professional training				p
	Lib Sci & Av Ser N=78	Lib Sci only 26	Av Ser only 41	Other 24	
61. Mount transparencies and slides, laminate pictures, produce color-lifts, dry mount posters, etc.	47	9	31	16	.009
62. Produce nonprint materials for dial-access and computer-assisted instruction	6	2	12	4	.011
64. Determine policies, methods, and procedures for the production of nonprint materials	56	8	38	16	.001

more often on a regular basis by media professionals whose training was in (a) library science and audiovisual service, or (b) audiovisual service only, or (c) the area of training in the survey instrument which was indicated by the response choice of "other."

Table 5 indicates most of the significant difference in frequency of task performance in the instructional, administrative, and production functional categories is due to the fact that one area of professional training was found to be greatly different from the other three areas. For example, the highly significant difference found in tasks 18 and 20 in the instructional category, tasks 27 and 28 in the administrative category, and tasks 55 and 56 in the production category indicates the likelihood there is no significant difference of task performance among the media professionals whose training consisted of (a) library science and audiovisual service, or (b) audiovisual service only, or (c) the area of training in the survey instrument which was indicated by the response choice of "other." This same thing seems to pertain to the next several tasks in the three functional categories. In almost every case, it is the media professional whose training was in library science only that has a very low task performance. This pretty much seems to be the case with all of the instructional, administrative, and production tasks where there are significant differences. As one might expect, media

professionals with training in library science only tend to shy away from the more sophisticated nonprint tasks; therefore, by inspection it appears that the significant difference of task performance according to area of professional training is largely attributable to the relative infrequency with which those with only library science training engage in instructional, administrative, and production tasks.

For Question II, then, three important functional categories--instructional, administrative, and production--are considered to have frequent performance devoted to related task activities when the media professional's academic preparation consists of other than library science alone.

Task Performance and Future Importance

Question III: Is there a significant relationship between frequency of nonprint task performance by respondents and their projections of future nonprint task performance?

The third question investigated in the study reflected the ultimate concern over which functional categories and related task activities media professionals consider to have high importance in future task performance.

Respondents' ratings of task performance was discussed earlier. Data from the future importance section of the survey were evaluated as indicating a projection of

frequent task performance on an item if the choices of some or considerable were selected while little or none and no opinion choices were evaluated as a projection of infrequent task performance levels in the future. Data from the survey indicating significant performance of a task as it related to future importance required at least monthly involvement with the activity.

All of the task activities falling into the eight functional categories were significantly related to future importance as indicated by the X^2 test (see Appendix D). Chi-square values significant at $p < .05$ level or better ranged from 11.19 to 100.79 with three degrees of freedom. By inspection, it was found that those media professionals who never or rarely performed a given nonprint task reported there would be little or no need to perform the task in the future. Conversely, those respondents who occasionally or regularly performed a task reported there would be some or a considerable need to perform the task in the future.

The eight functional categories were found to have a projection of frequent task performance levels in the future when the task activities were performed more often on a regular basis. Similarly, the eight functional categories were found to have a projection of infrequent task performance levels in the future when the task activities were performed less often on a regular basis.

Task Performance and Area of Responsibility

Question IV: Is there a significant relationship between the frequency with which respondents perform nonprint tasks and their area of responsibility?

A comparison of the media professional's area of responsibility and actual job performance was another of the purposes of this study. Each respondent's area of responsibility was placed into one of two response areas: (a) print and nonprint ($N = 94$, 56%); or (b) nonprint only ($N = 75$, 44%).

Analysis of the data revealed that only three functional categories had a majority of the task activities significantly related to area of professional responsibility as indicated by the X^2 test (see Appendix D). These categories were instructional with 67% (6 of 9) of the tasks in this category having significant X^2 values, administrative with 55% (6 of 11), and production with 64% (7 of 11).

The instructional category task activities included the duties of giving instruction to media staff, faculty, and students as well as guiding others in the effective use of nonprint materials and equipment. Table 6 indicates the two tasks that tend to relate primarily to the student-oriented activities of the library media center were performed more often on a regular basis by media professionals who had the responsibility for both print and nonprint areas. However, the four instructional items

Table 6

Task Activities Performance Rates Which Have Significant χ^2 Values
When Compared to Areas of Responsibility

Functional category: Task activity	Areas of responsibility		p
	Print & nonprint N=94	Nonprint only 75	
<u>Instructional:</u>			
16. Assist students with nonprint assignments done in the library media center	67	40	.003
18. Evaluate media staff performance and provide on-the-job and in-service experience	61	69	.001
19. Evaluate and apply research results to development and utilization of nonprint materials and equipment	35	38	.027
20. Conduct workshops for faculty in the use of nonprint materials and equipment	36	50	.001
21. Inform faculty of recent innovations and research in audiovisual education	42	49	.006
22. Give students individualized instruction in the use of nonprint materials and equipment	66	41	.035

Table 6--Continued

Functional category: Task activity	Areas of responsibility		p
	Print & nonprint N=94	Nonprint only 75	
<u>Administrative:</u>			
25. Develop necessary forms for nonprint operations	60	61	.021
27. Assign, schedule, and supervise the work of subordinate professional and non-professional media staff	72	73	.002
29. Develop job descriptions for professional, technical, clerical, and student aid media positions	52	52	.011
32. Plan, develop, propose, and justify budget requests for immediate and long-range nonprint services	71	66	.037
33. Direct the college radio or television station	12	22	.010
34. Direct the college still or motion picture facilities	30	44	.008

Table 6--Continued

Functional category: Task activity	Areas of responsibility		P
	Print & nonprint N=94	Nonprint only 75	
<u>Production:</u>			
54. Adapt commercial nonprint materials and equipment to meet special instructional objectives	44	47	.018
55. Design new nonprint materials for instructional use (i.e., slides, filmstrips, charts, etc.)	41	56	.001
56. Produce special audio and videotape presentations for special classroom use	30	55	.001
58. Write, edit, photograph, and produce multimedia presentations for special classroom use	22	38	.001
59. Process 35 mm slide and/or negative film, print pictures and transparencies in the darkroom	16	33	.001
60. Identify new nonprint materials and equipment needed for production	45	66	.001
64. Determine policies, methods, and procedures for the production of nonprint materials	44	57	.002

related to tasks requiring nonprint professional skills were found to be performed more often on a regular basis by media professionals whose area of responsibility was nonprint only.

The administrative category task activities included the duties of planning, establishing, and maintaining the policies and procedures for operation of the nonprint services and resources as well as the hiring, assigning, supervising, and terminating of media personnel. The production category task activities included the duties of determining the policies, methods, and procedures for the production of nonprint materials and equipment as well as designing and producing the instructional products to achieve stated teaching and learning objectives. Table 6 indicates that the administrative and production activities were performed more often on a regular basis by media professionals whose area of responsibility was nonprint only.

Table 6 indicates the area of responsibility category of print and nonprint contributed most of the significant difference in frequency of task performance in the instructional, administrative, and production functional categories. It appears the frequency of the tasks performed by the media professional who has the responsibility for both print and nonprint areas of the library media center is greatly different from the

frequency of the tasks performed by the media professional who is responsible for the nonprint area only. For example, the highly significant difference found in tasks 18 and 20 in the instructional category, tasks 27 and 34 in the administrative category, and tasks 55 and 56 in the production category indicates the likelihood there is a significant difference of task performance among the media professionals with print and nonprint responsibilities. This same thing seems to pertain to the other tasks in the three functional categories. A low task performance is seen by those media professionals who have the responsibility for both the print and nonprint areas. This seems to be the case with all of the instructional, administrative, and production tasks where there are significant differences. As one might expect, media professionals with both print and nonprint responsibilities probably do not have the time to frequently perform many of the instructional, administrative, and production tasks; therefore, by inspection it appears that the significant difference of task performance according to area of responsibility is largely attributable to the relative infrequency with which those with print and nonprint responsibilities engage in instructional, administrative, and production tasks.

For Question IV, then, three important functional categories--instructional, administrative, and production

--are considered to have frequent performances devoted to related task activities when the media professional's area of responsibility consists of nonprint duties only. However, the five other basic categories were not similarly affected by area of responsibilities.

Task Performance and Media Staff

Question V: Is there a significant relationship between frequency of nonprint task performance by respondents and the composition of the institutional media staff?

This study attempted to discern whether the composition of the media staff in the junior college unified library media center was related to nonprint task performance. Staff composition at responding institutions was found to be: (a) professional only at 29 institutions (17%) and (b) professional/subordinates at 140 institutions (83%).

Analysis of the data revealed that three functional categories had a majority of task activities significantly related to staff composition as indicated by the X^2 test (see Appendix D). These categories were instructional with 56% (5 of 9) of the tasks in this category having significant X^2 values, administrative with 55% (6 of 11), and production with 64% (7 of 11).

The instructional category task activities included the duties of giving instruction to media staff, faculty, and students as well as guiding others in the effective use

of nonprint materials and equipment. The administrative category task activities included the duties of planning, establishing, and maintaining the policies and procedures for the operation of the nonprint services and resources as well as the hiring, assigning, supervising, and terminating of media personnel. The production category task activities included the duties of determining the policies, methods, and procedures for the production of nonprint resources as well as designing and producing nonprint materials for special classroom use. Table 7 indicates that the instructional, administrative, and production activities were performed more often on a regular basis by media professionals who had subordinates working for them.

Table 7 indicates the media staff composition of professional only contributed most of the significant difference in frequency of task performance in the instructional, administrative, and production functional categories. It appears the frequency of the tasks performed by the media professional who is the only member of the media staff is greatly different from the frequency of the tasks performed by the media professional who has a staff of subordinates. For example, the highly significant difference found in tasks 18 and 20 in the instructional category, tasks 27 and 28 in the administrative category, and tasks 55 and 56 in the production category indicated

Table 7

Task Activities Performance Rates Which Have Significant χ^2 Values
When Compared to Media Staff Composition

Functional category: Task activity	Media staff composition		p
	Professional only N=29	Professional/ subordinates 140	
<u>Instructional:</u>			
15. Develop programmed instruction aids to assist users locating and selecting non-print materials	11	85	.040
18. Evaluate media staff performance and provide on-the-job and in-service experience	19	124	.002
20. Conduct workshops for faculty in the use of nonprint materials and equipment	18	116	.014
21. Inform faculty of recent innovations and research in audiovisual education	19	120	.015
23. Introduce faculty members to multimedia application in teaching	18	117	.014

Table 7--Continued

Functional category: Task activity	Media staff composition		p
	Professional only N=29	Professional/ subordinate 140	
<u>Administrative:</u>			
24. Develop procedural manuals for media staff	16	109	.018
27. Assign, schedule, and supervise the work of subordinate professional and nonprofessional media staff	19	130	.001
28. Develop criteria for recruiting, hiring, and termination of media staff	12	109	.001
29. Develop job descriptions for professional, technical, clerical, and student aide media positions	17	114	.012
30. Present library media center nonprint functions, resources, and services to community organizations	12	95	.011
34. Direct the college still or motion picture facilities	8	74	.019

Table 7--Continued

Functional category: Task activity	Media staff composition		p
	Professional only N=29	Professional/ subordinate 140	
<u>Production:</u>			
55. Design new nonprint materials for instructional use (i.e., slides, filmstrips, charts, etc.)	15	113	.002
56. Produce special audio and videotape presentations for special classroom use	12	105	.001
57. Write, edit, photograph, and produce filmstrips for special classroom use	4	60	.006
58. Write, edit, photograph, and produce multimedia presentations for special classroom use	9	84	.007
59. Process 35mm slide and/or negative film, print pictures and transparencies in the darkroom	4	65	.002
60. Identify new nonprint materials and equipment needed for production	17	116	.001
64. Determine policies, methods, and procedures for the production of nonprint materials	13	105	.005

the likelihood that there is a significant difference of task performance among the media professionals when they are alone on the job. This same thing seems to pertain to the other tasks in the three functional categories. In every case it is the media professional who works without the benefit of subordinates that task performance is very low. This seems to be the case with all of the instructional, administrative, and production tasks where there are significant differences. As one might expect, the one-person operation is incapable of performing many of the more highly specialized tasks without help; therefore, it is not surprising that by inspection it appears that the significant difference of task performance according to media staff composition is largely attributable to the relative infrequency with which those media professionals without benefit of a subordinate staff engage in instructional, administrative, and production tasks.

For Question V, then, three important functional categories--instructional, administrative, and production--are considered to have frequent performance devoted to related task activities when the media staff composition consists of a professional and subordinates.

Future Importance and Media Staff

Question VI: Is there a significant relationship between respondents' projection of future importance of nonprint task performance and the composition of the institutional media staff?

The sixth area in the task analysis study attempted to discern whether the composition of the media staff is related to the need to perform certain tasks in the future. The future importance response of each task was placed by respondents into one of four categories: (a) no opinion, (b) little/none, (c) some, and (d) considerable. A projection of rather frequent task performance on an item in the future was indicated by choices of some or considerable, while no opinion and little/none choices were evaluated as a projection of insignificant performance levels in the future.

Analysis of the data revealed in none of the functional categories was there a significant relationship between composition of media staff and ratings of future importance of a majority of its task activities (see Appendix D).

Task Performance and Competency Level

Question VII: Is there a significant relationship between respondents' perceived competency level and the frequency with which respondents perform nonprint tasks?

A comparison of the media professionals' perception of their own competency levels and their actual job performance was one of the purposes of this study. The competency level claimed by each respondent was placed into one of three response categories: (a) poor, (b) good, and (c) excellent. The respondent's rating of task performance

was previously discussed. Data from the survey indicating significant performance of a task as it related to the respondents' perception of their own competency levels required at least monthly involvement with the activity.

Regular performance of all task activities within each of the eight functional categories was significantly related to competency level as indicated by the χ^2 test (see Appendix D). Chi-square values significant at $p < .05$ level or better ranged from 30.87 to 161.97 with six degrees of freedom. By inspection it appears that the significant relationship among the respondents according to frequency of task performance and competency level is largely attributable to 15.5% of the media professionals who seldom performed a task also reported a poor competency level in the task, and to 31.2% of the respondents who frequently performed a task also reported an excellent competency level. Table 8 presents the mean responses by task frequency and self-perceived competency level for each of the functional categories in the survey instrument.

Institution Enrollment Size and Future Importance

Question VIII: Is there a significant relationship between the size of the institution and respondent's projection of future importance of nonprint task performance?

Analysis of the data revealed that only one functional category had at least one-half of the task activities projected as important to the media

Table 8

Average Number of Responses in Frequency and Competency Level

Functional category	Activities	Seldom performed and competency poor	Frequently performed and competency excellent
Selection/acquisition	Tasks 1-8	7.9	69.7
Circulation	Tasks 9-14	9.8	66.1
Instructional	Tasks 15-23	20.6	56.0
Administrative	Tasks 24-34	29.0	54.5
Organization	Tasks 35-46	19.5	57.2
Design/development	Tasks 47-53	32.7	35.0
Production	Tasks 54-64	54.5	39.0
Maintenance	Tasks 65-70	37.5	45.5

professional's duties in the future and significantly related to institution size as indicated by the X^2 test (see Appendix D). This category was circulation with 50% (3 of 6) of the tasks in this category having significant X^2 values.

Circulation task activities included organizing the nonprint resources in a systematic fashion for the purpose of making them accessible to the user as well as tasks associated with the mechanics of storage, retrieval, and distribution of materials and equipment. Table 9 indicates that media professionals in institutions having enrollment of less than 2,000 students are expected to have at least some involvement with circulation activities in the future.

Table 9 indicates most of the significant difference in future importance in the circulation functional category is due to the fact that one institutional size group was found to be greatly different from the other three size groups. For example, the significant difference found in tasks 10, 13, and 14 in the circulation category indicates the likelihood there is no significant difference of future importance among size groups one, two, and three (those less than 4,300 students). The significance in these tasks comes from the fact that institution size group number four (over 4,300 students) is widely divergent from institutional size groups one, two, and three. In every case it is the media

Table 9

Task Activities Rated as Important in the Future Having Significant χ^2 Values When Compared to Size of Institution

Functional category: Task activity	Institutional size group				p
	I N=35	II 48	III 40	IV 46	
<u>Circulation:</u>					
10. Charge, discharge, and renew nonprint materials and equipment	27	39	24	21	.013
13. Set up and operate equipment such as motion picture projectors, audio and video tape recorders, etc.	29	31	30	23	.035
14. Compute, collect, and record payments for overdue, damaged, or lost nonprint materials and equipment	22	21	13	10	.018

center in the large institutions that project a slight importance of circulation tasks in the future. As one might expect, the large institutions are capable of performing a great variety of sophisticated nonprint tasks and see little need to perform routine circulation activities in the future; therefore, by inspection, it appears that the significant difference among institutions according to size is largely attributable to the relative infrequency with which those in large institutions project they will engage in circulation tasks in the future.

Functional Category

Another purpose of this study was to analyze the role of media professionals in junior college unified library media centers in order to make recommendations about future nonprint training for these individuals. Therefore, this section of the data analysis presents a profile of the eight functional categories tabulated in terms of mean responses to the nonprint tasks performed by media professionals, their perceived competency level, and their ratings of the importance of each nonprint task in the future.

The task analysis survey instrument contained a number of nonprint tasks that the media professional can be expected to perform, and it also contained several nonprint tasks that are usually performed by media paraprofessionals in most audiovisual centers, but which may have to be

performed by the media professional in the junior college unified library media center. The list of the nonprint tasks were contained in the following functional task categories: (a) selection/evaluation, (b) circulation, (c) instructional, (d) organizational, (e) administrative, (f) design/development, (g) production, and (h) maintenance.

For each nonprint task there were three areas-- performance, competency, and importance--for which each respondent was asked to check that which best described how often they performed the nonprint task each month, the competency level they possessed in performing the task, and the importance of or the need to perform the task at the professional level in their library media center in the future. Response values were assigned as follows: for task performance--none = 1, rarely = 2, occasionally = 3, and regularly = 4; for task competency--poor = 1, good = 2, and excellent = 3; for task future importance--no opinion = 1, little/none = 2, some = 3, and considerable = 4.

Table 10 presents a composite of mean ratings on items in the eight functional categories. Analysis of the data revealed selection/acquisition and circulation task activities as the top ranked functional categories in task performance and competency level. Respondents saw these activities as the most frequently performed and the most competently performed nonprint tasks in the junior college unified library media center. Three functional

Table 10

Rank Order of Mean Responses by Functional Category on Performance, Competency, and Importance of Nonprint Tasks

Functional category	Task performance/rank	Competency level/rank	Future importance/rank
Selection/acquisition	3.281 1	2.379 2	3.541 1
Circulation	2.912 2	2.420 1	3.090 4
Organizational	2.849 3	2.235 4	3.143 2
Instructional	2.680 4	2.270 3	3.135 3
Administrative	2.653 5	2.178 5	2.040 5
Maintenance	2.604 6	2.067 6	2.901 7
Design/development	2.398 7	2.034 7	2.962 6
Production	2.166 8	1.952 8	2.669 8

categories (maintenance, design/development, and production), were sixth-, seventh-, and eighth-place ranked in both task performance and competency level and only slightly different in future importance ranking.

The rank order of future importance mean ratings varies slightly from the task performance and competency rankings at the upper end. Circulation task activities fell to fourth place in the rank order of future importance behind organizational (2) and instructional (3) tasks, while ranked second and first in frequency of performance and competency level respectively.

The differences among the ranks in terms of the mean scores may not be statistically significant even if they appear to be significantly different. There is no way to test, for example, whether the selection/acquisition category ranked number one in task performance is statistically different from the circulation category ranked number two in task performance. These two categories may be tied too closely together in actual performance to permit a significant separation in task performance ranking. The mean score in the selection/acquisition category appears larger, but, like many other superficial comparisons, may not actually be significantly larger than the circulation category.

Pearson Product-Moment Correlation

The final treatment of data in this survey consisted

Table 11
Correlation Coefficients for Paired
Variables by Functional Category

Functional category	Paired variables	r	p
Selection/acquisition:			
	Frequency-Competency	.64	.001
	Frequency-Importance	.71	.001
	Competency-Importance	.57	.001
Circulation:			
	Frequency-Competency	.42	.001
	Frequency-Importance	.78	.001
	Competency-Importance	.34	.001
Instructional:			
	Frequency-Competency	.71	.001
	Frequency-Importance	.71	.001
	Competency-Importance	.64	.001
Administrative:			
	Frequency-Competency	.83	.001
	Frequency-Importance	.75	.001
	Competency-Importance	.72	.001
Organization:			
	Frequency-Competency	.62	.001
	Frequency-Importance	.67	.001
	Competency-Importance	.54	.001
Design/development:			
	Frequency-Competency	.73	.001
	Frequency-Importance	.63	.001
	Competency-Importance	.54	.001
Production:			
	Frequency-Competency	.83	.001
	Frequency-Importance	.70	.001
	Competency-Importance	.66	.001
Maintenance:			
	Frequency-Competency	.70	.001
	Frequency-Importance	.71	.001
	Competency-Importance	.65	.001

of a post hoc analysis using the Pearson Product-Moment Correlation to examine the degree of association between two variables. It was thought that respondents who never performed a task category were likely to feel they had a poor competency level if they were to perform the tasks in a given category. Conversely, those individuals who regularly performed the tasks also were likely to perceive they had an excellent level of competency. Another question was whether or not the emphasis on the future importance of the tasks was influenced by the extent of the respondents' present performance of the tasks or the respondents' competency in the tasks. The correlations obtained were between the variables: (a) task frequency and competency level, (b) task frequency and future importance, and (c) competency level and future importance. Table 11 indicates correlation coefficients and their significance for these paired variables for each of the eight functional categories. The correlations of all comparisons were significant at $p < .001$.

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This study examined the role of the media professional in the junior college unified library media center. Eight functional categories were considered primary areas of responsibility for junior college media professionals and formed the basis for the study.

Data showing relationships between the respondents' demographic variables and their opinions toward task performance, self-perceived competency levels, and future importance of the task activities were examined.

Institution Size and Task Performance

Reeves (1973) indicated junior colleges tend to fall into approximately four equal full-time-equivalent enrollment groupings. For the most part, this study confirmed Reeves' findings with only moderate differentiations in percentages of the four size groupings being noted in this survey's results.

The first question which the study posed was whether the two criteria of institution size and task performance are independent of each other. Only the instructional

and production functional categories had a majority of the task activities significantly related to institutional size. Wiman (1967) concluded that duties vary according to the size and scope of the library media center. This study supports Wiman's conclusion.

The duties of giving instruction to both faculty and students in the use of the library media center, its equipment, and materials may be considered rather essential functions in any size institution. However, this study indicated fewer small institutions (those less than 900 students) are carrying out these tasks than in the larger institutions. Task activities in the production functional category also are more frequently performed in institutions over 900 FTE. In the larger institutions the instructional and production tasks performed by media professionals are those activities requiring professional skills and those which have enough personnel to carry out the task properly. This is in contrast to the smaller institutions where the tasks performed frequently by media professionals are those which tend to be less professional in nature or which can be performed without great difficulty in the one-person operation. There are also those tasks which are not performed frequently because they are difficult to carry out well by the media professional alone or are too time consuming for a limited staff. These differences would be

expected to occur in a logical analysis of task activities in these categories when viewed from the standpoint of institutional size.

Thus, it can be concluded that the size of the institution is a significant factor in determining the media professional's performance of the various nonprint tasks in two of the eight functional categories. It can also be concluded that in the smaller institutions many instructional and production activities which are on the progressive side of the media profession are ignored and not performed due to the survival factor inherent in the size of the institution. In the smaller institutions media professionals are too busy performing routine tasks just to maintain the daily operation of the center and do not have the time to assess what impact the nonprint resources have had on learning, to get to know the users and their information needs, whether the materials provided were appropriate to curriculum development, and other activities related to developing a strong nonprint program in the junior college educational process. The question from this viewpoint may be raised as to whether or not there should be institutions having less than 900 FTE if they are unable to provide adequate service in vital areas of library media operation.

Academic Preparation and
Task Performance

The second question which the study posed was whether there is a significant relationship between non-print task performance by respondents and their academic preparation. The instructional, administrative, and production functional categories had a majority of the task activities which were found to be significantly related to academic preparation.

Gerlock and Ely (1971) concluded that the role of the media professional was heading in the direction of an organizer, a facilitator, and an expeditor of nonprint instructional activities. The study tends to support their conclusion from data obtained showing the emphasis on instructional and administrative skills as important areas in media performance. It is also indicative of the general trend away from solely production skills as the type of training most appropriate for media professionals employed in unified library media centers.

It is also interesting to note that this study suggests that professionals who have training in library science as well as audiovisual service are more likely to perform frequently (a) instructional tasks that guide students and faculty in the use of nonprint materials and equipment and (b) administrative tasks related to the planning, establishing, and maintaining policies and

procedures for operating the nonprint services and resources of the library media center. Those who have their professional training only in audiovisual services are more likely to perform frequently production tasks related to the design and production of nonprint resources for the classroom (which are considered for the most part paraprofessional duties).

Task Performance and
Future Importance

Frequent performance of the task activities falling into the eight functional categories was shown by the respondents to be strongly related to respondents' perceptions of future importance; likewise, infrequent performance of a task was shown to be associated to its lack of importance in the future. Therefore, it can be concluded the media professional's level of performance of the nonprint task activities in the various functional categories has a significant bearing on the extent to which nonprint tasks are perceived as important to the role of the media professional in the future. Media professionals perform those task activities that they think have future importance and do not perform those task activities that they think lack future importance; ergo, they think the nonprint duties, responsibilities, and services will remain the same in the future library media center.

Task Performance and Area of Responsibility

The fourth question which the study attempted to answer was whether or not the criteria of area of responsibility and task performance are independent of each other. Only the instructional, administrative, and production functional categories had a majority of the task activities significantly related to area of responsibility.

Respondents who have the responsibility for print and nonprint resources are more likely to perform frequently (a) instructional activities that bring them into close contact with students and are oriented more toward the print aspects of the library media center while slighting the nonprint aspects, (b) administrative activities which are associated more with the management of the print program to the detriment of the nonprint print program, and (c) production activities which do not contribute greatly to nonprint media education support.

Conversely, those with nonprint only responsibilities were found to perform frequently those instructional, administrative, and production activities which are important to the development of a strong nonprint program in the unified library media center.

Task Performance and Media Staff

The fifth question in the task analysis study

attempted to discern whether the composition of the media staff was related to nonprint task performance. Instructional, administrative, and production functional categories had a majority of the task activities significantly related to media composition.

Respondents in the professional/subordinate category were found to be more likely to perform frequently instructional tasks that guide students and faculty in the use of nonprint materials and equipment, and administrative tasks that plan, establish, and maintain the policies and procedures for operating the nonprint services and resources of the library media center. These functional categories contain task activities which are for the most part professional in nature and which are important to the development of a strong nonprint program in the junior college library media center. Respondents also in the professional/subordinate category are more likely to perform frequently production tasks that design and produce nonprint resources for the classroom and which are considered for the most part paraprofessional duties. However, it appears when the media professional has a support staff to handle the routine non-professional production duties necessary to maintain the daily operation of the nonprint program, he may be concentrating his production efforts more on professional media program development and innovative production practices rather than routine production tasks. New production

techniques are also important to the development of a strong nonprint program.

Of special interest in this area of the investigation is the fact a number of the respondents who indicated they fell into the media staff composition category of professional only, also indicated they perform several of the tasks that are associated with having a staff of subordinates. This obvious contradiction might be explained several ways: (a) Perhaps these media professionals make assignments for the part-time student assistants and/or work-study students assigned to the library media center, yet do not consider these individuals as permanent staff members; (b) They could be developing the policies and procedures for the care and use of nonprint equipment permanently assigned to other departments on campus, but only work indirectly with the faculty members who use the equipment daily; or (c) Schedule the maintenance and repair of the nonprint equipment to be performed by a technical staff from another area on campus, yet have no authority to assign these individuals to other nonprint tasks in the library media center.

Future Importance and Media Staff

This study attempted to discern whether the composition of the media staff was related to the respondents' projections of future importance of nonprint task performance. There was found to be no significant

differences in how media professionals view their need to perform or not perform the activities in the functional categories when compared to the media staff of the nonprint program. It may be that media professionals will continue to perform some paraprofessional activities in the future regardless of the number of media support personnel available to perform the tasks.

Task Performance and Competency Level

Competency in the task activities falling into the eight functional categories was shown to be strongly associated with frequency of task performance; likewise, a poor competency level was associated with infrequent task performance. Therefore, it can be concluded that the media professional's self-perceived competency level is influenced by the frequency of performance of the task activities.

Institution Enrollment Size and Future Importance

Enrollment size of the institution was found to be significantly associated with only circulation task activities projected as important to the media professional's duties in the future. It may be that at the smaller institutions media professionals will be frequently performing circulation activities because they are easily performed in a one-person operation and/or because there are not enough support personnel to relieve the media

professional from handling the routine tasks of making materials and equipment accessible to the user.

Correlation of Paired Variables

The frequency in which a media professional performs a functional category is highly associated with his/her perception of his/her own competency level in performing the functional category, and his/her opinion of the importance of the functional category is significantly related to his/her duties in the future. Media professionals tend to forecast the functional category they perform on a regular basis as critical to their role in the future.

Functional Category Competence

This study attempted to analyze the role of media professionals in junior college unified library media centers in order to make recommendations about functional category training for such personnel. A profile of responses was presented in terms of the nonprint tasks performed by the media professionals, their self-perceived competency level, and their ratings of the importance of each nonprint task in the future. Mean scores of task performance were also presented for each functional category. In summary, these findings suggest:

1. Selection/acquisition tasks: The most important information and skill which must be possessed

and performed by media professionals in the junior college program pertains to analyzing, evaluating, and selecting nonprint materials and equipment. One must also be able to deal with acquisition practices related to the problem of identifying and purchasing new nonprint materials and equipment for the teaching and learning process. Goldstein (1970), Orderinde (1974), and Laws (1974) concluded media professionals must be proficient in selecting and evaluating resources in the nonprint program. This study supports their conclusion.

2. Instructional tasks: Informing faculty and students of nonprint services, materials, and equipment is an integral part of the media professional's responsibilities in the unified library media center. Corwine (1973) concluded working with people appears to be the primary focus of the media professional in the unified setting, and this study supports Corwine's conclusions. Hardman (1972) identified media utilization as a critical task that must be performed by media professionals. Likewise, this study found media professionals function as a teacher, an instructor, and as an informer to both faculty and students.

3. Administrative tasks: Media professionals must be able to plan, establish, and maintain the policies and procedures for the operation of the junior college nonprint program. One must also have some ability to

manage the budgetary aspects of the nonprint program. Meierhenry (1964) concluded administrative tasks are important to the function of the media professional. This study supports Meierhenry's conclusion somewhat when data showed respondents felt these aspects of their jobs were generally of significant importance.

4. Organizational tasks: The tasks of classifying and cataloging nonprint resources, maintaining inventory records, and establishing goals for the nonprint program are organizational competencies media professionals should be capable of doing. Erickson (1972) concluded the understanding of materials cataloging and classification is an important knowledge for media professionals to possess; this study supports Erickson's conclusion.

5. Design/development tasks: There is only a moderate need for media professionals in the unified setting to have the ability to guide the integration of nonprint materials and equipment into the teaching-learning process, according to survey ratings in this study. Norberg (1967) concluded the media professional's role was changing from being a dispenser of teaching materials to an important member of an instructional development team; however, this study did not support Norberg's conclusion. Van Dresser (1971) concluded the lowest level of competency necessary for the media professional was associated with nonprint tasks pertaining to

materials production and materials handling. This study supports Van Dresser's conclusion.

6. Functional categories: By assuming the eight functional categories included in the survey instrument as representative of the most important categories of task activities in junior college unified library media centers, a profile can be drawn of the typical tasks which media professionals should be expected to understand at the professional level. However, the nonprint tasks and the functional categories used in this investigation cannot be pointed to as the only ones to be used to determine nonprint task activities in the unified library media centers. Other significant relationships would most likely emerge from a redesign of the task analysis survey questionnaire.

Developing a representative set of nonprint task activities and functional categories increases the probability of a more orderly and efficient progression of the development of the nonprint program in the library media center. The long-term benefit of outlining these factors may counter any deterioration of program efficiency experienced when professionals are forced to perform paraprofessional tasks and should be a step in the direction of high performance standards for media professionals in unified centers. Furthermore, a more positive relationship between librarians and media professionals should be produced by the establishment of, and the attention given

to, a representative set of nonprint task activities and functional categories.

Recommendations

The evidence within this investigation indicated that before attempting to design a curriculum which would prepare media professionals for their role in the junior college unified media centers, more attention should be devoted to the identification of the functional categories that must be performed, the level of competency the individuals possess, and the importance of the category to the media professional's role in the future. The analysis of the data led to the belief that curricular revision can no longer be conducted by the institution alone as in the past. Some new mode of decision making is essential to keep curricula useful and professional education responsive to the changing needs of junior college unified library media centers.

The most important functional categories to be performed by media professionals were shown to be selection/acquisition, circulation, instructional, or organizational activities. The categories with the least emphasis were shown to be related to the technical aspects of maintenance and production. This defines the role of the media professional in the junior college unified library media center as primarily one which works with students, teachers, and administrators in the

teaching-learning process, and secondly, one which supervises technical people in the operational process. The media professional is responsible for the full spectrum of nonprint services which includes everything from designing instructional systems for classroom use to charging, discharging, and renewing nonprint materials and equipment from the library media center.

The data accumulated and classified from this task analysis reveal skills which should be developed and reinforced in the university curriculum, and skills which should be repressed. The following recommendations were based upon the conclusions drawn from the analysis of the data. These recommendations are applicable to junior college library media centers in general and to the programs of academic study for junior college media professionals.

General Recommendations

1. A set of common nonprint task activities should be developed which are basic to each nonprint functional category. Skill levels which would be common to all nonprint programs regardless of the size of the institution should be determined. Additional basic task activity skills may be required for the functional categories performed in very large and sophisticated nonprint programs.

2. Traditional library science courses such as selection and acquisition, cataloging, and library management can no longer be considered solely a print discipline.

These courses should be restructured to include the non-print aspects of the unified library media field.

3. To assure that a sufficient number of qualified professionals be trained for the nonprint responsibilities in unified library media centers, graduate programs in library science in colleges and universities should give more comprehensive treatment of audiovisual education.

4. It is recommended that schools of education prepare graduates who can function as instructional design specialists and as agents of change in the library media center nonprint administrative and operational areas.

Recommendations for Further Study

This study investigated only the nonprint task performance of the media professional in the junior college unified library media center. The method of study was through the use of a task analysis questionnaire. More meaningful definitions of the role of the media professional may be obtained by establishing the criteria for investigation and compiling data through observation, interview, consensus, and/or systems analysis.

It is recommended that research be conducted that focuses on the quality of the work performed by media professionals doing nonprint tasks considered indicative of both professional and paraprofessional responsibilities.

This study represents one step in a long and complex process to evaluate the role of the media

professional in higher education. Most professional media practitioners await the recommendations provided by independent research even as they engage in their own self-examination and prepare their own initiatives along with their colleagues in media education. Perhaps the wisest research would be to shift the energies and debate over questions of competence, diversity, and on-the-job performance to the task of establishing what media education should become and defining how to judge if media education is properly focused.

CHAPTER VI

SUMMARY

The purpose of this study was to analyze the role perceptions of media professionals in junior college unified library media centers in order to formulate recommendations of future nonprint task training of media professionals in institutions of higher education.

Answers to eight questions were sought to determine if a significant difference existed between the respondent's: (a) institution size and task performance, (b) academic preparation and task performance, (c) task performance and projections of future task performance, (d) task performance and area of responsibility, (e) task performance and media staff size, (f) projections of future task performance and media staff size, (g) task performance and competency level, and (h) projections of future task performance and institution size.

A survey instrument comprised of a comprehensive list of 70 nonprint tasks in the three areas of task performance, competency level, and future importance was used for data gathering. The questionnaire was structured around the eight nonprint task categories of:

(a) selection/acquisition, (b) circulation, (c) instructional, (d) administrative, (e) organization, (f) development/design, (g) production, and (h) maintenance. Each category consisted of not less than six and not more than 12 nonprint task activities. The survey instrument was sent to current media professionals in 300 junior college library media centers. Usable data were furnished by 169 respondents or 56.3%.

The data revealed that many media professionals have both print and nonprint responsibilities. A predominance of respondents had training in both print and nonprint resources. Junior colleges tend to fall into approximately four equal full-time equivalent enrollment groupings. The χ^2 test indicated the instructional and production categories have more time devoted to related task performance in larger institutions. The instructional, administrative, and production categories have more time devoted to related task performance when:

(a) the media professional's academic preparation consists of other than library science alone, (b) the media professional's area of responsibility consists of nonprint duties only, and (c) the media staff composition consists of a professional and subordinates. All the task activities within the eight categories were related significantly to future importance. None of the categories has a significant relationship between size of media staff

and future importance. Regular performance of each category was related significantly to competency level. The circulation category is projected as important to the media professional's duties in the future and significantly related to institution size.

Selection/acquisition and circulation activities are the top-ranked categories in task performance and competency level; while maintenance, design/development, and production activities are the sixth-, seventh-, and eighth-place-ranked categories. The rank order of the future importance of mean ratings varied slightly from the task performance ranking. The Pearson analysis revealed the frequency in which a media professional performs a task activity is associated highly with his/her self-perceived competency level and his/her opinion of the importance of the activity to his/her duties in the future.

In the smaller institutions many of the progressive instructional and production activities are not performed due to the survival factor inherent in the size of the institution. It is questionable whether or not there should be institutions having less than 900 FTE if they are unable to provide adequate nonprint service. There is a general trend away from solely production skills as the type of training most appropriate for media professionals employed on unified library media centers. Those who have professional training only in audiovisual services

are more likely to perform frequently tasks considered for the most part paraprofessional duties. The media professional's self-perceived competency level is influenced by the frequency of performance of the task activities. Media professionals tend to forecast the functional category they perform on a regular basis as critical to their role in the future.

Recommendations point to the restructuring of traditional library science courses to include the nonprint aspects of the unified library media field. Existing media programs should focus on producing media professionals who can function as instructional design specialists in the unified setting. Nonprint tasks performed by junior college media professionals should be those which are common to all media professionals.

REFERENCES

- Allen, K. W., & Allen, L. Organization and administration of the learning resources center in the community college. Hamden, Conn.: The Shoe String Press, Inc., 1973.
- American Association of Junior Colleges and the Association of College Research Libraries, Committee on Standards. Guidelines for two-year college library learning resource centers. College & Research Libraries News, 1971, 32, 265-278.
- American Association of School Librarians. Standards for school library programs. Chicago: American Library Association, 1960.
- American Association of School Librarians. School library manpower project. Chicago: American Library Association, 1969.
- American Association of School Librarians and Department of Audiovisual Instruction, National Education Association. Standards for school media programs. Chicago: American Library Association, 1969.
- Ball, H. G. Library media specialists' perceptions of their roles and functions. Normal, Al.: Alabama A&M University, 1974. (ERIC Document Reproduction Service No. ED 095 889)
- Bergeson, C. O. Relationship of library science and audio-visual instruction. Audiovisual Instruction, 1967, 7, 100-103.
- Bock, J. D. Two-year college LRC buildings. Library Journal, 1977, 102, 2410-2411.
- Boddy, I. M. The relationship between libraries and audio-visual specialists in colleges and universities and the role of each in the academic process. (Doctoral dissertation, Ohio State University, 1965). Dissertation Abstracts, 1966, 27, 64A. (University Microfilm No. 66-6233)

- Brown, J. W. The new joint standards: Implications for manpower. Audiovisual Instruction, 1969, 14, 31-33.
- Brundin, R. E. Changing patterns of library service in five California junior colleges, 1907-1967. (Doctoral dissertation, Stanford University, 1970). Dissertation Abstracts International, 1971, 31, 6080A. (University Microfilms No. 71-12,866)
- Chisholm, M. E., & Ely, D. P. Media personnel in education: A competency approach. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.
- Corwine, R. L. A descriptive analysis of the role of the elementary school media specialist as perceived by four educational groups. (Doctoral dissertation, University of Nebraska, 1973). Dissertation Abstracts International, 1973, 34, 2199A. (Microfilms No. 73-25,433)
- Dale, D. C. The community college library in the mid-1970's. College & Research Libraries, 1977, 38, 404-411.
- Drake, S. L. (Ed.). 1977 community, junior and technical college directory. Washington, D.C.: American Association of Community and Junior Colleges, 1977.
- Erickson, W. E. Self-perceived needs of media personnel for professional media preparation. (Doctoral dissertation, University of South Dakota, 1972). Dissertation Abstracts International, 1972, 33, 2691A. (University Microfilms No. 72-32,710)
- Evans, R. W. Specialization in educational media at the University of Missouri, Columbia. Illinois Libraries, 1970, 52, 678.
- Fields, D. C. An evaluation of the relevance of the graduate audio-visual program at East Texas State University. (Doctoral dissertation, East Texas State University, 1971). Dissertation Abstracts International, 1972, 32, 5565A-5566A. (University Microfilms No. 72-10,832)
- Frye, R. A. Is a team approach required. Educational Resources and Techniques, 1966, 7, 8-9.
- Gerlock, V. S., & Ely, D. P. Teaching and media: A systematic approach. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

- Gilkey, J. W. The media numbers game. Audiovisual Instruction, 1969, 14, 49-50.
- Ginsberg, E., & Brown, C. A. Manpower for library services. New York: Conservation of Human Resources Project, Columbia University, 1967.
- Godfrey, E. P. The role of the building coordinator. Audiovisual Instruction, 1967, 12, 104-109.
- Goldstein, H. Media standards and education for media service. Illinois Libraries, 1970, 52, 661.
- Grady, B. F. The preparation and certification of educational media personnel. Audiovisual Instruction, 1969, 14, 29-30.
- Graves, R. D. The status of the instructional media centers in the California community colleges. (Doctoral dissertation, University of California, Los Angeles, 1972). Dissertation Abstracts International, 1973, 33, 5584A. (University Microfilms No. 73-10,424)
- Hamerus, D. G. Media guidelines. Audiovisual Instruction, 1970, 15, 31-34.
- Hardman, R. R. The philosophy of role and identification of critical tasks performed by educational media specialists in elementary and secondary schools. (Doctoral dissertation, Indiana University, 1971). Dissertation Abstracts International, 1972, 32, 4285A-4286A. (University Microfilms No. 72-6707)
- Hodowanec, G. V. Comparison of academic training with selected job responsibilities of media specialists. (Doctoral dissertation, Temple University, 1973). Dissertation Abstracts International, 1973, 34, 1946A. (University Microfilms No. 73-23,339)
- Jetter, M. A. The roles of the school library media specialist in the future: A Delphi study. (Doctoral dissertation, Michigan State University, 1972). Dissertation Abstracts International, 1973, 33, 6380A. (University Microfilms No. 73-8897.)
- Kemp, J. E. Implementing our professional role. Audiovisual Instruction, 1969, 14, 25-28.
- Ladd, D. L. Changes in educational policy. New York: McGraw-Hill Book Company, 1970.

- Larson, L. C. Developing a graduate program to train instructional design and media specialists. Audiovisual Instruction, 1969, 14, 20-24.
- Larson, C., & Cohen, E. G. Directory of graduate programs for the professional education of audiovisual supervisors, directors, and building coordinators. Washington, D.C.: Department of Audio-Visual Instruction of the National Education Association, 1955.
- Laws, R. K. A task analysis survey of the role of the learning resources specialist in the public elementary schools of Washington state. (Doctoral dissertation, University of Washington, 1974). Dissertation Abstracts International, 1974, 35, 4049A-4050A. (University Microfilms No. 74-29,443)
- Margoles, R. A. The media coordinator's role. Audio-visual Instruction, 1972, 17, 58-62.
- Marshall, C. S. An analysis of the educational preparation and tasks performed by library media center staff in the secondary schools of South Carolina. (Doctoral dissertation, University of South Carolina, 1972). Dissertation Abstracts International, 1973, 33, 4684A-4685A. (University Microfilms No. 73-3605)
- Mayhew, L. B. Changing practices in education for the professions. Atlanta: Southern Regional Education Board, 1971.
- McBeath, R. J. Program planning and management in audio-visual services for higher education. Audiovisual Instruction, 1971, 16, 62-67.
- McGlothin, W. J. The professional school. New York: The Center for Applied Research, Inc., 1964.
- Meierhenry, W. C. Program for the preparation of media specialists. In C. W. Stone (Ed.), The professional education of media service personnel. Pittsburgh, Pa.: University of Pittsburgh Center for Library and Educational Media Studies, 1964.
- Meierhenry, W. C. Media manpower: For schools and libraries. Washington, D.C.: Media Manpower, 1972.

- National Center for the Improvement of Educational Systems. The education professions 1971-72. Part IV-A Manpower Survey of the School Library Media Field, Office of Education. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1973.
- National Education Association. Jobs in instructional media study (JIMS, interim report). Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare, 1969.
- Norberg, K. (Ed.). The role of the media professional in education. Audiovisual Instruction, 1967, 12, 1026-1029.
- Orderinde, N. O. What makes media run? Tennessee Librarian, 1974, 26, 15-18.
- Reeves, P. Junior college libraries enter the seventies. College & Research Libraries, 1973, 34, 7-15.
- Samuels, M. H. A comparison of roles and functions desired by prospective employers of professional media personnel with current professional media preparation programs in Pennsylvania. (Doctoral dissertation, University of Pittsburgh, 1971). Dissertation Abstracts International, 1972, 32, 6016A. (University Microfilms No. 72-7911)
- School Library Manpower Project. Occupational definitions for school library media personnel. Chicago: American Library Association, 1971.
- Social Educational Research and Development, Inc. A task analysis of library jobs in the state of Illinois. Silver Spring, Md.: SERD, Inc., 1970.
- Stone, W. C. AV task force survey report. American Libraries, 1970, 1, 41.
- Srygley, S. K. The making of new school media specialists-- from the library point of view. Audiovisual Instruction, 1969, 14, 15-16.
- Van Dresser, R. J. A survey related to job competencies of the instructional media specialist. (Doctoral dissertation, University of Nebraska, 1971). Dissertation Abstracts International, 1971, 32, 681A-682A. (University Microfilms No. 71-19,522)

- Veihman, R. A. Media departments and junior colleges. Illinois Libraries, 1969, 2, 283-288.
- Wallace, J. O. Newcomer to the academic scene: The two-year college library/learning center. College & Research Libraries, 1976, 37, 503-513.
- Wallington, J. C., Hale, P., & Douglas, F. Toward solving the media manpower puzzle. Audiovisual Instruction, 1969, 14, 36-37.
- Wiman, R. V. An interdisciplinary approach to planning a program of professional preparation for media specialists. Audiovisual Instruction, 1967, 12, 110-113.
- Zulich, J. M. Under the magnifying glass: The A-V specialist. Educational Screen and Audiovisual Guide, 1969, 48, 10; 32.

APPENDIX A
COMPLETE QUESTIONNAIRE

TASK ANALYSIS SURVEY INSTRUMENT

This questionnaire is intended to be responded to by the media professional or other full-time professional staff or faculty member who performs nonprint tasks in the junior college library media center. Because of the many and varied library media center organizations, the respondent performing the nonprint tasks might also be classified as the library media center director, the audiovisual director, the media specialist, the learning resource specialist, or other similar terms.

This instrument is not intended for the media technician, clerk, aide, or other nonprofessional staff member. Furthermore, it is not intended that the media professional respond to this survey in conjunction with other media personnel.

The purpose of this study seeks to determine how the media professional: (1) spends his time with nonprint tasks; (2) how he rates his competency in these tasks; and (3) how important it is to perform these tasks in the future. The responses should reflect only the media professional's nonprint activities and not the totality of nonprint tasks performed in the library media center by the entire staff.

Directions:

Place an (X) in the spaces provided which most nearly represent:

(a) How often you perform a particular nonprint task each month?

Responses: Never (Don't do the task at all)
Rarely (Less than once a month)
Occasionally (A few times each month)
Regularly (Many times each month)

(b) The competency level you feel you have in performing the nonprint task.

Responses: Poor
Good
Excellent

(c) Your feelings as to the importance or the need to perform the nonprint task at the professional level in your library media center in the future.

Responses: No opinion
Little or none
Some
Considerable

Note: Even though you may respond that you presently do not perform a particular nonprint task, please indicate nevertheless your level of competence in the task if you were so performing, and also its importance to your future role as a media professional in the junior college library media center.

Here are two typical tasks with possible responses:

	TASK PERFORMANCE	COMPETENCY LEVEL	FUTURE IMPORTANCE
As a media professional, I.....	Never Occasionally Rarely Regularly	Poor Good	Little or none No opinion Considerable Some
Schedule the use of nonprint materials & equipment.....	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct workshops for faculty in the use of nonprint materials & equipment.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

To the first sample task the responses indicate the media professional Occasionally schedules the use of nonprint materials and equipment, has a self-perceived Poor competency level in performing this task, but feels there will continue to be Some need for him to perform this task in the future.

To the second sample task the responses indicate the media professional Never conducts workshops for faculty in the use of nonprint materials and equipment, has a self-perceived Good competency level if he were to perform this task, and feels it will be of Considerable importance that he perform this task in the future.

Definition of the term "media"

The American Association of School Librarians and the National Education Association have standardized the term "media" to mean both print and nonprint forms of communication. For the purpose of differentiation and clarification in this survey, however, the term "media" will refer exclusively to nonprint usage.

TASK PERFORMANCE	COMPETENCY LEVEL	FUTURE IMPORTANCE
Never	Rarely	Poor
Occasionally	Regularly	Excellent
		Good
		Little or none
		No opinion
		Considerable
		Some

As a media professional, I.....

1 Establish the criteria for evaluation, selection and acquisition of nonprint materials & equipment.....	9	24	38	98	9	96	64	0	5	40	124
2 Confer with faculty to determine nonprint materials needed for immediate curriculum requirements.....	6	16	43	103	5	89	74	1	6	30	132
3 Procure through purchase, lease, or rent nonprint materials & equipment requested by faculty.....	12	10	27	119	9	57	102	2	13	32	121
4 Identify the most appropriate source for nonprint material & equipment purchase or rental.....	8	13	53	94	13	79	76	1	11	48	108
5 Confer with faculty in identifying nonprint material needs of future curriculum requirements.....	12	35	61	61	9	97	63	1	8	42	118
6 Review periodicals, catalogs and magazines for nonprint materials & equipment selection information....	2	15	44	108	9	85	75	3	8	60	98
7 Confer with sales representatives to learn of new nonprint materials & equipment.....	4	29	62	74	10	83	75	3	12	76	78
8 Arrange for and conduct preview and evaluation sessions of new nonprint materials & equipment.....	19	45	53	52	19	85	65	7	19	74	69
9 Establish policies and procedures for circulation of nonprint materials & equipment.....	8	15	28	118	6	66	97	3	11	34	121
10 Charge, discharge, and renew nonprint materials & equipment.....	17	42	47	62	13	76	79	6	51	43	68
11 Locate requested nonprint materials or equipment and inform user of availability.....	4	32	57	76	7	79	82	4	29	59	77
12 Plan systems of scheduling and delivery of nonprint materials & equipment.....	22	25	35	87	10	70	88	7	17	58	86
13 Set up and operate equipment such as motion picture projectors, audio and video tape recorders, etc.....	17	49	58	45	10	57	102	8	50	60	51
14 Compute, collect, and record payments for overdue, damaged, or lost nonprint materials & equipment.....	73	52	24	20	28	87	50	22	78	40	26
15 Develop programmed instruction aids to assist users locating and selecting nonprint materials.....	73	40	38	18	48	78	42	25	47	58	39
16 Assist students with nonprint assignments done in the library media center.....	20	41	58	49	7	74	88	10	28	69	61
17 Inform faculty and students of new nonprint services, materials & equipment.....	3	11	50	104	4	65	99	2	9	42	115

TASK PERFORMANCE	COMPETENCY LEVEL	FUTURE IMPORTANCE
Never	Occasionally	Poor
Rarely	Regularly	Excellent
		Good
		Little or none
		Some
		Considerable

As a media professional, I.....

18 Evaluate media staff performance and provide on-the-job and in-service experience.....	24	13	43	87	17	79	71	7	11	49	101
19 Evaluate and apply research results to development and utilization of nonprint materials & equipment.....	46	46	45	28	46	80	38	18	39	61	47
20 Conduct workshops for faculty in the use of nonprint materials & equipment.....	33	48	64	22	19	86	63	3	15	74	74
21 Inform faculty of recent innovations and research in audiovisual education.....	29	48	66	25	29	98	40	12	28	78	50
22 Give students individualized instruction in the use of nonprint materials & equipment.....	20	41	60	47	4	67	96	7	27	75	59
23 Introduce faculty members to multimedia application in teaching.....	33	36	75	24	22	89	56	7	23	69	67
24 Develop procedural manuals for media staff.....	43	44	40	41	17	91	59	12	35	58	63
25 Develop necessary forms for nonprint operations.....	21	26	52	69	12	72	93	8	24	76	60
26 Determine, control, order, inventory and maintain nonprint supplies.....	14	30	27	95	12	73	82	7	21	55	84
27 Assign, schedule and supervise the work of subordinate professional and nonprofessional media staff.....	19	4	23	122	9	70	89	5	11	41	111
28 Develop criteria for recruiting, hiring and termination of media staff.....	46	32	35	54	24	85	57	15	26	46	80
29 Develop job descriptions for professional, technical, clerical and student aide media positions.....	37	27	42	62	18	76	73	9	23	47	89
30 Present library media center nonprint functions, resources and services to community organizations.....	61	59	32	16	31	87	49	25	36	71	35
31 Seek supplemental funding from federal and non-federal sources to support the nonprint program.....	53	27	45	43	59	77	31	24	15	47	81
32 Plan, develop, propose and justify budget requests for immediate and long-range nonprint services.....	18	13	30	107	18	78	72	6	8	34	119
33 Direct the college radio or television station.....	126	3	5	29	88	48	24	60	63	22	27
34 Direct the college still or motion picture facilities...	85	8	27	47	53	58	53	40	42	40	45

TASK PERFORMANCE	COMPETENCY LEVEL	FUTURE IMPORTANCE
Never	Occasionally	Poor
Rarely	Regularly	Excellent
		Good
		No opinion
		Little or none
		Some
		Considerable

As a media professional, I.....

35 Establish policies for classifying, cataloging, storage and retrieval of nonprint materials & equipment.....	21	32	33	83	20	87	62	7	19	64	79
36 Classify and catalog all nonprint materials & equipment.....	51	29	26	62	32	84	52	14	32	55	67
37 Visit other junior college library media centers to observe their nonprint resources and services.....	15	42	86	26	12	101	56	11	14	93	51
38 Visit equipment exhibits, attend nonprint workshops, take short courses for professional improvement.....	5	32	85	47	11	97	61	4	11	82	72
39 Determine over-all goals, needs, objectives and priorities for the nonprint program.....	10	20	48	91	10	84	74	3	7	51	108
40 Communicate nonprint program philosophy, goals and objectives to students, faculty and administration.....	13	33	60	62	18	92	57	6	17	49	96
41 Organize and maintain card catalogs for nonprint materials & equipment.....	63	25	19	62	38	68	62	23	31	48	67
42 Compile and revise book catalogs of nonprint materials & equipment.....	75	23	39	32	47	72	49	26	47	47	48
43 Maintain accession and inventory records of nonprint materials & equipment.....	41	21	24	83	18	78	72	13	31	47	77
44 Maintain a reserve collection of nonprint materials & equipment, assembling and clearing as required.....	63	26	31	43	35	77	48	33	38	49	42
45 Handle complaints, criticisms and objections of particular nonprint materials, equipment or services....	4	22	52	90	6	88	74	6	9	73	80
46 Reject, modify, reinforce or renew nonprint resources and services to meet present needs.....	13	18	57	81	11	93	65	10	9	69	81
47 Engage in research relative to nonprint resources and services.....	64	56	31	18	46	90	32	24	48	61	35
48 Design innovations in instruction using nonprint materials, equipment and services.....	48	41	56	24	47	83	39	21	26	72	49
49 Participate in curriculum development and revision as a member of the college curriculum committee.....	74	33	23	39	31	100	36	26	23	54	66
50 Serve as a permanent member of an instructional development team.....	82	21	17	49	39	81	47	30	19	52	68
51 Introduce appropriate nonprint materials & equipment into the teaching/learning process.....	24	27	68	50	20	99	50	16	9	68	76

TASK PERFORMANCE	COMPETENCY LEVEL	FUTURE IMPORTANCE
Never	Occasionally	Poor
Rarely	Regularly	Excellent
		Good
		No opinion
		Little or none
		Some
		Considerable

As a media professional, I.....

52 Coordinate nonprint resources and services with departments, courses and textbooks.....	41	42	45	41	29	104	36	15	19	74	61
53 Provide nonprint materials for remedial students and/or advanced learners.....	25	47	47	50	28	101	40	13	23	76	57
54 Adapt commercial nonprint materials & equipment to meet special instructional objectives.....	43	34	62	29	35	81	51	19	23	81	45
55 Design new nonprint materials for instructional use (i.e. slides, filmstrips, charts, etc.).....	41	31	54	43	41	67	60	15	27	63	64
56 Produce special audio and videotape presentations for special classroom use.....	52	32	39	46	46	64	58	20	28	55	65
57 Write, edit, photograph and produce filmstrips for special classroom use.....	05	26	19	19	71	56	40	40	45	47	36
58 Write, edit, photograph and produce multimedia presentations for special classroom use.....	75	33	32	28	59	65	44	29	37	56	46
59 Process 35mm slide and/or negative film, print pictures and transparencies in the darkroom.....	99	20	23	26	80	47	42	37	58	39	35
60 Identify new nonprint materials & equipment needed for production.....	36	32	51	50	43	71	55	21	33	58	57
61 Mount transparencies and slides, laminate pictures, produce colorlifts, dry mount posters, etc.....	66	34	35	34	39	66	64	29	44	55	41
62 Produce nonprint materials for dial-access and computer-assisted instruction.....	144	11	8	5	107	42	15	62	57	33	15
63 Plan, prepare and arrange nonprint bulletin boards, material displays and equipment exhibits.....	92	37	28	12	53	80	35	35	62	52	19
64 Determine policies, methods and procedures for the production of nonprint materials.....	50	17	33	68	41	63	64	24	23	57	64
65 Establish policies, methods and procedures for maintenance of nonprint materials & equipment.....	18	22	36	93	18	90	61	10	16	56	87
66 Remove from shelves nonprint materials which need to be repaired, remarked, or discarded.....	31	39	47	52	20	93	56	11	44	62	52
67 Maintain cumulative records on the condition of and maintenance work on nonprint materials & equipment.....	53	35	31	49	34	82	51	21	35	62	50
68 Maintain and make <u>minor</u> repairs and adjustments to nonprint materials and equipment.....	36	34	39	60	32	86	51	13	43	63	50

TASK PERFORMANCE	COMPETENCY LEVEL	FUTURE IMPORTANCE
Never	Rarely	Poor
Occasionally	Regularly	Excellent
		Good
		Little or none
		No opinion
		Considerable
		Some

As a media professional, I.....

69 Maintain and make <u>major</u> repairs and adjustments to nonprint materials and equipment.....	112	25	14	18	106	40	21	21	77	40	28
70 Order and maintain equipment spare parts, projection lamps, patch cords, power cords, etc.....	42	16	29	82	28	73	67	11	43	48	66

Thank you for your cooperation and assistance in this role analysis

Before concluding, please provide the following information:

1. My official title is: _____

2. The enrollment at my institution (full-time-equivalent) is:

___ under 900 ___ 900-1999 ___ 2000-4300 ___ over 4300

3. The media staff includes full-time personnel in the following categories:

___ Professional ___ Technician ___ Aide ___ Clerk

4. My professional training at the college level has been in:

___ Library science and audiovisual services ___ Library science only

___ Audiovisual services only ___ Other

5. My area of responsibility is:

___ Both print and nonprint ___ Nonprint only

6. Other nonprint tasks which I feel will be important for the media professional to perform in the future which haven't been included in this survey are:

APPENDIX B
COVER LETTER

GRADUATE SCHOOL OF LIBRARY SERVICE
P. O. BOX 6242
TELEPHONE 348.4610

Director of Library & Media Services

Dear Participant:

Your institution has been selected as part of a national survey of junior college library media centers. Neither you nor your institution will be identified in the study, and all data will be treated in a professional manner.

The results of this research will be primarily used to determine the amount of time media professionals in the library media center spend on nonprint tasks, their competency level in these tasks, and the importance of these tasks to the media professional's role in the future. Enclosed is a questionnaire designed to help us arrive at a more precise understanding of these variables.

Your contribution to this study will take less than thirty minutes. Please complete and return the questionnaire in the enclosed pre-addressed, stamped envelope by April 3, 1978.

Thank you for your cooperation and assistance in this role analysis.

Sincerely,



Donald E. Dorin

APPENDIX C
FOLLOW-UP LETTER

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA 35486

April 12, 1978

GRADUATE SCHOOL OF LIBRARY SERVICE
P. O. BOX 6242
TELEPHONE 748-4610

Dear Director of Library & Media Services:

We at the Graduate School of Library Service are committed to preparing the best media professionals possible for junior college library media centers throughout the nation. To do this, we need information about the activities of those media professionals already in the field. Therefore the deadline for returning the task analysis survey instrument mailed to you several weeks ago has been extended to May 1, 1978. This gives you time to have your responses included with those already returned.

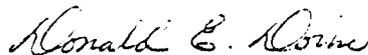
Perhaps you have found it difficult to determine which professional on your library media center staff should fill out the questionnaire. There may be one or more individuals who perform both print and nonprint tasks on a regular basis (the circulation librarian, the audiovisual librarian, the director of learning resources, etc.), or there may be no one on your staff who you would classify as a true "media" professional and either you or an assistant librarian must perform the nonprint tasks. In any case, someone on the library media center staff has to have the overall responsibility for nonprint materials and equipment.

Due to the nature of the research, I am trying to determine, among other things, which nonprint tasks must be performed by the professional who has chief responsibility for nonprint duties. In other words, this chief media professional probably performs the administrative and organizational nonprint tasks of the library media center as part of his job, but perhaps on occasion it is necessary for him to perform circulation, instructional, production, or even maintenance tasks even though there are other professionals or nonprofessionals whose job is to perform these nonprint tasks daily. I'm interested in seeing to what extent the chief media professional must perform nonprint tasks at all levels, how well he feels he performs these tasks, and whether or not he feels he will continue to have to perform certain nonprint tasks in the future, or depending upon institution size, staff composition and other criteria, certain nonprint tasks will be performed by nonprofessionals only.

I look forward to receiving your responses.

Thank you for your cooperation and assistance in this role analysis.

Sincerely,



Donald E. Dorin

APPENDIX D

χ^2 VALUES OBTAINED IN ANALYSIS OF RESPONSES
TO TASK ACTIVITY SURVEY INSTRUMENT

APPENDIX D--- χ^2 VALUES OBTAINED IN ANALYSIS OF
RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

CATEGORY: TASK	Contingency Tables With Obtained χ^2 Values, Significance					
	Institt. Size	Task Performance and Academic Preparation	Area of Responsib.	Staff Size	Future Importance and Institt. Size	
					Staff Size	Institt. Size
SELECTION/ACQUISITION						
1. Establish the criteria for evaluation, selection and acquisition of nonprint materials & equipment.	7.69	3.36	2.76	0.01	2.35	7.51
2. Confer with faculty to determine nonprint materials needed for immediate curriculum requirements	10.95	6.04	3.86	0.26	1.62	7.84
3. Procure through purchase, lease, or rent nonprint materials & equipment requested by faculty.	13.48	8.01*	1.65	0.11	1.99	17.48*
4. Identify the most appropriate source for nonprint material & equipment purchase or rental.	7.63	7.77	11.13*	1.15	6.73	14.88
5. Confer with faculty in identifying nonprint material needs of future curriculum requirements.	4.19	1.19	4.06	1.31	2.94	7.48
6. Review periodicals, catalogs and magazines for nonprint materials & equipment.	19.30*	1.15	4.28	0.08	4.85	7.78
7. Confer with sales representatives to learn of new nonprint materials & equipment.	21.09*	5.41	11.87**	1.19	9.95*	12.08
8. Arrange for and conduct preview and evaluation session of new nonprint materials & equipment	9.73	2.19	4.15	2.09	6.37	18.93*

APPENDIX D---X² VALUES OBTAINED IN ANALYSIS OF
RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

CATEGORY: TASK	Contingency Tables With Obtained X ² Values, Significance					
	Task Performance and			Future Importance and		
	Instit. Size	Academic Preparation	Area of Responsib. Size	Staff Instit. Size	Staff Instit. Size	Staff Instit. Size
CIRCULATION						
9. Establish policies and procedures for circulation of nonprint materials & equipment.	7.57	2.66	6.89	0.01	1.06	9.78
10. Charge, discharge and renew nonprint materials & equipment	18.46	1.53	5.54	0.08	2.72	20.88*
11. Locate requested nonprint materials or equipment and inform user of availability	25.94***	4.17	4.75	0.06	3.31	15.75
12. Plan systems of scheduling and delivery of nonprint materials & equipment.	6.77	6.08	8.86*	2.72	3.21	6.42
13. Set up and operate equipment such as motion picture projectors, audio and video tape recorders, etc.	6.83	2.83	0.68	0.08	2.21	17.97*
14. Compute, collect, and record payments for overdue, damaged, or lost nonprint materials & equipment	13.25	0.86	2.07	0.00	6.18	19.97*
INSTRUCTIONAL						
15. Develop programmed instruction aids to assist users locating and selecting nonprint materials.	18.68*	6.91	5.79	4.19*	7.82*	26.19***
16. Assist students with nonprint assignments done in the library media center	9.28	6.22	13.86***	0.36	4.52	8.61
17. Inform faculty and students of new nonprint services, materials & equipment.	5.73	6.44	3.98	0.00	1.29	9.25

APPENDIX D---X² VALUES OBTAINED IN ANALYSIS OF
RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

CATEGORY: TASK	Contingency Tables With Obtained X ² Values, Significance					
	Insti- Size	Academic Preparation	Area of Responsib,	Staff Size	Future Importance Staff Size	Insti- Size
INSTRUCTIONAL						
18. Evaluate media staff performance and provide on-the-job and in-service experience.	26.56***	15.91***	18.49***	9.64***	16.08***	19.78*
19. Evaluate and apply research results to development and utilization of nonprint materials & equipment	25.45***	8.89*	9.15*	2.42	8.98*	22.87**
20. Conduct workshops for faculty in the use of nonprint materials & equipment.	23.22**	22.73***	24.21***	5.98*	1.84	3.42
21. Inform faculty of recent innovations and research in audio visual education.	17.72*	10.10*	12.42**	5.98*	4.26	8.66
22. Give students individualized instruction in the use of nonprint materials & equipment.	18.76*	13.36***	8.61*	1.51	5.12	23.14**
23. Introduce faculty members to multimedia application in teaching . . .	14.58	12.24**	2.38	6.09*	1.71	9.41
ADMINISTRATIVE						
24. Develop procedural manuals for media staff	11.78	2.86	2.97	5.64*	5.13	19.23*
25. Develop necessary forms for nonprint operations.	6.51	6.13	9.72*	0.00	5.18	11.61
26. Determine, control, order, inventory and maintain nonprint supplies .	6.95	2.97	2.12	0.00	1.13	9.41
27. Assign, schedule and supervise the work of subordinate professional and nonprofessional media staff.	17.01*	17.36***	14.60***	16.07***	11.82**	22.06**

APPENDIX D--- χ^2 VALUES OBTAINED IN ANALYSIS OF RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

Contingency Tables With Obtained χ^2 Values, Significance

CATEGORY: TASK	Task Performance and Area of Responsibility		Future Importance and Staff	
	Instit. Size	Academic Preparation	Instit. Size	Staff Size
ADMINISTRATIVE				
28. Develop criteria for recruiting, hiring and termination of media staff	21.11*	16.46***	7.50	15.14***
29. Develop job descriptions for profession, technical, clerical and student aide media positions	17.60*	14.46***	11.09*	9.87*
30. Present library media center nonprint functions, resources and services to community organizations	11.19	23.58	3.24	6.42
31. Seek supplemental funding from federal and non-federal sources to support the nonprint program	9.84	4.25	3.81	3.65
32. Plan, develop, propose and justify budget requests for immediate and long-range nonprint services	11.61	13.22***	8.46*	2.49
33. Direct the college radio or television station	12.59	9.61*	11.27*	0.28
34. Direct the college still or motion picture facilities	19.70*	20.60***	11.87**	5.50*
ORGANIZATION				
35. Establish policies for classifying, cataloging, storage and retrieval of nonprint materials & equipment	23.16**	5.04	14.17***	1.69
36. Classify and catalog all nonprint materials & equipment	29.47***	3.32	16.18***	3.65
37. Visit other junior college library media centers to observe their nonprint resources and services	17.38*	9.55*	1.76	1.90

4.01
11.28
15.97
23.23**
20.76*

APPENDIX D---X² VALUES OBTAINED IN ANALYSIS OF RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

CATEGORY: TASK	Contingency Tables With Obtained X ² Values, Significance					
	Instit. Size	Task Performance and Academic Preparation	Area of Responsib.	Staff Size	Future Staff Size	Importance and Instit. Size
ORGANIZATION						
38. Visit equipment exhibits, attend nonprint workshops, take short courses for professional improvement.	10.49	3.44	4.53	0.59	2.11	6.85
39. Determine over-all goals, needs, objectives and priorities for the nonprint program	12.67	1.61	3.06	0.03	2.70	18.02*
40. Communicate nonprint program philosophy, goals and objectives to students, faculty and administration.	14.50	8.26*	6.96	2.97	5.81	25.07***
41. Organize and maintain card catalogs of nonprint materials & equipment	34.61***	6.76	15.34***	3.30	2.24	24.13***
42. Compile and revise book catalogs of nonprint materials & equipment	8.14	8.18*	7.84*	0.02	4.64	11.88
43. Maintain accession and inventory records of nonprint materials & equipment	15.33	2.59	2.57	6.94**	2.87	22.27**
44. Maintain a reserve collection of nonprint materials & equipment, assembling and clearing as required	8.26	3.22	2.75	0.01	1.32	7.24
45. Handle complaints, criticisms, and objections of particular nonprint materials, equipment or services.	9.23	0.83	5.64	0.06	2.35	8.30
46. Reject, modify, reinforce or renew nonprint resources and services to meet present needs.	8.10	5.32	2.96	1.75	1.31	8.25

APPENDIX D---X² VALUES OBTAINED IN ANALYSIS OF RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

CATEGORY: TASK	Contingency Tables With Obtained X ² Values, Significance					
	Task Performance and		Area of		Future Importance and	
	Instit. Size	Academic Preparation	Responsib.	Staff Size	Staff Size	Instit. Size
DESIGN/DEVELOPMENT						
47. Engage in research relative to nonprint resources and services.	23.62***	0.91	0.79	5.38*	8.81*	18.76*
48. Design innovations in instruction using nonprint materials, equipment and services.	23.38***	11.92**	11.36**	8.03***	6.29	13.66
49. Participate in curriculum development and revision as a member of the college curriculum committee.	6.07	4.92	5.71	1.32	5.49	4.58
50. Serve as a permanent member of an instructional development team.	7.79	9.79*	4.32	6.88**	6.97	16.71
51. Introduce appropriate nonprint materials & equipment into the teaching/learning process.	7.09	8.13*	7.91*	1.93	4.56	7.51
52. Coordinate nonprint resources and services with departments, courses and textbooks.	6.24	2.17	0.21	1.37	1.53	6.50
53. Provide nonprint materials for remedial students and/or advanced learners	16.97*	0.71	6.73	0.48	4.37	7.85
PRODUCTION						
54. Adapt commercial nonprint materials & equipment to meet special instructional objectives.	8.71	7.76	10.02*	3.63	1.79	8.12
55. Design new nonprint materials for instructional use (i.e. slides, filmstrips, charts, etc.).	32.59***	31.08***	19.97***	9.46***	21.46**	15.79

APPENDIX D---X² VALUES OBTAINED IN ANALYSIS OF
RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

	Contingency Tables With Obtained X ² Values, Significance					
	Task Performance and		Future Importance and			
	Instit. Size	Academic Preparation	Area of Responsib.	Staff Size	Staff Size	Instit. Size
CATEGORY: TASK						
PRODUCTION						
56. Produce special audio and videotape presentations for special classroom use	26.22***	33.99***	29.45***	11.21***	9.78*	15.79
57. Write, edit, photograph and produce filmstrips for special classroom use	18.49*	10.20*	6.02	7.43**	8.34*	10.09
58. Write edit, photograph and produce multimedia presentations for special classroom use	27.26***	22.37***	21.12***	7.24**	6.17	14.92
59. Process 35mm slide and/or negative film, print pictures and transparencies in the darkroom	18.84*	14.07***	19.44***	9.45***	10.30*	19.26*
60. Identify new nonprint materials & equipment needed for production	24.91***	13.59***	17.93***	7.03**	10.83*	23.39**
61. Mount transparencies and slides, laminate, pictures, produce colorlifts, dry mount posters, etc.	11.71	11.62**	7.05	3.04	2.81	17.86
62. Produce nonprint materials for dial-access and computer-assisted instruction	26.47***	11.20*	4.51	2.37	0.88	6.36
63. Plan, prepare and arrange nonprint bulletin boards, material displays and equipment exhibits	2.32	2.75	0.49	0.01	1.41	6.06
64. Determine policies, methods and procedures for the production of nonprint materials	24.44***	29.35***	14.93***	7.79**	4.98	17.86*

APPENDIX D---X² VALUES OBTAINED IN ANALYSIS OF RESPONSES TO TASK ACTIVITY SURVEY INSTRUMENT

CATEGORY: TASK	Contingency Tables With Obtained X ² Values, Significance					
	Instit. Size	Preparation	Academic Area of Responsibility	Staff Size	Future Staff Size	Importance and Instit. Size
MAINTENANCE						
65. Establish policies, methods and procedures for maintenance of nonprint materials & equipment	4.66	0.25	8.19*	0.15	1.39	2.84
66. Remove from shelves nonprint materials which need to be repaired, remarked, or discarded	8.64	5.42	5.52	2.20	5.47	11.18
67. Maintain cumulative records on the condition of and maintenance work on nonprint materials & equipment	5.52	1.72	2.96	0.08	5.23	11.64
68. Maintain and make minor repairs and adjustments to nonprint materials and equipment	24.53***	2.93	3.56	0.69	5.10	12.02
69. Maintain and make major repairs and adjustments to nonprint materials and equipment	7.18	5.13	5.28	0.01	5.68	8.87
70. Order and maintain equipment spare parts, projection lamps, patch cords, power cords, etc.	18.05*	3.91	1.45	0.64	1.31	19.14*

* p < .05
 ** p < .01
 *** p < .005