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Video format influences and trends in university film rental libraries: an investigation of selection and evaluation procedures

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Iowa State University, 1987

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Video format influences and trends

in university film rental libraries: An investigation

of selection and evaluation procedures

by

Donald Arthur Rieck

A Dissertation Submitted to the

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I. INTRODUCTION

A. Background for the Study

During the last three decades, there has been an
increasing emphasis on the effective use of visual media as a
means of improving the quality of higher education
instruction (Mayor and Dirr, 1986). Local boards of regents
have designated funding for media usage, state legislatures
have established state and regional media programs,
professional organizations have promoted usage, and regional
and national consortia have been developed to produce and
deliver quality instructional materials. Also, there has
been an increased interest on the part of commercial
producers and distributors in the sales and dissemination of
college and adult level media (Tate and Kressel, 1983).

A specific type of instructional materials that has
increased in the higher educational market, because of these
influences, are the motion media. 16mm films and video tapes
are the two main formats utilized by higher education
agencies to produce and circulate motion instructional
materials. These formats are being disseminated through
commercial producers or vendors, educational television
stations, local college and departmental centers, and through

rental university film and video libraries.

This increasing emphasis on the effective use of 16mm film and video materials is exhibited both in the amount of funds expended and in the increased numbers of titles and circulations held by university rental libraries. The institutional statistics collected by the Consortium of University Film Centers (Rieck, 1986) show an increase of 8,445 video titles in the consortium collections; an increase of 66 percent over the previous year's video holdings. The same statistics also show an increase of 11,015 video titles; an increase of 283 percent over the holdings of the consortium, five year's earlier, in 1981.

The Hope Reports (1986) indicate a continuing growth in all video market categories. Video equipment imports, for example, were up 31 percent in 1985. In just eight years, 25 percent of United States households have acquired video cassette recorders. Higher education institutions have the highest market penetration of video projectors per organization according to Hope. Many of these projection units are used in computer instruction. These video market trends, when compared to the other stagnant or declining audio visual market categories, may foretell the media usage type of the 1990s and beyond.

Another indication of the increased use of motion instructional materials in higher education is the expansion

of consortia producing and distributing video programming for
the higher education market. The Annenberg/Corporation of
Public Broadcasting project established in 1981 is a
prominent example of this movement. The Mechanical
Universe, The Brain, Planet Earth, The Constitution: That
Delicate Balance, and The Africans are examples of this
project's quality video materials available to higher
education institutions either through the purchase of prints
or by off-air viewing and licensing. The National University
Teleconference Network (NUTN), a coalition of one hundred
institutions offering full teleconferencing services; the
Coast Community College District, a 150,000 student
institution based primarily on telecourses offered at more
than 100 learning sites; and the Iowa Higher Education
Instructional Resources Consortium, a distribution consortium
of forty plus colleges and universities organized in 1970 to
improve availability of motion media to its members, are
other examples of this growth in higher education usage and
concern for effective instructional materials.

A recent report on the status of media in higher
education (Albright, 1984) indicates, however, some problem
areas for media utilization in universities and colleges.
The report showed an "unhealthy" media funding atmosphere in
higher education media centers. Less than 50 percent of the
institutions reporting were able to maintain budget growth

equal to the Consumer Price Index inflation rate of 60 percent between 1977 and 1982. The report also shows a growing reliance by these higher education media agencies upon outside revenue-producing functions. Thus, the selection and evaluation of rental collections may be key to the future "health" of university and college media services.

Two other outcomes of this rapid growth in motion media is a concern for the proper collection development procedures and the specific future of each format (16mm and video) as the medium for circulation. The concern for proper selection and evaluation criteria (proper collection development) was expressed by Oliverio (1965, p. 148) when she wrote, "The task of selection of . . . instructional materials is indeed a formidable one . . . . To select haphazardly is foolhardy because the quality of present-day materials ranges from the useless to the highly valuable."

This concern was reaffirmed recently by Sive (1983) when she summarized media selection realities with the following comments.

> College instructors have enumerated the problems they encounter with audio-visual instruction, pointing first to the difficulty of locating materials and their own lack of awareness of the functions of instructional resource centers, but also (and the relation seems clear) to the unsystematic fashion in which purchases are undertaken. In a few years, there may be better selection aids and computerized, or at least easy bibliographic, access for media. In the meantime, instructors and media personnel in over 100,000

individual schools, over 15,000 school districts, and in colleges must make do with what they have. They must grapple with the most efficient way to spend their few remaining audiovisual dollars (pp. 20-21).

With these rapid increases in the availability of motion media due to local, consortia, and commercial production of higher education media, these statements may become even more appropriate in the future. Kressel (1986) recently summarized this same concern in an article on technology in higher education.

> The quality and evaluation of technology-based instruction continue to plague educators and policymakers. Software is being cranked out everywhere from obscure garage-top attics to high-tech production facilities. A critical analysis of what works and what doesn't work when delivered by television, radio, computer, telephone, or any other technology is simply unavailable. What is sound education vs. entertainment? What is a credit-worthy telecourse vs. slick television? When is the computer-based course a skill-enhancer rather than a video gimmick? How does the educator know which packages to select for which student? How does the faculty member select a software package adaptable to his/her teaching style?
> While the problems are apparent, the solutions are not. Who will support the next steps to create a forum to disseminate effective models, assist state planning efforts, and enhance the debate over quality criteria and methods of evaluation? Where might this entity be lodged?
> Will these systems address the issues of educational quality and thrive, or will they go the way of so many other innovations, fizzling into a footnote in educational textbooks (p. 6)?

The concern and confusion over the future of 16mm and

video formats was exhibited in a recent issue of <u>School Product News</u> where Stoner (1986) interviewed several executives from video publishing houses. One interviewee said, "16mm is a dying format. Direct sales of 16mm are going down. . . . We're in a heck of a state of transition." Another said, ". . . I think there's always going to be 16mm film in the classroom, because it serves a different purpose. There are reasons that you want that large screen, whether its for a large audience, it gives impact, it presents pictures better. There are other materials that work well on video, where you can stop that tape and freeze a frame and discuss things. So I think they are both going to find a niche." Still another executive stated, "About 85 percent of our business is still in 16mm, while 15 percent is in video. We shoot everything in 16mm, but our material is available in both forms. The customers choose what they want to buy" (Stoner, 1986, pp. 20, 22-23).

The increased usage of the motion media in higher education, their potential format and technological changes, and the need for specific selection and evaluation criteria are interrelated. A review of the literature indicated a need to continue to expand and explore these relationships and to develop criteria and/or models for future evaluation and collection development of higher education film/video libraries.

B. Statement of the Problem

A major concern of the agencies and institutions involved in the rental of instructional materials is the influence of these new formats and technologies on their future. For example, does the rapid growth and availability of low-cost video materials foretell the demise of the university rental library; or do these video materials simply expand the scope of the services and clientele of these rental agencies? Another view of this "video world" might be that it will only impact those rental agencies through a change in physical materials and how the libraries house and circulate them. These changes would be reminiscent of those in media agencies during the time the 35mm slide replaced the 3 1/4 x 4 glass lantern slide. These slide format changes involved only limited physical and technological ones, not major process or organizational concerns.

The evaluation and selection of materials is one of several elements within the operation of media centers (rental libraries) that can be used to describe and investigate those agencies. A study of the changes and trends in evaluation and selection criteria of the higher education rental libraries can be used to formulate the policies, procedures, and the future directions of such agencies. Several writers (Carey and Carey, 1980; Reiser and

Gagne, 1982; Sive, 1983) have called for improved selection

and have proposed various selection criteria, models, and

instruments. A series of dissertation studies (Baird, 1973;

Boyce, 1976; Brodeur, 1980; Guss, 1952; Hess, 1978;

Hostetler, 1977; and Masters, 1977) attempted to develop a

research base of survey information, techniques, criteria,

and models for evaluation and selection of the various media.

Several factors and changes in the last decade of

rental library management have contributed to the need for

this study. The development of the video medium as a format

for distribution of motion materials is a key change. In

1973, very few materials existed in video cassette format.

Today many titles can be purchased and rented in that format.

Baird (1973) did not include video as an element in his

study, but rather referred only to 16mm film. This "video

change" has brought with it differences in the cost of

titles, the quantities of materials available in the

marketplace, and the procedures by which distributors market

their products. These factors, contribute to the need for

re-studying the criteria for selecting and evaluating motion

media titles purchased for university film/video rental

collections.

The general purposes of this investigation were (1) to

provide and expand the knowledge base available to media

administrators that can affect their operational policies,

procedures, and practices in managing film/video rental collections in the future, (2) to determine if formal philosophical position statements may influence the selection and evaluation criteria considered important by the personnel of university film/video libraries, and (3) to provide specific selection criteria information and importance ratings that may lead to the development and design of efficient and accountable film/video selection instruments and procedures. Also, the study provides a historical perspective on the changes in the selection and evaluation procedures that have resulted from the development of the video medium. The investigation was a replication of the Baird (1973) study and attempted to project rental library trends in ten years (1996) and twenty-five years (2011).

C. Need for the Study

The following were identified as the bases for the study:

(a) a need to examine the influences of a rapidly growing video industry upon the traditional 16mm film distribution industry. A number of studies report a rapid expansion (in the magnitude of doubling each year) of the use of video materials in education (Brace, 1984; Carter and Wedman, 1984; Levin, 1985). This growth and shift in medium has provided changes in marketing techniques by the

traditional materials distributors. Telephone sales, limits
on previewing, fewer sales personnel, and the development of
deposit and shared rental plans are now common. These
changes may have influenced the criteria for motion media
selection/evaluation reported by Baird (1973):

(b) a need to examine the influence of the availability
of local production video capabilities upon the traditional
16mm film distribution industry. Because of the low cost of
materials and currently available, easily operated gear,
almost every institution or agency is or has developed some
capacity for video production (O'Brien, 1982; Withrow and
Roberts, 1983).

(c) the changes in the quantity and quality of formal
media reviewing agencies and consortia, such as; EFLA, CUFC,
and NICEM. Many reviewing agencies have expanded to include
video materials and several groups like the Consortium of
University Film Centers have begun their own systems of
evaluation (Hess, 1978; Risner, 1971).

(d) the value of replication studies in general. Baird
(1973, p. 131) in his recommendations section calls for
replication "of the present study with new groupings". Borg
and Gall (1983) also call for more replication studies in the
educational field to avoid the "shotgun" research strategy
often employed today. This investigation attempted to build
on Baird's (1973) study and to make future projections

regarding evaluation and selection procedures for rental libraries.

(e) the changes in education and research toward learner verification that may influence the criteria for selection of materials. Gropper (1976) calls this a shift from "stimulus oriented" to "response-oriented" media selection. Hess (1978) also called for a review of this shift toward learner verification.

D. Sponsorship of the Study

In October 1971, about 50 university film library directors met and organized the Consortium of University Film Centers (CUFC) to study practices related to university film collections and to share their problems and solutions. One area identified as a concern was that of evaluation and selection. A CUFC sub-committee was organized to investigate these problems and has continued to function since 1971.

The 1973 study by Baird was the first project undertaken by the committee. Several other projects, surveys and dissertations have followed during the fifteen year history of the CUFC as it attempted to pursue its goals. This study is the latest in the series to be encouraged and sponsored by this professional group. A CUFC Research Grant given in the memory of Dr. Edgar Dale is central to the direction and support of this study.

Official support was also given by the Media Resources Center at Iowa State University, because of its direct relevance to the collection development and media services goals of the Iowa State University Film/Video Library.

E. Definition of Terms

Definitions of terms used in this study were as follows:

1. University film/video rental library

Any higher education affiliated collection of 16mm and/or video tapes that were purchased with institutional funds and/or rental income with the intent of renting or circulating these titles to on-campus and/or off-campus educational users.

2. 16mm educational films

Instructional materials produced primarily for educational purposes in the 16mm photographic medium. Feature films or materials produced primarily for entertainment were not considered.

3. Videotape

Instructional materials produced primarily for educational purposes in a magnetic video format or through a video duplication of a 16mm photographic title.

4. Title

Instructional materials in a motion media format. May

or may not be available in either format (16mm or video).

5. <u>Evaluation and selection process</u>

The generic descriptor for the decision-making process used prior to the purchase of a title. Includes the steps of identification, determination, evaluation, and final selection.

6. <u>Identification</u>

Any process or procedure that a film/video library uses to identify titles that are available for purchase by the library.

7. <u>Determination</u>

The decision-making process or procedures used to determine which titles will be evaluated for purchase.

8. <u>Evaluation</u>

The procedure used to determine the potential value of a title prior to purchase.

9. <u>Selection</u>

The process of deciding whether or not a title will be added to (purchased for) the library. This process generally follows evaluation.

10. <u>Low-cost video</u>

Instructional materials produced primarily for educational and recreational purposes in a magnetic video format or through a video duplication of a 16mm photographic title.

F. Assumptions and Limitations

The assumptions and limitations applied to this study were are follows:

(a) This study was limited to college and university rental film/video libraries. Public school agencies, private collections, and public libraries were not included.

(b) Only library collections of over 500 titles were included in the study. Evaluation and selection procedures and problems of very small collections with limited circulation did not meet the needs of the study.

(c) Only evaluation and selection criteria leading to the purchase of instructional titles were evaluated. No attempt was made to evaluate criteria and issues that determined the actual use of titles after purchase.

(d) While evaluation and selection processes and procedures were studied, no attempt was made to collect evaluation forms, instruments, or models for analysis.

(e) This study assumes the responses to the delphi and questionnaire instruments represent the purpose and mission of the university film/video rental libraries rather than individual opinion. The responses were requested in the context of organizational mission and policy.

II.   REVIEW OF RELATED LITERATURE

A.   Introduction

A search of the literature pertinent to the selection
and evaluation of nonprint media in the higher education
setting was conducted to determine what was currently known
about the issues and to identify areas that needed further
investigation. Based on this review it was apparent there
was a concern for proper evaluation and selection procedures.

The general literature on research methods was
examined regarding the application of the delphi technique,
and the utilization of questionnaires in media studies. This
chapter will summarize and review the literature by grouping
the information under the following headings: (1) a
historical review of the selection and evaluation research,
(2) current issues in selection and evaluation related to
this investigation, (3) development of the video technology,
and (4) the use of the delphi methodology.

B.   Historical Review of the Research

A series of research studies, papers, and reports were
produced starting in the early 1950s concerning selection and
evaluation of motion media for higher education rental
libraries. The following sections trace and summarize the

literature in order to provide a setting for the
investigation. The review also identifies the continuing
issues and trends for the collection development procedures
used by film/video rental libraries.

1. Early research studies - 1940s and 1950s

The first studies in this area were dissertations by
Johnson (1946), Guss (1952), and Swartout (1951). These
studies were similar in that they surveyed various
populations regarding the existence or nonexistence of a
problem of adequate evaluation and selection policies.
Johnson (1946, pp. 30, 59) found the selection and evaluation
issue was identified as a critical problem both in the number
of times it was mentioned in the literature and in the number
of times it was mentioned on his questionnaire returns.

Guss (1952, pp. 317, 320-322) identified three major
problems related to the evaluation of motion pictures by
universities. They were: (1) that films are not evaluated
as independent items but in relation to and with other
instructional materials, (2) the amount of subjectivity
involved in the way individuals evaluated the same film, and
(3) the methodology difference used by evaluators; using the
part method vs. the whole method.

Swartout (1951) also identified the section and
evaluation issue as a problem for college and university

audiovisual center administrators. These researchers (Guss, 1952; Johnson, 1946; Swartout, 1951) provided the basic survey information on selection instruments and reviewed the general journal and textbook information, from as early as 1920, on the selection and evaluation issue.

2. Research studies - 1960s and early 1970s

Others have expanded and contributed to the knowledge about selection instruments and selection procedure design. Boyce (1976) investigated six midwest university film libraries and found that a variety of criteria, instruments, and procedures were utilized with no observable difference in effectiveness of the processes. She also found that the libraries previewed every title prior to purchase and utilized evaluations from outside the university as a major part of the evaluation process.

Miller (1977) discovered loose and disjointed selection and evaluation procedures in his study of twenty-eight instructional media services programs of Pennsylvania Intermediate Units. The Johnson (1972), Risner (1971), and Gilkey (1963) dissertations also looked at the relationships among selection and evaluation procedures. Their studies were concerned with pre-instruction decision-making and classroom utilization by social studies educators, teachers in general, and high school physics

teachers, respectively. The studies illustrated the groups and individuals who relied on different information sources when evaluating and selecting films.

Another group of studies, during this time frame, was directed at establishing comparisons among the procedures used to do 16mm film evaluations by various agencies and institutions. Palmer (1973) studied the influence of published reviews on public library selection, and Hess (1978) examined the Educational Film Library Association (EFLA) evaluation system as it related to public libraries and film distributors. Evidence from Hess (1978, p. 153) suggested that film festivals and the EFLA evaluations had only a minor influence on university film selection and evaluation outcomes. However, they did have a major influence on the processes used by public libraries. He concluded that university film libraries should consider EFLA evaluations as secondary guides in selecting film purchases, not as sole justification. Hess showed EFLA evaluations did not predict consistently the extent of future film circulation. Palmer (1973), on the other hand, found a strong influence for published reviews on film selection procedures of large public library collections. These studies, again, demonstrated that selection influences were unique to the particular group doing the evaluation and purchasing of film.

3. Recent research studies - late 1970s and 1980s

A series of studies conducted during the late 1970s and the early 1980s examined the evaluation and selection process from the various points-of-view of the different groups associated with film libraries. Hostetler (1977), May (1979), and Adreani (1982) surveyed the perceptions of film library administrators, media directors, clients and film customers, respectively.

Hostetler (1977, p. 151) surveyed university film rental library directors' philosophic perceptions of appropriate procedures versus their actual operational practices. He found a 60 percent consensus between practices utilized and philosophically perceived appropriate and inappropriate procedures. A large number (fourteen) of these comparisons dealt with the evaluation and selection area and thus it appeared that the film library directors were practicing what they believed concerning film collection development (Hostetler, 1977, pp. 145-148).

The perceptions of film library directors were compared to film library customers on the quality of library services by Adreani (1982). He found significant variation in perceptions between the two groups on several film library policies and services. Also, of interest to this study, was the fact he found that the directors rated their libraries

significantly low on the availability of videodiscs and videotapes.

May (1979) examined the managerial activities and functional roles of university media directors. He discovered that the media directors' working days were very fragmented with more than three fourths of their activities (including evaluation and selection of film) lasting only nine minutes or less. A related series of studies also conducted during this time frame looked at the broader topic of the evaluation and value of university media services. Examples of these studies are those by Graf (1976), Hutchinson (1981), and McKitterick (1976). These investigations included minor examinations of the film selection and evaluation issue, but only as it pertained to the overall status or evaluation of university media services.

Still another body of the literature, conducted primarily during the late 1970s and the 1980s, attempted to identify and analyze the specific criteria used in the selection and evaluation of 16mm film materials. This particular group of research was related most directly to the current investigation. Four dissertations in this literature group were those by Latzke (1971), Baird (1973), Masters (1977), and Brodeur (1980).

Latzke (1971) analyzed, through the descriptive and

evaluative entries in 57 serial publications, the evaluation criteria used in 16mm educational film reviews published in 1969. He found that none of the serials provided a comprehensive evaluative listing of titles nor did they utilize in their reviews the evaluation criteria desired by educators or film experts.

Baird (1973) completed an extensive analysis of the criteria used by large university 16mm rental libraries. His findings provided a rank ordering of the criteria and identified four stages in the 16mm film acquisition process: (1) identification, (2) determination, (3) evaluation, and (4) final selection (Baird, 1973, pp. 41-44). Personal requests by faculty were rated the most important "identification" source. Low estimated use was rated the most important reason for not evaluating films. Being up-to-date was rated the most important evaluation criteria, and rating of the potential user was rated the most important final selection criteria. Certain criteria identified by Baird were rated differently when specific library characteristics were also considered. See Table 3, page 39 for a complete list of Baird's (1973) criteria and process steps.

Masters (1977) in her study of New York State Boards Of Cooperative Educational Services (BOCES) film collections discovered that criteria being used were similar to those

outlined by Baird (1973). Teacher evaluations (requests) were rated the most important influence on purchasing decisions in her study, also. The findings of the Master's (1977) study indicated the need for a set of standard evaluation criteria to be used in schools, libraries, and educational-communications professions. She recommended that agencies be networked and that joint in-service activities be developed toward establishing such standards.

The media selection issue was approached by Brodeur (1980) from a business and marketing viewpoint. She examined the selection decision as an phenomena of organizational buyer behavior. As with Baird (1973) and Masters (1977), she developed basic lists of criteria for the different stages of the selection process. She found that media directors had different perceptions of their roles; that they used different methods to identify the needs and demands for new titles and that they had different priorities when making their final selection. Her findings indicated that the work experiences and educational backgrounds of media directors influenced the selection process, as did certain organizational characteristics of the organization, such as; size, type, and funding. Brodeur (1980) concluded that the selection of nonprint media was not a haphazard process and buyer behavior theories could be used to examine the topic. Commercial studies the Educational Products Information

Exchange (1973 and 1977) have also dealt with identifying criteria used to select and evaluate 16mm film.

C.   Current Issues in Selection and Evaluation

The information on the current issues was contained in the literature related to the development and review of instructional materials and dated back to the early 1800s when instructional materials were first introduced into the classroom. Media selection and evaluation has been conducted and studied by many individuals, including directors of media centers and libraries, teachers, supervisors, educational psychologists. The majority of literature has been contributed by individuals from library and media backgrounds. However, a number of other disciplines have supplied written expertise, including adult educators and academic speicialists from many subject areas.

The literature contained three major areas of selection and evaluation information, reports, and studies. One area was the literature dealing with the selection and evaluation of the appropriate media or medium prior to the creation or production of the educational media item. Simonson and Volker (1984, pp. 289-291) and Anderson (1976, pp. 19-29) explained and utilized media selection charts as a means to solving the production "choice"; choosing the correct mode of delivery and production medium to communicate

the message.

A historical study by Cambre (1978) traced the development of formative evaluation procedures for the production of film and television during the years between 1920 and 1970. She concluded that, "contrary to popular belief formative evaluation procedures enjoy a relatively long and respectable history in the audiovisual tradition" (p. 157). According to Cambre (1978) there has been a general under-use of formative evaluation methodologies in the field of educational media product development. She stated that several factors have, over the years, suppressed the development of these procedures. Among the factors she enumerated were: (1) the proliferation of instructional products, (2) improvements in production technologies and their resulting cosmetic changes in the media formats, and (3) the lack of evidence that customers buy instructional materials on the basis of formative evaluation and development techniques (p. 163).

An example of the formative evaluation procedures was described by Gillette (1984) in an article on using viewer interviews to critique video programs. He examined the value of both formative and summative evaluation methods to provide a basis for improving his own television production prior to their marketing.

A second category of literature dealt with selection

and evaluation by the individual teacher or learner. This literature included the concepts of instructional or curriculum design (lesson planning) and instructional development. At this point in an educational system, the specific teacher or learner is selecting or choosing the media to perform or utilize in their particular learning setting or experience.

The third category of the literature on selection and evaluation related to the "pre-selection" or rating of existing media materials. This area is usually referred to as "collection development" by media or library personnel. It is this third category of the literature that this review of literature concentrated on.

While much has been studied and written on the selection and evaluation of non-print media, the literature included very few empirical studies of what actually takes place in higher education media rental libraries regarding selection and evaluation criteria. The studies by Boyce (1976) and Baird (1973) have identified the key steps and criteria in the process of selecting 16mm films. The more recent studies by Brodeur (1980) and Masters (1977) have investigated the variables that account for the differences in process in different situations. The present study investigated the same criteria reported by Baird and the process variables reported by Brodeur and others. However, it

was approached as it related to the new video technologies and the current time frame of the 1980s and beyond.

1. Problems, goals, and purposes

The problem of adequate evaluation and selection appears to have emanated from three influences in the educational field. The first influence was developed by the expanding amount of media that was available to educators and their media centers (rental film/video libraries). The 1978 Educational Film Locator listed 37,000 titles available from the 50 contributing rental libraries. The 1986 Educational Film/Video Locator listed 48,500 titles available from the same libraries, including a growing number of the titles in the video format. French (1970, p. 1162) summarized it best when she said, "Certainly the educator is among those suffering from what appears to be excess of choices."

A second influence was the wide variety of quality of the media items available. Oliverio (1965, p. 148) identified the quality of materials as ranging from the useless to the highly valuable. Hess (1978, p. 154) reported on variations in quality in his study of EFLA evaluations. The issue of varying quality was the basic reason for the existence of the evaluation and selection policies in the EFLA study.

A third influence identified was the lack of

systematic planning in applying objective criteria to the
selection of materials. Schatz (1955, p. 39) indicated that,
"The procedure is largely a hit-or-miss proposition heavily
weighted on the side of subjective reactions and biased
experiences." Guss (1952) found that there was considerable
variation in the appraisals of 16mm films.

> The variations in evaluation are greater
> among previewing groups of differing backgrounds,
> interests, and experiences, but also exist among
> evaluators with comparable or similar backgrounds
> and interests.... This study for example cites
> instances of the same film being mentioned by some
> as excellent in the same respect as it was
> mentioned by others as being poor (pp. 320-321).

Other researchers (Boyce, 1976; Brodeur, 1980; Hostetler,
1977), also identified this subjective element in their
studies of evaluation and selection processes. As will be
examined later in this section, several researchers have
suggested specific systematic procedures as possible
solutions to this issue.

A large amount of reference materials was contained in
textbooks on the administration of media or audiovisual
materials. Dale (1969), Erickson (1968), Brown, Norberg and
Srygley (1972), Schmid (1980), Simonson and Volker (1984),
and Locatis and Atkinson (1984), all authored textbooks that
dealt with the utilization and administration of media.
These texts suggested various management views regarding the
issues and procedures of selection and evaluation. Johnson

(1946) and May (1979), in their studies investigating the problems involved in the administration of media programs, found that the selection and evaluation of instructional materials and equipment issues were judged as significant problems in both the literature they reviewed and in the number of times the topics were mentioned on their studies' returns.

Another recurring theme in the selection and evaluation literature was the goals or purposes of selection and evaluation. Some of these goals in the literature were broad and general. The Educational Product Information Exchange Institute (1973, p. 4) described this theme as: "The goal of selection must be the enhancement of learning by the use of the best possible instructional materials." Also, Schatz (1955) stated that:

> The process of film selection should be so designed that it will help the average organizational leader and program chairman to select, from among a large number of...films, the titles that are good and meaningful for their program (p. 39).

Twyford (1969, p. 373) suggested that a film is properly selected when it meets instructional needs and this was indicated best by its booking count after it had been accessioned into a collection. Locatis and Atkinson (1984) described the selection of instructional media as:

> Selecting the most appropriate form of instructional media is a critical task in the teaching/learning process. Unfortunately,

educational research has yet to reveal a magic
formula for determining learner needs in order to
combine the types of media and methods in the best
way to achieve instructional goals and objectives.
Despite the absence of a specific formula for media
selection, there is much that the trainer or
teacher can do to select the most appropriate media
(p. 62).

Beginning in the late 1960s, the use of behavioral

objectives provided an increasing role in forming the goals

of media selection. This use of behavioral objective placed

the emphasis for media selection on a "response-oriented"

view according to Gropper (1976, p. 164), on the user rather

than on the message, which he called "stimulus oriented".

Gropper accused media people of making selection of media

material on the basis of their reaction to the media itself

(stimulus oriented) rather than based on the response of the

user (response oriented). This view led to the movement of

media selection, learner verification. Gropper indicated

learner verification, as a method of selection and

evaluation, was a process by which instructional materials

(film or video) were to be first field tested with students

to insure that learning objectives were being met. Reiser

and Gagne (1982, p. 509), commenting on learner verification,

stated: "This event, often thought of as 'testing', is

intended to assess whether learners have acquired what they

were expected to learn."

The goals and purposes identified in the literature

were varied for each institution and appeared to be basic to
the selection process. Goals for selection were deemed
necessary to properly direct the application of criteria that
may be used for selection. Many institutional goals were
identified by Rahrauer (1975) in The Film User's Handbook, as
policy statements. He stressed the importance of a selection
policy statement for forming the future characteristics of
the film collection. The Educational Products Information
Exchange (1973, p. 10), in a study of selection practices,
found that a large percentage of media professionals
suggested the need for selection goals. The EPIE reported on
the value of the selection goals being properly aligned with
the overall goals of the school and community. The report
saw the need to have them written down and known to all
pertinent publics and clients.

Whatever the specific goals of selection and
evaluation might be, the necessity for general purposes also
existed. Guss (1952, pp. 297-298) indicated in her landmark
study, four reasons why film evaluation was important: (1) a
rental library cannot circulate all available titles, (2)
users of motion media want titles evaluated and selected, (3)
complete freedom in film/video evaluation and selection is
not desirable or practical, and (4) evaluation and selection
standards affect film procedures.

2. Criteria used in selection and evaluation

The specific criteria recommended for use in selection and evaluation processes was another issue described in the literature. This section of the literature was difficult to separate from that found on "Selection systems, procedures and practices". The literature reported in this section was selected based on whether the particular literature item emphasized individual criteria or whether it stressed the process of selection and evaluation.

The importance of the use of specific criteria in selection and evaluation processes was summarized by Guss (1952, p. 34) as: "There is a general consensus among the writers in this field that evaluative criteria serve to direct the attention of the evaluator to the more significant elements in films." Guss listed the following criteria as important to evaluators of educational motion pictures: (1) accuracy, authenticity, and scholarship; (2) unity; (3) clearly definable teaching purpose; (4) social significance; (5) technical excellence; and (6) adequacy or general effectiveness. She also listed other criteria as not being important or accepted by evaluators: (1) scope of the film, (2) method of organization of the content, (3) use of the film medium, and (4) aesthetic values.

Several writers of the 1960s, 1970s and 1980s have expressed their opinions on what the specific criteria for

selection and evaluation should be. Oliverio (1965, p. 149) listed five criteria as; sound scholarship, originality of ideas, appropriate coverage of the topic, fulfills objectives of the course, and appropriate organization and sequence. Goff (1970, pp. 41-42) listed two considerations that are essential for proper evaluation selection procedures. They were curricular validity and content validity. She stated that curricular validity was determined on a curriculum planning level and justified on how well the media in question matches the curricular objectives. Content validity was determined at the classroom operational level on how well it related to course content.

Seven questions were enumerated by Limbacher (1964, pp. 46-47) as important for evaluation procedures. They were: (1) does it utilize the film medium strongly and creatively? (2) is the technical quality good? (3) is the subject similar to others in the library collection? (4) is the film worth the cost? (5) does it need censoring? (6) is the film content something new and needed? (7) is the film interesting?

Reiser and Gagne (1982, pp. 501-502) through an examination of various media selection models approached the criteria "labels" by grouping them in three major categories: (1) learner, setting and task characteristics, (2) physical attributes, and (3) practical factors. In their review of

the major selection models, they found that some criteria
were shared by all the models and others were unique to one
or two. They found the models varied in physical form and in
the specific criteria or factors they employed. These
differences influenced selection and evaluation processes and
decisions. A matrix (see Table 1) was developed and
presented by Reiser and Gagne (1982, p. 34) to illustrate
their position.

Sive (1983, pp. 32-35) discussed selection guidelines
and criteria from yet another perspective. She outlined the
criteria recommended by state agencies and professional
groups according to the various forms of instructional
materials. See Table 2 from her book which displayed the
various criteria recommended by these groups and agencies.

There were other authors who listed criteria that were
important to them. Because of a broad overlap, only those
writers were included here that represented the basic
categories and unique characteristics of selection and
evaluation criteria.

3. <u>Criteria used on evaluation forms</u>

Many of the criteria reviewed in the previous section
have been included on evaluation forms, scales, checklists,

Table 1. Factors prominent in various media selection models (Reiser and Gagne, 1982, p. 34)

Factors	Models								
	Anderson	Branson et al.	Bretz	Briggs and Wager	Gagne and Briggs	Gropper	Kemp	Romiszowski	Tosti and Ball
Learner, Setting, and Task Characteristics:									
--Instructional setting	X	X	X	X	X		X	X	
--Learner characteristics		X	X	X	X	X		X	
--Categories of learning outcomes	X	X		X	X			X	X
--Events of instruction		X	X	X	X	X		X	X
Physical Attributes	X	X	X	X	X	X	X	X	X
Practical Factors	X	X	X	X	X	X	X	X	X

NOTE. An "x" indicates that the factor was prominent in a model. A blank space indicates that a model and its accompanying description either did not mention the factor or gave it little attention.

Table 2. Selection criteria of leading professional
organizations (Sive, 1983, p. 34)

Criteria	Organizations					
	NEA	AASL	AECT	EPIE	Brown	NCEMMH
Content						
Authority	X	X		X		
Accuracy	X		X		X	X
Currency	X	X			X	
Objectivity			X			
Sequence & arrangement	X			X		X
Scope				X		
Curriculum-related	X	X			X	X
Instructional level		X	X	X	X	X
Learner characteristics	X	X	X	X		X
Adapted to self-intru.	X					X
Stimul. creativity		X				
Pluralistic	X	X				
Related to personal student needs		X	X			X
Aesthetic & ethical values		X	X			
Treatment of controv. subjects		X	X			
Technical Quality	X	X				X
Graphics		X				X
Picture		X			X	X
Sound		X			X	X
Sound/picture integrity		X				
Editing						
Packaging						X
Format appr. to message					X	
Clarity, readability		X	X			
Methodology						
State instr. objectives				X		X
Sequential progress	X					X
Size of group				X		
Evaluation				X	X	X
Teacher style				X		X

Table 2. (continued)

Criteria	Organizations					
	NEA	AASL	AECT	EPIE	BROWN	NCEMMH
Point of View		X	X			
Bias-free			X			
Relevant	X	X				
Student self-image						
& development		X	X			
Ancillary Materials						
Teacher's guide	X					X
Learner verification				X		X
Validation supplied				X	X	
Administrative Factors						
Time				X		X
Space				X		
Staff				X		X
Cost	X			X	X	X

National Education Association. <u>Instructional Materials:
Selection and Purchase.</u> Rev. ed. 1976.
American Association of School Librarians. <u>Policies and
Procedures for Selection of Instructional Materials.</u> 1976.
Association for Educational Communications and Technology.
<u>Media, the Learner, and intellectual Freedom.</u> 1979.
Educational Products Information Exchange. <u>Improving
Materials Selection Procedures: A Basic "How To"
Handbook.</u> Report No. 54). 1973.
Brown, James W. <u>Administering Educational Media.</u>
McGraw-Hill, 1967.
National Center on Educational Media and Materials for the
Handicapped. <u>Standard Criteria for the Selection and
Evaluation of Instructional Material (1976).</u>

and score cards used to appraise the quality and
effectiveness of the 16mm film and other media. Guss (1952)
analyzed the evaluation forms of several authors, the
American Council of Education, the U.S. Navy, and the
Educational Film Library Association and found the criteria
divided into two grouping -- facts about the film and
judgments as to the value of the film. She also found that
the teaching purpose was the single most important criterion
on evaluation instruments. Her study found that the
completion of evaluation forms involved subjective and
reasoned judgments of the audience and that forms tended
toward specificity with a range from precise devices to more
general ones. Of more importance, Guss reported differences
in the relative values assigned to the same film element or
characteristic from one form or scale to another.

4. Criteria found in recent studies and currently utilized
by media personnel

Several recent studies have attempted to determine the
specific criteria that media personnel used in making their
final purchase choices. Latzke (1971, pp. 95-96) completed
an analysis of fifty-seven film reviewing periodicals and
identified thirty-two criteria that 16mm educational film
reviews may contain. He classified them as four types; basic
description, augmented description, appraisal, and curricular

integration aids.

Baird (1973) completed one of the most relevant studies in this area when he surveyed the criteria used by large university film rental libraries. He developed a master list of criteria via a search of audiovisual texts, evaluation forms, selection literature, and media personnel input. He divided this list and the process into four steps. The four steps were labeled, (1) identification, (2) determination, (3) evaluation, and (4) final selection. The criteria in each of these four groupings were then ranked by film rental library directors as to their importance in the selection and evaluation process (see Table 3). Criteria considered to be very important were as follows: (1) personal request by faculty or other, (2) low estimated use potential, (3) production date, and (4) rating of potential faculty users. Also, of interest to this investigation were the not important criteria included: (1) T.V. programs, (2) length, (3) published ratings and descriptions, and (4) the availability of supplementary material.

Table 3. Baird's criteria in his four evaluation and
selection steps and in rank-order by mean
(1973, pp. 41-44)

Step	Criteria	Mean[a] in rank-order	
Step 1.	**Identification sources:**		
	Personal request by faculty or other	6.18	(Very Important)
	Producers' promotional brochures	4.70	
	Producers' catalog	4.57	
	Professional journals and magazines	4.29	(Important)
	Salesman contacts	4.13	
	Printed reviews (EFLA, Landers, etc.)	3.95	
	Printed film lists	3.80	
	T.V. programs	3.31	
	Other rental library catalogs	3.16	(Not Important)
	Automatic preview arrangements	3.11	
Step 2.	**Determination reasons:**		
	Low estimated use potential	5.90	
	Budget not available	5.62	
	Apparent datedness	5.57	
	Must pay a preview charge	5.52	(Very Important)
	Film not appropriate for purpose of library	5.52	

[a]Criteria rankings based on a 1-7 scale with seven as the highest rating.

Table 3. (continued)

Step	Criteria	Mean[a] in rank-order
	Film objectives not suitable for customer need	5.36
	Grade level not appropriate for rental audience	4.91
	Restricted distribution	4.81
	Similar material already in library	4.76
	Personal knowledge of film	4.74
	Company sets rental rates	4.33
	Negative past experience with producer or distributor	3.92
	Cost of the film	3.79 (Important)
	Low published ratings (EFLA, Landers, etc.)	3.66
	Quality of promotional material	3.59
	Printed description inadequate	3.48
	Service and replacement footage not readily available	3.61 (Not Important)
	Negative past experience with person requesting film	3.16
	Length of film	3.09

Step 3. Evaluation Items:

	Production date (datedness)	5.87
	Appropriate use of film medium	5.85
	General overall effect	5.85

Table 3. (continued)

Step	Criteria	Mean[a] in rank-order	
	Datedness in styles, procedures, etc.	5.70	
	Appropriateness for grade level specified	5.67	
	Overall technical quality	5.66	
	Motivational quality and interest	5.59	
	Clear objectives	5.54	(Very Important)
	Correlation with specific curriculum programs	5.47	
	Scope or coverage	5.45	
	Appropriate emphasis of ideas	5.38	
	Purpose of film (basic, enrichment, introductory)	5.31	
	Unity of the parts	5.27	
	Pacing (presentation rate)	5.08	
	Order of presenting ideas, concepts, etc.	4.95	
	Aesthetic value	4.87	
	Creative film making	4.85	
	Learning approach (inductive, deductive,	4.71	(Important)
	Color vs. black & white	4.63	
	Type of film (documentation, dramatization, etc.)	4.71	
	Appropriate orienting devices illustrating time and space relationships	3.99	

Table 3. (continued)

Step	Criteria	Mean[a] in rank-order
Step 4.	**Final selection factors:**	
	Rating of potential faculty users	6.04
	Datedness or potential datedness of film	5.97
	Estimated number of uses	5.86
	Amount of similar material in library	5.75
	Appropriateness to purpose or scope of library	5.68 (Very Important)
	Grade level	5.64
	Rating of film library director	5.20
	Composite rating of evaluation committee	5.09
	Cost of film	4.92
	Availability of service and replacement footage	4.52
	Past experience with department or person who may use film	4.48
	Past experience with producer or distr.	4.18 (Important)
	Student rating	4.07
	Length of film	4.02
	Published ratings (EFLA, Landers, etc.)	3.59 (Not Important)
	Availability of supplementary material	3.32

Hess (1978) in his examination of similar criteria contained in the Educational Film Library Association (EFLA) evaluation process, made several findings related to Baird's lists. The conclusions by Hess were:

-Film distributors and public film libraries consider film festivals and awards more relevant to their operations than do university and public school libraries to their operations.
-The fact that a film has received a "Blue" or "Red" ribbon film award from the American Film Festival is a consideration in deciding whether a public library or public school library will purchase a film, but is not a consideration for university film libraries.
-The EFLA evaluations are not important to film libraries as a tool used for eliminating titles from consideration of preview or purchase or as a factor that is considered when making a final purchase decision.
-The items that film libraries want most to be added to the existing EFLA evaluation form are (a) a separate rating by a subject specialist and media specialist, (b) a separate utilization rating.
-The majority of film librarians use the EFLA evaluation program a small percentage of the time in their selection process.
-Catalogs, promotional fliers and personal contacts by salesmen are methods of contacting prospective buyers and are utilized significantly more often by film distributors than are telephone contact and magazine advertising.
-None of the following items from the EFLA evaluation (i.e. cost per minute of film, scope of subject, range of audience, combined technical rating, and composite rating) consistently predicts film sales and circulation counts (pp. 153-155).

A number of the Hess findings were inconsistent with to those ratings of Baird. In particular, the technical aspects of film selection and the value of published ratings were rated different in importance. Hess reported this may be

attributed to the different audiences utilized in their studies.

Masters (1977, p. 230) asked regional center media directors to rate, on a four point scale, the factors influencing their decisions to purchase film. The directors rated the following criteria as either extremely important or important:

>-teacher evaluations (100%)
>-the potential long-range use (93%)
>-the need for this type of film in the
> collection (93%)
>-price (60%)
>-availability from other collections (24%)
>-artistic excellence (41%)

Masters noted, however, that those in the interview sample felt that the written respondents may have provided what they considered the "desired response". Her interview sample respondents felt stronger about the influence of teacher evaluations as a purchasing determinant. They also felt other factors, such as, financial arrangements with vendors and director's personal opinions concerning the films were more important than the written response part of her survey indicated.

Hostetler (1977), in his study of film rental library directors' philosophic perceptions of appropriate versus actual operational policies, practices and procedures, concluded:

The university rental film libraries studied

attempted to evaluate and critically select from
among the large number of film titles available for
purchase. The use of lease-to-own, rent-to-own,
shared rental and consignment deposit plans were
not viewed as obviating the traditional evaluation
and selection process. Although procedures for
previewing and evaluating and composition of
evaluation committees were not consistent among the
libraries studied, there were few circumstances
under which the directors perceived that it was
appropriate to acquire films without subjecting
them to an evaluation process (p. 151).

Also, Hostetler found that university film rental libraries
were operated as a public service of the institution from
which they were a part and as such, they "should be
responsive to the needs of the users, not only in the number
of titles made available, but also in the instructional and
technical quality of the films in the collection" (p. 152).
He discovered that these university rental libraries were
operated as a small business rather than a true "service"
agency. This in many cases caused the film libraries to
operate (select and evaluate) in a manner inconsistent with
the perceived philosophically appropriate manner in which
these agencies should operate.

In the same area, Adreani (1982, p. 120) found
customers of university film rental libraries rated their
input on new acquisitions low when compared to the ratings of
the library directors. He concluded the directors were
significantly more likely to view their libraries as a
nonprofit business. However, customers were more likely to

perceive the film libraries as a community service agency.

Brodeur (1980) approached selection and evaluation in another manner when she studied it in the context of organizational buyer behavior. She investigated the criteria as they related to motive and role orientations, buyer-specific variables, and organization-specific variables. Her study was directed at regional media directors, rather than university level directors, and involved the selection of all non-print media. Her findings and conclusions pertinent to this selection criteria area were:

> Media directors rely on print sources of information, such as producer's catalogs and mail advertisements about as frequently as they do on human resources such as sales representatives. All three of these information sources are very important to media directors. Of less importance, as sources of information about non-print media, are teachers and clients, colleagues, publications, exhibits, professional organizations, and information service agencies, e.g., EPIE, NICEM (Brodeur, pp. 188-189).

This finding was similar to those reported by Masters (1977) and Baird (1973).

> Media directors place more importance on recommendations of teachers who are recommended by their supervisors, of teachers who volunteer, and of persons they specifically contact than they do on their own recommendations, or those of the in-house staff, or of student, or of parents and community groups. The recommendations of committees are also very important, but to smaller number of directors (Brodeur, p. 190).

These results were similar to those of Masters (1977) and

Miller (1977).

> Media directors seldom find it possible to purchase
> all the nonprint media that are needed or that have
> been recommended. They select some titles over
> others on the basis of certain criteria. The
> majority of media directors consider gaps in the
> collection in terms of subject matter and grade
> level, and the number of requests from teachers as
> top priorities. About half the media directors
> also consider the estimate of use, up-coming
> curriculum need and the need for duplicates as
> important criteria. Few media directors place a
> high priority on price, on bonuses and discounts
> from the distributors, on the availability of
> materials from other collections, or on artistic
> excellence in itself (Brodeur, p. 194).

These findings were consistent with the criteria found to be

important in the studies of Guss (1952), Baird (1973), and

Masters (1977). However, the criterion, price, was given a

higher priority in both the Baird and Masters' studies.

> The type of media format does not make a difference
> in media directors' use of information sources,
> preview or recommendations, nor in their autonomy
> in decision-making.
>   This hypothesis is supported on the basis of
> the two types of media format investigated in this
> study: 16mm film and filmstrip sets. Media
> directors do not use different procedures in the
> selection of filmstrip sets from the ones they use
> in the selection of 16mm film (Brodeur, p.
> 195-196).

This finding was inconsistent with the trend found by Godfrey

(1967). This finding, lack of effect of media format on

evaluation and selection procedures, was a key element in the

design of this investigation.

Also, Brodeur's hypotheses regarding the

organizational-specific factors and the situational factors

of buyer behavior were not supported by the data of her

study. She found "no significant relationships between any

of the organizational-specific variables and the motives of

media directors, nor with the methods they use to identify

needs" (p. 198). She concluded, however, that the theories

of buyer behavior were appropriate guides for research into

the selection and evaluation process.

Finally, Clark (1972), in a summary article sponsored

by the Film Library Information Council (FLIC), provided the

following view on the criteria for selection and evaluation:

> I fell back on the film librarian's cliche,
> "I know it when I see it." It has got to be
> something like a wine taster's experience,
> training, habit, sustaining a clear eye and
> continual practice. Demand, hell, the two million
> patrons in my area don't know what to demand until
> they have heard about it. In the long run I am
> responsible and the director and the Board of
> Trustees support me (or the service) as long as my
> statistics hold up (p. 17).

5. Selection systems, procedures and practices

Also related area to the selection criteria issue was

the concern for how evaluation should be accomplished. The

majority of the information on this issue stemmed from

recorded personal experiences, general survey studies, and

recommendations of writers on how effective evaluation should

be achieved. These articles ranged from an explanation of

simple step-by-step procedures to a discussion of complex

instructional development systems designed to select or find

the best medium. Most of the literature dealt with 16mm film

selection procedures and was found in early writings dating

from the early 1950s through the early 1960s.

a. <u>Various practices and procedures</u>   One of the

practices discussed was that of group evaluation versus

individual evaluation. Woolls (1972, p. 5) recommended

"pooled judgments" as being the most effective approach and

Bruha (1967, p. 364) suggested a group consensus should be

secured only after evaluations have been completed

individually. Corey (1945, p. 327) likewise suggested a

pooled judgment approach, but modified the suggestion by

stating the final judgment should be made by qualified

persons. Erickson (1968, p. 70), in his media administration

textbook, supported group judgments over individual

judgments. He stated that selection of film should be based

upon decisions of those who use the items. The use of the

committee evaluation process (pooled or group judgments) were

not, generally, recommended by other writers as the best

procedure to utilize. Limbacher (1964, p. 46) and French

(1970, p. 1166) suggested the limited application of

screening committees and that large reviewing groups may be a

liability in the selection and evaluation process. A

practical approach to the procedures of film selection was

recommended by Guss (1952, pp. 312-314). She indicated it

should: (1) be functional, (2) be free from pressures of

special interest groups, (3) be selected as a means to an end--not ends in themselves, (4) be proceeded by a detailed and critical evaluation, (5) provide a balance and variety and should be a continuous process, and (6) be in terms of immediate and long-range objectives of the library.

In a unique project, Sherman (1958, p. 115) investigated the feasibility of using television to evaluate films. He reported that 91 percent of the teachers who evaluated films by TV approved of the methodology because of its convenience, potential time savings, comfort, and greater degree of involvement by potential users. Other writers and practitioners have recommended the use of the television evaluation process within the limitations of copyright regulations.

Boyce (1976), Hostetler (1977), and Baird (1973) studied university rental libraries and their procedural methods. Boyce (1976, pp. 169-175) interviewed six library selection personnel from the Midwest and analyzed the procedural methods used by those libraries "in their selection of initial preview titles or selecting titles for out-right purchase." She found that (1) all libraries surveyed previewed every film, almost without exception, prior to purchase consideration; (2) the selection of evaluators was mainly accomplished by contacting university departmental secretaries for individuals interested in

specific subject matter; (3) the evaluation forms were used
for outside of department input into the process; (4) a
distributor's image was shown to have some bearing on initial
selection of preview prints and the general evaluations given
films; (5) the films receiving low evaluation ratings were
occasionally purchased if the needs and potential usage were
documented by persons requesting the film's purchase; and (6)
the major sources for initiation of preview title selection
were requests from departments, individuals, organizations.
Also, listed as source for initiation were the advertisement
and promotional print materials; communication sales
representatives; reviews; automatic previews; and
contract-type agreements with distributors.

Thirty-six university libraries were surveyed by
Hostetler (1977, pp. 151-152) and the current selection
practices, policies, and procedures were identified. He
compared those practices to the philosophic perceptions of
the respondents and analyzed any disparities between the two.
Hostetler found some disparities that he related to the fact
that film libraries must both build and maintain a film
collection; as well as,meet the needs of the film customers.

Baird (1973, pp. 129-130) in his survey found that the
sources most used to identify films for evaluations were
personal faculty requests, producers' brochures and catalogs,
professional journals, and salesperson contacts. He also

identified several reasons or practices for not evaluating films.

   b. <u>Systems, procedures, and practices</u>   The literature on the step-by-step methods for evaluating and selecting of film materials were reviewed. These procedures and practices ranged from the "search the catalog, preview the film and try it out" practice to several complex instructional development processes, such as the one proposed by Van Mondfrans and Houser (1970, pp. 40-41). Goodman (1971, pp. 37-38) explained an instructional development system exemplified by the following steps: (1) analyze behavioral objectives, (2) analyze student characteristics, (3) decide on the most useful media combination, (4) determine the most useful methods of presenting each media combination, (5) find out if the desired media materials are available, (6) analyze production capability, (7) analyze instructional and cost effectiveness of available alternatives, (8) select the most instructional and cost effective medium, (9) obtain or produce required materials, (10) try out and evaluate results, and (11) recycle if necessary. These systems approaches or instructional development models for selection of instructional materials were categorized into two groups. They were (1) models for selecting the proper medium to match learning objectives, and (2) learner verification.

In discussing the first of these groups, Kingston
(1975) observed that the most frequent mistake in selection
and evaluation of educational media was the selection of
inappropriate type of media.

> Many color films are produced, at great
> expense, when black and white would do just as
> well. Motion pictures are made when slide-tapes
> would accomplish the same purpose at much less
> cost. Slide-tape presentations are produced when
> the audio portion alone would be just as effective.
> And audio tapes are often developed for a target
> audience that could read the same material much
> faster (p. 60).

Allen (1967, p. 28) designed an evaluative grid for selecting
the appropriate media for specific art education settings.
He used a three-point scale (high, medium, and low) in the
grid. Allen rated the motion picture medium on the learning
objectives, learning visual identifications, learning
principles, concepts and rules, and learning procedures.

Kemp (1971, p. 33) further developed Allen's grid by
translating it into a set of practical guides. He used a
flow diagram method for the selection of media through the
use of specific criteria questions. Several other similar
models (Anderson, 1976, pp. 16-17; Britt, 1971, p. 15;
Hitchens, 1974, pp.22-26) have been designed for usage when
selecting of the most effective media. Reiser and Gagne
(1982, pp. 504-510) described media selection models by
analyzing the models' usage of learner characteristics,
instructional settings, learning outcomes, the events of

instruction, and the practical factors, such as, production

costs and hardware availability. They concluded that

decisions about media were influenced by all these selection

factors including the model's attributes.

As early as 1951, the literature reported the need to

have students involved in the selection and evaluation

process. Twyford (1969, p. 374) identified this increasing

trend to have students participate in and verify the

evaluation of materials for instruction. Komoski (1971),

director of Educational Products Information Exchange (EPIE),

testified to a special congressional subcommittee on the

behalf of students and as a result became the foremost

proponent of media selection "learner verification." He

stated:

> These 50 million learners are the ultimate
> consumers of the output of the educational
> materials industry for which schools spend $600
> million a year. This fact, too, is often forgotten
> by educators and school boards who should know
> better and ignored by those selling to schools who
> know all too well that 'the kids don't sign the
> purchase orders' (p. 13).

The first attempt to use "learner verification" procedures in

a school district system was conducted by Gerletti and

Browning (1971, pp. 22-24) in New York City. They used a

step-by-step process for the evaluation and selection of

films by students who may be adapted for use in other

districts or rental libraries.

The usage of "learner verification" has, however, yet to impact fully on the educational film industry or selection procedures. The film distributors, rental library directors, and library customers have failed, possibly due to an unwillingness, the cost, and the potential delays to incorporate student evaluations. Masters (1977, p. 334) reported that it was difficult to establish the precise influences of student groups. She found that direct student input was a secondary concern of most media directors, who saw their role as serving the needs of the teachers who use the films. Some references have been written in opposition to the concept of "learner verification." Engler (1976, pp. 5-7) offered a rebuttal to this selection approach and attacked Komoski's article and stance as unscholarly and lacking in documentation.

c. Who should select and evaluate   The identification of the appropriate individual to perform the evaluation and selection of instructional materials was another issue prominent in the literature. As with other issues discussed, little empirical data were located in the literature regarding who selects audiovisual media. Among the individuals mentioned often in the literature as being the major evaluators of film were those in the positions of school administrator (i.e., principal, superintendent), media director or librarian, and teacher. Srygley and Srygley

(1957, p. 310) stated that "the further selection of materials is removed from the point of use, the more likely it becomes that the material...will be ineffective...for this reason, it is the teacher's responsibility, as well as his privilege, to select the tools with which he plans to work."

A group of studies attempted to survey those who were most involved in the selection and evaluation process. The NEA Research Bulletin (Selection of Instructional ..., 1970) reported that almost three-fourths of all teachers were involved in the selection of instructional materials. This study also reported that teachers were involved at the 57.9 percent level at the school building level; at only the 31.9 percent level at the local district level; and at a very low 2.2 percent level at the state level. Another study by Breen and Ary (1972, pp. 46-48) surveyed 174 school district superintendents to determine who decided which instructional films were purchased. They found that the most involved individual in film selection was the teacher (54 percent), followed by the building principal (46.5 percent), then librarians (40.4 percent), next audiovisual coordinators (32.5 percent), building coordinators (6.1 percent) and lastly superintendents (4.4 percent).

More recently, the Educational Products Information Exchange (1977, pp. 1-24) reported on a study of the nature and quality of the most used instructional materials and how

they were selected. The EPIE findings showed that 45 percent
of the teachers had no role in selecting the instructional
materials they were required to use. Also, it revealed that
54 percent of those who do have a selection role spend less
than one hour per year doing selection, and that the average
teacher was not trained to evaluate and select materials for
instructional purposes.

Erickson (1968, p. 85) and Schmid (1980, p. 102)
placed the final reponsibility of purchasing materials with
the media director. They stressed the director's role was to
invite and encourage participation in selection committee
processes and instructional development procedures relative
to film and video selection. EPIE (1977, p. 9) found that
the most important role for media directors or supervisors in
the selection and evaluation was to train teachers and others
in how to effectively select and evaluate media. Also,
Miller (1977, p. 83) reported that a variety of people were
involved in the evaluation process of regional media centers
in Pennsylvania. The methods and the extent of involvement
were varied and depended upon the types of media found in
each regional center. In 86 percent of the regional units
teachers evaluated on a regular basis. Other staff who
evaluated the media included curriculum specialists (82%),
administrators (64%), students (46%), preview committees
(37%) and outsiders (14%).

A number of studies reviewed earlier (Adreani, 1982;
Brodeur, 1980; Graf, 1976; Hostetler, 1977; May, 1979), all
included the selection and evaluation issue in their research
of media management functions. These researchers reported
varying levels of involvement and indicated a need for media
managers to evaluate and select instructional materials.
This present investigation was concerned, not so much with
who is involved in the evaluation and selection process, but
with how important the individual recommendations and
criteria are to the media selectors.

d. <u>Published evaluations and reviews</u>   The number of
printed reviews and evaluations of films and other media has
increased during the past twenty years, specifically in
conjunction with the growth and awareness of the function of
media in education. Limbacher (1964, pp. 46-47) listed
nineteen periodicals that included educational film reviews.
Latzke (1971, pp. 115-244) analyzed the reviews in fifty-nine
publications, and Rufsvold (1967, p. 10) identified one
hundred periodicals that printed educational film reviews.

While many film and video reviews existed, the state
of audiovisual reviews and bibliographic media tools remained
far behind that of the print industry. McDaniel (1970, p.
67) summarized the problems of media reviews as follows: (1)
reviews did not extend comprehensive coverage; (2) reviews
were not widely published; (3) there were not enough critical

reviews; (4) there was inconsistency in bibliographic
citations; and (5) there was a lack of systematic evaluative
criteria and procedures. Hess (1978, p. 153-154) confirmed
several of these concerns in his study of EFLA film reviews.
He found that too few films were evaluated, that composite
EFLA ratings were consistently too high and not
discriminating, and that a majority of film librarians did
not use EFLA or other printed reviews as a major component of
their selection procedures.

Latzke (1971), Johnson (1972), Risner (1971), and
Palmer (1973) discovered the same limitations to the
utilization of published reviews and bibliographic tools in
their studies. Masters (1977, p. 94) asked which
publications media directors read regularly, as an indication
of their work and interest in self-education and evaluation.
She found a low level of interest in professional literature
(only three titles read by more than half the group). She
attributed this to inertia, pre-occupation with the job
itself, lack of knowledge about existing publications, or the
belief that the publications offered nothing to media
directors.

If these findings were taken as a whole, all of the
available published reviews would only partially help the
evaluator in the selection and evaluation process at a rental
library. However, in spite of these problems and low usage

indications of film reviews, the NEA Research Bulletin
(Selection of Instructional ..., 1970, p. 14) reported that
most evaluators felt adequately informed about new materials.
They stated they recieved their information: (1) 75 percent
from advertising in professional magazines, (2) 63 percent
from association meetings, and (3) 58 percent from releases
from commercial companies. Brodeur (1980, pp. 52-53) and
Baird (1973, pp. 123-124) also reported the usage of personal
(teacher) contacts, salesperson referrals, other rental
library catalogs, automatic preview arrangements, television
programs as sources of information used by evaluators.

   e.   Use of a formal, written policy statement
Included in the literature was the call for, and the
discussion of, the utilization of a formal, written
policy/procedure for the selection and evaluation of media
materials. As early as 1952, Guss stated that selection and
evaluation "should be in terms of immediate and long-range
objectives of the library." Reiser and Gagne (1982), Sive
(1983), and Gropper (1976), in particular, suggested that the
existence of a formal policy or plan would improve selection
and evaluation procedures and might influence the specific
criteria utilized. Baird (1973) and Brodeur (1980) found
some basis for the need of this philosophy/policy document in
their studies of the higher education film rental libraries
and film library director's buyer behavior. Baird (p. 132)

recommended that: "A comparison of the philosophy of the film library and the criteria felt to be important should be made to determine what effect a philosophical position has on which evaluation and selection criteria are important." Brodeur (1980) discussed the implications of her research findings and this need for documented selection and evaluation policies by stating:

> Curriculum specialists may at first be alarmed by media directors who seem to want to take over curriculum planning. Professionals in the educational media field have become more and more involved in instructional design, in curriculum development, and in the adoption of educational changes. The roles of media specialists and curriculum specialists over-lap, and until each field can define its specialty, there may be some tension among the professionals. District and regional media directors have not been active participants in the planning of curriculum, and it is difficult to determine at this point just how much they would want that to change.
>
> The selection of nonprint media in district and regional media centers is not a haphazard process. These are defined procedures having a certain amount of sequence. Media directors are sufficiently aware of the steps in the process to be able to report their actions at each step of the process. However, they may not be fully aware of their motives for selecting materials. Their own personal motives as well as the goals of the organization and the motives of their clients influence the selection decision process. The conflicts that arise in decision-making may be due to differences in the motives of all those involved.
>
> Selection decisions could be more fully explained and accounted for if media directors would specify the criteria they use in making their final choices. Efforts have been made in recent years to specify the evaluative criteria by which to judge the quality, effectiveness, and appropriateness of the materials. Similar efforts

need to be made to identify and list the criteria
by which buying decisions are made (pp. 204-205).

This use of a formal, written selection policy was a key
component studied in the current investigation.

D. Development of the Video Technology

The final area of the literature reviewed was
concerned with the recent changes and trends in motion media
usage and management. This literature ranged from opinion
articles and projections of the future to formal surveys on
the increased importance of video production and programming
in higher education. The literature items reviewed were
those concerned with the video mediums and their
relationships to 16mm selection and evaluation criteria and
processes. This video technology "phenomena" are discussed
in three general video subheadings; growth and development,
research and studies, and trends and potential impacts.

1. Video growth and development

The video medium has developed rapidly as a motion
media in educational arenas since the late 1960s. Its growth
and usage during this period has been a result of the
technological innovations of the space program and the
computer industry. Reductions in the cost of the hardware
components, the simplification of the video system components

(i.e., the small 1/2" cassette formats), and the new marketing approaches by the medium have quickly expanded the medium's availability and utilization in education (Simonson and Volker, 1984, pp. 249-282). These advancements in instructional video have expanded the usage of (1) broadcast programming, (2) local production and recording, (3) closed-circuit distribution, and (4) prerecorded videotapes. It is this later area that this investigation explored and evaluated.

Both commercially and locally produced videotapes have become heavily utilized in higher education teaching and thus have become a concern for higher education media agencies (rental film/video libraries). The Higher Education Utilization Study (Dirr et al., 1981) illustrated a positive future for television in postsecondary instruction. The study concluded from its expansive data that "rather than replacing the faculty member, television has developed as an added component to delivery systems which continue to be faculty-directed" (Dirr, 1983, p. 24). The study found the technologies for the delivery of television programming seemed to fall into four categories. The usage by faculty was reported in the categories as: (1) self-contained videotape units (73%), (2) public television stations (57%), (3) commercial television stations (37%), and (4) campus closed-circuit systems (33%). Dirr et al. (1981) discovered,

that as early as their 1979 survey, most higher education used local recording and the playback of videotapes rather than commercial or public programming via off-air distribution and reception.

Carter and Wedman (1980) surveyed the classroom media usage and production of teacher education graduates. The over-all actual usage of the various media and technologies was low and disappointing to the authors. However, the videotape medium was reported, as more frequently used than broadcast or network television, and was almost equal in usage to the 16mm medium (Carter and Wedman, p. 41). Another survey conducted by United Media, a Scripps Howard Company in 1985 predicted a 60 percent growth rate for the videocassette recorder technology (Media Leaders..., 1985, pp. 10-11). They compared this large growth to a smaller 21 percent rate of growth in the cable television area. The Scripps group suggested, however, that the network-television medium may still be the electronic medium of the 1990s. They said it was currently being challenged by the five other video technologies; cable TV, videocassettes, personal computers, online databases, and videotext services.

A major section of the literature on the growth and development of the video technology, reported on specific systems and institutional applications. An example of this literature was an article entitled "VCRs Silently Take Over

The Classroom". Reider (1985, pp. 14-15), in this article on the videocassette implementation in the Baltimore County, Maryland schools, stated that "VCRs have become the educational technology of choice without so much as a whisper from the education community...even replacing the microcomputer." The Baltimore plan has allowed the addition of 6,000 VHS, curriculum approved videocassette programs to the school's collections in one year. Quantity duplication rights and large vendor contract purchases were the collection development strategies employed by Reider and the Baltimore schools (p. 18). Other examplifying articles were those of Withrow and Roberts (1983) and McConeghy (1985). Withrow and Roberts reported on the rapid development of quality educational television programming and its usage in interactive and random-access settings. McConeghy reported on the trends and growth in video services in Illinois colleges and universities. His survey demonstrated an active and healthy state of affairs for television use in Illinois. The study reported an average television budget of $160,668 at the universities and colleges in Illinois. The average videotape budget was $4,762 and the average commodity (supplies) was $22,109.

Three sets of data which illustrated the phenomenal growth of the videotape medium in higher education were those of The Consortium of University Film Centers (CUFC), the 1986

Educational Film/Video Locator, and the Quality Education

Data Service. As reported earlier in the 'Background for the

study' section of chapter one, the CUFC reported a growth of

283 percent in the last five years and 66 percent in the

1985-86 year of their video holdings. The 1986 Educational

Film/Video Locator contained 11,500 more video and film

titles than the 1978 Educational Film Locator. Most of this

increase was reported in the videotape holdings of the

participating rental libraries. Quality Education Data, a

Denver market-research firm, reported the number of schools

using videotape equipment for instruction grew from 36,545 in

the 1983 school year to 56,166 schools in the 1984 school

year. The growth rate for video topped that of

microcomputers (Levin, 1985, pp. 3-5).

2. Video research and studies

A quantity of research exists and was reported on

earlier, regarding the selection and evaluation of 16mm

motion medium. However, no prominent studies were located in

the literature search concerning videotape selection and

evaluation in higher education rental libraries. A number of

related studies were located and are reported below.

Chu and Schramm (1968) provided a summary and review

of the research on instructional television prior to 1967 in

their book, Learning From Television. Several findings

reported by Chu and Schramm that were related to the

selection and evaluation issues of this study were as

follows:

-By and large, instructional television can more
easily be used effectively for primary and
secondary school students than for college students
(p. 6).

-So far as we can tell from present evidence,
television can be used efficiently to teach any
subject matter where one-way communication will
contribute to learning (p. 8).

-At the college level, permissive attendance does
not seem, by itself, to reduce the effectiveness of
instructional television (p. 45).

-Teachers and pupils are more favorable toward the
use of instructional television in elementary
school than in secondary school and college (p.
61).

-At the college level, Students tend to prefer
small discussion classes to television classes,
television classes to large lecture classes (p.
65).

-Favorable attitudes are distributed widely enough
among different televised courses to cast doubt on
the assumption that some academic subjects, per se,
may be disliked as material for instructional
television (p. 67).

-There appears to be little if any difference
between learning from television and learning from
film, if the two media are used the same way (p.
87).

-Television and radio have certain advantages over
films in flexibility and deliverability (p. 87).

Also of interest to videotape selection and evaluation

was a study by Pelton (1981). Pelton used the delphi

technique to forecast the future of telecommunications on a

world-wide basis. His predictions included several findings

regarding the full development and utilization of video

technologies by the year 2000. Over 50 percent of the delphi

jurors saw the full usage of video conferencing, videotext,

home telecommunications centers, and direct broadcast

satellite service by the year 2000. They also predicted the

same for the videophone by the year 2015. Thus, this study

projected the continued development of the videotape medium.

Dayton (1981) in a similar delphi study regarding the

future trends in the production of instructional materials,

asked for specific projections regarding the future of film

rental libraries and the video medium. The findings,

important to this study, were:

> -They strongly agreed that video products (tape,
> cassettes, discs, etc.) will be a prominent means
> of distribution for instructional materials in
> 2001...they were quite optimistic about continued
> developments in video technology. They predicted
> that video equipment will become increasing
> smaller, more portable, and more reliable; that the
> resolution of video images will be considerably
> improved; and that practical large-screen video
> systems will be readily available at a reasonable
> price (p. 238).
>
> -Many felt that videotape/cassette will continue to
> be a reasonable means for the distribution of video
> materials and that it will be the dominant medium
> for the recording and editing of moving images (p.
> 239).
>
> -Although the results were not clearcut, the
> majority tended to agree that video technology will
> replace motion picture technology, and did not feel
> that the motion picture film will be a prominent
> means of distribution for instructional materials
> produced in 2001 (p. 239).

-Participants tended to agree that the question of copyright will become increasingly complex, but that a workable solution to the copyright problem will be found (p. 240).

Albright (1984) reported, in a Division of Educational Media Management(DEMM) Task Force Report, that circulating videotapes was the delivery system most utilized for off-campus instruction involving media center participation. Videotapes far exceeded the usage of I.T.F.S., open circuit television, and satellite distribution methods.

Niemeyer (1985) in his study, reported in the 1985 Educational Media And Technology Yearbook, discussed the distribution methods utilized for distance learning. He examined the wide use of consortia by postsecondary institutions to purchase programming and to distribute the video materials. Niemeyer's survey located seventy-one active consortia with more than 100,000 students enrolled and 1,000 college and university members in those consortia.

Reiser and Gagne (1982), in the textbook which presented their model for selection and evaluation of all types of media, listed the sound motion film and the TV cassette in the same category of the model. They stated, "It is generally recognized that the motion picture and video picture with sound are essentially equivalent so far as their effects on learning are concerned."

3. Video trends and potential impacts

The trends, potential problems and impacts on the future of the video and film media was extensively examined by writers in the literature. Most of the articles located and reviewed were of the opinion, projection, and discussion type. The trends and impact issue were identified in the areas of: barriers to usage, copyright problems, marketing changes, and effects on university rental libraries.

Dirr et al. (1981) identified and discussed the major barriers to faculty usage of television for instruction in higher education institutions. Their study reported faculty members felt that the use of television for educational purposes was hindered by items shown in Table 4.

Table 4. Major barriers to faculty use of television instruction (Dirr, 1983, p. 28)

Barrier	Percentage
Lack of adequate department funds	56%
Programs do not meet academic needs and/or standards	49%
Cost of available courses	39%
Poor broadcast times	35%
Insufficient advance notice	34%

The respondents in this study (Dirr et al., 1981) viewed their course types as unadaptable to television, thought the

use of video increases work, and felt professional rewards structures failed to recognize them for developing and using television course materials. The same study listed the major institutional barriers to the usage of television. They were listed as below in Table 5:

Table 5. Major institutional barriers to the use of television by institutions of higher education (Dirr, 1983, p. 28)

Barriers	Percentage
Lack of adequate funds and support	70%
Lack of faculty commitment	55%
Cost and availability of courses	50%
Lack of trained support personnel	45%
Lack of record rights	40%
Poor broadcast times	35%
Insufficient advance notice	30%

Albright (1984, p. 18) reporting on a Division of Educational Media Management (DEMM) Task Force report indicated some of the same barriers to higher education media center utilization. He identified the "rebuilding and expanding of hardware/software collection" as the second most important challenge to higher education media agencies. Also, the report listed "getting involved in new technologies" and "dealing with copyright laws" as serious challenges to utilization.

The video copyright issue was a frequent, current issue of discussion in the literature. With the passage of the 1979 Copyright Law PL 94-553 and its subsequent off-air and duplication guidelines, has come an increased difficulty in providing information about and on the enforcement of video copyright limitations. The availability of and ease of the use of copying technologies and equipment has increased the potential for violations. The results of the Sony case and its resulting court rulings of 1979 and 1981 confused both the video user and the copyright information specialist regarding the limits and restrictions of the law (Sinofsky, 1984).

The 1979 copyright law was silent on the issue of videotaping off-air. This has been followed by a group of users, producers, and legislators which established the "Guidelines for Off-Air Recording of the Broadcast Programming for Educational Purposes". These guidelines were an informal, operational agreement concerning restrictions on educational access to copyrighted video programming. However, the guidelines do not have the force of law (Chach, 1986, p. 18).

These issues, plus the development of video licensing agencies and the "For Home Use Only" marketing of entertainment feature films on videotape, have confounded and confused the educational video user. In a recent copyright

workshop at the American Film & Video Festival in New York, the positions and issues of copyright were presented and examined. Chach (1986) in her article summarized the various viewpoints and contrasting positions that existed at the workshop regarding the video copyright arena. During the workshop, a summary of the findings from the Office of Technology Assessment (OTA) study, the <u>Intellectual Property Rights in the Age of Electronics and Information,</u> was presented. This study was a two year, $600,000 examination of "the impact of recent and anticipated advances in the communications and information technologies on the intellectual property system". The findings were:

> -New technologies have brought changes as far-reaching
> as those of the printing press.
> -The changes are undermining the intellectual property
> system.
> -The changes have brought problems in defining
> authorship, identifying infringement, achieving
> international cooperation, and identifying problems
> of private use, functional works (i.e., computer
> works/software), derivative use, and intangible
> works. Other problems relate to educational
> goals: The new technologies have made copyrighted
> works too expensive for educators (Chach, p. 21).

The full impact of the video technology may not be apparent in the literature and may not be for years to come. The copyright law may have to be updated in order to deal with the new electronic technologies, in particular, the video medium.

The third area of the literature involving this

discussion of video trends was that of the marketing changes.
A review of current educational distribution methods, vendor
catalogs, and sales literature showed a variety of unique
marketing approaches and techniques being used to promote the
sale of videotape instructional materials. Winslow (1982,
pp. 33-34) identified the use of: (1) lower cost programming
- $79.95 videos vs $800.00 16mm prints, (2) off-air
licensing, (3) available product in several formats and
price, and (4) the availability of large amounts of free
programming as a result of federally funded production. The
vendors were also utilizing more large package or contract
sales agreements, increasing the use of tele-marketing, and
expanding their sales markets to the consumer, religious, and
training fields.

Finally, the literature reported several trends in the
operation and university rental libraries due to the video
format developments. Baird (1985) conducted a December, 1983
survey that attempted to determine the impact of video
technology in university film libraries of the Consortium of
University Film Centers (CUFC). He found that most rental
libraries:

        -have less than 200 video titles in their
         collections (57%).
        -buy film and video titles by the same process, out
         of the same budget (57%).
        -do not manage all of the video titles on their
         campuses (70%).
        -bought more than 50 video titles during the last

two years (50%).
-rent video materials to off-campus customers (83%).
-operate portable video facilities on campus (80%).
-have video duplication services (80%).
-acquire video clearances before using (67%).
-do off-air duplication of appropriate
  programs (63%).
-distribute video over a campus cable system (60%).
-usually inspect each video title with each
  use (60%).
-will increase their video purchases in the
  future (87%).
-will buy only 3/4", 1/2" Beta, or 1/2" VHS titles
  in the next two years (100%).
-consider video as having a positive effect on
  their operations (50%).
-have faculty and administrations that have
  positive feelings about video (50%).
-do not consider video a threat to their
  operations (100%).
-have some type of video inspection process (60%).
(Baird, p. 21)

Baird stated that the trend to integrate video into film
rental libraries was a response to pressures from outside the
libraries. He reported that: (1) library users were
requesting programs that were available in video format only,
(2) library users were incorporating delivery systems into
their operation which were more compatible with video formats
than 16mm film formats, and (3) film rental libraries
stretched their dollars by purchasing video programs (Baird,
pp. 20-21).

In a recent forum entitled "Making Change: Affecting
the Future of Film and Video in Education" held at The
Pennsylvania State University, the following eleven
trends/problems were identified.

(1) Sales of traditional audiovisual equipment are continuing.
(2) Schools are purchasing large screen video projectors.
(3) The acquisition trend in public library video collections is away from entertainment materials.
(4) Building-level collections are beginning to include video.
(5) There may be a conflict between organizations that bought film prints at premium prices and those who are developing inexpensive building-level video collections.
(6) The book store has been added as a distributor of religious media materials.
(7) There may be new patterns of distribution, including the possibility of media "jobbers," that would function like book jobbers who broker acquisitions for libraries.
(8) Public libraries could begin to plan for inter-library loan of their video holdings.
(9) Fewer titles are being produced because production costs are increasing, while the market is shrinking.
(10) Low cost video sales of newly-released titles will not develop to a level sufficient to significantly reduce the base sale price of film/video.
(11) Public funds in State Departments of Education are being diverted from media purchases to media production.
(Trude, 1986, p. 2)

This forum involved representatives from seven educational groups and associations, and as a result of their deliberations several recommendations were made. These recommendations and any forth-coming actions may influence the selection and evaluation criteria and trend projections of this investigation.

E. Use of the Delphi Method

The delphi process was originally developed and used as a process for technological forecasting (Helmer, 1966). It was first used in an Air Force sponsored Rand Corporation study conducted in the early 1950s. Since the Rand study, the technique has been utilized in many different settings and with numerous variations. Linstone and Turoff (1975) listed the following applications associated with this group communication process:

> -Gathering current and historical data not accurately known or available.
> -Examining the significance of historical events.
> -Evaluating possible budget allocations.
> -Exploring urban and regional planning options.
> -Planning university campus and curriculum development.
> -Delineating the pros and cons associated with potential policy options.
> -Developing causal relationships in complex economic or social phenomena.
> -Distinguishing and clarifying real and perceived human motivations.
> -Exposing priorities of personal values, social goals (p. 4).

Martino (1983) described the delphi process in terms of its advantages and disadvantages over the committee meeting. It was viewed as a communication process that utilized the benefits of committee functions while minimizing the disadvantages. Delphi has three characteristics that distinguish it from conventional face-to-face group or committee interaction: (1) anonymity, (2) iteration with

controlled feedback, and (3) statistical group response.

A number of writers (Brooks, 1979; Delbecq et al., 1975; Martino, 1983; Penland, 1983-84) identified two current, major uses of the delphi process. The first use was for assisting in the identification of issues. The second use was for the preplanning of another event, such as, a conference or research study. This setting and usage was a key component to the development and circumstances of this investi ation's methodology.

Several studies have examined the characteristics and use of delphi in higher education and in the media field. Lewis (1984) identified the characteristics and impact of 60 delphi studies conducted in the field of higher education from 1967 to 1981. A majority of the studies were identified as of the problem solving rather than the forecasting variety. Most of the research was conducted in the curriculum and instruction area with a wide variation in number and size of panels used and in the criteria for panel selection. The strongest perceived impact of the 60 studies was a public relations impact. Thus, it was concluded that delphi studies should involve panelists who will be affected by the solution to the problem and whose cooperation will be needed to make any solution work.

A significant, large delphi study in the media field was conducted by Dayton (1981). Dayton examined the future

trends in the production of materials and found participants expected the electronics revolution and other technological developments to have a major impact on the production and presentation of instructional materials. This study utilized 56 participants selected through a procedure developed by DiPaolo (1979). This procedure involved a nomination round based on pre-set criteria prior to the first round of the delphi.

Another media study by Pelton (1981) examined the future of telecommunications from a global perspective. Pelton's survey involved 150 experts world-wide, and made predictions on the development of such telecommunications formats as: videotext, videofconferencing, videophone, home communications centers, and direct broadcast satellite service. The panelists in this study created a profile of the future that included a continuation of the rapid growth of the tele-information services, a prosperous and information-rich global society, increased industrialization of space, a lack of progress in international cooperation in telecommunications and space applications, and the potential for information overload and lost privacy of citizens.

Another example of a delphi study in the media field was conducted by Penland (1983-84). He utilized the process to examine the decision-making and management techniques of library/media administrators. Penland considered the delphi

process an essential component in the repertoire of media personnel involved in citizen-oriented needs assessment endeavors. The study described and evaluated the delphi methods used in establishing goal and objective priorities in the Pittsburgh (Pennsylvania) Regional Library Center. The study concluded that the delphi process was an objective method for the media administrator to make decisions based on quantified empirical evidence.

The delphi technique was also utilized by Tiedemann (1986) in a 1984 study aimed at predicting the nature of future media services in higher education. The methodology and procedures he described were directed at improving the planning of future media facilities in higher education institutions. Of interest to this investigation were his recommendations and results that (1) "one centralized media center providing services to the entire university community was the preferred organizational and philosophical approach to nonprint services in higher education," and (2) that computer networks and videodisc technologies received panelist consensus as being the highest priority mediums for the future (p. 15).

Regarding the specific steps for conducting a delphi procedure, a wide variety of opinion and experience exists. The number of panelists used range from as few as five to several hundred. Delbecq et al. (1975) suggested that few

new ideas are generated within a homogeneous group once the group size exceeds thirty well-chosen panelists. Martino (1983) reported on the reliability of the delphi process. For panels of as few as 11 members the correlation normally exceeded 0.7. If a panel of 15 members was used and they were truly representative of the experts on the topic, then the forecasts produced would not differ markedly from those of any other equally expert panel of the same size.

The processes for the selection of experts or panelists also varies widely. Nomination procedures (DiPaolo, 1980; Pelton, 1981) and random selection from homogeneous lists (Dayton, 1981; Penland, 1983-84) were commonly used techniques. Martino (1983) suggested the following factors as key to selecting delphi participants:

-Panelists should be experts (know more about the topic to be forecast than do most people).
-Panelists should be committed to study (be able to devote adequate time to prepare rounds).
-Panelists should not share a set of biases (should be of varying ages, from a variety of institutions, and from a wide geographical area as possible).
-Panelists may be inside or outside the organization varies with the type of forecast needed (pp. 26-29).

The number of rounds in the delphi may also vary. The classical number of rounds is four (Delbecq et al., 1975). Martino (1983, p. 19) explained that "Delphi sequences are judged as successes when they reach stability, that is, no further change of opinion, with the reasons for divergence clearly displayed." Thus individual items or a full

questionnaire may be stopped after round two or anywhere
beyond, dependent upon its judged stability by the
researcher. The normal suggested turnaround between
questionnaire rounds is approximately a month, with a minimum
of 14 days for a full delphi process when the technique is
used in-house via interoffice mail or couriers. Barnette et
al. (1978) conducted an empirical investigation of the delphi
methodology and found the expected rate of response was 30
percent after three delphi rounds.

F. Summary

The educational technology and the delphi methodology
literature was reviewed to provide a conceptual background
for the present investigation. The review served to identify
key issues in the selection and evaluation process of
university film libraries, to determine which variables had
already been studied, and to suggest areas of concern that
needed further clarification.

There was a diverse range of opinions expressed by the
authors reviewed in this chapter. However, some generalities
were identified. They were as follows:

(a) Most individuals involved in selection and
evaluation agreed that it is a problem and that something
needed to be done to improve the process.

(b) There has been a series of studies (1946 to the

present) conducted on the selection and evaluation issue as it is related to the university film rental library. These agencies have existed for some sixty years, yet only a limited number of detailed studies have explicated their purpose and function.

(c) Three major areas in the literature were identified and reviewed which related to the selection and evaluation topic. They were (1) the formative evaluation methodologies used in media production and the selection of an appropriate medium for a given situation, (2) the instructional development or curriculum design functions of the individual teacher or learner in the selection of instructional materials, and (3) the "pre-selection" or collection development techniques used by media libraries. This latter area was the prime focus of the present study.

(d) The studies conducted to date have discussed the need for the use of a formal, written selection policy. However, none have examined its usage in relation to criteria involved in the selection and evaluation process.

(e) The writers differed in their opinions as to who should evaluate and select educational films. Most writers agreed that those who were involved should have some training and background in the process. They found, however, little evidence of this training and experience.

(f) Only limited value was gained by the use of

published evaluations and reviews in the reported selection and evaluation studies.

(g) The criteria used in the actual processes of selection and evaluation were varied and subjective. These criteria were related to who was doing the selection and evaluation, in what setting, and for what reason. Some criteria seemed to be fundamental but even these did not mean the same thing to each evaluating individual or group.

(h) The procedures used to evaluate films were dependent upon the objectives and purposes of the evaluation. Classroom teachers generally followed a simpler and different process than those involved in library collection development.

(i) There was an obvious lack of agreement as to what standards and procedures should be used to identify effective instructional films and videotapes.

(j) Most of the literature dealing with the problem of how to house, distribute, and evaluate and select educational films agreed on one point: the closer the films (and selection of films) is to the point of use, the greater the value.

(k) A lack of a universal plan for selection and "validation" of new educational films and videotapes has retarded effective distribution and utilization.

(l) The growth and development of the video

technology has begun to impact on the operation, including the selection and evaluation procedures of university film rental libraries. Some of the areas of influences identified in the literature were (1) the increased quantity of available motion materials, (2) the quality of those materials, (3) the copyright problems and limitations, (4) the cost factors and marketing changes in the distribution of the media, and (5) the customer demands and pressures.

(m) No research studies were identified that specifically dealt with the video technologies and the university rental library selection and evaluation process.

(n) The delphi technique has been established as an effective research method for the examination of trends and for forecasting the development of media technology. It has also been utilized to assist in the identification of issues surrounding a technological event.

III. DESIGN OF THE STUDY

A. Background for Methodology

This study was a descriptive investigation and utilized causal-comparative techniques to analyze the relationships and issues surrounding selection and evaluation processes of motion media. The investigation, through the use of descriptive statistics, stressed the identification of trends and implications for the future. A two phase data collection methodology, a delphi procedure and a general survey, was utilized to collect information in order to make recommendations for the future management of university film/video rental collections.

This investigation utilized a study by Baird (1973) as a benchmark and was an operational replication of major components of that research. It analyzed the change in selection and evaluation criteria over the approximately fourteen year period between Baird's research and the present survey. Also, it examined the concerns and issues surrounding the operation of university rental libraries during this development of the video technologies.

B. Objectives

The study had the following objectives:

(a) To identify the evaluation and selection criteria used by university film/video rental libraries for the acquisition of film/video materials. To determine those criteria that are important at each step of the current evaluation and selection process.

(b) To compare and contrast the 16mm film evaluation and selection criteria at each step of the Baird (1973) study to those of the current and future film/video acquisition process.

(c) To determine if certain university film/video rental library characteristics such as; size, type, geographical location, distribution pattern, organizational structure, number of years circulating video, percentage of video in collections, existence of a formal, written selection and evaluation policy, and customer type had any significant effects on the degree of importance placed upon current evaluation and selection criteria items and steps.

To determine if certain characteristics of the film/video evaluation and selection personnel (respondents); those of years of experience and sex, had any significant effects on the degree of importance placed upon current evaluation and selection criteria items and steps.

(d) To identify the issues and concerns of university film/video rental libraries which have emanated from the trends related to the development of the video technologies.

(e) To develop recommendations for the operation of university film/video rental libraries as related to and concerning video collection development.

C. The Population

The population of this study was the chief film/video administrators (or designated representatives) of all the college and university film/video libraries contained in the 1972 publication entitled "A Directory of 16mm Film Collections in Colleges and Universities in the United States" (Mirwis, 1972). This list used by Baird (1973) contained a total of 197 rental libraries with collections larger than 500 titles. This list was updated by comparing it to the current membership list of the Consortium of University Film Centers (CUFC), to the marketing lists of the Educational Film/Video Locator (1986) and the CUFC, and to a mailing to selected CUFC members which requested information on current rental film/video libraries in their region.

This revised list contained a total of 204 college and university film/video rental libraries. These were utilized in the study as the population (see Table 6).

Table 6. Population breakdown

Type of institutions (Library)	Number
Community Colleges	16
Colleges (four-yr.)	46
Universities	134
Other agencies serving higher education	8
Total	204

D. Instruments and Their Validation

This study utilized two instruments to collect the issues, opinions, and data needed to accomplish the stated objectives. The first instrument was a delphi process conducted via an open-ended query list (Appendix A). The objectives of the delphi round were:

(a) To identify the issues and concerns of the university film/video rental libraries regarding the future of 16mm film and videotape acquisition.

(b) To validate the criteria to be added to and deleted from the questionnaire utilized in Baird's (1973) study.

(c) To determine the library characteristics important to the questionnaire phase of the study.

(d) To identify the trends and to project the future of motion media in the operation of university film/video rental collections.

A delphi panel of experts was used to validate the

phase two survey instrument, to identify the issues

surrounding the selection and evaluation of the video

technologies, and to rate the criteria and trend statements

suggested during the delphi process. The panel was

systematically chosen by the researcher from the updated

population list based on the following criteria:

(a) a variety of geographic regions represented.
(b) near equal numbers of respondents by sex.
(c) public and private institutions represented.
(d) large, medium, and small collection sizes
    represented.
(e) various types of circulation patterns
    represented.
(f) respondents having both video and 16mm
    selection experience.
(g) agreement by respondents to time commitment
    and schedule prior to inclusion on panel.

Sixteen individuals initially agreed to participate in

the delphi rounds. See Appendix B for a listing of the

participating panel of experts.

The summary of each round and the panel's responses

are included in Appendix C. A ninety-eight percent return

response was received during the delphi phase of the

investigation.

The second instrument utilized was a revised

questionnaire from the Baird (1973) study. The Baird

instrument was based upon a seven point Likert response scale

(Appendix D). Several additional items were added to provide

the data collection needed to accomplish the study's

objectives. These items were descriptive in nature and were

included in the basic information section of the instrument.
The items developed, validated, and included were in the
following areas:

    (a)   The percentage of video titles in the rental
         collection.
    (b)   The number of years the library has been
         renting video titles.
    (c)   The existence of a formal, written selection
         policy and procedure.

Also, the terminology in the questionnaire was
expanded to include and describe the current video
technology. Specifically where the term "film" was used, the
term film/video title or motion medium was inserted. Sexist
language was deleted.

A review of several current evaluation instruments was
conducted in order to determine if any criteria items or
steps had been omitted from the Baird questionnaire. Also,
the delphi panel was requested to suggest additional criteria
during the delphi process. These were integrated into the
appropriate section of the survey instrument. The thrust of
the additions and changes was to allow the collection of data
on any criteria that had developed since the Baird (1973)
study without adding bias.

Baird was contacted and interviewed to determine if
any problems or recommended changes encountered during his
study might be included in the revision process for the phase
two instrument. He provided several suggestions based upon

his 1973 study experiences and the additional research he was currently conducting. These recommendations were incorporated into the phase two survey instrument.

The revised phase two survey instrument was further validated through an examination by a panel of professionals including three study committee members and two film/video professionals. Additional items and modifications in design were suggested for each section of the phase two survey instrument. These were incorporated into the final revised instrument (Appendix E).

E. Collection of Data

The delphi instrument with instructions, cover letter, and self-addressed return envelope was mailed to sixteen university film/video library personnel who had been selected from the population by the researcher according to the predetermined criteria (see page 90). They had agreed to participate in the delphi round during a telephone contact prior to the mailing. A reminder letter was mailed approximately five days before due date to panel members who had not responded to date. A final reminder was made via telephone on or near each round's due date to those who had not yet returned their mailing. The four rounds in the delphi process were conducted as follows:

	Date Mailed	Date Reminder	Date Due	Number Mailed	Number Responded
Round #1	Nov. 13	Dec. 1	Nov. 26	16	15
Round #2	Dec. 30	Jan. 19	Jan. 21	15	15
Round #3	Feb. 4	March 1	Feb. 25	15	15
Round #4	April 6	April 28	April 22	15	15

The return rate on the full delphi process was 98.4 percent.

The survey instrument with instructions, cover letter, and self-addressed return envelope were mailed to the administrators of the 204 university film/video libraries included in the population of this study. It was requested that the administrator (director or the person most familiar with the evaluation and selection procedure of the film/video rental library) fill out the survey. They were instructed to return the completed instrument in the envelope provided.

A follow-up letter including another copy of the survey was mailed to the administrator of those libraries who did not respond within three weeks following the first mailing. A second follow-up letter and survey was mailed to those who did not return the survey within three weeks following the second mailing.

As a result of these three mailings, the survey was returned from 173 of the 204 film/video rental libraries identified for this study. Institutions that did not have a film/video rental library, rental libraries that had less

than 500 titles, and rental libraries that indicated they did
not do their own evaluation and selection were not included
in the data analysis.

The survey return was classified as the following:

	Number	Percent
Institutions not returning survey	32	15.69
Institutions returning the survey but not meeting the institutional requirements of the study (indicated they did not operate a rental library)	95	46.57
Institutions returning an incomplete survey or those responding with less than 500 titles	4	1.96
Institutions returning complete usable survey	73	35.78
Totals	204	100.00

The analysis of the data was based on the information
contained in the 73 completed surveys that met all the
requirements for use in the study. The return percentage on
the survey was 84.31 percent.

F. Data Analysis

The data from the survey were analyzed using the
following methods:

(a) A frequency distribution giving the total number
of responses for each choice and a mean score for each survey
item were calculated. This information was compiled in
rank-order table form and analyzed by descriptive measures to

determine if observable trends exist.

(b) The individual criteria items (from section two of the instrument) were grouped into appropriate sub-categories based on the information questions and mean scores, t-tests, and analysis of variance statistics were calculated on the demographic categories.

(c) The ratings of the four steps (identification, determination, evaluation, and final selection) and the additional comments from section three of the questionnaire were tabulated and summarized by descriptive means.

(d) The rank-order tables from the Baird (1973) study were compared to those of the survey and the delphi phases for observable differences. The rank-order tables of the survey phase and the delphi process were compared. The method used was rank-difference correlation (Spearman rho). This analysis provided four correlations of the dependent variables (identification, determination, evaluation, and final selection) among the two study phases.

(e) The ratings of the four steps (identification, determination, evaluation, and final selection) and the trend statements from section three of the survey were compared in descriptive terms to the Baird (1973) study and the responses of the delphi panel.

The data from the four delphi rounds and survey
instruments were analyzed in order by the steps as follows:

(a)   The first delphi round, part one responses
(demographic information), were tabulated and analyzed to
determine the depth and variety of library types and
respondent characteristics contained in the fifteen
responses.   This demographic information was used to
determine if the responding panel members met the
pre-determined criteria for the delphi process.

(b)   The first delphi round, part two responses
(questions 13-14 and 17), were categorized, tabulated, and
consolidated into like statements for use in round two of the
delphi procedure.

(c)   The first delphi round, part two responses
(questions 15-16), were tabulated and frequency of responses,
means, and standard deviations were calculated for each
criteria item.   These statistics and all individual comments
were reported to the panel members during round two.

(d)   The responses of round two through four were
tabulated and the statistics calculated and comments reported
to each succeeding round.   Part two criteria items (questions
15-17) were determined to be stable and to have consensus
after round three and were not included in round four.

(e)   The responses from the final delphi rounds (three
or four) were developed into frequency distributions for each

item and a mean score was obtained for each.

(f)   The information was compiled into rank-order table form and analyzed to see if any trends were observable. Comparisons were made to Baird's (1973) study and to the future projection items (questions 16-17) within the delphi process.

(g)   The additional criteria and trend statements suggested through the delphi process were incorporated into the revision of Baird's (1973) questionnaire.   All the criteria (evaluation and selection items) that were suggested by the delphi panel were rated above the not important level (mean of 3.00) and thus were included in the phase two survey instrument.   Twenty-eight additional selection and evaluation items were included in the revised survey instrument.   The trend and influence statements (questions 13-14, 17) from the delphi process were consolidated into eight response statements and included at the end of the revised survey instrument.

(h)   As the revised survey instruments were returned they were coded and all the data were entered into a computer data base program file and analyzed by a standard statistical package.

(i)   Frequency distributions (bar charts) and all statistics for each survey item were calculated using the standard statistical package.

(j) The information for each survey item in Part I (demographic information), Part II (selection and evaluation ratings) and Part III (future of film/video libraries) was compiled into table form and analyzed for observable trends.

(k) The survey responses were analyzed by t-tests involving groupings by years of experience (question 1), by sex (question 2), by type of institution (question 4), by collection development policy (question 6), and by customer (question 9).

(l) Tests of one-way analysis of variance and Scheffé Multiple Range Tests were run on the remaining demographic parameters (questions 3, 5, 7, 8, 10 and 11).

(m) Comparisons were made among the evaluation and selection criteria rank-order tables of the Baird (1973) study, the delphi process, and the revised survey instrument. Spearman rho correlation coefficients were calculated where possible to compare the rank-order of the criteria in the evaluation and selection steps of the studies' response groups.

(n) All of the additional comments from the various parts of the revised survey instrument were tabulated and summarized.

IV. FINDINGS AND DISCUSSION

A. Introduction

The purpose of this study was to identify current and future evaluation and selection criteria used in the purchase of motion media by selected university film/video rental libraries. This study also compared and contrasted these criteria to those of Baird (1973), and identified influences and trends related to the development of the video technologies. The criteria and trends identified as significant were utilized to develop recommendations for the future operation of university film/video rental libraries.

This research was conducted in two phases. First a delphi procedure was used to up-date the survey instrument employed by Baird in 1973. It was also used to identify the current and future influences and trends related to the video technologies. A fifteen member delphi panel, selected on a nation-wide basis, participated in four rounds of the delphi process conducted in late 1986 and early 1987. Secondly, an expanded and revised survey instrument based on Baird's (1973) study was mailed to the directors of 204 selected film/video rental libraries in higher education institutions and agencies. Libraries that had less than 500 titles, those that did not conduct their own evaluation and selection, and

those that did not rent outside their institution were not
included in the data analysis. Usable completed responses
were received from 172 library directors, 73 of which met the
research criteria and were included in the statistical
analysis. The data from the four delphi rounds and 73 usable
survey instruments were analyzed by the following steps.
Figure one depicts the time line and elements related to this
investigation.

-1940s- - - - - - 1973 - - - 1987 - - - 1996 - - - - 2011 -

   Early   Baird   Survey of   Ten and twenty-five
   studies   study   investigation year projections of
                       (phase two)   the delphi panel
                                    (phase one)
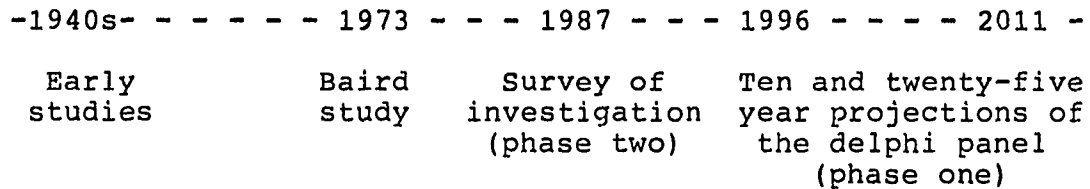
Figure 1. Time frame and elements of the investigation

      This chapter summarizes and discusses the findings of
the 1987 survey and delphi process. The findings are
presented in order of the steps used to analyze the data from
the two phases of the investigation (page 95). This
discussion is organized under the following headings: (1)
introduction, (2) phase one: delphi process, (3) phase two:
survey, (4) inspection and analysis by demographic
parameters, and (5) comparison and analysis of the ratings
from the three study groups.

B.   Phase One: Delphi Process

1.   Demographic information - frequency distributions

The first steps in analyzing the data were to obtain a
frequency distribution for each item in Part I of the first
delphi round instrument. Appendix F contains the frequency
distribution for part one of the Round #1 instrument. This
part was designed to gather general information about (1) the
film/video library and (2) the delphi panel member regarding
their evaluation and selection procedures. This demographic
information was used to determine if the panel members
responding met the predetermined criteria for the delphi
process.

An analysis of the demographic information in Appendix
F determined the delphi respondents adequately met the
predetermined criteria (see page 90).

2.   Trend statements and criteria ratings - rounds #1, #2 and
#3
The general responses of the delphi panel to Part II
(questions 14 and 17) items were grouped and consolidated
into like statements. These statements or trends became the
reaction items for Part I and III of the round two delphi
instrument. See Appendix C for a listing of these
statements.

During each succeeding round, these statements and the

evaluation and selection criteria items (Part II) were tabulated by frequency, mean, and standard deviation and reported to the panel in the next round's instrument. The comments from the previous round were also reported to the panel on each succeeding instrument.

During each round, the panel members were asked to re-evaluate their position on all statements and criteria items by utilizing the comments and the statistics from the previous round. A summary of each round and its instrument are contained in Appendix C.

As part of round one, the panel was asked to suggest additional criteria that they felt should be part of the evaluation and selection steps in the future (1996). The panel suggested 28 additional criteria to the four steps. Table 7 contains a listing of these additional criteria. The 28 items were incorporated into the round two and round three delphi instruments.

Table 7.   Additional criteria items suggested by delphi panel
           during the delphi process

Step	Criteria

Identification
1. Film markets or media festivals
2. Information on computer data bases & banks
3. Rental records (previous or shared)
4. Newspaper items/articles
5. Subscription arrangements with distr./producers
6. Information from utilization or training workshops
7. Consortia membership information and bulletins
8. Curriculum plans and reference lists

Determination
1. Format not included in collection
2. Title is part of a series
3. Possibility that title may be purchased by potential client
4. Subject area not generally included in collection
5. Demand not evident from clients or customers

Evaluation
1. Objective presentation of concepts (lack of bias)
2. Accuracy of information
3. Timeliness of information (current topic)
4. Subject or content area covered by title

Final Selection
1. Variety of formats available from distributors
2. Restrictions of the producer/distributor
3. Ability of the producer/distributor to promote title
4. Content accuracy
5. Availability of duplication rights
6. Availability of electronic distribution rights
7. Availability of varied, negotiable distribution rights
8. Appropriateness of title for a rental library (vs. dept., etc.)
9. Availability of appropriate display hardware among clients
10. Internal administrative and/or political atmosphere
11. Favorable rating by content specialist(s)

3. Trend statements and criteria ratings - final frequency
distributions of rounds # 3 and #4

The trend and issue statements, the evaluation and

selection criteria, and the future prognosis summaries from

the delphi process were summarized by frequency distribution,

mean, standard deviation, and final comments into a

statistical report sent to the delphi panel. The evaluation

and selection criteria (Part II) and the future prognosis

summaries (Part III) were judged as having reached stability

and group consensus at the conclusion of round three. The

trend and issue statements (Part I) were judged stable and as

having consensus following round four. Appendix C contains

the statistical summary and panel comments on the final

delphi panel positions.

4. Importance of trend statement and criteria according to
individual mean scores

The next step in the analysis of the delphi panel data

was to calculate the mean scores for each of the items in the

final round(s) and to rank-order the items by mean scores.

Tables 8-16 give the mean scores for all delphi panel

statements and criteria in rank-order. The higher the mean

score the more important the rating of the trend statement or

criteria item.

The dotted lines were drawn through each table

indicating the strength of agreement, influence or importance

of each category. They were made in an attempt to give a
visual impression of where the majority of the responses were
made. If the mean of the responses was above 5.00 the item
was considered to have strong agreement, strong influence,
or to be very important; if the mean was between 4.99 and
3.00 the item was considered to be neutral, average, or
important; and if the mean was below 3.00 the item was
considered to have strong disagreement, weak influence, or
not important. No attempt was made to determine any
significant differences between mean scores of any of the
individual statements or criteria.

5. Review of delphi panel rank-order tables

        Tables 8-12 display the final delphi panel rankings of
the trend statements generated by the panel during round one
of the delphi process. These statements were rated by the
fifteen member delphi panel through the four rounds of the
delphi phase. A discussion of these trend statements and
their rankings is contained in the last section of this
chapter (see page 154). A comparison to the similar trend
statements of the phase two survey is also included in this
last section.

        Tables 13-16 shows the final delphi panel rankings of
the evaluation and selection criteria of the process. These
criteria were rated by the panel in three rounds of the

delphi phase. A discussion and comparison of these criteria is in the last section of this chapter (see page 154). This later section compares the delphi criteria rankings to the phase two survey criteria rankings.

Appendix F lists the top rankings of the future prognosis items by the delphi panel. These prognosis statements were generated in round one of the delphi process and rated during three rounds of the delphi phase. These items were attempts to summarize and project the future of the film/video library entity in ten years (1996) and in twenty-five years (2011). A discussion of these projections and their relationship to the phase two survey statements is contained in the last section of this chapter (see page 168).

Table 8.   Final delphi panel rankings by mean of the
           projection statements on the future nature of film
           library products and the sizes of collections

Rank	Statement	Mean
--------------------(Strong Agreement)--------------------------		
1.	The 1996 collections will contain a greater percentage of video format products than current collections.	6.33
2.	The 1996 collections will include a more diverse variety of material types (product formats) than current collections.	5.93
3.	The 1996 collections will contain at least 50% of their titles in various video formats.	5.73
-----------------------(Neutral)----------------------------		
4.	The 1996 collections will contain a least 75% of their titles in various video formats.	4.67
5.5	The size of the collections in 1996 will be significantly larger in number of <u>titles</u> than current library collections.	4.60
5.5	16mm format products will continue to be a major format circulated by 1996 rental lib.	4.60
7.	The 1996 collections will consist primarily of smaller format products. (e.g.- 8mm video, CD-ROM disks, micro-forms, etc.)	4.53
8.5	The size of the collection in 1996 will be significantly larger in number of <u>prints</u> than current library collections.	4.00
8.5	Computer software will be a major format circulated by rental libraries in 1996.	4.00
10.	Video disk will be a major format circulated by rental libraries in 1996.	3.86
-------------------(Strong Disagreement)-------------------		
11.	The products in 1996 collections will be generally poorer in production quality than current products.	2.73

Table 9.   Final delphi panel rankings by mean of the
           projection statements on the future nature of
           film library clients and circulation patterns

Rank	Statement	Mean

------------------------(Strong Agreement)------------------------

1.   The circulation policies of 1996 collections
     will become more flexible and diverse than
     the current 3-5 day rental patterns. (e.g.-
     the use of long-term rentals, leasing,
     networking, or duplication arrangements.)   5.20

2.   The higher education customer group will become
     a significantly more important customer
     group of the 1996 libraries than of the
     current libraries.   5.07

------------------------(Neutral)------------------------

3.   The 1996 libraries will depend significantly
     more on local campus clients than do current
     libraries.   4.93

4.5 A 'buy and own' philosophy will replace the
     'rent or loan' approach of the customers of
     university rental libraries by 1996.   4.73

4.5 The rental rates of video titles will stabilize
     at about 25% less than like 16mm title
     rental rates by 1996.   4.73

6.   The clients of 1996 libraries will be more
     specialized in their product needs (content)
     than clients of current libraries.   4.67

7.5 The adult level client group will become a
     significantly more important customer group
     of the 1996 libraries than of the current
     libraries.   4.53

7.5 Clients of 1996 collections will require more
     reference and referral information, selection
     advice, and product evaluation than current
     customers.   4.53

Table 9. (continued)

Rank	Statement	Mean
9.	The business and industry community will become a significantly more important customer group of the 1996 libraries than of the current libraries.	4.40
10.5	The service areas of 1996 libraries will become more regional in scope than current libraries.	4.33
10.5	The rental rates of titles in video formats will be significantly less those of the same titles in 16mm film formats by 1996.	4.33
12.5	The clients of the 1996 libraries will remain the same as current film/video rental libraries.	3.80
12.5	The rental rates of the 1996 libraries will remain relatively the same as current rental charges.	3.80
14.	The rental circulation of 1996 collections will be significantly larger than current libraries.	3.67
15.	The distribution of 1996 collections will continue to be through the delivery or shipment of film and video products rather than via of electronic distribution.	3.53
16.	The 1996 libraries will compete significantly more with local 'video rental stores' for customers and circulation of products than current libraries.	3.47
17.	Delivery methods of the 1996 libraries will override (be more important than) product quality and usefulness as a concern of those libraries.	3.20
18.	The rental rates of video titles will stabilize at about 50% less than like 16mm film title rental rates by 1996.	3.00

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Table 10. Final delphi panel rankings by mean of the
           projection statements on the future nature of
           film library organizational structures and funding
           sources

Rank	Statement	Mean

-----------------(Strong Agreement)-----------------------
1. The number of university rental libraries in
    1996 will be significantly fewer in number
    than are currently operating.   5.33
-------------------(Neutral)------------------------------
2. The 1996 libraries will become allied, if not
    merged, with local print libraries.   4.87

3. By 1996 those libraries located currently
    within extension divisions will be relocated
    organizationally within their universities.   4.73

4. The organizational structure of 1996 libraries
    will be similar to those of current
    libraries.   4.67

5. The funding sources for the 1996 libraries will
    be the same as current rental libraries.   4.13

6.5 The 1996 libraries will depend primarily on
    university or state funding sources --
    shifting from rental generated funding.   4.00

6.5 'Pure' rental (those operated primarily on
    rental income) libraries will be extinct by
    1996.   4.00

8. The 1996 libraries will depend on an equal mix
    of local budget funds and rental/marketing
    sources.   3.86

9.5 The 1996 libraries will depend more on rental/
    marketing sources for funding and less on
    traditional local budgeting.   3.80

9.5 The funding levels for the 1996 libraries will
    be significantly less than for current
    libraries.   3.80

Table 10. (continued)

Rank	Criteria	Mean
11.5	The staffing patterns of 1996 libraries will remain the same as those of current libraries.	3.67
11.5	The staffing patterns of 1996 libraries will vary significantly from current patterns. (e.g.- numbers of non-technical, professional staff members will remain the same or increase and technical staff will decline.)	3.67

Table 11. Final delphi panel rankings by mean of the projection statements on the future nature of film library philosophical orientations

Rank	Statement	Mean
---------------(Strong Agreement)---------------		
1.	The 1996 libraries will relate more directly to and with greater intensity to their individual institution's mission.	5.07
-------------------(Neutral)-------------------		
2.	The 1996 libraries will be more 'service' and 'process' oriented in their philosophy and less 'product' oriented --- emphasis will be on information brokering.	4.93
3.	The 1996 libraries will be more responsive to individual customer needs and desires than current libraries.	4.80
4.	The 1996 libraries will emphasize quality customer service more than current libraries.	4.53
5.	The 1996 libraries will emphasize product content with 'how to' and 'socially constructive' theme.	4.27

Table 12. Final delphi panel rankings by mean of the
statements regarding the influence of future
concerns and issues of film libraries

Rank	Statement	Mean
	------------------(Strong Influence)-----------------------	
1.	The efficient operation/management of libraries.	6.40
2.	The vision of the person(s) in the leadership roles.	6.20
3.5	Any changes in the total number of libraries.	5.93
3.5	The increased availability of low-cost video products.	5.93
5.	Any changes in the revenue sources (budgets) for libraries.	5.87
6.	The level and quality of customer service.	5.73
7.5	Any changes in the funding levels for libraries.	5.67
7.5	The availability of video formats.	5.67
9.5	The limitations and constraints of the distribution rights of future products.	5.60
9.5	Any changes in the availability and dissemination of video hardware technologies.	5.60
11.	Any changes in the technical limitations of electronic hardware used to display new rental products.	5.40
12.	The future of production companies and independent producers.	5.33
13.	Any changes in the availability of rental products (number and type of distributors).	5.13

Table 12. (continued)

Rank	Statement	Mean
14.	The enforcement of legal constraints (copyright and contractual).	5.07
15.	The effect of copyright violations.	5.00
------------------(Average Influence)---------------------
16.5	The quality of rental products.	4.93
16.5	Any changes in the instructional usage of rental products.	4.93
18.5	Any changes in the funding for the production of new rental products.	4.73
18.5	Any changes in the philosophical orientation of libraries organizations.	4.73
20.	Any changes in the size of libraries.	4.53
21.	The specialization of educational programming.	4.47
22.	The need for and provision of pre-service and inservice training on the effective usage of media.	4.20
23.	Any changes in staffing patterns (number & type).	3.93
24.	The amount of locally produced, specialized products.	3.40

Table 13. Final delphi panel rankings by mean of
identification criteria: Sources that are used to
identify titles available for evaluation and
possible purchase

Rank	Sources	Mean
---------------------(Very Important)--------------------------		
1.	Personal request by faculty or others	6.40
2.	Curriculum plans and reference lists	5.33[a]
3.5	Information on computer data bases or banks	5.00[a]
3.5	T.V. programs	5.00
----------------------(Important)---------------------------		
5.	Rental records (previous or shared)	4.93[a]
6.	Producers' catalogs	4.87
7.	Printed lists, bibliographies and indexes	4.53
8.	Producers' promotional brochures	4.33
9.	Consortia membership information and bulletins	4.20[a]
10.	Film markets or media festivals	4.07[a]
11.	Professional journals and magazines	4.00
12.	Printed reviews (EFLA, Landers, etc.)	3.93
13.	Subscription arrangements with distr./producer	3.80[a]
14.	Information from utilization or training workshops	3.73[a]
15.	Newspaper items or articles	3.67[a]
16.	Salesperson contact	3.60
17.5	Automatic preview arrangements	3.27
17.5	Other rental library catalogs	3.27

[a]Identification criteria added during the delphi
process by the panel of experts.

Table 14. Final delphi panel rankings by mean of the
          determination criteria: Reasons for not evaluating
          titles that have been identified as available

Rank	Reasons	Mean

------------------(Very Important)------------------------

1.	Low estimated use potential	6.60
2.	Budget not available	6.47
3.	Demand not evident from clients or customers	6.40[a]
4.	Must pay a preview charge for previewing	6.13
5.5	Restricted distribution	6.00
5.5	Apparent datedness	6.00
7.	Title objectives not suitable for customer need	5.93
8.	Personal knowledge of title	5.87
9.	Grade level not appropriate for usual rental audience	5.80
10.	Title not appropriate for scope or purpose of library	5.60
11.	Format not included in collection	5.50[a]
12.5	Company sets rental rates	5.40
12.5	Negative past experience with producer/distr.	5.40
14.	Possibility that title may be purchased by potential client	5.36[a]
15.	Cost of title	5.27
16.	Title is part of a series	5.20[a]
17.5	Length of title	5.07
17.5	Similar material already in library	5.07

------------------(Important)------------------------

19.	Subject area not generally included in collection	4.80[a]
20.	Service and replacement footage not readily available	4.60
21.	Printed description inadequate	4.27
22.5	Negative past experience with person requesting title	4.07
22.5	Low published ratings (EFLA, Landers, etc.)	4.07
24.	Quality of promotional material	3.87

[a]Determination criteria added during the delphi
process by the panel of experts.

Table 15. Final delphi panel rankings by mean of the
evaluation criteria: Items that are considered
when evaluating titles for possible purchase

Rank	Items	Mean
	------------------(Very Important)------------------------	
1.	Accuracy of information	6.53[a]
2.	Motivational quality and interest	6.07
4.	Production date (datedness)	6.00
4.	Appropriate use of the motion medium	6.00
4.	Datedness in styles, procedures, etc.	6.00
6.	Correlation with specific curriculum programs	5.87
7.	Unity of the parts (wholeness, continuity, etc.)	5.80
9.	Overall technical quality	5.73
9.	General overall effect	5.73
9.	Timeliness of information (current topic)	5.73[a]
11.5	Clear objectives	5.67
11.5	Appropriateness for grade level specified	5.67
14.	Pacing (presentation rate)	5.60
14.	Scope or coverage	5.60
14.	Order of presenting ideas, concepts, etc.	5.60
16.	Purpose of title (basic, enrichment, introductory, etc.)	5.47
17.5	Appropriate emphasis of ideas	5.40[a]
17.5	Objective presentation of concepts (lack of bias)	5.40
19.	Aesthetic value	5.33
20.	Creative nature of production methods	5.20
21.	Subject or content area covered by title	5.13[a]
	------------------(Important)------------------------	
22.5	Appropriate orienting devices illustrating size & space relationships	4.93
22.5	Learning approach (inductive, deductive, etc.)	4.93
24.5	Color vs. black and white	4.67
24.5	Type of title (documentary, dramatization, demonstration)	4.67

[a]Evaluation criteria added during the delphi process
by the panel of experts.

Table 16. Final delphi panel rankings by mean of the final
          selection criteria: Factors that are considered
          when making final purchase decisions

Rank	Factors	Mean
------(Very Important)------		
1.	Content accuracy	6.47[a]
2.	Estimated number of uses	6.40
3.	Rating of potential faculty users	6.13
4.5	Datedness of title	6.07
4.5	Restrictions of the producer/distr.	6.07[a]
6.	Availability of appropriate hardware among clients	6.00[a]
7.	Appropriateness to purpose and scope of the library	5.73
8.5	Amount of similar material in library	5.67
8.5	Appropriateness of title for a rental collection	5.67
10.	Cost of the title	5.60
11.	Composite rating of the evaluation committee	5.53
12.	Availability of varied, negotiable distr. rights	5.40[a]
13.	Availability of duplication rights	5.27[a]
14.5	Availability of electronic distribution rights	5.20[a]
14.5	Grade level	5.20
16.	Favorable rating by content specialist(s)	5.13[a]
17.	Variety of formats available from distributor	5.00[a]
18.5	Length of title	4.87
18.5	Past experience with department or person who may use the title	4.80
20.5	Availability of service and replacement footage	4.73
20.5	Internal administrative or political atmosphere	4.73[a]
------(Important)------		
22.	Student rating(s)	4.33
23	Published ratings (EFLA, etc.)	4.27
24.	Past experience with producer/distr.	4.20[a]
25.	Rating of library directors	3.86
26.	Ability of the producer/distr. to promote title	3.73[a]
------(Not Important)------		
27.	Availability of supplementary material	3.00

[a]Final selection criteria added during the delphi
process by the panel of experts.

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C. Phase Two: Survey

1. Demographic information - frequency distributions

The first step in analyzing the data from phase two, the 1987 Survey, was to obtain a frequency distribution for each demographic item in Part I. The frequency charts were reviewed to determine observable trends and to make decisions on which parameters to run t-tests and one-way analysis of variance statistics. Appendix G shows the frequency distributions of the demographic parameters of part I of the usable survey responses.

A visual analysis of the trends and frequency groupings in the demographic items of part I suggested that t-tests be run on items 1, 2, 4, 6, and 9. Also, that one-way analysis of variance procedures be run on item 3 (geographic region), item 5 (size of collection), item 7 (years of video circulation), item 8 (percentage of video in collection), item 10 (service region of library), and item 11 (organizational structure of library). A discussion of the findings of these tests are presented in section D of this chapter.

2. Selection and evaluation criteria ratings - frequency distributions

The selection and evaluation criteria listed in Part II of the survey phase were divided into the four steps of

identification, determination, evaluation and final selection. Appendix G contains the frequency distribution for each of these four steps.

3. Importance of criteria according to individual mean scores

The next step in the analysis of the phase two survey was to calculate the mean scores for each of the criteria and to rank-order the items by those means. Tables 17-20 shows the these means and ranks. The higher the mean score the more important the selection and evaluation criteria.

The dotted lines were drawn through each table, indicating the important categories, in an attempt to give a visual impression of the importance of the responses. If the mean of the responses was above 5.00 the item was considered very important; if the mean was between 4.99 and 3.00 the item was considered important; and if the mean was below 3.00 the item was considered not important. No attempt was made to determine any significant differences between mean scores of any of the individual criteria in Tables 17-20.

4. Difficulty rating of the four steps in the selection and evaluation procedure

A listing of the four steps in Baird's (1973) study was included at the end of part II of the phase two survey. This section was designed to gather information about the problems that seemed most difficult to overcome in the

Table 17.   Final survey rankings by mean of the
            identification criteria: Sources that are used to
            identify titles available for evaluation and
            possible purchase

Rank	Sources	Mean
----------------------(Very Important)--------------------------		
1.	Personal request by faculty or others	6.21
-----------------------(Important)----------------------------		
2.	Rental Records (previous or shared)	4.49[a]
3.	Producers' catalogs	4.47
4.	Producers' promotional brochures	4.27
5.5	Professional journals and magazines	4.08
5.5	Salesperson contacts	4.08
7.	Printed reviews (EFLA, Landers, etc.)	3.86
8.	Curriculum plans and reference lists	3.82[a]
9.	Printed lists, bibliographies and indexes	3.29
10.	T.V. programs	3.26
11.	Film markets or media festivals	3.13[a]
12.	Consortia membership information and bulletins	3.11[a]
13.	Information from utilization or training workshops	3.06[a]
14.	Other rental library catalogs	3.03
----------------------(Not Important)------------------------		
15.	Automatic preview arrangements	2.72
16.	Newspaper items or articles	2.41[a]
17.	Subscription arrangements[b]	2.22[a]
18.	Information on computer data bases or banks[b]	2.11[a]

[a]Criteria added during the delphi process by the panel of experts.

[b]Criteria considered related to video and technology influences.

Table 18. Final survey rankings by mean of the determination criteria: Reasons for not evaluating titles that have been identified as available

Rank	Reasons	Mean
	----------------- (Very Important) ------------------------	
1.	Low estimated usage potential	6.10
2.	Budget not available	6.08
3.	Apparent datedness	5.92
4.	Demand not evident from clients or customers	5.67[a]
5.	Title not appropriate for scope or purpose of library	5.59
6.	Must pay a preview charge for previewing	5.53
7.	Title objectives not suitable for customer need	5.51
8.	Restricted distribution by distr.	5.40
9.	Grade level not appropriate for usual rental audience	5.38
10.	Personal knowledge of title	5.32
11.	Similar material already in library	5.25
	--------------------- (Important) --------------------------	
12.	Cost of title	4.80
13.	Negative past experience with producer/distr.	4.63
14.	Format not included in collection[b]	4.44[a]
15.	Company/distr. sets rental rates	4.29
16.	Service and replacement footage not readily available	4.22
17.	Subject area not generally included in collection	4.12[a]
18.	Length of title	3.71
19.	Quality of promotional materials	3.63
20.	Printed description inadequate	3.58
21.5	Low published ratings (EFLA, Landers, etc.)	3.56
21.5	Possibility that title may be purchased by potential client	3.56[a]
23.	Negative past experience with person requesting title	3.51
	------------------- (Not Important) -----------------------	
24.	Title is part of a series	2.80[a]

[a]Criteria added during the delphi process by the panel of experts.

[b]Reasons considered related to video and technology influences.

Table 19. Final survey rankings by mean of the evaluation
          criteria: Items that are considered when
          evaluating titles for possible purchase

Rank	Items	Mean
	--------------------(Very Important)--------------------------	
1.	Accuracy of information	6.42[a]
2.	Production date (datedness)	5.92
3.	Datedness in styles, procedures, etc.	5.87
4.	General overall effect	5.85
5.	Timeliness of information (current topic)	5.76[a]
6.	Overall technical quality	5.65
7.	Subject or content area covered by title	5.62[a]
8.	Appropriateness for grade level specified	5.56
9.	Appropriate emphasis of ideas	5.53
10.	Scope or coverage	5.51
11.	Correlation with specific curriculum programs	5.44
12.	Clear objectives	5.41
13.	Appropriate use of the motion medium	5.37
14.	Objective presentation of concepts (lack of bias)	5.35[a]
15.	Unity of the parts (wholeness, continuity, etc.)	5.32
16.	Motivational quality and interest	5.30
17.	Pacing (presentation rate)	5.27
18.	Order of presenting ideas, concpts, etc.	5.14
	--------------------(Important)------------------------------	
19.	Purpose of title (basic, enrichment, introductory, etc.)	4.89
20.	Aesthetic value	4.50
21.	Creative nature of production methods	4.48
22.	Learning approach (inductive, deductive, etc.)	4.47
23.	Color vs. B & W	4.42
24.	Appropriate orienting devices illustrating size & space relationships	4.13
25.	Type of title (documentary, dramatization, demonstration)	3.81

[a]Criteria added during the delphi process by the
panel of experts.

Table 20. Final survey rankings by mean of the final
selection criteria: Factors that are considered
when making final purchase decisions

Rank	Factors	Mean
	------------------(Very Important)-------------------	
1.	Content accuracy	6.42[a]
2.	Estimated number of uses	5.86
3.5	Cost of title	5.85
3.5	Appropriateness to purpose and scope of the library	5.85
5.	Datedness of title	5.79
6.	Rating of potential faculty users	5.76
7.	Amount of similar material in library	5.64
8.	Restrictions of the producer/distr.[b]	5.51[a]
9.	Grade level	5.43
10.	Favorable rating by content specialist(s)	5.15[a]
11.	Appropriateness of title for a rental collection	5.03[a]
	-------------------(Important)---------------------	
12.	Length of title	4.47
13.	Availability of service and replacement footage	4.46
14.	Composite rating of the evaluation committee	4.45
15.	Availability of appropriate display hardware among clients[b]	4.33[a]
16.	Past experience with producer/distr.	4.04
17.	Past experience with department or person who may use the title	4.01
18.	Availability of varied, negotiable distr. rights[b]	3.72[a]
19.	Availability of duplication rights[b]	3.64[a]
20.	Variety of formats available from distributor[b]	3.61[a]
21.	Rating of library directors	3.57
22.	Published ratings (EFLA, Landers, etc.)	3.44
23.	Student rating(s)	3.43
24.	Internal administrative or political atmosphere	3.39[a]
25.	Ability of the producer/distr. to promote title	3.24[a]
26.	Availability of electronic distribution rights[b]	3.17[a]
	-------------------(Not Important)-------------------	
27.	Availability of supplementary material	2.71

[a]Criteria added during the delphi process by the
panel of experts.

[b]Factors considered related to video and technology
influences.

evaluation and selection process plus and additional comments those filling out the survey instrument wished to make. The first question in this section asked the respondents to <u>rank</u> the four steps of the evaluation and selection process according to how difficult they were to achieve. The frequency distributions and mean scores were compiled and are contained in Table 21 and Appendix G for the four steps.

Table 21. Final survey means indicating the level of difficulty of each evaluation and selection step

Step[a]	Mean[b]
Obtaining an adequate evaluation of preview title. (step three)	2.11
Determining what titles should be previewed. (step two)	2.53
Identifying what titles are available. (step one)	2.73
Making final selection after evaluations are complete. (step four)	2.84

[a]Listed in order of difficulty from the most difficult to the least difficult.

[b]Based on a 1-4 rating scale with 4 being highest.

The evaluation step (three) was rated the <u>most</u> difficult step in the evaluation and selection process. The final selection step (four) was rated the <u>least</u> difficult step by the 73 survey respondents. Since the analysis of

the steps ratings demonstrated limited practical application

potential and could not be compared directly to the ratings

of the Baird (1973) study and the delphi panel projections no

further discussion or analysis was made during this

investigation.

5.   Related questions and additional comments

Fifty-eight of the respondents also listed items and

made comments to the three open-ended questions at the end of

part II of the survey instrument. These items and comments

have been compiled in Appendix I. They are listed in order

of the number of times they were mentioned in the survey

responses.

6.   Future projections concerning film/video libraries by 1996

This section of the survey instrument was developed to

gather responses to film/video library future trends that

were identified during the delphi phase by the panel of

experts. Eight trend statements were condensed and compiled

from the part one and part three sections of the delphi

rounds. Appendix H contains a listing of the frequency of

responses to the eight continuum scale statements concerning

the future characteristics of the film/video library in ten

years (by 1996).

Means and standard deviations were then computed from

the rating frequencies for each trend statement (see Table 22). There were other comments made by the survey respondents which related to the specific trend statements. They are contained in Appendix I.

An analysis and comparison discussion of the criteria and future trend statements (Tables 17-22) is contained in the last section of this chapter (see page 155). This section also contains the discussion of the relationships to Baird's (1973) study and to the phase one delphi process.

Table 22. Final survey means and standard deviations for
           the eight trend statements concerning the future
           of the film libraries in ten years (by 1996)

Trend statement[a]	Standard deviation	Mean

1. The collections of rental libraries
   of the future (1996) will be:
   primarily   primarily   primarily
   16mm films   video formats   CD-ROM, Video
                                   disk, etc.

   1   2   3   4   5   6   7   1.54   4.42

2. The size (number of titles) of the
   collections of the future (1996) will
   be:
   very much   the same   very much
   smaller   as present   larger

   1   2   3   4   5   6   7   1.36   4.83

3. The funding sources of rental libraries
   of the future (1996) will be:
   primarily   an equal mix   primarily
   rental   of rental and   internal
   revenue   internal budgets   budgets

   1   2   3   4   5   6   7   1.77   3.95

4. The products and services of the rental
   libraries of the future (1996) will be:
   very   similar to   very
   specialized   current ones   diversified

   1   2   3   4   5   6   7   1.93   4.30

[a]Trend statements rated on a scale of 1 to 7
representing items above the scale numbers.

Table 22. (continued)

Trend statement[a]	Standard deviation	Mean
5. The management procedures and methods of the rental libraries of the future (1996) will be: unchanged moderately heavily changed modified 1 2 3 4 5 6 7	1.33	4.79
6. The distribution of materials from the rental libraries of the future (1996) will be via: present mixed methods electronic shipping of delivery distribution methods systems 1 2 3 4 5 6 7	1.55	4.17
7. The organizational structure of the rental libraries of the future (1996) will be: centralized similar more varied in traditional to current and diverse print libraries structures in structure 1 2 3 4 5 6 7	1.48	4.75
8. The client groups served by rental libraries of the future (1996) will be: primarily similar wider and local campus to present more diverse clientele customers groups 1 2 3 4 5 6 7	1.72	4.60

D.   Inspection and Analysis of the Phase Two Survey By

Demographic Parameters

One objective of this study (objective c., page 87) was to determine the significant effects of the film/video rental libraries characteristic (demographics) on the degree of importance placed upon the various evaluation and criteria and trend issues. One-way analysis of variance procedures and t-tests were used to identify significant differences among the means of the criteria and trend statements by various demographic groupings. Tests of significance (t-tests) were run on five groupings of the survey responses by years of experience (question 1), by sex of the respondent (question 2), by type of institution (question 4), by usage of a collection development policy (question 6), and by client/customer type (question 9). Tests of one-way analysis of variance and Scheffé multiple range tests were run on the remaining six demographic parameters (questions 3, 5, 7, 8, 10, and 11).

The reader is cautioned not to misinterpret the results of the statistical tests of significance reported in the following sections. The level of significance ($p < .05$) used by this researcher was subject to Type I errors resulting from the large number of multiple sets of tests conducted on the demographic parameters of the investigation.

Because of these multiple test sets it was possible for the number of mean differences to exceed the number normally expected to be found in a hundred samples if the population mean difference was zero.

In this investigation, eleven sets of tests of significance where conducted on 102 variables, thereby increasing statistically the potential for Type I errors. Some of the criteria and trend statements, which are discussed in the following sections, may have shown significance due to this increased chance for Type I errors.

Four of the eleven demographic parameter groupings were considered by the researcher to show a significant number of differences between the means of their criteria items or trend statements to be discussed in this section. Those parameters with five or more significantly different variables were considered as having a possible relationship or influence on current and future selection and evaluation procedures. An analysis, discussion, and the tables for the four groupings from the survey responses follow.

1. Analysis by sex of the respondent - question 2

Tests of significance (t-tests) were run on the means of the 94 evaluation and selection criteria variables and the eight future trend statements as rated during the survey phase by sex of the respondent. Seven significant

differences were found between means of the 94 criteria items of the males and the females. An example of this mean difference was the ratings on the criteria item, length of title. The female mean rating of this criteria item (#2 in the determination step) was 4.27 whereas the mean of the male groups was 3.25. Female respondents viewed the criteria item, length of title, significantly more important than males when evaluating titles in step two of the evaluation and selection process. A full analysis of the seven significantly different criteria is shown in Table 23.

Females rated six of the seven significantly different criteria higher than did the male respondents. Three determination reasons (length of title, title not appropriate for scope or purpose of library, and low estimated usage potential), two evaluation items (production date and datedness in styles, procedures, etc.) and one final selection factor (rating of library directors) were rated higher by female respondents. One evaluation item (appropriateness for grade level specified) was rated lower by female respondents.

A t-test analysis of the eight trend statements (future of film/video libraries) was run by sex of the survey respondent. One significant difference was found among the means of the eight trend statements of the males and the females. The statistical analysis of the significantly

different trend statement is shown in Table 24.

Table 23. Analysis of the survey criteria items by sex:
          Significantly different results

Criteria	Sex	N	Mean	S.D.	t	2-tailed prob.
Determination reasons						
2. Length of title	female	33	4.27	1.86	2.37	.021*
	male	40	3.25	1.81		
6. Title not appropriate for scope or purpose of library	female	33	6.03	1.24	2.18	.033*
	male	40	5.23	1.90		
9. Low estimated usage potential	female	33	6.39	.86	2.03	.047*
	male	40	5.85	1.41		
Evaluation items						
2. Production date (datedness)	female	32	6.41	.71	3.09	.003**
	male	40	5.23	1.62		
10. Datedness in styles, procedures, etc.	female	32	6.22	.79	2.39	.020*
	male	39	5.59	1.39		
14. Appropriateness for grade level specified	female	32	5.19	1.62	-2.04	.047*
	male	39	5.87	1.11		
Final selection factors						
8. Rating of library directors	female	33	4.03	1.83	2.09	.040*
	male	39	3.18	1.62		

* $p < .05$.

** $p < .01$.

Table 24.   Analysis of the survey significantly different
             trend statement (#1) by sex

Trend statement	Sex	N	Mean	S.D.	t	2-tailed prob.
1. The collections of rental libraries of the future (1996) will be:	female	33	3.97	1.26	-2.36	.021*
	male	40	4.80	1.65		

* p >.05.

The mean rating of trend statement (#1) for the
females was 3.97 whereas the mean rating for males was 4.80.
Male respondents felt the rental collections of the future
(1996) will contain some CD-ROM, video disk, etc. items and
the female respondents felt the 1996 rental collections will
be primarily video formats.

2.   Analysis by client/customer type of the respondent - question 9

Through an examination of the frequency distribution
of the responses of question nine, it was determined to
utilize a t-test analysis by customer group. Since the
number of respondents in categories four, five, and six were
too small for practical statistical analysis, the t-test
groupings were those respondents from the categories one and
two compared to category three. Independent t-tests were run
on the mean ratings of the 94 evaluation and selection

criteria items and the eight future trend statements by the client/customer groups of the respondents. The client/customer groupings were those of libraries serving kindergarten to college educational institutions (responses #1 or #2) and those libraries serving only college and adult institutions/agencies and other agencies (responses #3-6).

Ten significant differences were found between the means of the 94 criteria items of the two client/customer groupings. An example of this mean difference was the rating of the criteria item, personal request by faculty or others. The mean rating by respondents from libraries serving clients from kindergarten to college institutions was 5.89 whereas the mean rating of respondents from libraries serving customers from only college and other agencies was 6.51. The libraries serving the full range of customers (kindergarten to college) rated the criteria item (#1 in the identification step) as less important to their evaluation and selection process than the libraries serving only college and other clients. The full statistical analysis of the ten significantly different criteria is shown in Table 25.

Table 25. Analysis of the survey criteria items by client/
customer groups: Significantly different results

Criteria	Client/ customer	N	Mean	S.D.	t	2-tailed prob.
Identification sources						
1. Personal request by faculty or others	K-college College only & others	37 35	5.89 6.51	1.35 0.98	-2.23	.029*
2. T.V. programs	K-college College only & others	37 34	2.89 3.65	1.31 1.65	-2.15	.035*
Determination reasons						
3. Grade level not appropriate for normal rental audience	K-college College only & others	37 35	4.86 5.91	1.92 1.29	-2.74	.008**
16. Must pay a preview charge for previewing	K-college College only & others	37 35	6.00 5.00	1.39 2.09	2.38	.021*
Evaluation items						
4. Unity of the parts	K-college College only & others	36 34	5.61 5.00	0.87 1.46	2.12	.039*
15. Aesthetic value	K-college College only & others	36 33	4.83 4.12	1.23 1.17	2.46	.016*
19. Correlation with specific curriculum programs	K-college College only & others	36 34	5.06 5.85	1.51 1.37	-2.31	.024*

* $p <.05$.

** $p <.01$.

Table 25. (continued)

Criteria	Client/ customer	N	Mean	S.D.	t	2-tailed prob.
Final selection factors						
3. Grade level	K-college	36	5.00	1.84	-2.11	.039*
	College only & others	35	5.83	1.45		
11. Past experience with department or person who may use the title	K-college	36	3.53	1.93	-2.39	.020*
	College only & others	34	4.50	1.42		
13. Rating of potential faculty users	K-college	36	5.22	1.85	-3.10	.003**
	College only & others	34	6.29	0.91		

Seven of the ten significantly different criteria were rated more important by library respondents serving the college only and other client/customer grouping. The two identification sources (personal request by faculty or others and T.V. programs), one determination reason (grade level not appropriate for normal rental audience), one of the evaluation items (correlation with specific curriculum programs), and the three final selection factors (grade level, past experience with department or person who may use the title, and rating of potential faculty users) were rated higher by respondents serving only college level and other customers. One determination reason (must pay a preview

charge for previewing) and two of the evaluation items (unity·
of the parts and aesthetic value) were rated higher by
respondents serving the kindergarten through college customer
groups.

A t-test analysis of the eight trend statements by
client/customer groups of the respondents were conducted.
No significant differences were found between the two
client/customer groupings.

Since only significantly different items were shown in
Table 25, the reader should refer to Tables 17-20 and 22 for
the complete listing of criteria and trend statements. Those
items not contained in Table 25 were not significantly
different between the two client/customer groups analyzed.

3. Analysis by size of collection of the respondent
libraries - question 5

A single classification analysis of variance procedure
was used to identify significant variance differences among
the means of the 94 evaluation and selection criteria and the
eight future trend statements in the four collection size
groupings of the film/video libraries. The Scheffe Multiple
Range Test was the conducted to reveal the specific groupings
which produced the differences.

Five sets of significantly different means were found
among the 94 criteria items within the four size groupings.
An example of these mean differences was the criteria item,

curriculum plans and reference lists. The mean rating of
small libraries (500 - 2999 titles) was 4.35 whereas the mean
of the largest collections (9000+ titles) was 2.00. The
small collections viewed using curriculum plans and reference
lists for identification sources as significantly more
important than did the largest collections during their
evaluation and selection procedures. The results of the
analysis of variance and the Scheffé procedures are shown in
Tables 26 and 27 for the significantly different criteria and
trend ratings.

The film/video library respondents from small
collections (500-2999 titles) rated the identification source
(curriculum plans and reference lists) and the evaluation
item (correlation with specific curriculum programs)
significantly higher than the largest collection grouping
(9000+ titles) of libraries. The small collection grouping
also rated the determination reason (low estimated usage
potential) higher than the larger size grouping (6000-8999
titles) libraries.

The determination reason (apparent datedness) was
rated significantly higher by both the smaller size groups
(500-2999 and 3000-5999 titles) than the larger size group
(5000-8999 titles) of libraries. There were no significant

Table 26. Means and standard deviations of the survey
          criteria ratings by size of collection

Criteria	Size of collection (# of titles)	N	Mean	Standard deviation
Identification sources				
18. Curriculum plans and reference lists	500-2999	31	4.35*	1.94
	3000-5999	22	3.45	1.60
	6000-8999	14	4.00	1.47
	9000+	6	2.00*	.89
Determination reasons				
9. Low estimated usage potential	500-2999	31	6.45*	0.72
	3000-5999	22	6.05	1.43
	6000-8999	14	5.36*	1.55
	9000+	6	6.17	.98
11. Apparent datedness	500-2999	31	6.19*	0.83
	3000-5999	22	6.09*	.92
	6000-8999	14	4.93*	1.82
	9000+	6	6.17	.75
Evaluation item				
19. Correlation with specific curriculum programs	500-2999	29	5.83*	1.51
	3000-5999	22	5.77	1.02
	6000-8999	14	4.71	1.59
	9000+	6	4.00*	1.26

* $p < .05$.

Table 27. Analysis of variance of the survey criteria by
size of collection: Significantly different
results

Criteria	Sources of variation	df	Mean squares	F value	F prob.
Identification sources					
18. Curriculum plans and reference lists	Size Residual	3 69	10.71 2.88	3.72	.015*
Determination reasons					
9. Low estimated usage potential	Size Residual	3 69	3.88 1.37	2.83	.045*
11. Apparent datedness	Size Residual	3 69	5.70 1.22	4.66	.005**
Evaluation item					
19. Correlation with specific curriculum programs	Size Residual	3 67	8.87 1.89	4.68	.005**

* $p <.05$.

** $p <.01$.

differences in the ratings of the criteria item for the other
size of collection groupings.

No significantly different means were found in the
analysis of the eight trend statements by the size of
collection groupings of the film/video rental libraries.

Since only significantly different items were shown in
Tables 26 and 27, the reader should refer to Tables 17-20 and
22 for the complete listing of criteria and trend statements.
Those items not contained in Tables 26 and 27 were not

significantly different among the size of collections groups.

4. Analysis by percentage of video titles in the collection of the respondent libraries - question 8

A single classification analysis of variance procedure was used to identify significant variance differences among the rating means of the 94 evaluation and selection criteria and the eight future trend statements within the five categories of percentage of video in the rental libraries collections. The Scheffé Multiple Range Test was then conducted to reveal the specific percentage level categories which produced the identified variances.

Nine sets of significantly different means were found among the 94 criteria items within the five video percentage categories. An example of these mean differences was the rating of the criteria item, T.V. programs. The mean of collections with a larger percentage of video (10-19% and 20+%) of this criteria item (#2 in the identification step) was 3.47 and 4.13 respectively, whereas the mean of collections with no video was 1.20. The collections with more video (10+%) saw the use of T.V. programs as significantly more important to their evaluation and selection process than did collection with no video. The full results of the analysis of variance and Scheffé procedures are shown in Tables 28 and 29 for the nine sets of significantly different criteria ratings.

The film/video libraries with no video titles in their
collections rated the three identification sources (T.V.
programs, newspaper item/articles, and consortia membership
information and bulletins) significantly lower than some of
the other video percentage categories. They rated T.V.
programs as a source lower than the two categories of
libraries with ten percent or more video titles in their
collection. They rated newspaper items/articles as a source
lower than libraries with 10-19 percent video titles in their
collections. They also rated consortia membership
information and bulletins as a source significantly lower
than libraries with 5-9 percent video titles in their
collections.

The film/video libraries groupings by video percentage
differed in their ratings of three determination reasons.
The libraries with no video in their collections rated the
determination reason, similar material already in library,
higher than those with 1-4 percent video. The libraries with
10-19 percent video also rated the same determination reason
higher than the 1-4 percent grouping.

Table 28.   Means and standard deviations of the survey
            criteria ratings by percentage of video titles
            in their collections

Criteria	Percentage of video	N	Mean	Standard deviation
Identification sources				
2. T.V. programs	none	5	1.20*	0.45
	1-4%	23	3.26	1.29
	5-9%	14	2.86	1.35
	10-19%	15	3.47*	1.55
	20+%	15	4.13*	1.51
14. Newspaper item/ articles	none	6	1.67*	0.41
	1-4%	23	2.00	1.17
	5-9%	14	2.79	1.19
	10-19%	15	3.13*	1.41
	20+%	15	2.47	1.41
17. Consortia membership information and bulletins	none	6	1.33*	0.82
	1-4%	23	2.87	1.60
	5-9%	14	3.93*	1.38
	10-19%	15	3.33	1.23
	20+%	15	3.20	1.78
Determination reasons				
4. Similar material already in library	none	6	6.50*	0.84
	1-4%	23	4.65*	1.47
	5-9%	13	5.23	0.93
	10-19%	15	6.07*	.0.88
	20+%	15	4.87	1.60
17. Restricted distribution by distributor	none	5	6.40	0.89
	1-4%	23	4.26*	2.45
	5-9%	14	6.21*	1.19
	10-19%	15	6.27*	.88
	20+%	15	5.20	1.26
23. Subject area not generally included in collection	none	6	4.17	2.64
	1-4%	23	2.87*	1.89
	5-9%	14	5.00	2.18
	10-19%	15	4.33	2.09
	20+%	15	5.00*	1.56

* $p < .05$.

Table 29. Analysis of variance of the survey criteria by
          percentage of video titles in their collection:
          Significantly different results

Criteria	Sources of variation	df	Mean squares	F value	F prob.
Identification sources					
2. T.V. programs	% of video Residual	4 67	8.89 1.89	4.71	.002**
14. Newspaper item/ article	% of video Residual	4 68	5.75 1.54	3.74	.008**
17. Consortia membership information and bulletins	% of video Residual	4 68	7.63 2.21	3.45	.013*
Determination reasons					
4. Similar material already in library	% of video Residual	4 67	7.45 1.61	4.64	.002**
17. Restricted distribution by distributor	% of video Residual	4 67	14.00 2.80	5.01	.001**
23. Subject area not generally included in collection	% of video Residual	4 68	14.78 3.98	3.71	.009**

   * $p < .05$.

   ** $p < .01$.

The determination reason, restricted distribution by distributor, was rated significantly higher by the 5-9 percent and 10-19 percent categories than by the 1-4 percent grouping. Also, the determination reason, subject area not generally included in collection, was rated higher by the largest category (20+ percent) than the 1-4 percent of video in collection size of film/video libraries.

No significantly different means were found in the analysis of the eight trend statements by the percentage of video in the libraries collection.

Since only significantly items were shown in Tables 28 and 29, the reader should refer to Tables 17-20 and 22 for the complete listing of criteria and trend statements. Those items not contained in Tables 28 and 29 were not significantly different by percentage of video in collection groups.

5. Analysis by the other demographic parameters - questions 1, 3, 4, 6, 7, 10 and 11

The seven other demographic parameters (information items) were also examined through t-test and analysis of variance procedures. Even though no major influences or relationships, other than what could be expected due to chance, were identified by these grouping tests; there were some individual differences in the criteria and trend statements means. They are presented and discussed below.

a. Analysis by use of a written collection policy -
question 6   Independent t-tests were conducted on the
means of the 94 evaluation and selection criteria variables
and the eight future trend statements by the characteristic,
use of a written collection policy. Four significant
differences were found between the means of the 94 criteria
items of those utilizing a written collection policy and
those not utilizing a policy. The statistical analysis of
the four significantly different criteria is shown in
Appendix H.

Three evaluation and selection criteria were more
important to those libraries utilizing a written collection
policy or statement. They were two determination reasons
(negative past experience with person requesting title and
title is part of a series) and one final selection factor
(variety of formats available from distributor). Only one
criteria item was more important to those libraries utilizing
a policy. It was a final selection factor (student ratings).

A t-test analysis of the eight trend statements
(future of film/video libraries) by the use of a written
collection policy was run. No significant differences were
found between the means of the eight statements of those
utilizing a formal, written collection policy and those not
using such a statement.

b. <u>Analysis by years of evaluation and selection</u>
<u>experience - question 1</u>   Following an examination of the
frequency distribution tables concerning question one of the
survey instrument, it was determined by the researcher to
utilize a t-test analysis.   Independent t-tests were run on
the means of the 94 evaluation and selection criteria items
and the eight future trend statements by the years of
evaluation and selection experience of the respondent.   A
t-test analysis was conducted between the experience groups
of those with five or less years of experience as compared to
those with six or more years of experience selecting media
for rental libraries.

Four significant differences were found between the
means of the 94 criteria items of those with five or less
years compared to those with six or more years of experience.
The statistical analysis of the four significantly different
criteria is shown in Appendix H.

The four criteria were more important to those with
less experience (0 to 5 years) evaluating and selecting film
and video materials.   They were the determination reason
(apparent datedness), the evaluation item (production date),
and the final selection factors (cost of title and datedness
of title).   Three of the four significant different criteria
related to the characteristic, datedness of the media.

A t-test analysis of the eight trend statements

(future of film/video libraries) by the groupings of years of experience of the respondents was run. One significant difference was found between the experience groupings. Appendix H contains the statistical analysis of the significantly different trend statement between the groups of five or less years of experience and those with six or more years of experience evaluating and selecting film/video materials.

    c. <u>Analysis by type of institution - question 4</u>
Through an examination of the frequency distribution tables for question four concerning the type of institution the respondents were employed by, it was determined to utilize a t-test analysis. Only two response items contained enough responses to allow practical statistical analysis. Independent t-tests were run on the means of the 94 evaluation and selection criteria items and the eight future trend statements by the type of institution of the respondents. The t-test analysis was computed between those respondents from private college/universities and those from public college/universities.

    Four significant differences were found between the means of the 94 criteria items of those from public institutions related to those from private institutions. The statistical analysis of these four significantly different criteria is shown Appendix H.

Three of the four significantly different criteria
were more important to private institution respondents than
to public college/university respondents. The two
determination reasons (title objective not suitable for
customer need and personal knowledge of title) and an
evaluation item (type of title) were rated higher by private
school respondents. An identification source (curriculum
plans and reference lists) was rated significantly higher by
public college/university respondents.

A t-test analysis of the eight trend statements
(future of film/video libraries) by the type of institution
of the respondents was calculated. One significant
difference was found between the type of institution
groupings. Appendix H contains the statistical analysis of
the significantly different trend statement between the
respondents of private and public college/university
film/video rental libraries.

d. Analysis by geographic location - question 3   A
single classification analysis of variance procedure was used
to identify significant variance differences among each of
the rating means of the 94 evaluation and selection criteria
and the eight future trend statements in the six geographic
regions of the film/video libraries. An additional analysis
using the Scheffé Multiple Range Test was conducted to reveal
the levels which produced the specific differences.

Only one set of significantly different means was found among the 94 criteria items within the six geographic regions of the rental libraries. The results of the statistical analysis of variance and Scheffé procedures are shown in Appendix H for the significantly different criteria ratings.

The Mountain region respondents rated the final selection factor (internal administrative and/or political atmosphere) significantly higher than the Atlantic region respondents. There were no significant differences in the ratings of the criteria item among the other geographic regions.

No significantly different means were found among the eight trend statements (future of film/video libraries) within the six geographic regions of the film/video libraries.

e. Analysis by service region of the respondents - question 10   A single classification analysis of variance procedure was used to identify significant variance differences among the means of the 94 evaluation and selection criteria and the eight future trend statements for the six service regions of the film/video libraries. The Scheffé Multiple Range Test was then conducted to reveal the specific levels which produced the differences.

Only two sets of significantly different means were

found among the 94 criteria items within the six service regions of the rental libraries. The analysis results are shown in Appendix H for the two significantly different criteria ratings.

The film/video libraries serving only state regions rated the determination reason (must pay a preview charge for previewing) more important than the respondents from libraries providing international distribution. The film/video libraries serving other regions rated the evaluation item (pacing) more important than the libraries providing international distribution. There were no significant differences in the ratings of the two criteria items for the other service regions.

No significantly different means were found among the eight trend statements (future of film/video libraries) within the six geographic regions of the film/video libraries.

f. Analysis by organizational structure of the respondent libraries - question 11   Through an examination of the frequency distribution tables for question eleven concerning the types of organizational structure, it was determined to utilize the single classification analysis of variance and Scheffé Multiple Range procedures. Only the first three organizational structures were analyzed due to the limited number of respondents in the other three

categories. The organizational structure categories analyzed were the libraries which were (1) part of the central library, (2) part of the media (A-V) agency, and (3) were a separate unit.

No significantly different means were found among the 94 criteria items and the eight future trend statements within the three organizational structure categories of the rental libraries.

g. Analysis by number of years of video circulation of the respondent libraries - question 7   Following the examination of the frequency distribution tables for question eleven, it was determined to utilize the single classification analysis of variance and Scheffé procedures on three of the four response categories. The first category (none) was not included in the analysis due to the limited number of respondents.

The single classification analysis of variance procedure was used to identify significant variance differences among the rating means of the 94 evaluation and selection criteria and the eight future trend statements. An additional analysis using the Scheffé Multiple Range Test was conducted to reveal the categories of video experience which produced the differences.

No significantly different means were found among the 94 criteria items, the four process steps, or the eight trend

statements within the three video experience categories.

Implications concerning the above demographic parameters and their relationship to the evaluation and selection process is presented in chapter five. Recommendations to film/video library directors and producer/distributors regarding the future management of rental libraries are also included in the chapter.

E. Comparison and Analysis of the Ratings of the Baird
(1973) Study, the Delphi Panel, and the 1987 Survey

An objective of this study (objective b., page 87) was
to compare and contrast the 16mm film evaluation and
selection criteria and of the Baird (1973) research to those
of the current survey and the delphi panel projections for
1996. The time comparisons were designed to identify the
changes in the criteria items and their importance over the
two decades from approximately 1973 to 1996. Any changes in
the criteria were considered the result of time and the
development and influences of the video technologies. In the
1973 study the film rental libraries were only concerned with
the evaluation and selection of 16mm film. In the current
1987 survey and the projections of the delphi panel, the
video formats were an important part of the evaluation and
selection process. Figure two shows the time frame
relationships and comparisons of this study.

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1940s-50s-60s---1973----------1987--------1996----------2011
```

Early	Baird	Survey	Delphi	Delphi
studies	study	of this	panel	panel
(see		study	projections	proj.
Chapt.			of this	of this
Three)			study	study
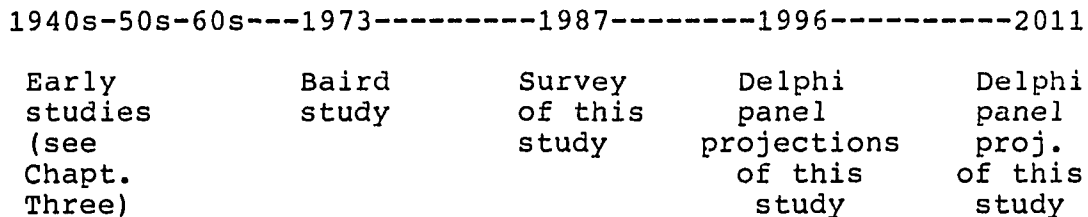
Figure 2. Time frame comparisons of the evaluation and
selection research

Another objective of this study (objective d., page 87) was to identify the issues and concerns of the film/video rental libraries related to the development of the video technologies. The time comparisons were designed to identify the future trends and their importance over the next twenty-five years. This time analysis and their comparisons are contained in the following sections.

1. Comparison of 1987 survey and delphi criteria to the Baird (1973) study criteria

A major difference between the Baird (1973) study and the present survey was the inclusion of the 28 new criteria items suggested during the delphi process. Table 7 (page 103) lists these criteria. Of the twenty-eight added criteria, four were rated not important during the phase two survey of the film/video libraries. Fifteen were rated important and nine were rated very important by survey respondents (see Tables 17-20, pages 120-123).

The delphi panel rated the twenty-eight added criteria higher than the survey respondents. All twenty-eight items were rated important or very important. Nine were rated important and nineteen very important (see Tables 13-16, pages 114-117).

In two cases the new, added criteria were the highest rated item of their step in both the survey and the delphi

procedure. The criteria, accuracy of information, was ranked first in the evaluation step and the criteria, content accuracy, was ranked first in the final selection step.

A comparison of Baird (1973) ratings to the survey respondents and delphi panel ratings showed the differences among mean ratings listed in Tables 30-33. In the identification criteria, all three studies rated the same source, personal request by faculty or others, as the highest and the source, automatic preview arrangements, as the lowest. There were only four reversals of position in the rank-order (see Tables 13-16 and 17-20) among the sources in the three studies. In general, the ranking of the identification sources were similar among the three studies. The rating means were also similar among the studies. However, the delphi panel rated two sources, printed lists, bibliographies and indexes and T.V. programs nearly a full point higher than the other two respondent groups.

All three studies rated the same determination criteria (see Table 31), low estimated use potential, as the highest reason for not evaluating titles. Each study rated a different determination reason as lowest, however, all still remained in the important category. There were several small changes in the rank-orders (see Tables 13-16 and 17-20) among the means from the Baird (1973) study to the survey research. There were numerous changes, some moving several rank-order

positions, among the means of the delphi panel responses and the other two rank-orders. In general, the rank-orders of the reasons were different among the three studies for the determination criteria. Again, the delphi panel, rated the criteria in this step, consistently higher than the other two response groups.

The evaluation criteria (see Table 32), production date, was ranked the highest by the Baird (1973) study and the 1987 survey. However, the evaluation item, motivational quality and interest, was ranked first by the delphi panel while it was only ranked seventh and twelfth by the other two studies. The criteria item, type of title was ranked lowest by the 1987 survey and the delphi panel and second lowest by the Baird (1973) study. There were several small changes and three large changes in rank-order positions among the means of the Baird (1973) study and the 1987 survey. There were numerous changes in rank-orders (see Tables 13-16 and 17-20), many moving several positions, among the means of the delphi panel and the other two studies. In general, the rank-orders of the evaluation items were different among the three study groups. Again in this step, the delphi panel rated the criteria consistently higher than the other two respondent groups.

The final selection step ratings (see Table 33) of the three studies showed the factor, estimated number of uses,

ranked highest by the survey and delphi panel. Baird's

(1973) study ranked the factor, rating of potential faculty

users, the highest. All three studies ranked the factor,

availability of supplementary materials, last or lowest.

There were many changes in rank-orders (see Tables 13-16 and

17-20), some moving several rank-order positions, among the

means of the Baird (1973) rankings and the rankings of the

following two studies. The rank-orders of the final

selection factors of the three studies are different.

Table 30. Rank-order comparisons of the Baird (1973)
identification criteria ratings to survey and
delphi ratings by means

Identification sources[a]	1973 Baird mean	1987 Survey mean[b]	1996 Delphi mean[b]
Personal request by faculty or others	6.18(1)	6.21(1)	6.40(1)
Producers' promotional brochures	4.70(2)	4.27(3)	4.33(5)
Producers' catalog	4.57(3)	4.47(2)	4.87(3)
Professional journals and magazines	4.29(4)	4.08(4.5)	4.00(6)
Salesman [salesperson] contacts	4.13(5)	4.08(4.5)	3.60(8)
Printed reviews (EFLA, Landers, etc.)	3.95(6)	3.86(6)	3.93(7)
Printed film [bibliographies and indexes] lists	3.80(7)	3.29(7)	4.53(4)
T.V. programs	3.31(8)	3.26(8)	5.00(2)
Other rental library catalogs	3.16(9)	3.03(9)	3.27(9.5)
Automatic preview arrangements	3.11(10)	2.72(10)	3.27(9.5)

[a]Copy changes or additions in [ ] made on survey
and delphi instruments.

[b]Listed in Baird's (1973) rank-order with current
rank in ( ).

Table 31. Rank-order comparisons of the Baird (1973)
determination criteria ratings to survey and
delphi ratings by means

Determination reasons[a]	1973 Baird mean	1987 Survey mean[b]	1996 Delphi mean[b]
Low estimated use potential	5.90(1)	6.10(1)	6.60(1)
Budget not available	5.62(2)	6.08(2)	6.47(2)
Apparent datedness	5.57(3)	5.92(3)	6.00(4.5)
Must pay a preview charge	5.52(4)	5.53(5)	6.13(3)
Film [title] not appropriate for purpose [or scope] of library	5.52(5)	5.59(4)	5.60(9)
Film [title] not suitable for customer need	5.36(6)	5.51(6)	5.93(6)
Grade level not appropriate (usual) rental audience	4.91(7)	5.38(8)	5.80(8)
Restricted distribution	4.81(8)	5.40(7)	6.00(4.5)
Similar material already in library	4.76(9)	5.25(10)	5.07(13.5)
Personal knowledge of film [title]	4.74(10)	5.32(9)	5.87(7)
Company/distr. sets rental rates	4.33(11)	4.29(13)	5.40(10.5)
Negative past experience with producer/distr.	3.92(12)	4.63(12)	5.40(10.5)
Cost of the film [title]	3.79(13)	4.80(11)	5.27(12)
Low published ratings (EFLA , etc.)	3.66(14)	3.56(18)	4.07(17.5)
Quality of promotional material	3.59(15)	3.63(16)	3.87(19)
Service and replacement footage not readily available	3.61(16)	4.22(14)	4.60(15)
Printed description inadequate	3.48(17)	3.58(17)	4.27(16)
Negative past experience with person requesting film [title]	3.16(18)	3.51(19)	4.07(17.5)
Length of film [title]	3.09(19)	3.71(15)	5.07(13.5)

[a]Copy changes or additions in [ ] made on survey
and delphi instruments.

[b]Listed in Baird's (1973) rank-order with current
rank in ( ).

Table 32. Rank-order comparisons of the Baird (1973) evaluation criteria ratings to survey and delphi ratings by means

Evaluation items[a]	1973 Baird mean	1987 Survey mean[b]	1996 Delphi mean[b]
Production date (datedness)	5.87(1)	5.92(1)	6.00(3)
Appropriate use of film [motion] medium	5.85(2)	5.37(10)	6.00(3)
General overall effect	5.85(3)	5.85(3)	5.73(7.5)
Datedness in styles, procedures, etc.	5.70(4)	5.87(2)	6.00(3)
Appropriateness for grade level specified	5.67(5)	5.56(5)	5.67(9.5)
Overall technical quality	5.66(6)	5.65(4)	5.73(7.5)
Motivational quality and interest	5.59(7)	5.30(12)	6.07(1)
Clear objectives	5.54(8)	5.41(9)	5.67(9.5)
Correlation with specific curriculum programs	5.47(9)	5.44(8)	5.87(5)
Scope or coverage	5.45(10)	5.51(7)	5.60(12)
Appropriate emphasis of ideas	5.38(11)	5.53(6)	5.40(15)
Purpose of film [title] (basic, enrichment, intro.)	5.31(12)	4.89(15)	5.47(14)
Unity of the parts (wholeness, continuity)	5.27(13)	5.32(11)	5.80(6)
Pacing (presentation rate)	5.08(14)	5.27(13)	5.60(12)
Order of presenting ideas, concepts, etc.	4.95(15)	5.14(14)	5.60(12)
Aesthetic value	4.87(16)	4.50(16)	5.33(16)
Creative film making [nature of production methods]	4.85(17)	4.48(17)	5.20(17)
Learning approach (inductive, deductive, etc.)	4.71(18)	4.47(18)	4.93(18.5)
Color vs. black & white	4.63(19)	4.42(19)	4.67(20.5)
Type of film [title]	4.61(20)	3.81(21)	4.67(20.5)
Appropriate orienting devices illustrating time and space relationships	3.99(21)	4.13(20)	4.93(18.5)

[a]Copy changes or additions in [ ] made on survey and delphi instruments.

[b]Listed in Baird's (1973) rank-order with current rank in ( ).

Table 33. Rank-order comparisons of the Baird (1973) final
selection criteria ratings to survey and delphi
ratings by means

Final selection factors[a]	1973 Baird mean	1987 Survey mean[b]	1996 Delphi mean[b]
Rating of potential faculty users	6.04(1)	5.76(5)	6.13(2)
Datedness [of title] or potential datedness of film	5.97(2)	5.79(4)	6.07(3)
Estimated number of uses	5.86(3)	5.86(1)	6.40(1)
Amount of similar material in library	5.74(4)	5.64(6)	5.67(5)
Appropriateness to purpose or scope of library	5.68(5)	5.85(2.5)	5.73(4)
Grade level	5.64(6)	5.43(7)	5.20(7)
Rating of film library director	5.20(7)	3.57(13)	3.86(15)
Composite rating of evaluation committee	5.09(8)	4.45(10)	5.53(6)
Cost of film [title]	4.92(9)	5.85(2.5)	4.60(11)
Availability of service and replacement footage	4.52(10)	4.46(9)	4.73(10)
Past experience with department or person who may use film [title]	4.48(11)	4.01(12)	4.80(9)
Past experience with producer or distributor	4.18(12)	4.04(11)	4.20(14)
Student rating(s)	4.07(13)	3.43(15)	4.33(12)
Length of film [title]	4.02(14)	4.47(8)	4.87(8)
Published ratings (EFLA, Landers, etc.)	3.59(15)	3.44(14)	4.27(13)
Availability of supplementary materials	3.32(16)	2.71(16)	3.00(16)

[a]Copy changes or additions [ ] made on survey and delphi instruments.

[b]Listed in Baird's (1973) rank-order with current rank in ( ).

2. Comparison of 1987 survey to delphi panel projections

In order to compare the criteria ratings of the phase two survey (1987) to the ratings of the phase one delphi panel (1996), t-tests were run on the means of the 94 criteria of the two studies. Thirty-seven significant differences were found between the mean ratings of the criteria of the two study phases. The analysis of the 37 significant differences is presented in Table 34.

Table 34. Analysis of the 1987 survey criteria ratings by 1996 delphi projections: Significantly different results

Criteria	Study phase	N	Mean	S.D.	t	2-tailed prob.
Identification sources						
2. T.V. programs	delphi	15	5.00	0.66	7.07	.001**
	survey	72	3.26	1.51		
7. Printed lists, bibliographies and indexes	delphi	15	4.53	1.55	2.86	.005**
	survey	73	3.29	1.53		
12. Information on computer data bases or banks	delphi	15	5.00	1.13	8.81	.001**
	survey	73	2.11	1.16		
14. Newspaper items/ articles	delphi	15	3.67	1.45	3.28	.002**
	survey	73	2.41	1.33		
15. Subscription arrangements with distr./producers	delphi	15	3.80	0.94	4.15	.001**
	survey	72	2.22	1.41		

** $p < .01$.

Table 34.   (continued)

Criteria	Study phase	N	Mean	S.D.	t	2-tailed prob.
17. Consortia member-ship info. & bulletins	delphi survey	15 73	4.20 3.11	0.68 1.59	4.28	.001**
18. Curriculum plans and reference lists	delphi survey	15 73	5.33 3.82	0.98 1.79	4.61	.001**
Determination reasons 2. Length of title	delphi survey	15 73	5.07 3.71	1.16 1.90	3.63	.001**
5. Title objectives not suitable for customer need	delphi survey	15 73	5.93 5.51	0.46 1.51	2.01	.049*
8. Negative past experience with producer/distr.	delphi survey	15 73	5.40 4.63	0.91 1.77	2.46	.018*
9. Low estimated usage potential	delphi survey	15 73	6.60 6.10	0.51 1.22	2.61	.012*
16. Must pay a preview charge for previewing	delphi survey	15 73	6.13 5.53	0.74 1.82	2.09	.041*
17. Restricted distribution by distributor	delphi survey	15 72	6.00 5.40	0.76 1.85	2.04	.046*
19. Company/distr. sets rental rates	delphi survey	15 72	5.40 4.29	0.91 2.21	3.16	.003**
20. Format not included in collection	delphi survey	14 73	5.50 4.44	1.29 2.29	2.44	.021*
21. Title is part of a series	delphi survey	15 73	5.20 2.79	1.01 1.69	7.33	.001**

* p <.05.

Table 34.   (continued)

Criteria	Study phase	N	Mean	S.D.	t	2-tailed prob.
22. Possibility that title may be purchased by potential client	delphi survey	14 72	5.36 3.56	1.15 1.88	3.45	.001**
24. Demand not evident from clients/customers	delphi survey	15 73	6.40 5.67	0.63 1.53	3.01	.004**
Evaluation Items 3. Appropriate orienting devices illustrating size & space relationships	delphi survey	15 64	4.93 4.13	0.59 1.51	3.33	.002**
4. Unity of the parts	delphi survey	15 71	5.80 5.32	0.56 1.22	2.33	.024*
7. Appropriate use of the motion medium	delphi survey	15 71	6.00 5.37	0.54 1.33	3.02	.004**
12. Purpose of title	delphi survey	15 71	5.47 4.89	0.74 1.54	2.19	.034*
15. Aesthetic value	delphi survey	15 70	5.33 4.50	0.72 1.24	3.50	.001**
16. Motivational quality and interest	delphi survey	15 71	6.07 5.30	1.03 1.18	2.35	.021*
21. Creative nature of production methods	delphi survey	15 71	5.20 4.48	0.56 1.30	3.41	.001**
Final selection factors 11. Past experience with dept. or person who may use the title	delphi survey	15 71	4.80 4.01	1.08 1.75	2.26	.031*
12. Composite rating of the evaluation committee	delphi survey	15 69	5.53 4.45	1.19 2.19	2.68	.011*

Table 34.   (continued)

Criteria	Study phase	N	Mean	S.D.	t	2-tailed prob.
14. Student ratings	delphi	15	4.33	1.11	2.44	.020*
	survey	70	3.43	1.95		
15. Published ratings	delphi	15	4.27	0.88	2.71	.010**
	survey	72	3.44	1.70		
17. Variety of formats available from distributor	delphi	14	5.00	1.11	2.99	.004**
	survey	72	3.61	1.67		
18. Restrictions of the producer/ distributor	delphi	15	6.07	0.46	2.40	.019*
	survey	71	5.51	1.69		
21. Availability of duplication rights	delphi	15	5.27	0.88	4.99	.001**
	survey	72	3.64	1.98		
22. Availability of electronic distribution rights	delphi	15	5.20	1.21	5.13	.001**
	survey	72	3.17	2.08		
23. Availability of varied, negotiable distribution rights	delphi	15	5.40	0.83	5.26	.001**
	survey	72	3.72	2.01		
24. Appropriateness of title for a rental library	delphi	15	5.67	0.62	2.34	.022*
	survey	72	5.03	1.88		
25. Availability of appropriate display hardware among clients	delphi	15	6.00	0.54	5.95	.001**
	survey	72	4.33	2.07		
26. Internal administrative and/ or political atmosphere	delphi	15	4.73	1.16	2.74	.007**
	survey	72	3.39	1.82		

The delphi panel rated all of the 37 significantly different criteria higher than the respondents of the phase two survey. Of the significantly different criteria, seven were identification sources, twelve were determination reasons, seven were evaluation items, and twelve were final selection factors. Seventeen of the significantly different criteria between the two phases of the study were from the twenty-eight new criteria items suggested by the delphi process (see Table 7).

Another comparison was made of the 94 evaluation and selection criteria by calculating a Spearman rho correlation for each of the four rank-order tables (see Tables 13-16 and 17-20) of the criteria steps. Spearman rho correlations were only computed for the delphi and survey phases because the Baird (1973) study did not utilize the same number of criteria items and thus did not produce a comparable set of rank-order tables. Table 35 lists the correlations for each evaluation and selection process step of this investigation.

The Spearman rho correlation coefficient for the identification step (.444) indicated a <u>low</u> relationship between the criteria tables of the phase two survey and the delphi projections (see Tables 13 and 17). Only 19 percent of the variance between the two tables were correlated in common with both study phases. The two rank-order tables of the two study phases are different in practical terms.

Table 35. Spearman rho correlations of the evaluation and
selection steps: Phase one delphi rank-orders
with phase two survey rank-orders (Tables 13-16
to 17-20)

	Correlation with survey rating
Delphi ranking (Step one: Identification)	.444
Delphi ranking (Step two: Determination)	.877
Delphi ranking (Step three: Evaluation)	.704
Delphi ranking (Step four: Final selection)	.799

The correlation coefficient (.877) for the

identification step indicated a very high relationship

between the criteria tables of the phase two survey and the

delphi projections (see Tables 14 and 18). Seventy-seven

percent of the variance between the two ranks of criteria

were correlated in common to the two study phases. The two

rank-order tables from the survey and the delphi panel are

very similar in practical terms.

The correlation coefficient for the evaluation step

(.704) and the final selection step (.799) indicated a high

relationship between these criteria tables of the phase two

survey and the delphi projections (see Tables 15, 16, 19 and

20). Fifty percent of the variance of the evaluation step

and sixty-four percent of the variance of the final selection

step were correlated in common between the two study phases.

The rank-order tables of the evaluation and final selection

steps are similar and useful for comparison predictions.

3. Comparison of 1987 survey trend statements to the ratings of the delphi panel

The Baird (1973) study did not attempt to identify

future trends or projections regarding the evaluation and

selection process and thus were not compared by any means to

the identified trends of the 1987 survey and the delphi panel

process. The procedures used in the 1987 survey and the

delphi process to identify and rate the issues and trends

were different and thus cannot be statistically compared.

Any comparisons between the two study phases were made by

general inference and visual inspection of the resulting

tables. Tables 8-12, pages 107-113, list the results of the

delphi panel's ratings of the trends and issues. Table 22,

pages 127-128, shows the summary of the eight trend

statements from the survey phase of this research.

The eight trend statements (see Table 22) of the phase

two survey were condensed and compiled from the part one and

part three sections (see Table 8-12) of the delphi phase. In

general, the survey responses to the eight trend statements

displayed a "middle of the road" or moderate stance toward

the degree of change projected for the future (by 1996). The

range of means among the eight statements was from 3.95 to

4.83 with 4.00 as the middle of the scale range of 1.00 to

7.00. The survey respondents saw only slight changes in the funding sources, the type of formats, the distribution methods, and the services of film/video rental collections by 1996. The survey respondents saw moderate changes in the size of collections, the management techniques, the organizational structures, and the customer groups of the rental libraries by 1996.

The five categories of trends and issues identified and rated (see Tables 8-12) by the delphi panel contained thirty-six trend statements and twenty-four issue/concern statements. The delphi panel responses showed strong agreement (see Table 8) that the film/video collections of 1996 would contain at least 50% of their titles in video formats; as well as a more diverse variety of materials or product formats. They took a neutral position to the statements regarding size changes and the incorporation of computer software and video disk formats. The panel, however, responded strongly in opposition to the statement that 1996 products would generally be poorer in production quality than current rental materials. They demonstrated a feeling that rental materials will not decline in production quality in the next ten years.

The delphi panel demonstrated strong agreement (see Table 9) that the circulation policies of 1996 collections will be more flexible and diverse and that the higher

education customer group will be a more important client group of future rental libraries. The panel also saw more dependence on local campus clients as customers in the future. The panel respondents viewed the nature of other circulation patterns, such as; rental rate changes, service expansion, amount of rental circulation, and type of distribution and delivery as neutral or limited in degree of change. There were no statements within this area with which the panel strongly disagreed.

The number of rental libraries by 1996 was seen as significantly fewer by the delphi panel (see Table 10). They also saw some movement toward the merging of rental collections with print libraries by 1996 and the relocation of collections currently within extension divisions to other organizational areas within their colleges or universities. The panel, however, demonstrated low neutral ratings on the various funding source and level statements.

The delphi panel saw the philosophical orientation of 1996 libraries as more strongly oriented toward their individual institution's mission. They also saw a more 'service' directed philosophy and more responsiveness to customer needs.

The ratings of issues and concerns (see Table 12) by the delphi panel generally paralleled the highly rated trend statements of the first four categories. The delphi panel

saw strong influences on future rental libraries emanating

from the low-cost video and their technologies, the number of

future libraries, the revenue source, the imposed

distribution limitations, and the copyright factors. They

saw some influence from factors of the size of future

collections, the quality of product, the usage of materials,

the philosophical orientation, and the staffing patterns of

future collections.

The observable similarities and differences between

the trend responses of the 1987 survey phase and the delphi

phase were as follows:

(a) Both response groups viewed the nature of

collections to be primarily made of video formats by 1996

with some limited inclusion of video disk, 8mm video, CD-ROM

disks, micro-forms, and computer software formats.

(b) Both groups saw only slightly larger collections

(titles) by 1996. The delphi panel saw no change in the

number of prints in collections by 1996.

(c) In general, the two study groups saw the products

and services of the 1996 rental libraries as somewhat

changed. The survey phase rated the #4 statement at 4.30,

only slightly higher than the mean of 4.00 (similar to

current). However, the standard deviation of this item was

1.93 and thus indicated a wide range of opinion on the issue

of service and product changes. The delphi panel responded

to a series of more specific statements on product and service changes. They saw a moderate tendency for 1996 customers to 'buy and own' product, to have more specialized product needs, to need more reference and referral services, and to be more regional in scope. They also indicated somewhat more importance placed on adult client groups and business and industry customers by 1996.

(d) The two survey phases agreed on their view of future rental library distribution methods. The survey respondents saw a mixed system of delivery, including electronic by 1996. The delphi panel rated the continuation of current delivery and shipment methods statement at a low neutral position.

(e) The two groups differed in their views on the future funding levels and sources of libraries by 1996. The survey respondents saw an equal mix of rental and internal budgets for funding sources by 1996 while the delphi panel took a neutral position on this and related statements. Also, the delphi panel did not foresee any significant changes in funding levels by 1996.

(f) Both response groups rated the statements, on similar organizational structures for future libraries as compared to current libraries, the same. They both saw limited change toward more varied and diverse structures. The delphi panel identified the organizational changes as

being mergers with print libraries and the relocation of extension division libraries to other areas of the universities.

(g) The survey group saw the management procedures and methods of the 1996 libraries as moderately to heavily changed. The delphi panel also projected changes in the future management practices. However, because of the specific statements used in the instruments, they identified in more detail the management shifts. The delphi respondents foresaw strong future changes aimed toward more flexible and diverse circulation policies, a strong local service response, and a strong philosophical orientation toward their institution's individual mission.

V. CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND SUMMARY

A. Introduction

The findings of the study were discussed and summarized in Chapter Four. In this chapter, conclusions are drawn regarding the findings as they relate to the each objective, the conceptual framework, and the procedures used in the investigation. Implications of the findings and recommendations for further research are suggested. A final section summarizes the research problem, purposes, objectives, population, procedures, and the conclusions of the full investigation.

B. Conclusions

In this section, conclusions were drawn regarding the findings in relation to the five stated objectives of the two phases of the investigation.

Objective one (a, page 87) was stated as the need: To identify the evaluation and selection criteria used by university film/video rental libraries for the acquisition of current film/video materials. To determine those criteria that are important at each step of the current evaluation and selection process.

This objective was accomplished by the re-examination and verification of the Baird (1973) evaluation and selection criteria through the use of the delphi process and a general film/video survey. Both of these research phases were asked to suggest changes and additions to Baird's criteria and process steps. The result was the identification of twenty-eight additional criteria (Table 7, page 103) to the four-step Baird (1973) process. The investigation also reaffirmed the over-all four-step evaluation and selection process used by Baird in 1973. Baird's evaluation and selection process included 10 identification sources, 19 determination reasons, 21 evaluation items, and 16 final selection factors. As a result of the input from the delphi panel and the phase two survey, the current and projected evaluation and selection process contains the same four steps with 18 identification sources, 24 determination reasons, 25 evaluation items, and 27 final selection factors.

All twenty-eight of the added criteria were rated as important or very important during the delphi panel's projections of the evaluation and selection process by 1996. See Tables 13-16 for these criteria ratings and their rankings for the future.

Twenty-four of the 28 added criteria were rated as important or very important during the phase two survey of the current film/video process. Three of the suggested

identification sources and one determination reason were
rated as not important by current survey respondents. Tables
17-20 contain these current film/video criteria mean ratings
and rankings.

Nine of the 28 added criteria items were identified
and attributed to changes in technology or video terminology
by the researcher. The majority of criteria, however, may be
the result of other changes or influences of the library
management and curriculum oriented needs of rental libraries.

In general, the influences of the video era can be
said to have some limited effects on the criteria used in the
evaluation and selection of current film/video libraries. A
stronger effect can be predicted on the criteria used in the
future (by 1996). Nine of 94 criteria identified, as used in
the evaluation and selection processes of the present and
future, were identified as related to the video influences.

Objective two (b, page 87) was stated as the need: To
compare and contrast the 16mm film evaluation and selection
criteria at each step of the Baird (1973) study to those of
the current and future film/video acquisition process.

This objective was pursued through an examination of
the rank-order lists of criteria for each evaluation and
selection step of the three study groups. Observable changes
and trends were identified between the Baird (1973) study and
the two phases of this research (see Tables 30-33). Also,

t-tests and Spearman rho correlations were calculated on the means of the 94 criteria between the survey phase and the delphi phase of this study (see Table 34).

As noted in the discussion under objective one, a major difference between the Baird (1973) study and the present investigation was the inclusion of 28 new criteria items. Several of these added items were rated <u>very</u> <u>important</u> in their evaluation and selection step during both the survey and delphi ratings. However when comparing and contrasting the criteria means and rankings of the Baird (1973) study group to the same criteria means in the two phases of this investigation the following distinctions were noted. Differences and similarities for the <u>identification</u> step among the three study groups were observed as follows:

(a) All three groups rated the criteria item, personal request by faculty or others, the highest in their rank-order lists.

(b) All three groups rated the identification source, automatic preview arrangements, the lowest in their rank-order lists.

(c) The delphi panel projected two sources, printed lists, bibliographies and indexes and T.V. programs as more important sources in the future than by the previous (1973) or current (1987) study groups.

(d) In general, the rank-order of the identification

sources were similar among the three respondent groups and time frames.

(e)   None of the identification sources were rated as not important by the three groups.

Differences and similarities for the determination step, among the three study groups were observed as follows:

(a)   All three groups rated the determination reason, low estimated use potential, as the highest reason for not evaluating titles.

(b)   The three groups rated different reasons as the lowest reason for not evaluating titles.

(c)   Generally, the determination reasons were somewhat different (a few rank-order changes) between the Baird (1973) study and the current research survey.

(d)   The determination reasons were different (several major rank-order shifts) between the delphi projections for the future (1996) and the past (1973) or the current (1987) reasons.

(e)   None of the determination reasons were rated as not important by the three groups.

Differences and similarities for the evaluation step among the three study groups were observed as follows:

(a)   Two groups rated the evaluation item, production date, the highest in the rank-order listings.

(b)   The evaluation item, motivational quality and

interest, was ranked highest in the delphi projections for the future. The same item was only ranked seventh and twelfth highest in rank-order in the other two study groups.

(c) Generally, the evaluation criteria items were different (several shifts in rank-order) among the three groups and time frames.

(d) None of the evaluation items were rated as not important by the three groups.

Differences and similarities for the final selection step among the three study groups were observed as follows:

(a) Two groups rated the final selection factor, estimated number of uses, the highest in the rank-order lists. The other group, Baird's (1973) study, ranked it third in importance.

(b) All three groups rated the factor, availability of supplementary materials, last in the rank-order listings.

(c) Generally, the final selection factors were different (several major shifts in rank-order) among the three study groups and time frames.

(d) One factor, availability of supplementary materials, was rated as not important by two of the groups and a very low important by the other group. The factor can probably be ignored when making final selection decisions.

Further comparisons were made on all 94 criteria items of the four steps between the mean ratings of the two phases

of this research. Tests of significance (t-tests) and Spearman rho correlations (see Tables 34 and 35) comparisons concluded the following:

(a) There was a difference between the ratings of the survey (1987) and the delphi projections for the future (1996). Over one-third of the criteria items (37 of 94) were rated significantly higher (more important) by the delphi panel than by the 1987 phase two survey. All steps had some criteria items which were rated higher by the delphi panel.

(b) Seventeen of the 37 significantly different (rated more important in the future) criteria were those suggested and added by the delphi panel of experts. This difference (17 of 28 new criteria) demonstrated the projected changes in the next ten years may be made up of (1) increased importance in the new criteria items and (2) the increased importance of some of the 1973 criteria included in Baird's research.

(c) A correlation comparison (Spearman rho) of the over-all four steps showed a low relationship between the identification rank-order lists of the two investigation phases. The identification sources varied in their importance rankings between the 1987 survey and the 1996 projections. The other three steps did not vary in rank-order importance between the present time ratings and future projections.

Objective three (c, page 87) was stated as the need:
To determine if certain university film/video rental library
characteristics such as; size, type, geographical location,
distribution pattern, organizational structure, number of
years circulating video, percentage of video in collections,
existence of a formal, written selection and evaluation
policy, and customer type had any significant effects on the
degree of importance placed upon current evaluation and
selection criteria items and steps.

To determine if certain characteristics of the
film/video evaluation and selection personnel (respondents);
those of years of experience and sex, had any significant
effects on the degree of importance placed upon current
evaluation and selection criteria items and steps.

This objective was accomplished by the utilization of
t-tests and one-way analysis of variance calculations among
the various demographic subgroups of the 1987 survey
respondents (see Tables 23-29). The various film/video
rental library and respondent characteristics were judged to
have a possible relationship with the importance rating of
the 94 evaluation and selection criteria items and the four
steps depending upon the number of significant differences
found during the statistical testing. Characteristics with
no or very few (less than 5) significant differences were
considered to have no relationship or influence on the

evaluation and selection criteria or process. Those with

several (5 or more) were considered to have some degree of

relationship with the evaluation and selection process.

The reader is reminded that the analysis of these

demographic characteristics was for the purpose of

establishing an association or relationship to the selection

and evaluation process; and it cannot be implied to have an

effect (correlated to) upon the process or steps. Also, the

reader is cautioned to interpret carefully the number of

significantly different criteria. Due to the large number of

variables and the number of tests utilized in this analysis,

the chanc of Type I error was greatly increased.

The following conclusions were derived from the

analysis of the demographic sub-groups and their

characteristics.

(a)   The rental library characteristics of the

geographic regions, the type of institution, the size of

collection, the use of a formal written collection policy,

the number of years circulating video formats, the service

region of the library, and the organizational structure were

found to have no relationship with the importance ratings

given to the elements of the evaluation and selection

process.

(b)   The respondent characteristic, number of years of

experience doing selection and evaluation, was found to have

no relationship with the importance rating given to the evaluation and selection criteria.

(c) The respondent characteristic, sex (gender) of respondent, was considered to have no relationship with the importance rating of the evaluation and selection criteria. Female respondents considered some criteria more important than male respondents when evaluating and selecting film/video materials (see Table 23). Even though the number of criteria (7 of 94 significantly different items was greater than five, the nearness to the .05 probability was such that the relationship could not be supported. Also, the lack of practical and legal means for the usage of the characteristic in rental library management made the analysis moot.

(d) The rental library characteristic, percent of video formats in the collection, was considered to have some relationship (9 of 94 significantly different criteria) with the importance rating of the evaluation and selection criteria. Libraries with no or little video materials in their collection tended to rate some identification sources and determination reasons lower in importance than libraries with more video in their collections (see Tables 28 and 29).

(e) The rental library characteristic, client or customer group served, was considered to have some relationship (10 of 94 significantly different criteria) with

the importance rating of the evaluation and selection criteria. Libraries serving college and other customers tended to rate some criteria more important than libraries serving kindergarten to college customers (see Table 25).

In general, the library and respondent characteristics can be said to have limited relationship with the evaluation and selection process of rental libraries. Only two of library characteristics, percent of video in the collection and client/customer group served, might be considered to have practical implications and applications for the management of evaluation and selection procedures in individual rental libraries. The limited number of differences found among the other demographic groupings or the lack of legal and practical means of utilizing the identified differences made the use of the other characteristics unemployable in selection and evaluation procedures.

Objective four (d, page 88) was stated as the need: To identify the issues and concerns of university film/rental libraries which have emanated from the trends related to the development of the video technologies.

This objective was attained through three activities. First, a review of the current video technology literature was conducted and an open-ended round one instrument was prepared for the delphi phase (see Appendix C). Second, the four delphi rounds were carried out. Parts one and three of

the delphi instruments dealt with the identification and rating of trends for the future. The third activity was the compilation of the results of the delphi future trend ratings into eight over-all statements (see Tables 8-12 and 22). The resulting future trend statements were included as part three of the general survey instrument (see Appendix E).

The following conclusions were obtained by inference and by viewing the observable similarities in the ratings of the delphi and survey phases. In general, the respondents rated the future trend statements in a manner which displayed a <u>moderate</u> degree of change for the future (by 1996).

The research respondents forecast the rental libraries in 1996 as having the following characteristics:

(a) collections with primarily (more than 50%) video format materials and limited number of titles in other newer technologies.

(b) collections somewhat larger in size (titles).

(c) funding from an equal mix of internal and rental sources with no significant changes in rental rates.

(d) products and services only slightly different from current ones. A need was projected for more reference and referral services. They saw no change in the quality of products. 16mm format products were seen as only one of the available formats, and not as a major format.

(e) management procedures and methods moderately to

heavily changed. More flexible and diverse circulation policies, a strong local service response, and a strong orientation toward individual institutional missions were projected.

(f) distribution of rental materials by a mix of current shipping methods and electronic distribution techniques.

(g) organizational structures only slightly modified toward serving more diverse groups and with a greater dependence on regional and local campus customers. More importance will be placed on higher education clients and business and industry customers.

(i) fewer in number of actual rental libraries.

(j) rental circulation and income continuing decline.

(k) staffing patterns to remain relatively unchanged.

The delphi panel and the survey respondents foresaw university rental libraries to be heavily changed in twenty-five years. They forecast the libraries by 2011 to have the following characteristics:

(a) management and operational procedures heavily modified.

(b) products and services more diversified with the 16mm format obsolete.

(c) electronic methods and technology dominating distribution.

About one-third of the delphi panel forecast
extinction for the university rental libraries as an entity
by 2011. This forecast of these delphi panel members was not
seen as contradictory to the heavily changed prognosis of the
study respondents. The conclusion drawn was that the
university rental libraries by 2011 will be modified and
developed beyond the recognition of its current structures
and operations.

Objective five (e, page 88) was stated as the need:
To develop recommendations for the operation of university
rental libraries as related to and concerning video
collection development.

This objective was accomplished through the
examination of and the analysis of observable trends
identified in objectives one through four. This researcher
synthesized and compared criteria rankings, process step
ratings, and trend statement ratings in order to make the
recommendations for the future collection development of
university film/video rental libraries. The following
section contains the recommendations.

C. Implications and Recommendations

The following implications and recommendations were
developed from the findings of this investigation with
interpretation by the researcher. The delphi panel's

identification and ratings of the future issues and concerns (see Table 13) and the researcher's experience in the management of three different university film/video collections directed the interpretations. The findings and conclusions of the investigation seem to warrant the following:

1. Implications and recommendations for producers and distributors

(a) In recent years, distributors of film and video have become more reluctant to send preview copies of their products. Assuming those evaluating and selecting new materials in the future will still only purchase with first-hand information, effective preview methods and/or complete marketing information dissemination techniques need to be developed. These methods must be able to reach smaller numbers of libraries (evaluators) with increasingly diverse needs and in a cost-effective manner.

Producers and distributors should develop methods of preview and information delivery via of electronic distribution; such as computer data bases and broadcast and closed-circuit television. Whatever methods are developed, they will need to be correlated with curriculum plans and reference materials and directed at the faculty user, as well as, the media professional. Automatic preview arrangements, salesperson contacts, and subscription arrangements will not

be effective in disseminating information about new products in the future. The accuracy of the information and the time to access it will be much more important than the actual quality of the promotional or informational material.

(b) The production quality (technical and content) of materials continues to be a very important characteristic to media evaluators. Producers and distributors should maintain high image quality and use proper technical cinematic techniques in their future products. The cost of the end product was rated very important but not above the over-all content and technical quality criteria.

Content accuracy and the accuracy of the information were the highest rated criteria for the future. The availability of supplemental materials does not appear to be a factor in the marketability of future video or film products.

(c) Various distribution restrictions and duplication rights agreements have become recent developments in the sale and marketing of film and video products. In the future, the availability of varied negotiable rights, duplication rights, and electronic distribution rights will become very important to the continuation of and the collection development existing libraries.

Distributors and producers should develop consistent, manageable policies for providing these rights agreements for

the wide variety of formats expected in future collections. Restrictions on the circulation of titles by the producer or distributor will be a strong deterrent to their purchase and utilization in university libraries of the future.

(d) Copyright violations and video piracy are current "hot" topics in media professional circles. They are viewed by some individuals as having strong influences on the future of rental libraries and on the future availability of new products.

The responses from the delphi panel indicate that both the producer/distributors and the rental libraries should consider the promotion and coordination of strict enforcement of the copyright laws. Film/video distributors should consider the prosecution of violators and rental libraries should provide effective information campaigns regarding the value of and need for copyright adherence by their customers.

(e) The rapid changes in electronic hardware for the display of film and video images continues to be a strong concern of everyone involved in their utilization. Producer/distributors of materials should continue to work with hardware manufacturers on standardization of formats, the improvement of image quality, and the control of costs related to the conversion of collections from one format to another.

Models and formats change on a monthly and yearly

basis, sometimes with no apparent benefit to the media

software user. Software distributors should attempt to

influence the hardware changes by controlling availability of

formats. The 'marketing needs' and research and development

goals of hardware dealers should be kept in balance with the

instructional benefits of the visual product for the end

user.

2. Implications and recommendations for the management and operation of rental libraries

(a) Individual rental libraries should develop or

re-evaluate their evaluation and selection plan for their

particular library's circumstances. The criteria ranked as

very important (see Tables 13-16 and 17-20) should be key

elements in these procedures. The criteria ranked important

should be considered as part of the process and the items

rated not important should not be included. Specific

attention should be given to the inclusion of the 28 newly

suggested criteria items in the individual library selection

and evaluation plan (see Table 7).

These individual plans should be adjusted for the

unique characteristics (demographic parameters) of the

individual library. Particular attention should be made for

differences due to collection size, percentage of video in

the collection, and the customer/client groups served (see

Tables 25, 26, 28, and 29).

(b)   The evaluation and selection of nonprint media is not a haphazard process as shown by the review of literature and demonstrated by this investigation. The analysis of the 'use of a written formal collection policy' did not demonstrate a significant set of differences (see Appendix H) concerning the parameters of selection and evaluation criteria. The use of a collection policy, however, may still be beneficial in distinguishing the motives for selecting materials; those of the clients from the evaluator's personal ones. A written policy may provide for continuity in collection development as a rental library's personnel changes. It may also provide a set of measures upon which to evaluate future collection growth and make-up.

(c)   University rental libraries appear to be at a major decision point in their development due to the projection of fewer libraries and/or the extinction of such agencies by 2011. The university rental libraries will need to determine their future direction by considering among: (1) the aggressive pursuit of new external markets and market shares, (2) the cultivation of and increased support for internal university service, (3) the phasing out of their services, or (4) possibly merging with other service agencies. The projection of fewer true 'rental' libraries requires an assessment of the future goals and directions for each individual rental library.

Rental libraries need to make a planned and coordinated decision concerning the directions of their services. They need to study the particular demographic parameters of their collection and relate them to the trends identified in this investigation and make a conscious decision regarding their future focus. Without this directed decision and its resulting set of operational objectives regarding their future, individual libraries will become inefficient, unresponsive, and possibly 'extinct' without their knowledge. They may discover that technological change has passed them by and that other agencies are now serving their clients and university.

(d) Whichever direction the university rental libraries of the future take, they need to consider posturing themselves for a wider service and information brokering role to their clients. They need to consider the utilization of the practices of organizational buyer behavior, nonprofit market research, and proper evaluation and selection techniques for educational organizations as they evaluate and plan their future direction.

(e) All university rental libraries will need to evaluate and modify their management and operational procedures toward the incorporation of efficient structures. The surviving rental libraries of the future will be those who choose the correct philosophical direction for their

particular setting and then operate most effectively. The vision of the person(s) in the leadership role was seen by the delphi panel as a very strong influence on the future of rental libraries. The hiring of and the functioning of the future 'manager' may be the most important element in the future of an individual library.

(f) All university collections will need to develop procedures, policies, and practices for utilizing the video formats and other electronic technologies of the future. They will need to phase down and selectively utilize the 16mm film as a circulation format.

(g) All libraries will need to incorporate a system of flexible and diverse circulation policies involving a variety of formats, duplication arrangements, electronic distribution, copyright limitations, and distributor restrictions. Standard, current 3-5 day rental patterns and rental charges may cease to exist in the next ten years.

(h) Service to the local institution and its mission may be instrumental in determining the funding level and revenue sources for future libraries. Rental libraries can expect a continuation of the current declining rental income base and a corresponding tightening or re-alignment of budgets in the future. Rental libraries need to explore and expand their services beyond only the rental of products. They may need to develop and incorporate a broader range of

services in order to replace this declining a rental revenue base. The areas of product sales, production of media, duplication of video materials, installation and service of video technology (hardware), consortium media services, staff development activities, instructional design services, and contracted distribution of media products are some possibilities for this entrepreneural role of the future university rental library.

3. Implications to past research and recommendations for future research methodology

(a) Previous research studies (Hess, 1978; Johnson, 1972; Latzke, 1971; Limbacher, 1964; Masters, 1977) discovered and described the limitations of published evaluations, reviews, and bibliographic tools as an element of the evaluation and selection process for film. This investigation confirmed the continuation of these limits to film/video selection procedures through the low important ratings given to those criteria by both the delphi panel and the survey respondents.

(b) Researchers since the early 1940s have found a changing set of criteria in use when studying the evaluation and selection process. This study found that pattern to be continuing; as 28 additional criteria were suggested by the delphi process for future usage. Only four of those 28 criteria were rated not important during the survey phase of

this study. The criteria seem to relate to who is doing the evaluation and selection, in what setting, and for what reason.

(c) The area of standards and procedures used to identify effective film and video materials showed a general lack of agreement in previous evaluation and selection research. However, this study re-confirmed the use of the Baird (1973) four step selection and evaluation components and criteria. This investigation demonstrated the continued use of the Baird procedures, both currently and into the future.

(d) Recent literature and media meetings have been dominated with the discussion of the video technology and its developments, trends, and potential influences. This study confirmed, and quantified through a research methodology, many of these widely discussed issues and concerns. Further it integrated those influences and trends into an evaluation and selection system for the future and into recommendations for the future management of university rental libraries. The high rate of return and participation in both phases of this research study indicated the strong interest of university film/video centers in their video future.

(e) The delphi process, as a research technique, had been utilized successfully by previous researchers for the forecasting of media trends (Dayton, 1981; Pelton, 1981;

Tiedemann, 1986) and technological events (Helmer, 1966; Linstone and Turoff, 1975). This study reaffirmed the utilization of the delphi process for projecting media trends. It also contributed to the expansion of the methodology for using a series of delphi rounds to revise and validate a survey instrument. In general, it proved an effective, but time-consuming, method for gaining depth input into the development of a survey instrument.

This study did raise a question, however, concerning the rating level of a delphi panel. The fifteen member panel generally rated the evaluation and selection criteria significantly higher (see Table 60) than did the survey respondents. This study did not determine if this was the result of the delphi methodology or a true difference between the response projections of the two phases of this research? Further study of the delphi technique should be conducted regarding this potential tendency of the delphi process.

D. Recommendations for Further Study

Future studies should be considered in the following areas:

(a) This study should be expanded and/or repeated to include other populations; such as producer/distributors, non-rental collections, non-university agencies, client/customer groups, etc. This study utilized respondents

from a limited population of university film/video rental libraries administrators.

(b) A cost-effectiveness study of various evaluation and selection criteria combinations among similar and/or dissimilar demographic groupings of film/video libraries should be undertaken. An attempt should be made to identify the most cost-effective management and operational practices for film/video collections and their supporting commercial producers and distributors.

(c) A follow-up study of the projections of this study for 1996 should be conducted. It should be evaluated to see if the trend statements, issues, and criteria identified by these research techniques were accurate and functionally valuable to film/video libraries during the ten and twenty-year forecast periods.

(d) A study involving other types of populations or groups could include commercial video rental businesses, special archival depositories, limited subject or content collections, etc.

(e) A study of the evaluation and selection process which focuses on the user or client opinion rather than those of the administrators and personnel within a particular film/video agencies should be done. This would result in a external audience viewpoint rather than the internal focus of this study.

(f) An in-depth study of the trends and criteria used by other organizational and personnel parameters than utilized in this research should be conducted. Such studies could evaluate the differences in media evaluation by the parameters of budget size, amount of income generated, staff size and make-up, director's management approach, etc.

(g) A comparison study should be undertaken regarding the evaluation and selection criteria and the process utilized to rate and purchase a specific set of film/video titles. It should be determined if there are differences in the evaluations of the specific title set and the process used to select the set and why those differences occurred.

(h) A study should compare the criteria considered most important in this investigation and their ability to predict actual purchase and usage after purchase. Does the evaluation and selection criteria identified by this study accurately predict optimum actual use?

(i) Other studies should continue the usage and development of the delphi technique as a research activity. Attempts should be made to determine if the delphi process influences the rating level of parameters and research variables in comparison to other research methods.

E. Summary

A major concern of the libraries and institutions involved in the rental of instructional materials was the influence of the changing technologies on their future. The Consortium of University Film Centers (CUFC) is one of several professional groups that have discussed and investigated this area of concern regarding their future. This study was a result of a research grant from CUFC, the ideas and needs of the personnel of the Iowa State University Media Resources Center, and graduate requirements of the researcher.

The evaluation and selection of materials is one of the elements within the operation of rental libraries that can be used to describe and investigate the future of those agencies. The purpose of this study was to identify and analyze the changes and trends in the evaluation and selection process of university rental libraries and to use these current and projected findings to formulate policy and procedure recommendations for the future management of these agencies. Also it was to provide a historical review of the changes and developments in the evaluation and selection process of rental libraries through a comprehensive literature review and through the futurist projection methodology of the delphi process.

A search of the literature pertinent to the selection of film/video materials was conducted to determine what was known about the major concern and to disclose directions for further needed study. A study by Baird (1973) was identified as a key to the structure and format of this investigation. The Baird (1973) study was used as a benchmark and as an operational replication of major sections of this research. Five major objectives were developed from the literature search.

The investigation utilized the current and projected opinions of 204 university and college film/video library administrators. The investigation was conducted in two separate phases, a delphi panel and a general survey. The instruments used were developed to gather ratings on the individual evaluation and selection criteria, the four process steps, and on suggested future trend statements. Four rounds of the delphi process were conducted with fifteen panel members from the population participating. The general survey instrument was developed by a compilation of results of the delphi rounds and the Baird (1973) instrument.

The general survey was extended to the full population of 204 university rental film/video libraries identified by up-dating the mailing list used by Baird (1973). A total return of 172 surveys (84.31 percent) were received from three mailings. Seventy-three completed surveys met the

predetermined requirements of the study and were used in the data analysis.

Descriptive statistics, Spearman rho measures of correlation, independent t-tests, and analysis of variance tests were used where appropriate in the analysis of the data. Observed trends and summaries were compiled, compared, and utilized to present the findings and to develop the recommendations for the future operation and management of university rental libraries.

The findings of the delphi process and the survey were presented and discussed in the order of the data analysis. Conclusions were drawn regarding the findings and presented for each of the five objectives.

Conclusions included the identification of (1) 28 new criteria items beyond the Baird (1973) listing of criteria, (2) rank-order lists for each of the Baird evaluation and selection steps for current use (1987) and for the future (1996), (3) the trends related to the video technology, and (4) the library and administrator characteristics that influence the importance rating of the individual criteria items, steps, and trends. Generally, the video technology has had limited relationships with the current evaluation an selection process. A set of stronger effects was predicted for the future evaluation and selection procedures of rental libraries. Changes were identified in the comparison to the

Baird (1973) criteria and process steps. Only two of eleven

library characteristics were found to have practical

considerations when planning or using the evaluation and

selection elements of the study: percentage of video in the

collection and the client/customer group served. Several

trends and projections were identified for the future (both

for 1996 and 2011). Moderate changes in the university

rental library operations, collections, and philosophy were

seen happening in ten years (by 1996). University

collections by 1996 were forecast to be primarily video in

format and with a larger number of titles in those

collections. Fewer actual 'rental' collections were seen as

existing and the funding of those remaining libraries was

projected as being from an equal mix of internal and external

sources. The 16mm film format was projected as only one of

the available formats, not the major format as currently.

Libraries by 1996 were seen as having more flexible and

diverse circulation policies, as using some electronic

distribution techniques, and as serving a wider variety of

local and regional customers.

Major changes in university rental libraries were

identified by as happening in twenty-five years (by 2011) by

the investigation respondents. The libraries were projected

to be extinct or heavily changed in operational appearance

and structure. They were seen to be utilizing primarily

electronic distribution methods for a more diverse group of
products and services. The 16mm format was forecast as
obsolete.

Implications of the findings were made for the
operation and management of current and future rental
libraries, for distributor and producers of film and video
media, and for the past and present research on evaluation
and selection elements. A recommendation directed toward
future rental libraries was to develop and utilize specific
selection and evaluation procedures incorporating the
criteria and steps rated important and very important in the
study. This plan should consider the two unique
characteristics (demographics) of the individual library:
percentage of video in the collection and the customer/client
groups served. It was also recommended that rental library
managers make timely decisions regarding their future service
directions. Since fewer 'rental' units are forecast, many
libraries are at a crossroad in their development. The
university rental libraries need to analyze their future
related to their individual demographics and relationship to
other collection agencies and select among: (1) an aggressive
pursuit of external markets, (2) the development of an strong
internal service orientation, (3) the phase out of their
services, or (4) the possible incorporation into other
service agencies. It was also recommended that whatever

stance these university libraries take they need to be 'service oriented', develop strong management, employ efficient structures and practices, and utilize flexible and diverse circulation policies.

Recommendations directed toward producers and distributors were to develop methods of electronic preview and information delivery, to maintain and improve product image quality and cinematic techniques, and to control the costs of collection development related to format conversion. Content and information accuracy were seen as the highest selection and evaluation criteria in the future. Distributors and producers should play a key role in the control of copyright violations and video piracy through the provision of strong information campaigns and strict enforcement follow-up. It was also suggested that restrictions on the circulation of materials be minimized by future producers and distributors and that varied duplication and distribution agreements be available to university libraries.

This investigation confirmed the low value of published evaluations, reviews, and bibliographic tools in selection and evaluation processes as reported in previous research. The study confirmed there is a changing set of criteria used in selection and evaluation procedures. Twenty-eight additional criteria to the Baird (1973) process

were identified and eight of those criteria were considered to be related to the development of the video technology. The emerging video technologies have modified somewhat the selection and evaluation process of the current university rental libraries. These video developments are projected to have even stronger influences on the selection and evaluation criteria and steps in the future.

The study reaffirmed the utilization of the delphi process for projecting and forecasting media trends. In general, the delphi technique proved to be an effective, but time-consuming, method for gaining depth input into the development of a survey instrument. A number of other potential areas for further research were recommended.

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VII. ACKNOWLEDGMENTS

VIII.   APPENDIX A: ROUND ONE DELPHI INSTRUMENT AND COVER LETTER

November 13, 1986

NAME
ADDRESS
UNIVERSITY
CITY, STATE

Dear   :

       Thanks for agreeing to participate in my research study as a member of
the delphi panel. You were selected for the panel based on your expertise
and a set specific criteria aimed at providing a broad range of opinion on
the research topics.
       As I discussed with you during my preliminary telephone contact, the
objectives of this delphi process are:
          (a.) To identify the issues and concerns of the
                university film/video rental libraries regarding
                the future of 16mm film and video acquisition.
          (b.) To validate the criteria to be added to and deleted from
                the questionnaire utilized in Baird's (1973) study.
          (c.) To determine the library characteristics
                important to the questionnaire phase of the study.
          (d.) To identify the trends and to project the future of motion
                media in the operation of university film/video colllections.
       It is expected that this delphi process will require three rounds
or responses from you with approximately one month between each mailing.
This first round will require more time on your part than the subsequent
ones. It requests your input primarily via written statements, whereas,
the following rounds will only require your reactions to composite
statements derived from the panel members' round one responses.
       Your input during these delphi rounds is extremely important as you
are one of only fifteen panel members. If you are unable to participate in
this round or anticipate difficulty in responding during the next two
rounds, please contact me. You may recommend another person involved in
media selection and evaluation in your institution to substitute for you.
However, they should do so in all three rounds.
       This research project is being conducted as part of my degree program
in Higher Education Administration at Iowa State University and is
partially supported by a grant from the Consortium of University Film
Centers (CUFC). A summary copy of the delphi results will be provided to
all panel participants at the conclusion of the study. The confidentiality
of your responses will be maintained throughout the delphi process and in
reporting the results at the end of the study.
       Your completion and return of the first round instrument is requested
by November 26, 1986.   A stamped, self-addressed envelope is enclosed for
your use. If you need further information contact me at (515) 294-8022.
Thanks in advance for your time and effort.

Sincerely,

Don Rieck

December 1, 1986

Dear Delphi Panel Member:

As of this date I have <u>not</u> received your response to my round #1 delphi
instrument.   If you have not yet completed the questionnaire, would you do
so now and return it to me at your earilest convenience. If you have
discovered you are unable to participate since our telephone conversation
concerning the delphi study, please return the uncompleted instrument.
Indicate your reasons on the last page.

If you did not receive the mailed instrument or need another copy, please
notify me as soon as possible. Call me collect at (515) 294-8022.

If you have already mailed it, accept my thanks for your cooperation and
disregard this reminder.

Sincerely,

Don Rieck

DELPHI INSTRUMENT (Round One)
for the study

THE INFLUENCES OF THE AVAILABILITY OF THE VIDEO MEDIUM ON THE SELECTION AND EVALUATION CRITERIA OF SELECTED UNIVERSITY RENTAL LIBRARIES: AN INVESTIGATION

by

Donald A. Rieck

INSTRUCTIONS:

Please indicate your response to the following questions concerning the current status and the future trends of the video medium and its influences on the operation of the university film/video libraries.

FIRST, answer the demographic items (#1 - #12) by checking the most appropriate response for each question as it relates to your specific library.

SECOND, respond to the items (#13 - #17) in the space following each question. You may attach additional sheets or use the reverse side of the instrument page if necessary.

Your responses to these items (#13 - #17) should reflect your assessment of the entire field of university rental services and the influences of the video technologies on those services.

Please be sure to add any other items or comments in the spaces indicated for each question.

Thank you. Your help is appreciated.

Your response is requested by November 22, 1986.

Return to: (a stamped, self-addressed envelope is enclosed)

Donald A. Rieck
121 Pearson Hall
Media Resources Center
Iowa State University
Ames, Iowa   50011

(515) 294-8022

PART I. - Demographic Information

Answer the following questions regarding your background and personal
experience as a media selection and evaluation specialist.

1. How many years of experience do you have selecting and evaluation
   film and/or videotapes for a rental media library?

   ☐ none
   ☐ 1-3 years
   ☐ 4-6 years
   ☐ 7-9 years
   ☐ 10+ years

2. What is your sex?

   ☐ female
   ☐ male

3. In what geographic region of the United States do you work?

   ☐ Northeastern   ☐ South central
   ☐ Southeastern   ☐ Northwestern
   ☐ North central   ☐ Southwestern
                       ☐ Far west

4. Do you consider yourself a qualified and effective film and/or
   video selection specialist?

   ☐ yes
   ☐ no
   ☐ other response (specify) _____

Answer the following questions regarding the nature of the rental
   library for which you currently work.

5. What type of institution are you employed in?

   ☐ private college/university
   ☐ public college/university
   ☐ non-profit agency
   ☐ for-profit business or agency
   ☐ other (specify) _____

6. What is the size of the collection of your library?

   ☐ 0 - 499 titles
   ☐ 500 - 2999 titles
   ☐ 3000 - 5999 titles
   ☐ 6000 - 8999 titles
   ☐ 9000+ titles

7. Does your library have and utilize a formal, written collection
   development policy or statement?

   ☐ yes
   ☐ no
   ☐ other response (specify) _____

8. How many years has your library been circulating/renting video
   materials in one or more formats?

   ☐ none
   ☐ 1-3 years
   ☐ 4-9 years
   ☐ 10+ years

9. What percent of your library's collection (titles) is currently
   available in one or more of the video formats?

   ☐ none
   ☐ 1-4 percent
   ☐ 5-9 percent
   ☐ 10-19 percent
   ☐ 20+ percent

10. To what client or customer group does your library primarily
    cater?

    ☐ on-campus faculty/staff
    ☐ K - 12 educational institutions
    ☐ K through college educational institutions
    ☐ college and adult institutions/agencies
    ☐ business/industry/governmental agencies or groups
    ☐ specialized groups (specify) _____
    ☐ other (specify) _____

11. To which service region does your library distribute film/video
    materials?

    ☐ local institution or agency
    ☐ state
    ☐ regional area surrounding library
    ☐ nation
    ☐ international
    ☐ other (specify) _____

12. What is the general organizational structure of your library?
    (To what group or division does your library answer regarding
    policy and budget decisions.)

    ☐ part of the central university/college library
    ☐ part of the central university/college media (audiovisual)
      agency
    ☐ a separate university/college unit
    ☐ a university/college affiliated non-profit agency
    ☐ a non-profit agency
    ☐ other (specify) _____

13. How do you feel the management and operation of the university film/video rental libraries in ten years (1996) will differ from that of 1986 in terms of the following:

(If you feel no change will be noted in 1996 in one or more of the areas, indicate no change in the reponse space.) USE BACK OF SHEET IF NEEDED.

a. The nature of the products and the size of the collections?
Response:

b. The nature of the clients (customers) and the type of circulation patterns used to serve them?
Response:

c. The organizational structure and funding source(s)?
Response:

d. The philosophical orientation? (i.e. service, business, archival, etc.)
Response:

e. Other comments or changes you predict.
Response:

14. What are the issues (major concerns) that you feel will influence the future
of the university film/video library? Those related to:

a. The production and distribution of materials.
    Response:

b. The legal and sanctioned constraints on materials usage.
    Response:

c. The product quality and/or instructional usage of materials.
    Response:

d. The management structures of the libraries.
    Response:

e. The demographics of the libraries.
    Response:

f. Other comments.
    Response:

15. In his study, Baird (1973) identified four steps (identification, determination, evaluation, and final selection) in the evaluation and selection process used by university film rental libraries. He also defined the criteria (listed below) that were utilized in each step of the process.

Based on your responses to questions #13 and #14, how do you see these evaluation and selection criteria changing in the next ten years? Which criteria will be important or not important to the selection and evaluation needs of the university rental library in the future? What other criteria may be added or utilized within the process by 1996?

Respond below to each item and be sure to include your opinions on potential new criteria at the end of each section (step).

STEP ONE: Identification (sources that are used to identify titles available for evaluation and possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Personal request by faculty or others	Very Important Not Important 7 6 5 4 3 2 1	
T.V. programs	Very Important Not Important 7 6 5 4 3. 2 1	
Producers' catalogs	Very Important Not Important 7 6 5 4 3 2 1	
Professional journals and magazines	Very Important Not Important 7 6 5 4 3 2 1	
Salesperson contacts	Very Important Not Important 7 6 5 4 3 2 1	
Printed reviews (EFLA, Landers, etc.)	Very Important Not Important 7 6 5 4 3 2 1	
Printed lists, bibliographies and indexes	Very Important Not Important 7 6 5 4 3 2 1	

Automatic preview arrangements	Very Important 7 · 6 5 4 3 2 1	Not Important	
Producers' promotional brochures	Very Important 7 6 5 4 3 2 1	Not Important	
Other rental library catalogs	Very Important 7 6 5 4 3 2 1	Not Important	

What additional criteria do you feel will become part of this <u>identification</u> step in ten years (1996)?

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

STEP TWO: Determination (reasons for <u>not</u> evaluating titles that have been identified as available)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position.
Cost of title	Very Important Not Important 7 6 5 4 3 2 1	
Length of title	Very Important Not Important· 7 6 5 4 3 2 1	
Grade level not appropriate for usual rental audience ·	Very Important Not Important 7 6 5 4 3 2 1	
Similar material already in library	Very Important Not Important 7 6 5 4 3 2 1	
Title objectives not suitable for customer need	Very Important Not Important 7 6 5 4 3 2 1	
Title not appropriate for ·scope or purpose of library	Very Important Not Important 7 6 5 4 3 2 1	
Service and replacement footage not readily available	Very Important Not Important 7 6 5 4 3 2 1	
Negative past experience with producer or distributor	Very Important Not Important 7 6 5 4 3 2 1	
Low estimated use potential	Very Important Not Important 7 6 5 4 3 2 1	

Low published ratings (EFLA, Landers, etc.)	Very Important 7 6 5 4 3	Not Important 2 1	
Apparent datedness	Very Important 7 6 5 4 3	Not Important 2 1	
Printed description inadequate	Very Important 7 6 5 4 3	Not Important 2 1	
Negative past experience with person requesting title	Very Important 7 6 5 4 3	Not Important 2 1	
Personal knowledge of title	Very Important 7 6 5 4 3	Not Important 2 1	
Quality of promotional material	Very Important 7 6 5 4 3	Not Important 2 1	
Must pay a preview charge for previewing	Very Important 7 6 5 4 3	Not Important 2 1	
Restricted distribution	Very Important 7 6 5 4 3	Not Important 2 1	
Budget not available	Very Important 7 6 5 4 3	Not Important 2 1	
Company sets rental rates	Very Important 7 6 5 4 3	Not Important 2 1	

What additional criteria do you feel will become part of this <u>determination</u> step in ten years (1996)?

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

STEP THREE: Evaluation (items that are considered when evaluating titles for possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Color vs. black and white	Very Important Not Important 7 6 5 4 3 2 1	
Production date (datedness)	Very Important Not Important 7 6 5 4 3 2 1	
Appropriate orienting devices illustrating size & space relationships	Very Important Not Important 7 6 5 4 3 2 1	
Unity of the parts (wholeness, continuity, etc.)	Very Important Not Important 7 6 5 4 3 2 1	
Pacing (presentation rate)	Very Important Not Important 7 6 5 4 3 2 1	
Learning approach (inductive, deductive, etc.)	Very Important Not Important 7 6 5 4 3 2 1	
Appropriate use of the motion medium	Very Important Not Important 7 6 5 4 3 2 1	
Appropriate emphasis of ideas	Very Important Not Important 7 6 5 4 3 2 1	
Order of presenting ideas, concepts, etc.	Very Important Not Important 7 6 5 4 3 2 1	

Datedness in styles, procedures, etc.	Very Important					Not Important			
	7	6	5	4	3	2	1		
Scope or coverage	Very Important					Not Important			
	7	6	5	4	3	2	1		
Purpose of title (basic, enrichment, introductory, etc.)	Very Important					Not Important			
	7	6	5	4	3	2	1		
Type of title (documentary, dramatization, demonstration)	Very Important					Not Important			
	7	6	5	4	3	2	1		
Appropriateness for grade level specified	Very Important					Not Important			
	7	6	5	4	3	2	1		
Aesthetic value	Very Important					Not Important			
	7	6	5	4	3	2	1		
Motivational quality and interest	Very Important					Not Important			
	7	6	5	4	3	2	1		
Overall technical quality	Very Important					Not Important			
	7	6	5	4	3	2	1		
General overall effect	Very Important					Not Important			
	7	6	5	4	3	2	1		
Correlation with specific curriculum programs	Very Important					Not Important			
	7	6	5	4	3	2	1		

Clear objectives	Very Important 7 6 5 4 3 2 1	Not Important	
Creative nature of production methods	Very Important 7 6 5 4 3 2 1	Not Important	

What additional criteria do you feel will become part of this <u>evaluation</u> step in ten years (1996)?

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

STEP FOUR: Final Selection (factors that are considered when making final purchase decisions).

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Cost of the title	Very Important Not Important 7 6 5 4 3 2 1	
Length of title	Very Important Not Important 7 6 5 4 3 2 1	
Grade level	Very Important Not Important 7 6 5 4 3 2 1	
Amount of similar material in library	Very Important Not Important 7 6 5 4 3 2 1	
Availability of service and replacement footage	Very Important Not Important 7 6 5 4 3 2 1	
Availability of supplementary material	Very Important Not Important 7 6 5 4 3 2 1	
Past experience with producer or distributor	Very Important Not Important 7 6 5 4 3 2 1	
Rating of library directors	Very Important Not Important 7 6 5 4 3 2 1	
Datedness of title	Very Important Not Important 7 6 5 4 3 2 1	

Appropriateness to purpose or scope of the library	Very Important 7 6 5 4 3 2 1 Not Important	
Past experience with department or person who may use the title	Very Important 7 6 5 4 3 2 1 Not Important	
Composite rating of Evaluation Committee	Very Important 7 6 5 4 3 2 1 Not Important	
Rating of potential faculty users	Very Important 7 6 5 4 3 2 1 Not Important	
Student rating(s)	Very Important 7 6 5 4 3 2 1 Not Important	
Published ratings (EFLA, Landers, etc.)	Very Important 7 6 5 4 3 2 1 Not Important	
Estimated number of uses	Very Important 7 6 5 4 3 2 1 Not Important	

What additional criteria do you feel will become part of this final selection step in ten years (1996)?

(1)_____

(2)_____

(3)_____

(4)_____

(5)_____

16. Baird (1973) described the selection and evaluation process for 16mm film as a four-step procedure involving the several criteria groups listed in the previous question. He labeled these groupings as the identification sources, the determination factors, the evaluation criteria, and the final selection factors.

How do you see the selection and evaluation process of university rental libraries in the year 1996 varying from the one described by Baird (1973) in question #15?

The Four Steps (from Baird, 1973)	Indicate your opinion on whether the step will change. (circle your response)	Comments/Explanation of your opinion
Identification step	yes maybe no no opinion	
Determination step	yes maybe no no opinion	
Evaluation step	yes maybe no no opinion	
Final selection step	yes maybe no no opinion	

Other comments:

17. What is your personal prognosis for the university film rental library?

Describe its status in ten years (1996).

Response:

Describe its status in twenty-five years (2011).

Response:

Completed by _____._____   _____
                              signature   date

Reference:

Baird, J. R. (1973). An analysis of the evaluation and selection criteria
    used to determine 16mm film purchase by selected university film rental
    libraries (Doctoral dissertation, Brigham Young University, 1973).
    Dissertation Abstracts International, 43, 3821A.

IX.   APPENDIX B: LIST OF DELPHI PANEL MEMBERS

DELPHI PARTICIPANTS

(1)
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   Washington State University
   Film and Video Media Center
   Pullman, WA   99164-5602   (509) 335-7587

(11)
   Gary Sheeley
   South Dakota State University
   Instr. Media Center-P.O. Box 2218
   Brookings, SD   57007   (605) 688-5115

(12)
   Patty Trude
   Arizona State University
   University Media Systems
   Tempe, AZ   85287   (602) 965-6427

(13)
   Ruth Southard
   University of Texas/Dallas
   Media Services-P.O. Box 830643
   Richardson, TX   75083-0643   (214) 690-2958

(14)
   Valarie Howington
   Florida State University
   Instr. Support Center-60 Johnston Bldg.
   Tallahassee, FL   32306-1019   (904) 644-2820

(15)
   Dr. Earl Adreani
   Boston University
   Krasker Memorial Film Library
   565 Commonwealth Avenue
   Boston, MA   02215   (617) 353-3272

X. APPENDIX C: SUMMARY OF THE DELPHI ROUNDS

AND RESPONSES (ROUND TWO, THREE, AND FOUR)

December 29, 1986

NAME
ADDRESS
UNIVERSITY
CITY, STATE
ZIP

Dear   :

Thank you for your response and input to my round one delphi
instrument regarding the future of film/video libraries.
Find enclosed your set of the materials for ROUND TWO as
listed below:

      (1) a Round #2 instrument.
      (2) a statistical summary of the Round #1 responses.
      (3) a copy of your responses to the Round #1 criteria
            section. (for reference in responding in
            this round)
      (4) a stamped return envelope.

This second round of the delphi procedure requires you to
evaluate and respond to a series of statements (see part one
and three) generated by the full delphi panel during round
one. It also requests you to review and consider the
responses of the other panel members to the criteria items
(see part two). Please re-think your projection during the
first round on each criteria item and respond anew on the
Round #2 instrument.

Also, you are asked to comment on or support your projection
on any of the criteria items that you wish to respond outside
of one standard deviation from the mean of the panel's
responses in the first round. Be sure to read carefully the
directions to each section of this Round #2 instrument.

Your completion and return of this Round #2 instrument is
requested by Wednesday, January 21, 1987. Should you be
unable to meet this due date, please contact me at (515)
294-8022.

Thanks again for you assistance in this reseach project.

Sincerely.

January 8, 1987

Dear Delphi Panel Member:

You should have recently received the Round #2 instrument
for my study.   I have found I need to clarify the
instructions for Part Three (page 15). Please be sure to mark
this part using (#1) as your highest ranking for each of the
years in the section and (#2) as your second highest, etc.
If you have already returned your instrument and marked
it otherwise, indicate how you ranked the items at the bottom
of this form letter and return to me.
Sorry about the confusion.

Sincerely,

Don Rieck

Response if needed:

January 16, 1987

Dear Delphi Panel Member:

As of this date I have <u>not</u> received your response to my round #2
delphi instrument.   If you have not yet completed the questionnaire,
would you do so a once and return it to me. Your input is needed
before I can tablulate the group's responses and proceed with the next
delphi round.

If you did not receive the round two instrument or need another copy,
please notify me as soon as possible. Call me collect at (515)
294-8022.

If you have already mailed round #2, please disregard this reminder.

Sincerely,

Don Rieck

SATISTICAL SUMMARY OF
ROUND #1 RESPONSES

The mean, the standard deviation(s), and the frequency of responses for each rating category is shown for all criteria items from part two of Round #1 as follows:

example:

Criteria item XXXXXXXXXXXXX	Very Important Not Important	Comments: XXXXXXXXXXXXXXXXX
	(1) (2) (3) (4) (4) (1) 7 6 5 4 3 2 1 5.66 4.27 2.93	

ONE STANDARD DEVIATION   MEAN   NUMBER OF RESPONDS
ABOVE AND BELOW THE MEAN   FOR EACH RATING
DURING ROUND #1
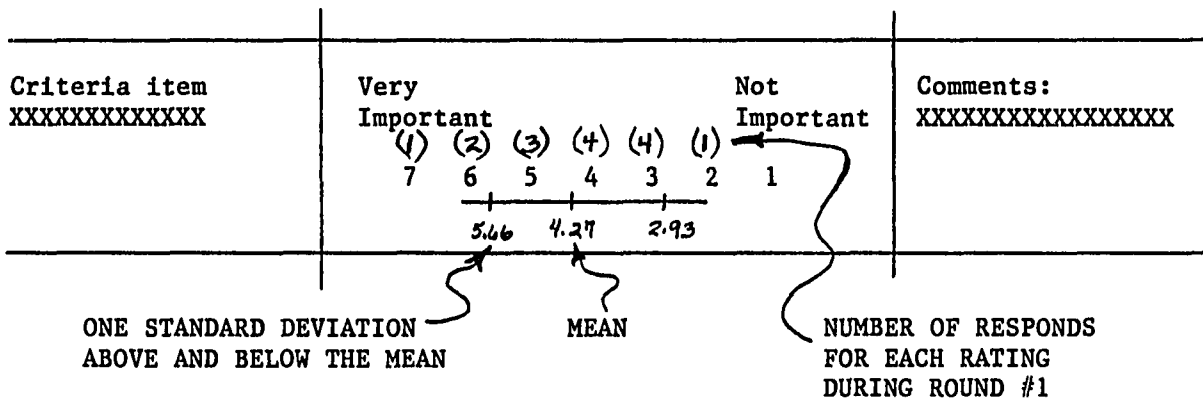
Use this information to re-evaluate your individual response to these items from Round #1 and to **again** respond to the criteria in part two of the Round #2 instrument.

15. In his study, Baird (1973) identified four steps (identification, determination, evaluation, and final selection) in the evaluation and selection process used by university film rental libraries. He also defined the criteria (listed below) that were utilized in each step of the process.

Based on your responses to questions #13 and #14, how do you see these evaluation and selection criteria changing in the next ten years? Which criteria will be important or not important to the selection and evaluation needs of the university rental library in the future? What other criteria may be added or utilized within the process by 1996?

Respond below to each item and be sure to include your opinions on potential new criteria at the end of each section (step).

STEP ONE: Identification (sources that are used to identify titles available for evaluation and possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Personal request by faculty or others	Very Important (8) (5) (4) (1) 7 6 5 4 3 2 1 Not Important 7.37 6.21 5.17	—Since I feel libraries will become even more "campus-oriented", faculty requests are of utmost importance. —Identifies real need. —In a tight money situation, this becomes a critical factor. —Easier to justify purchase if recommended by local faculty. —I believe we will be building primarily in-house libraries. —It is important to serve you clients. —They may be the users.
T.V. programs	Very Important (1) (2) (6) (4) (2) 7 6 5 4 3 2 1 Not Important 5.43 4.73 3.43	—If it is on TV, most or many of those who want to use ti will copy it. —If you carry all levels and subject areas this would be very important to your customers. —Will be increasingly important, but so will faculty requests for those programs. —Off-air licensing affects total cost. Must be aware of offerings. —Except insofar as TV programs generate user requests. —Commercial, as well as public video.
Producers' catalogs	Very Important (4) (5) (3) (2) (1) 7 6 5 4 3 2 1 Not Important 5.04 4.6 3.36	—Always necessary to keep up with new releases. —Only important if there is a demonstrable demand for a producer's products. —As a source of information. —Very useful especially if broken down into subject areas.
Professional journals and magazines	Very Important (1) (2) (3) (4) (4) (1) 7 6 5 4 3 2 1 Not Important 5.66 4.27 2.93	—Reviews usually reflects personal opinion. —As a reviewing source. —Would be more important if info wasn't dated by the time it is published. —Not necessarily restricted to our profession, but those of areas where knowledge is exploding. —Except insofar as journals generate user requests.
Salesperson contacts	Very Important (3) (4) (5) (4) (1) (1) 7 6 5 4 3 2 1 Not Important 5.33 3.57 2.41	—By the time sales people call or visit, the producers catalog has already provided the necessary information. —Particularly helpful if sales rep. is very familiar with co. holdings. —As a source of information. —Usually knows the type of clients and is familiar with the areas being served. —Because no company will do it. It will all be telemarketing; if at all.
Printed reviews. (EFLA, Landers, etc.)	Very Important (1) (3) (7) (2) (2) 7 6 5 4 3 2 1 Not Important 5.03 3.93 2.83	—Most reviews are different from the purposes perceived by the ultimate user. —Again, reflects personal opinion. —As a source of info. —Reviews should be available on-line. —Depends on who is doing the reviews.
Printed lists, bibliographies and indexes	Very Important (1) (2) (4) (3) (3) (2) 7 6 5 4 3 2 1 Not Important 5.76 4.27 2.78	—Good for identifying specific topics. —Depends on type of lists. —Particular international materials, to track & obtain English-language items from other countries. —Useful for specialized subject holdings. —Too much product to choose from unless these list, etc. are broken down into subject areas. —Very important only if they expand to accessible data bases.

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Automatic preview arrangements	Very Important Not Important (2) (3) (3) (2) (1) (4) 7 6 5 4 3 2 1 5.24 3.4 1.56	—The actual product is always better than the reviews. —If the salesperson is familiar with the needs it is OK otherwise it is a waste of time. —Previews of materials will increase in importance. —Could be very effective if profile is developed properly. —Do not use.
Producers' promotional brochures	Very Important Not Important (1) (3) (2) (4) (4) (2) 7 6 5 4 3 2 1 5.72 4.33 2.88	—More timely than printed review. —More useful than catalogs, because info is more current. —Informational. —Keeps you aware of the new releases.
Other rental library catalogs	Very Important Not Important (1) (1) (5) (3) (6) 7 6 5 4 3 2 1 4.76 3.33 1.88	—They are not used unless a customer uses them if something is not suitable from our collection. —The format of the catalog may be different.

What additional criteria do you feel will become part of this __identification__ step
in ten years (1996)?

(1)___See Round #2 Instrument for Additional Items___

(2)_____

(3)_____

(4)_____

(5)_____

STEP TWO: Determination (reasons for <u>not</u> evaluating titles that have been identified as available)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position.
		—It is important but if it gets a lot of use cost might be overlooked. —Content & usefullnes
Cost of title	Very Important ... Not Important (5) (7) (2) (1) 7 6 5 4 3 2 1 6.12 4.27 3.62	with curriculum more important. —Particularly important if item is very inexpensive. —The erratic nature of video pricing has made this more important than it once was. —Unless the title is one of a kind, a "must-have", it would be more feasible to find a more economical source for the equivalent information. —Most professionals will want to evaluate material without regard to cost.
Length of title	Very Important ... Not Important (4) (6) (2) (3) 7 6 5 4 3 2 1 5.99 4.53 3.07	—Must fit within a class period. —People's tolerance for long films is not increasing! —Also depends upon how the material is partitioned or mounted. —There is some resistance to titles longer than 45 minutes. More editing on TV shows would help. —Use of lengthy films will lessen. —Must fit classroom period. —Need to take length of class periods into consideration.
Grade level not appropriate for usual rental audience	Very Important ... Not Important (3) (5) (3) (1) (3) 7 6 5 4 3 2 1 6.71 5.27 3.83	—Most libraries will continue to serve all levels. —Collection will be audience specific. —Even more important as campus libraries focus on their own campuses. —This has always been an important criterion and will continue to be.
Similar material already in library	Very Important ... Not Important (1) (4) (5) (4) (1) 7 6 5 4 3 2 1 6.07 5.00 3.93	—With the task of providing materials for an entire university and the spectrum of topics, duplication of subjects is usually not possible. —This is not a factor if the library is profiled to collect strongly in some areas. —Available dollars will not allow for duplication. —It is best not to saturate to heavily as material may become dated.
Title objectives not suitable for customer need	Very Important ... Not Important (3) (8) (2) (1) (1) 7 6 5 4 3 2 1 6.93 5.73 4.63	—We are here to serve our customers—why buy something that won't be used. —Again materials must meet client needs. —This is a subjective judgement.
Title not appropriate for scope or purpose of library	Very Important ... Not Important (4) (4) (2) (2) (1) (1) (4) 7 6 5 4 3 2 1 6.97 5.06 3.15	—We are a very board-based library, therefore virtually all areas are of interest to us. —We do not & will not have tome to evaluate inappropriate materials. —It is not possible to carry everything. It is better to carry quality.
Service and replacement footage not readily available	Very Important ... Not Important (2) (3) (5) (2) (1) (2) 7 6 5 4 3 2 1 6.37 4.9 3.23	—Will become less important as video becomes more prevalent. —Video replacement not a factor. —Film damage not a big factor in our library. —Very important for 16mm film, however, video will be the prevalent medium in 1996. —Not important because video or disk. —This is likely to become a more important issue.
Negative past experience with producer or distributor	Very Important ... Not Important (1) (4) (3) (2) (4) (2) 7 6 5 4 3 2 1 6.42 4.87 3.32	—This is linked to the preceeding item. —We tend to buy on the strength of the title. —If I need the material, personal relationships don't matter. If you mean the company has consistently lousy material, then this is a 7. —It should not matter if the product is right. —There are plenty of opportunities to spend available funds. Service will be important. —If producer or distributor does not give satisfactory service I will not deal with them.
Low estimated use potential	Very Important ... Not Important (7) (7) (1) 7 6 5 4 3 2 1 7.03 6.40 5.77	—Will always have to justify funding. Need to purchase what will be used. —Materials are too expensive to just shelve. —If we run our collections as businesses, we can't afford to many titles with low use potential.

Low published ratings (EFLA, Landers, etc.)	Very Important (1) (4) (4) (5) (1) Not Important 7 6 5 4 3 2 1 5.03 3.93 2.83	—High ratings are not a reliable indicator for selection, but low ratings may be a good delimiter. Who publishes low ratings? —Trust in professional evaluators. —Reasons for purchase does not depend on ratings in some cases.
Apparent datedness	Very Important (3) (7) (5) Not Important 7 6 5 4 3 2 1 6.64 5.87 5.13	—It is best to keep material current when appropriate. —Information age requires timeliness. —Always very important.
Printed description inadequate	Very Important (1) (1) (7) (2) (4) Not Important 7 6 5 4 3 2 1 3.55 2.34	—I preview less each year and rely heavily on thorough written descriptions. —Evaluation is the real test. —Too many sources available for description information. —A description can always be written after the film is viewed.
Negative past experience with person requesting title	Very Important (1) (2)(1)(4) (5) (3) (1) Not Important 7 6 5 4 3 2 1 4.95 3.43 1.91	—Funds are going to have to be justified-requestor will have to give justification. —Must overcome such experiences for sake of university. —Although I'm not proud of all my biases, this is certainly there. If I've been burned by them before, I do very little for them.
Personal knowledge of title	Very Important (3) (5) (5) (1) Not Important (1) 7 6 5 4 3 2 1 6.90 5.4 3.90	—Certain areas a director should feel comforable in evaluating-not all areas. —How can one have personal knowledge of a title, and have not evaluated it? —Certainly will help. —This helps to justify the purchase of a title.
Quality of promotional material	Very Important (1) (4) (3) (4) (3) Not Important 7 6 5 4 3 2 1 5.01 3.73 2.45	—With so much product available it is important to get your attention. —This has no bearing on quality of product. —Informational but sometimes effective.
Must pay a preview charge for previewing	Very Important (5) (6) (2) (2) Not Important 7 6 5 4 3 2 1 7.12 5.6 4.40	—Never have, never will. —We will not pay for previews. —Don't believe in it. —This may be routine in 1996 with fee deductible if purchased. —Most budgets won't permit paying for previews.
Restricted distribution	Very Important (4) (7) (1) (3) Not Important 7 6 5 4 3 2 1 6.88 5.8 4.72	—Depends on in-house philosophy. —Library will be primarily in-house. —This is likely to become more and more an issue for rental libraries.
Budget not available	Very Important (9) (5) (1) (1) Not Important 7 6 5 4 3 2 1 7.23 6.33 5.13	—Obviously! —No money - no product. —If you can't buy materials-preview time is minimal. —Money will become more difficult to get.
Company sets rental rates	Very Important (3) (5) (2) (4) (1) Not Important 7 6 5 4 3 2 1 6.62 5.33 4.04	—Will not deal with a company that does this. —Must retain autonomy.

What additional criteria do you feel will become part of this <u>determination</u> step in ten years (1996)?

(1)   SEE ROUND #2 INSTRUMENT FOR ADDITIONAL ITEMS

(2)

(3)

(4)

(5)

STEP THREE: Evaluation (items that are considered when evaluating titles for possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Color vs. black and white	Very Important ... Not Important (1) (4) (3) (1) (2) (2) 7 _6_ 5 _4_ 3 _2_ 1 6.54 4.53 2.50	—B & W will be almost non-exsistent. —There are some excellent films that are available in b & w. —May not even be an issue in ten years. —Important except with certain historical and specific items. —Color is more desireable for viewable medium. Monochrome material may be appropriate. —Color will be standard except in historial footage or to "set the mood".
Production date (datedness)	Very Important ... Not Important (5) (8) (2) 7 _6_ 5 4 3 2 1 6.85 6.2 5.52	—Most usually important except when subject is timeless. —Information must be current. —Usually important, but some subjects are not impacted by datedness. —This will become even more critical, i.e., people will demand more current materials. —Unless archival footage, or other material that is not easily dated. —Content accuracy or historical content?
Appropriate orienting devices illustrating size & space relationships	Very Important ... Not Important (1) (2) (7) (1) (2) (2) 7 _6_ 5 _4_ 3 2 1 5.99 4.53 3.07	—Problem seldom occurs now and will probably not be a future problem. —Depends on the function of the title. —Very important if necessary to the content. —Generally important-depends on material. —Criteria won't change in 10 years.
Unity of the parts (wholeness, continuity, etc.)	Very Important ... Not Important (2) (7) (4) (2) 7 _6_ 5 _4_ 3 2 1 6.57 5.6 4.67	—Only important if viewed in entirety. —Technical excellence will be taken for granted.
Pacing (presentation rate)	Very Important ... Not Important (2) (6) (6) . (1) 7 _6_ 5 _4_ 3 2 1 6.52 5.53 4.54	—Depends on appropriateness to subject matter. —Only important if viewed in entirety.
Learning approach (inductive, deductive, etc.)	Very Important ... Not Important (2) (4) (3) (5) (2) (1) 7 _6_ 5 _4_ 3 2 1 6.38 4.67 3.36	—Depends on type of material. —I don't know when one is more appropriate than the other.
Appropriate use of the motion medium	Very Important ... Not Important (4) (7) (2) (2) 7 _6_ 5 4 3 2 1 6.54 587 4.82	—Has always been important. Right medium for the right job. —Anything else is a waste of good money. The media must be used for what it can best do. —Reason is often times to see motion not available in other formats-material must capitalize on capabilities.
Appropriate emphasis of ideas	Very Important ... Not Important (1) (6) (4) (5) (1) 7 _6_ 5 _4_ 3 2 1 6.22 5.66 3.40	—Depends on materials. —I don't know what this means.
Order of presenting ideas, concepts, etc.	Very Important ... Not Important (5) (4) (7) (1) 7 _6_ 5 _4_ 3 2 1 6.51 5.6 4.69	—no comments.........

Criterion	Rating	Comments
Datedness in styles, procedures, etc.	Very Important ... Not Important (2) (4) (4) 7 6 5 4 3 2 1 6.31 5.87 5.13	—Information age dictates need to be current. —Unless the material deals with social history. —This will be tolerated less.
Scope or coverage	Very Important ... Not Important (4) (5) (5) (1) 7 6 5 4 3 2 1 6.74 5.6 4.96	—This can be in either direction, too broad or too narrow. —Depending on intended audiences.
Purpose of title (basic, enrichment, introductory, etc.)	Very Important ... Not Important (4) (7) (6) (1) (1) 7 6 5 4 3 2 1 6.53 5.47 4.11	—Media will become more important to more people and all kinds of titles will be needed. —Based on intended user/audience.
Type of title (documentary, dramatization, demonstration)	Very Important ... Not Important (2) (2) (4) (3) (2) (2) 7 6 5 4 3 2 1 6.13 4.53 2.93	—I don't think this will change much. —Although I give this a high rating, it is only because each type accomplished specific goals in it own way, and this has merit in certain uses, and not in others. —If appropriate type of title—less important. —Media will become more important to more people and all kinds of titles will be needed.
Appropriateness for grade level specified	Very Important ... Not Important (2) (10) (2) (1) 7 6 5 4 3 2 1 6.78 5.67 4.56	—Acquiring college-level materials only. —Won't change much.
Aesthetic value	Very Important ... Not Important (6) (6) (2) (1) 7 6 5 4 3 2 1 6.17 5.07 3.97	—Strictly a personal bias, I realize. —Won't change much.
Motivational quality and interest	Very Important ... Not Important (5) (8) (1) (1) 7 6 5 4 3 2 1 7.25 6.00 4.75	—Won't change much. —Title must serve intended audience.
Overall technical quality	Very Important ... Not Important (1) (4) (2) (3) 7 6 5 4 3 2 1 6.45 5.53 4.61	—Not important if program presents information accurately and interestingly. —Environment dictates quality needs. —Won't change.
General overall effect	Very Important ... Not Important (5) (6) (4) (2) (1) 7 6 5 4 3 2 1 6.72 5.53 4.34	—Won't change. —Environment dictates quality needs. —I'm not sure what this means. —As video replaces film, both professionals and their clients will expect less in terms of a crisp image and "ideal" projection.
Correlation with specific curriculum programs	Very Important ... Not Important (2) (2) (2) (2) (1) 7 6 5 4 3 2 1 6.77 5.47 4.17	—Rental libraries rarely have this luxury and are not likely to have it in the future. —Main justification for purchase. —Limited funds will require purchases bases in client needs. —There wil be more correlation of media with course work.

Clear objectives	Very Important					Not Important		—Won't change. —Objectives may vary by user.
	(1)	(2)	(5)	(3)				
	7	6	5	4	3	2	1	
		6.23	5.33	4.43				

Creative nature of production methods	Very Important					Not Important		—Environment dictates creativity. —Won't change.
		(4)	(2)	(3)				
	7	6	5	4	3	2	1	
		5.77	5.07	4.37				

What additional criteria do you feel will become part of this <u>evaluation</u> step in ten years (1996)?

(1) SEE ROUND #2 INSTRUMENT FOR ADDITIONAL ITEMS

(2)_____

(3)_____

(4)_____

(5)_____

STEP FOUR: Final Selection (factors that are considered when making final
purchase decisions).

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Cost of the title	Very Important (2) (7) (5) (1) Not Important 7 6 5 4 3 2 1 6.40 5.67 4.85	—Inportance of material to collection more important. —Budget restrictions will pay a part in decisions. —Cost is very relative to need. If the title is of high value to my needs, cost is relative. —Again-erratic nature if video pricing makes this important. Sure hope pricing is more regular in 1996.
Length of title	Very Important (1) (9) (4) (1) Not Important 7 6 5 4 3 2 1 5.11 1.47 3.95	—Criteria won't change. —Longer materials materials (40 min. plus) may be too long for intended use.
Grade level	Very Important (3) (3) (3) (3) (1) Not Important 7 6 5 4 3 2 1 6.57 5.2 3.83	—Audience specific library. —Won't change.
Amount of similar material in library	Very Important (5) (5) (2) (3) Not Important 7 6 5 4 3 2 1 6.95 5.6 4.65	—However, if you specialize in one area you may not want similar titles. —Won't change. —May be more important for some subjects-comprehensive collections. —Funds will not allow for much duplication.
Availability of service and replacement footage	Very Important (2) (2)(4) (3) (1) (2) Not Important 7 6 5 4 3 2 1 6.21 4.67 3.13	—Not a serious problem for our library. —Not as important because of increased use of video and estar base. —If film. —In 1996, I won't be too concerned about footage (16mm) - but even now we must address video maintenance - it is easier but not maintenance free.
Availability of supplementary material	Very Important (1) (5) (5) (4) Not Important 7 6 5 4 3 2 1 4.62 3.33 2.04	—Won't change. —Important but not major.
Past experience with producer or distributor	Very Important (1) (2) (4) (4) (2) Not Important 7 6 5 4 3 2 1 5.83 4.47 3.11	—Important but not major. —Won't change.
Rating of library directors	Very Important (2) (2) (4) (6) (4) Not Important 7 6 5 4 3 2 1 5.12 3.6 2.48	—Must be current. —Won't change. —Unless archival or historial. —Does this also mean outdated? —We are not now nor will we be in the future able to accept materials that will date quickly. One exception - low cost video (under $50).
Datedness of title	Very Important (3) (7) (5) Not Important 7 6 5 4 3 2 1 6.41 5.57 5.13	—Always of value-if you have certain areas where you feel strong. —Unclear criteria. —Won't change. —As a sequence only.

Appropriateness to purpose or scope of the library	Very Important Not Important (4) (5) (4) (1) (1) 7 6 5 4 3 2 1 6.53 5.17 4.44	—Won't change. —Limited funds will dictate this.
Past experience with department or person who may use the title	Very Important Not Important (1) (4) (3) (3) (3) (1) 7 6 5 4 3 2 1 6.c5 4.6c 3.15	—This may become more important as libraries shift their emphasis from rental to campus-only services. —Students are final benifactor. —This could change as the importance of media in teaching is understood.
Composite rating of Evaluation Committee	Very Important Not Important (2) (E) (4) (1) 7 6 5 4 3 2 1 6.78 5.6 4.12	—Budget restrictions will dictate more evaluation by committee and fewer selections. —Material must receive positive recommendation. —I don't see the evaluation committee becoming a strong component in the selection process.
Rating of potential faculty users	Very Important Not Important (4) (4) (1) (1) 7 6 5 4 3 2 1 6.81 6.c7 5.27	—This may become more important as libraries shift their emphasis from rental to campus-only services. —Material must receive positive recommendatin. —Accountability will increase as budgets decrease.
Student rating(s)	Very Important Not Important (2) (1) (4) (2) (4) (2) 7 6 5 4 3 2 1 5.84 4.27 2.65	—Accountability will increase as budgets decrease. —This should be more important, but is not likely to be.
Published ratings (EFLA, Landers, etc.)	Very Important Not Important (1) (4) (5) (2) (3) 7 6 5 4 3 2 1 5.12 3.87 2.62	—Reinforcement. —Won't change.
Estimated number of uses	Very Important Not Important (7) (3) (3) (2) 7 6 5 4 3 2 1 7.13 6.cc 4.87	—Not always a determining factor, must be balanced with individual instructional needs. —Won't change. —Maximum bang or buck always important but not final factor. Pragmatic criteria, i.e., cost, estimated no. of uses, appropriateness to collection, will dominate the selection process.

What additional criteria do you feel will become part of this <u>final selection</u> step in ten years (1996)?

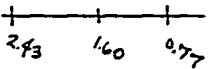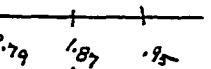(1)   SEE RCUND #2 INSTRUMENT FOR ADDITIONAL ITEMS

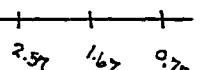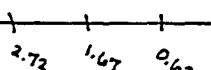(2) _____

(3) _____

(4) _____

(5) _____

16. Baird (1973) described the selection and evaluation process for 16mm film as a four-step procedure involving the several criteria groups listed in the previous question. He labeled these groupings as the identification sources, the determination factors, the evaluation criteria, and the final selection factors.

How do you see the selection and evaluation process of university rental libraries in the year 1996 varying from the one described by Baird (1973) in question #15?

The Four Steps (from Baird, 1973)	Indicate your opinion on whether the step will change. (circle your response)	Comments/Explanation of your opinion
Identification step	(3) (3) (9) no yes maybe no opinion 2.43 1.60 0.77	I would expect that more use will be made of electronic (video) previews with variety of titles loaded on one tape as "highlights". We'll be forced to trust our own traditions & "clients" more than in 1973 when we used what worked elsewhere. An increase in amount of material available will make it necessary for distributors to have new marketing concepts.
Determination step	(4) (6) (4) no yes maybe no opinion 2.79 1.87 .9~	In some cases budget restrictions will determine what will automtically be purchased. Less material being produced to choose from. An approval plan for media would affect this step partially. This process will undoubtedly change for those libraries that undergo a change of mission. For all libraries, the changeover to video will result in some changes in the "Determination step".
Evaluation step	(4) (2) (9) no yes maybe no opinion 2.57 1.67 9.77	The criteria for evaluation will remain essentially the same, in my opinion. Previews will not be as difficult - you will tune in an educational receiver. Will continue to rely on on-campus preview. I see a direct relation between end user and purchase.
Final selection step	(5) (1) (8) no (1) yes maybe no opinion 2.72 1.67 0.62	Will depend on budgets. I think we'll be more pragmatic than we have been. Final selection will continue to be based on appropriateness of material and budget available. We will see many changes in the buyer/vendor relationship, and alternative approaches to acquiring media will become more common.
Other comments:		The essential key is the function of the library. If the function changes, both the determination step and the final selection step will inevitably change. I am assuming that the function of many, althought not all, rental libraries will have changed by 1996. The basic steps apply in selecting and evaluating and should not alter much. The criteria will change with changes in company structure, advances in technology, and introduction of varied media. The selection and evaluation process is well established and has few apparent flaws. Therefore, we see need for little change in the process. If anything the proces may be more closely adhered to. I hope this does not come back to haunt me in 10 years.

DELPHI INSTRUMENT (Round Two)
for the study

THE INFLUENCES OF THE AVAILABILITY OF THE VIDEO MEDIUM ON THE SELECTION AND
EVALUATION CRITERIA OF SELECTED UNIVERSITY RENTAL LIBRARIES: AN INVESTIGATION

by

Donald A. Rieck

INSTRUCTIONS:

Please indicate your response to the following questions concerning the current
status and the future trends of the video medium and its influences on the
operation of the university film/video libraries.

FIRST, respond to the items in PART ONE in the space following each statement.
Indicate your level of agreement or disagreement with each of the statements on the
future of university rental libraries as provided by panel members during round
one. Be sure to comment on or support your position on each statement that you
feel needs clarification.

SECOND, re-evaluate and respond again to the criteria items in PART TWO. Be sure
to refer to your responses from round #1 and to the composite summary of the full
delphi panel ratings. Copies of both your round #1 instrument and the panel
summary are enclosed. The mean, frequency count, standard deviation, and comments
are included for each item on the panel summary.

Please be sure to add any other items or comments in the spaces indicated for each
question.

THIRD, respond to PART THREE items as directed on the instrument.

Thank you. Your help is appreciated.

RETURN ON OR BEFORE WEDNESDAY, JANUARY 21, 1987.
        (Please contact me if your are unable to meet the above return date)

RETURN TO: (a stamped, self-addressed envelope is enclosed)

        Donald A. Rieck   Office Phone (515) 294-8022
        121 Pearson Hall
        Media Resources Center
        Iowa State University
        Ames, Iowa   50011

PART ONE - Round #2

RESPOND to each of the following statements regarding the operation and management
of university film/video rental libraries in ten years (1996).

INDICATE your level of agreement or disagreement with each statement by circling
the appropriate number in the response column.

If you wish, please explain or support your position in the comments section.

STATEMENT (The nature of the products and size of future collections)	Strong Agreement		neutral		Strong Disagreement			COMMENTS or SUPPORT of your position
1. The size of the collections in 1996 will be significantly larger in number of prints than current library collections.	7	6	5	4	3	2	1	
2. The size of the collections in 1996 will be significantly larger in number of titles than current library collectons.	7	6	5	4	3	2	1	
3. The 1996 collections will include a more diverse variety of material types (product formats) than current collections.	7	6	5	4	3	2	1	
4. The 1996 collections will consist primarily of smaller format products.	7	6	5	4	3	2	1	
5. The 1996 collections will contain a greater percentage of video format products than current collections.	7	6	5	4	3	2	1	
6. The 1996 collections will contain at least 50 percent of their titles in various video formats.	7	6	5	4	3	2	1	
7. The 1996 collections will contain at least 75 percent of their titles in various video formats.	7	6	5	4	3	2	1	
8. Video disk will be a major format circulated by rental libraries in 1996.	7	6	5	4	3	2	1	
9. Computer software will be a major format circulated by rental libraries in 1996.	7	6	5	4	3	2	1	
10. 16mm format products will continue to be a major format circulated by 1996 rental libraries.	7	6	5	4	3	2	1	
11. The products in 1996 collections will be generally poorer in quality than current products.	7	6	5	4	3	2	1	

OTHER: (add any item(s) you feel was omitted from this section and rate your
suggestion)

12. _____								
	7	6	5	4	3	2	1	

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STATEMENT (The nature of the clients and circulation patterns)	Strong Agreement		neutral		Strong Disagreement			COMMENTS or SUPPORT of your position
1. The clients (customers) of the 1996 libraries will remain the same as current film/video rental libraries.	7	6	5	4	3	2	1	
2. The rental circulation of 1996 collections will be significantly larger than current libraries.	7	6	5	4	3	2	1	
3. The busines and industry community will become a significantly more important customer group of the 1996 libraries than of the current libraries.	7	6	5	4	3	2	1	
4. The higher education customer group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	7	6	5	4	3	2	1	
5. The adult level client group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	7	6	5	4	3	2	1	
6. The distribution of 1996 collections will continue to be through the delivery or shipment of film and video products rather than via of electronic distribution.	7	6	5	4	3	2	1	
7. The circulation policies of 1996 collections will become more flexible and diverse than the current 3 - 5 day rental patterns. (e.g.- the use of long-term rentals, leasing, networking, or duplication arrangements.)	7	6	5	4	3	2	1	
8. The 1996 libraries will depend significantly more on local campus clients than do current libraries.	7	6	5	4	3	2	1	
9. The 1996 libraries will compete significantly more with local 'video rental stores' for customers and circulation of products than current libraries.	7	6	5	4	3	2	1	
10. The service areas of 1996 libraries will become more regional in scope than current libraries.	7	6	5	4	3	2	1	
11. The clients of 1996 libraries will become more specialized in their needs and wants for product content than current libraries.	7	6	5	4	3	2	1	
12. Delivery methods of the 1996 libraries will override product quality and usefulness as a criterial conern.	7	6	5	4	3	2	1	
13. Clients of 1996 collections will require more reference and referral information, selection advice, and product evaluation than current customers.	7	6	5	4	3	2	1	

	Strong Agreement	neutral	Strong Disagreement	COMMENTS or SUPPORT of your position
14. A 'buy and own' philosophy will replace the 'rent or loan' approach of the customers of university rental libraries by 1996.	7 6 5 4 3 2 1			
15. The rental rates of the 1996 libraries will remain relatively the same as current rental charges.	7 6 5 4 3 2 1			
16. The rental rates of titles in video formats will be significantly less than those of the same titles in 16mm film formats by 1996.	7 6 5 4 3 2 1			
17. The rental rates of video titles will stabilize at about 25 percent less than like 16mm film title rental rates by 1996.	7 6 5 4 3 2 1			
18. The rental rates of video titles will stabilize at about 50 percent less than like 16mm film title rental rates by 1996.	7 6 5 4 3 2 1			

OTHER: (add any item(s) you feel was omitted from this section and rate your suggestion)

19. _____

_____	7 6 5 4 3 2 1			

STATEMENT (The organizational structure and funding sources)	Strong Agreement neutral Strong Disagreement	COMMENTS or SUPPORT of your position
1. The funding sources for the 1996 libraries will be the same as current rental libraries.	7 6 5 4 3 2 1	
2. The 1996 libraries will depend primarily on university or state funding sources — shifting from rental generated funding.	7 6 5 4 3 2 1	
3. The 1996 libraries will depend more on rental/marketing sources for funding and less on traditional local budgeting.	7 6 5 4 3 2 1	
4. The 1996 libraries will depend on an equal mix of local budget funds and rental/marketing sources.	7 6 5 4 3 2 1	
5. The funding levels for the 1996 libraries will be significantly less than for current libraries.	7 6 5 4 3 2 1	
6. The organizational structure of 1996 libraries will be similar to those of current libraries.	7 6 5 4 3 2 1	
7. By 1996 those libraries located currently within extension divisions will be relocated organizationally within their universities.	7 6 5 4 3 2 1	
8. The 1996 libraries will become allied, if not merged, with local print libraries.	7 6 5 4 3 2 1	
9. 'Pure' rental libraries will be extinct by 1996.	7 6 5 4 3 2 1	
10. The number of university rental libraries in 1996 will be significantly fewer in number than are currently operating.	7 6 5 4 3 2 1	
11. The staffing patterns of 1996 libraries will remain the same as those of current libraries.	7 6 5 4 3 2 1	
12. The staffing patterns of 1996 libraries will vary significantly from current patterns. (e.g. - numbers of non-technical, professional staff members will remain the same or increase and technical staff will decline.)	7 6 5 4 3 2 1	

OTHER: (add any item(s) you feel was omitted from this section and rate you suggestion)

13. _____

| | 7 6 5 4 3 2 1 | |

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STATEMENT (The philosophical orientation of the libraries)	Strong Agreement		neutral		Strong Disagreement			COMMENTS or SUPPORT of your position
1. The 1996 libraries will be more 'service' and 'process' oriented in their philosophy and less 'product' oriented --- emphasis will be on information brokering.	7	6	5	4	3	2	1	
2. The 1996 libraries will emphasize quality customer service more than current libraries.	7	6	5	4	3	2	1	
3. The 1996 libraries will be more responsive to individual customer needs and desires than current libraries.	7	6	5	4	3	2	1	
4. The 1996 libraries will relate more directly to and with greater intensity to their individual institution's mission.	7	6	5	4	3	2	1	
5. The 1996 libraries will emphasize product content with 'how to' and 'socially constructive' themes.	7	6	5	4	3	2	1	

OTHER: (add any item(s) you feel was omitted from this section and rate your suggestion)

6. _____

_____	7	6	5	4	3	2	1	

RESPOND to the following items. How important do you feel these issues (concerns) will be in influencing the future of university film/video rental libraries.

INDICATE your opinion on the issues' importance regarding their effect on the future by circling the appropriate number in the response column.

If you wish, please explain or support your position in the comments section.

ISSUE OR CONCERN	Strong Influence		Average Influence		Weak Influence			COMMENTS or SUPPORT of your position
1. Any changes in the size of libraries.	7	6	5	4	3	2	1	
2. Any changes in the number of libraries.	7	6	5	4	3	2	1	
3. Any changes in the funding levels for libraries.	7	6	5	4	3	2	1	
4. Any changes in the revenue sources (budgets) for libraries.	7	6	5	4	3	2	1	
5. The quality of rental products.	7	6	5	4	3	2	1	
6. The availability of video formats.	7	6	5	4	3	2	1	
7. The amount of locally produced, specialized products.	7	6	5	4	3	2	1	
8. The effect of copyright violations.	7	6	5	4	3	2	1	
9. The level and quality of customer service.	7	6	5	4	3	2	1	
10. The vision of the person(s) in the leadership roles.	7	6	5	4	3	2	1	
11. The enforcement of legal constraints (copyright and contractual).	7	6	5	4	3	2	1	
12. The efficient operation/management of the libraries.	7	6	5	4	3	2	1	
13. The future of production companies and independent producers.	7	6	5	4	3	2	1	
14. Any changes in the availability of rental products (number and type of distributors).	7	6	5	4	3	2	1	
15. The limitations and constraints of the distribution rights of future products.	7	6	5	4	3	2	1	

ISSUE OR CONCERN	Strong Influence	Average Influence	Weak Influence	COMMENTS or SUPPORT of your position
16. Any changes in instructional usage of rental product.	7 6 5 4 3 2 1			
17. Any changes in staffing patterns (number and type).	7 6 5 4 3 2 1			
18. Any changes in the funding for the production of new rental products.	7 6 5 4 3 2 1			
19. The specialization of educational programming.	7 6 5 4 3 2 1			
20. The increased availability of low-cost video products.	7 6 5 4 3 2 1			
21. The need for and provision of pre-service and inservice training on the effective usage of media.	7 6 5 4 3 2 1			
22. Any changes in the technical limitations of electronic hardware used to display new rental products.	7 6 5 4 3 2 1			
23. Any changes in the availability and dissemination of video hardware viewing technologies.	7 6 5 4 3 2 1			
24. Any changes in the philosophical orientation of libraries organizations.	7 6 5 4 3 2 1			

OTHER: (add any item(s) you feel was omitted from this section and rate your suggestion.

25. _____

| | 7 6 5 4 3 2 1 | | | |

PART TWO -- Round #2

In his study, Baird (1973) identified four steps (identification, determination, evaluation, and final selection) in the evaluation and selection process used by university film rental libraries. He also defined the criteria (listed below) that were utilized in each step of the process.

Based on your responses in ROUND #1 and the attached summary of your fellow delphi panel members, how do you <u>now</u> view these evaluation and selection criteria changing in the next ten years? Which criteria will be important or not important to the selection and evaluation needs of the university rental library in the future(1996)?

Respond to each item listed below. Please comment and support your position if you project the importance of an item to be more than one standard deviation from the mean of the panel summary. (SEE ENCLOSED PANEL SUMMARY)

STEP ONE: Identification (sources that are used to identify titles available for evaluation and possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Personal request by faculty or others	Very Important Not Important 7 6 5 4 3 2 1	
T.V. programs	Very Important Not Important 7 6 5 4 3 2 1	
Producers' catalogs	Very Important Not Important 7 6 5 4 3 2 1	
Professional journals and magazines	Very Important Not Important 7 6 5 4 3 2 1	
Salesperson contacts	Very Important Not Important 7 6 5 4 3 2 1	
Printed reviews (EFLA, Landers, etc.)	Very Important Not Important 7 6 5 4 3 2 1	

Printed lists, bibliographies and indexes	Very Important Not Important 7 6 5 4 3 2 1	
Automatic preview arrangements	Very Important Not Important 7 6 5 4 3 2 1	
Producers' promotional brochures	Very Important Not Important 7 6 5 4 3 2 1	
Other rental library catalogs	Very Important Not Important 7 6 5 4 3 2 1	

The following items were suggested by panel members as additional criteria for this <u>Identification</u> step during round #1 of this delphi procedure.

Respond below as to how you view the importance of these evaluation and selection criteria during the next ten years.

Film markets or media festivals	Very Important Not Important 7 6 5 4 3 2 1	
Information on computer data bases or banks	Very Important Not Important 7 6 5 4 3 2 1	
Rental records (previous or shared)	Very Important Not Important 7 6 5 4 3 2 1	
Newspaper items or articles	Very Important Not Important 7 6 5 4 3 2 1	
Subscription arrangements (e.g.-Nova, Frontline)	Very Important Not Important 7 6 5 4 3 2 1	

Utilization or training workshops	Very Important Not Important 7 6 5 4 3 2 1	
Consortia membership information and bulletins	Very Important Not Important 7 6 5 4 3 2 1	
Curriculum plans and reference lists	Very Important Not Important 7 6 5 4 3 2 1	

Are there any additional criteria you wish to suggest for inclusion in this Identification step?

(1)_____

(2)_____

(3)_____

STEP TWO: Determination (reasons for <u>not</u> evaluating titles that have been identified as available)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position.
Cost of title	Very Important Not Important 7 6 5 4 3 2 1	
Length of title	Very Important Not Important 7 6 5 4 3 2 1	
Grade level not appropriate for usual rental audience	Very Important Not Important 7 6 5 4 3 2 1	
Similar material already in library	Very Important Not Important 7 6 5 4 3 2 1	
Title objectives not suitable for customer need	Very Important Not Important 7 6 5 4 3 2 1	
Title not appropriate for scope or purpose of library	Very Important Not Important 7 6 5 4 3 2 1	
Service and replacement footage not readily available	Very Important Not Important 7 6 5 4 3 2 1	
Negative past experience with producer or distributor	Very Important Not Important 7 6 5 4 3 2 1	
Low estimated use potential	Very Important Not Important 7 6 5 4 3 2 1	

Criteria	Very Important	Not Important	
Low published ratings (EFLA, Landers, etc.)	Very Important	Not Important	
	7 6 5 4 3 2 1		
Apparent datedness	Very Important	Not Important	
	7 6 5 4 3 2 1		
Printed description inadequate	Very Important	Not Important	
	7 6 5 4 3 2 1		
Negative past experience with person requesting title	Very Important	Not Important	
	7 6 5 4 3 2 1		
Personal knowledge of title	Very Important	Not Important	
	7 6 5 4 3 2 1		
Quality of promotional material	Very Important	Not Important	
	7 6 5 4 3 2 1		
Must pay a preview charge for previewing	Very Important	Not Important	
	7 6 5 4 3 2 1		
Restricted distribution	Very Important	Not Important	
	7 6 5 4 3 2 1		
Budget not available	Very Important	Not Important	
	7 6 5 4 3 2 1		
Company sets rental rates	Very Important	Not Important	
	7 6 5 4 3 2 1		

The following items were suggested by panel members as additional criteria for this Determination step during round #1 of this delphi procedure.

Respond below as to how you view the importance of these evaluation and selection criteria during the next ten years.

Criteria	Very Important	Not Important	
Format not included in collections	Very Important	Not Important	
	7 6 5 4 3 2 1		
Title is part of a series	Very Important	Not Important	
	7 6 5 4 3 2 1		
Potential of title to be purchased by clients	Very Important	Not Important	
	7 6 5 4 3 2 1		
Subject area not generally included in collection	Very Important	Not Important	
	7 6 5 4 3 2 1		
Demand not evident from clients or customers	Very Important	Not Important	
	7 6 5 4 3 2 1		

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Are there any additional criteria you wish to suggest for inclusion in this Determination step?

(1)_____

(2)_____

(3)_____

STEP THREE: Evaluation (items that are considered when evaluating titles for possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Color vs. black and white	Very Important Not Important 7 6 5 4 3 2 1	
Production date (datedness)	Very Important Not Important 7 6 5 4 3 2 1	
Appropriate orienting devices illustrating size & space relationships	Very Important Not Important 7 6 5 4 3 2 1	
Unity of the parts (wholeness, continuity, etc.)	Very Important Not Important 7 6 5 4 3 2 1	
Pacing (presentation rate)	Very Important Not Important 7 6 5 4 3 2 1	
Learning approach (inductive, deductive, etc.)	Very Important Not Important 7 6 5 4 3 2 1	
Appropriate use of the motion medium	Very Important Not Important 7 6 5 4 3 2 1	
Appropriate emphasis of ideas	Very Important Not Important 7 6 5 4 3 2 1	
Order of presenting ideas, concepts, etc.	Very Important Not Important 7 6 5 4 3 2 1	

Datedness in styles, procedures, etc.	Very Important Not Important 7 6 5 4 3 2 1	
Scope or coverage	Very Important Not Important 7 6 5 4 3 2 1	
Purpose of title (basic, enrichment, introductory, etc.)	Very Important Not Important 7 6 5 4 3 2 1	
Type of title (documentary, dramatization, demonstration)	Very Important Not Important 7 6 5 4 3 2 1	
Appropriateness for grade level specified	Very Important Not Important 7 6 5 4 3 2 1	
Aesthetic value	Very Important Not Important 7 6 5 4 3 2 1	
Motivational quality and interest	Very Important Not Important 7 6 5 4 3 2 1	
Overall technical quality	Very Important Not Important 7 6 5 4 3 2 1	
General overall effect	Very Important Not Important 7 6 5 4 3 2 1	
Correlation with specific curriculum programs	Very Important Not Important 7 6 5 4 3 2 1	

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Clear objectives	Very Important Not Important 7 6 5 4 3 2 1	
Creative nature of production methods	Very Important Not Important 7 6 5 4 3 2 1	

The following items were suggested by panel members as additional criteria for this Evaluation step during round #1 of this delphi procedure.

Respond below as to how you view the importance of these evaluation and selection criteria during the next ten years.

Objective presentation of concepts (lack of bias)	Very Important Not Important 7 6 5 4 3 2 1	
Accuracy of information	Very Important Not Important 7 6 5 4 3 2 1	
Timeliness of information (current topic)	Very Important Not Important 7 6 5 4 3 2 1	
Subject or content area covered by title	Very Important No Important 7 6 5 4 3 2 1	

Are there any additional criteria you wish to suggest for inclusion in this Evaluation step?

(1)_____

(2)_____

(3)_____

STEP FOUR: Final Selection (factors that are considered when making final purchase decisions).

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position
Cost of the title	Very Important Not Important 7 6 5 4 3 2 1	
Length of title	Very Important Not Important 7 6 5 4 3 2 1	
Grade level	Very Important Not Important 7 6 5 4 3 2 1	
Amount of similar material in library	Very Important Not Important 7 6 5 4 3 2 1	
Availability of service and replacement footage	Very Important Not Important 7 6 5 4 3 2 1	
Availability of supplementary material	Very Important Not Important 7 6 5 4 3 2 1	
Past experience with producer or distributor	Very Important Not Important 7 6 5 4 3 2 1	
Rating of library directors	Very Important Not Important 7 6 5 4 3 2 1	
Datedness of title	Very Important Not Important 7 6 5 4 3 2 1	

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Appropriateness to purpose or scope of the library	Very Important			Not Important				
	7	6	5	4	3	2	1	
Past experience with department or person who may use the title	Very Important			Not Important				
	7	6	5	4	3	2	1	
Composite rating of Evaluation Committee	Very Important			Not Important				
	7	6	5	4	3	2	1	
Rating of potential faculty users	Very Important			Not Important				
	7	6	5	4	3	2	1	
Student rating(s)	Very Important			Not Important				
	7	6	5	4	3	2	1	
Published ratings (EFLA, Landers, etc.)	Very Important			Not Important				
	7	6	5	4	3	2	1	
Estimated number of uses	Very Important			Not Important				
	7	6	5	4	3	2	1	

The following items were suggested by panel members as additional criteria for this <u>Final Selection</u> step during round #1 of this delphi procedure.

Respond below as to how you view the importance of these evaluation and selection criteria during the next ten years.

Formats that are available from distributor	Very Important			Not Important				
	7	6	5	4	3	2	1	
Restrictions of the producer or distributor	Very Important			Not Important				
	7	6	5	4	3	2	1	

Ability of the producer/distr. to promote title	Very Important			Not Important				
	7	6	5	4	3.	2	1	
Content accuracy	Very Important			Not Important				
	7	6	5	4	3	2	1	
Availability of duplication rights	Very Important			Not Important				
	7	6	5	4	3	2	1	
Availability of electronic distribution rights	Very Important			Not Important				
	7	6	5	4	3	2	1	
Availability of varied, negotiable distribution rights	Very Important			Not Important				
	7	6	5	4	3	2	1	
Appropriateness of title for a centralized collection	Very Important			Not Important				
	7	6	5	4	3	2	1	
Availability of appropriate hardware among clients	Very Important			Not Important				
	7	6	5	4	3	2	1	
Internal administrative or political atomosphere	Very Important			Not Important				
	7	6	5	4	3	2	1 ·		
Favorable rating by content specialist(s)	Very Important			Not Important				
	7	6	5	4	3	2	1	

Are there any additional criteria you wish to suggest for inclusion in this/Final Selection/step?

(1)_____

(2)_____

(3)_____

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Baird (1973) described the selection and evaluation process for 16mm film as a four-step procedure involving the several criteria groups listed in the previous section. He labeled these groupings as the identification sources, the determination factors, the evaluation criteria, and the final selection factors.

Based on your responses in ROUND #1 and the attached summary of your fellow delphi panel members, how do you now see the selection and evaluation process of university rental libraries in the year 1996 varying from the one described by Baird (1973)?

Respond to each of the steps listed below. Please comment on and support your position, if your opinion is more than one standard deviation from the mean of the delphi panel. (SEE ENCLOSED ROUND ONE PANEL SUMMARY)

The Four Steps (from Baird, 1973)	Indicate your opinion on whether the step will change. (circle your response)	Comments/Explanation of your opinion
Identification step	yes maybe no no opinion	
Determination step	yes maybe no no opinion	
Evaluation step	yes maybe no no opinion	
Final selection step	yes maybe no no opinion	

PART THREE - Round #2

In the first delphi round, you gave your prognosis for the university film rental libraries in 1996 and in 2006. The descriptions below were developed from your projections.

Which of the following descriptions/scenarios of the future best fits your view of the libraries in ten years and in twenty-five years? Write your top three choices in each column for each time frame. Rank your choices in priority order by marking them as #1, #2, and #3 in the blanks for each year.

If none of the scenarios meet your projections for 1996 or 2006, you may write your own in item L. Be sure to mark your ranking for this item also.

	1996	2006

A. The university rental libraries in the future will be operated and managed very similar to those of today. The collections, clients, and philosophical orientation will also be similar to those currently found. ____ ____

B. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film). The funding sources, however, will become restricted forcing the libraries to tailor themselves to better serve their own campus to justify their existence. ____ ____

C. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film) and the rental markets will continue to exist, however, with minimum growth. ____ ____

D. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will have fewer titles and prints. Most collections will be campus oriented with significantly fewer 'true' rental libraries existing. ____ ____

E. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will be significantly larger in number of titles with minimum change in number and orientation. ____ ____

F. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed. ____ ____

G. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist. ____ ____

H. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed. ____ ____

I. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist. ____ ____

J. The university rental libraries will be unrecognizable compared to how they operate and function today. ____ ____

K. The university rental libraries will be extinct. ____ ____

L. Write your own scenario:
_____
_____
_____
_____   ____ ____

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February 4, 1987

NAME
ADDRESS
UNIVERSITY
CITY, STATE
ZIP

Dear   :

Thank you for your response and input to my first two delphi
instruments regarding the future of film/video libraries.
Find enclosed your response form for ROUND THREE. This round
the instrument includes a summary of the panel's responses
from round #2, your responses (circled in red) from #2, and
this round's response form.

This third round of the delphi procedure requires you to
re-evaluate your position to all statements generated by the
delphi panel during rounds one and two. It also requests you
to review and consider the responses of the other panel
members to all the items. Please re-think your projection
during the second round on each item and respond, as needed,
on the Round #3 instrument.

Again, you are asked to comment on or support your position
on any of the items that you wish to respond outside of one
standard deviation on either side of the mean of the panel's
responses during round two. Be sure to read carefully the
directions to each section of this Round #3 instrument.

Your completion and return of this Round #3 instrument is
requested by Wednesday, February 25, 1987. Should you be
unable to meet this due date, please contact me at (515)
294-8022.

Thanks again for you assistance in this reseach project.

Sincerely.

Don Rieck

enc.

February 23, 1987

Dear Delphi Panel Member:

As of this date I have <u>not</u> received your response to my round
#3 delphi instrument.   If you have not yet completed the
questionnaire, would you do so at once and return it to me.
Your input is needed before I can tablulate the group's
responses and determine if a fourth delphi round is required.

If you did not receive the round three instrument or need
another copy, please notify me as soon as possible. Call me
collect at (515) 294-8022.

If you have already mailed round #3, please disregard this
reminder. Thanks for your time and assistance in this
project.

Sincerely,

Don Rieck

DELPHI INSTRUMENT (Round Three)
for the study

THE INFLUENCES OF THE AVAILABILITY OF THE VIDEO MEDIUM ON THE SELECTION AND
EVALUATION CRITERIA OF SELECTED UNIVERSITY RENTAL LIBRARIES: AN INVESTIGATION

by

Donald A. Rieck

INSTRUCTIONS:

Please REVIEW your responses to all the statements and items concerning the current
status and the future trends of the video medium and its influences on the operation
of the university film/video libraries. Read and follow the specific instructions
for each part of this ROUND #3 instrument.

Re--evaluate and respond, as needed, to the items on this form. Be sure to review to
your responses (circled in red) from round #2 and to the composite summary of the
full delphi panel ratings included on this form. The mean, frequency count, standard
deviation, and comments are included for each item on this response form from round
#2. Mark any change in position with another color of ink on this form.

The summary of round #2 panel responses are shown as follows:
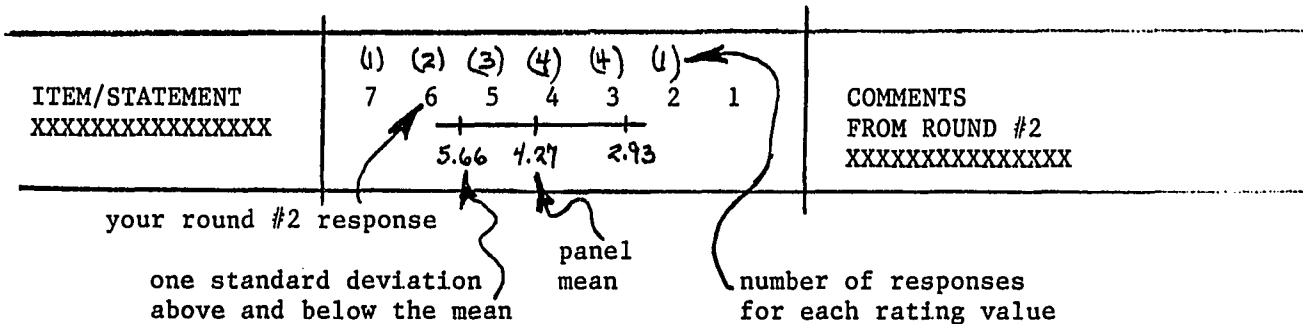
ITEM/STATEMENT XXXXXXXXXXXXXXXX	(1) (2) (3) (4) (4) (1) 7 6 5 4 3 2 1 5.66 4.27 2.93	COMMENTS FROM ROUND #2 XXXXXXXXXXXXXXX

your round #2 response

one standard deviation   panel
above and below the mean   mean

number of responses
for each rating value

Be sure to comment on or support you position on each item that you feel needs
clarification or in which your position is outside of one standard deviation of the
mean of the panel.

Thanks for your assistance.

RETURN ON OR BEFORE WEDNESDAY, FEBRUARY 25, 1987.
     (Please contact me if your are unable to meet the above return date)

RETURN TO: (a stamped, self-addressed envelope is enclosed)

Donald A. Rieck   Office Phone (515) 294-8022
121 Pearson Hall
Media Resources Center
Iowa State University
Ames, Iowa   50011

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PART ONE - Round #3

REVIEW and respond, again, to each of the following statements regarding the operation and management of university film/video rental libraries in ten years (1996).

Based on your responses during ROUND #2 (circled in red) and the summary statistics and comments of the delphi panel, how do you now view these statements? What is your level of agreement or disagreement with each statement with this additional information from your fellow panel members?

REVIEW your responses during ROUND #2 to each statement listed below. Mark only those statements which you wish to change during this round with another color of ink.

AGAIN, please explain or support your position in the comments section, if you mark your position outside of one standard deviation on either side of the panel's mean.

STATEMENT (The nature of the products and size of future collections)	Strong Agreement neutral Strong Disagreement	COMMENTS or SUPPORT of your position in this ROUND #3	COMMENTS of panel from Round #2
1. The size of the collections in 1996 will be significantly larger in number of prints than current library collections:	(1) (2) (3) (3) (4) (2) 7 6 5 4 3 2 1 +---+---+ 5.53 1.13 2.63		1. --Hard to judge because of an unstable economy. --Video duplication rights at low cost will enable libraries to make more copies available to internal and external users. --If distributors video duplication rights are reasonable. --If video, one master with dup rights, if disc, significantly larger. --Collections will be more "local" & requirement for multiple prints reduced. --Less collections - those in existence will be of greater size.
2. The size of the collections in 1996 will be significantly larger in number of titles than current library collectons.	(1) (4) (3) (5) (1) (1) 7 6 5 4 3 2 1 +---+---+ 6.06 4.73 3.40		2. --Hard to judge because of an unstable economy. --Reduced cost of video materials will allow for growth.
3. The 1996 collections will include a more diverse variety of material types (product formats) than current collections.	(1) (10) (3) (1) 7 6 5 4 3 2 1 +---+---+ 6.41 5.73 5.03		3. --New formats are constantly being developed.
4. The 1996 collections will consist primarily of smaller (physical size) format products. e.g.- 8mm videocassettes, CD-ROM disks, micro-forms, etc.	(1) (3) (3) (3) (1) 7 6 5 4 3 2 1 +---+---+ 5.71 4.43 2.63		4. --Will help to cut down on storage problems. --Not sure of the definition of smaller format. --
5. The 1996 collections will contain a greater percentage of video format products than current collections.	(8) (4) (2) (1) 7 6 5 4 3 2 1 +---+---+ 7.33 6.21 5.31		5. --The trend is already in that direction.
6. The 1996 collections will contain at least 50 percent of their titles in various video formats.	(5) (2) (7) (1) 7 6 5 4 3 2 1 +---+---+ 6.24 5.67 4.50		6. --The trend is already in that direction. --Transition will be steady, but slow. --Including video disc.
7. The 1996 collections will contain at least 75 percent of their titles in various video formats.	(1) (4) (4) (3) (1) (2) 7 6 5 4 3 2 1 +---+---+ 5.17 4.67 3.17		7. --Other formats will be available and in use. --Transition will be steady, but slow. --It is impossible to know what format will be most popular in 1996. It will most likely be something we have not yet seen or heard.
8. Video disk will be a major format circulated by rental libraries in 1996.	(6) (4) (3) (1) (1) 7 6 5 4 3 2 1 +---+---+ 5.12 3.87 2.62		8. --Depends on the advancements in technology. --Cost will prevent a major switch to disk equipment. --A format - not yet major.
9. Computer software will be a major format circulated by rental libraries in 1996.	(2) (7) (2) (3) (1) . 7 6 5 4 3 2 1 +---+---+ 5.38 3.87 2.46		9. --Not a major format. --Especially true if software is compatible to all computers.

Statement	Scale	COMMENTS or SUPPORT	COMMENTS of panel
10. 16mm format products will continue to be a major format circulated by 1996 rental libraries.	(2) (7) (2) (3) (1) 7 **6** 5 4 3 2 1 5.58 4.4 3.22		10. --Maybe this is wishful thinking.
11. The products in 1996 collections will be generally poorer in production quality than current products.	(2) (3) (3) (5) (2) 7 6 5 **4** 3 2 1 4.7 2.87 1.57		11. --Demands of the user and stiff competition will not allow. --Do you mean production quality or physical quality? --If production values and aesthetic, yes - if content or durability, no.

STATEMENT (The nature of the clients and circulation patterns)	Strong Agreement neutral Strong Disagreement	COMMENTS or SUPPORT of your position in this ROUND #3	COMMENTS of panel from Round #2
1. The clients (customers) of the 1996 libraries will remain the same as current film/video rental libraries.	(1) (4) (1) (8) (1) 7 6 5 4 3 2 1 4.89 3.73 2.57		1. --If they meet the requirements of the mission as set by the host institution. --More focus on local needs only. --Access to playback equipment is becoming more common. --I am assuming that most rental libraries' clients are other 2 and 4 year colleges.
2. The rental circulation of 1996 collections will be significantly larger than current libraries.	(2) (4) (1) (9) (4) 7 6 5 4 3 2 1 5.22 3.73 2.24		2. --Caused by the variety of formats that will be available.
3. The busines and industry community will become a significantly more important customer group of the 1996 libraries than of the current libraries.	(3) (4) (4) (4) (2) 7 6 5 4 3 2 1 5.54 4.13 2.72		3. --They will acquire their own materials. --Large industry will have their own; small industry will be customers. --Business distributors and in-house collections are likely to be more important sources than film libraries.
4. The higher education customer group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	(6) (6) (1) (1) (1) 7 6 5 4 3 2 1 6.2 5.0 3.8		4. --Because of computer software. --Students will be coming to the media center for computer software and video (or other convenient format) programs to use at home, for study or as complete courses. --The local campus may be the largest customer.
5. The adult level client group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	(2) (5) (5) (2) 7 6 5 4 3 2 1 5.44 4.5 3.56		5. --Because of computer software.
6. The distribution of 1996 collections will continue to be through the delivery or shipment of film and video products rather than via of electronic distribution.	(1) (2) (5) (4) (3) 7 6 5 4 3 2 1 5.02 3.67 2.32		6. --Will depend on costs. --Cost will be restrictive. --Depends on copyright charges.
7. The circulation policies of 1996 collections will become more flexible and diverse than the current 3 - 5 day rental patterns. (e.g.-- the use of long-term rentals, leasing, networking, or duplication arrangements.)	(1) (5) (4) (3) (2) 7 6 5 4 3 2 1 6.2 5.0 3.8		7. --Serving needs of clients will force flexibility. --This will take time, but it will develop in this direction.
8. The 1996 libraries will depend significantly more on local campus clients than do current libraries.	(8) (4) (3) (1) (1) (2) 7 6 5 4 3 2 1 6.94 5.2 3.46		
9. The 1996 libraries will compete significantly more with local 'video rental stores' for customers and circulation of products than current libraries.	(1) (1) (2) (1) (7) (3) 7 6 5 4 3 2 1 5.10 3.6 2.1		9. --Different materials - educ. materials won't turnaround fast enough for stores. --Primary clients, collections, and services differ. --Video rental stores are cheaper. --These will continue to serve different markets.

2
7
8

Statement	Rating		Comments
10. The service areas of 1996 libraries will become more regional in scope than current libraries.	(1) (4) (5) (3) (4) (1) 7 6 5 4 3 2 1 +——+——+ 5.60 4.17 2.44		10. —Only if some libraries go out of business. —Specialization may be the key.
11. The clients of 1996 libraries will be more specialized in their product needs (content) than clients of current libraries.	(2) (1) (4) (2) (6) 7 6 5 4 3 2 1 +——+——+ 5.85 4.4 2.95		11. —Libraries will carry a variety of formats. —I believe this already a trend.
12. Delivery methods of the 1996 libraries will override (be more important than) product quality and usefulness as a concern of those libraries.	(6) (3) (1) (2) (3) 7 6 5 4 3 2 1 +——+——+ 5.11 3.47 1.83		12. —I don't understand the thrust of this item. —Usefulness and quality will always be more important. —Not sure I understand this.
13. Clients of 1996 collections will require more reference and referral information, selection advice, and product evaluation than current customers.	(1) (4) (4) (1) (3) (2) 7 6 5 4 3 2 1 +——+——+ 6.13 4.53 2.93		13. —Mainly in larger libraries that carry more formats.
14. A 'buy and own' philosophy will replace the 'rent or loan' approach of the customers of university rental libraries by 1996.	(3) (1) (2) (3) (1) 7 6 5 4 3 2 1 +——+——+ 5.78 4.6 3.42		14. —Maybe some "classics" and how to's. —So far, at least, customers tell us they do not have sufficiently large budgets to buy in quantity. I doubt that this situation will change significantly in 9 years. —If I agree with this, I would be closing my library. I intend to stay around a while.
15. The rental rates of the 1996 libraries will remain relatively the same as current rental charges.	(3) (3) (4) (5) (1) 7 6 5 4 3 2 1 +——+——+ 5.2 4.0 2.8		15. —I don't foresee significant change. —Depending on inflation. —For 16mm.
16. The rental rates of titles in video formats will be significantly less than those of the same titles in 16mm film formats by 1996.	(6) (3) (2) (3) (1) 7 6 5 4 3 2 1 +——+——+ 6.07 4.67 3.27		16. —Only on video that is 5 yrs. old or more/after production costs have been recovered. —Not if the rental libraries want to remain in business. —Much of the cost is based on handling expense.
17. The rental rates of video titles will stabilize at about <u>25</u> percent less than like 16mm film title rental rates by 1996.	(1) (3) (4) (3) (3) (1) 7 6 5 4 3 2 1 +——+——+ 5.94 4.53 3.12		17. —This what should happen. —Probably 20 to 25. —The industry will continue their practice of charging for the program content and not the cost of production, etc.
18. The rental rates of video titles will stabilize at about <u>50</u> percent less than like 16mm film title rental rates by 1996.	(1) (1) (5) (1) (3) (5) 7 6 5 4 3 2 1 +——————+ 5.33 3.64 1.95		18. —Distribution costs will prevent a significant decrease in rental rates.

STATEMENT (The organizational structure and funding sources)	Strong Agreement neutral Strong Disagreement	COMMENTS or SUPPORT of your position in this ROUND #3	COMMENTS of panel from Round #2
1. The funding <u>sources</u> for the 1996 libraries will be the same as current rental libraries.	(4) (3) (4) (3) (1) 7 6 5 4 3 2 1 5.7 4.4 3.1		1. --Less. --Probably see more completely self-support: units. --Assuming "current" is a mix of revenue generate and state funds. --Will depend on economy. --This is a difficult point on which to generalize. At present, libraries receive funding from a variety of sources.
2. The 1996 libraries will depend primarily on university or state funding sources —— shifting from rental generated funding.	(4) (1) (5) (1) (6) (1) 7 6 5 4 3 2 1 5.54 4.13 2.72		2. --Will depend on economy. --For most libraries, this is likely to be true.
3. The 1996 libraries will depend more on rental/marketing sources for funding and less on traditional local budgeting.	(1) (4) (6) (3) (1) 7 6 5 4 3 2 1 4.85 3.4 1.95		3. --The market is not likely to increase significantly.
4. The 1996 libraries will depend on an equal mix of local budget funds and rental/marketing sources.	(1) (1) (2) (4) (5) (1) 7 6 5 4 3 2 1 5.36 4.0 2.64		
5. The funding <u>levels</u> for the 1996 libraries will be significantly less than for current libraries.	(1) (1) (5) (4) (4) 7 6 5 4 3 2 1 5.51 3.87 2.23		5. --I find it impossible to generalize on this point. --Assuming funding level means university support - It's zero now.
6. The organizational structure of 1996 libraries will be similar to those of current libraries.	(2) (6) (2) (2) (1) 7 6 5 4 3 2 1 5.77 4.47 3.17		6. --Overall, there aren't likely to be major changes. --It is hard to say as each library is different.
7. By 1996 those libraries located currently within extension divisions will be relocated organizationally within their universities.	(5) (3) (3) (2) (2) 7 6 5 4 3 2 1 5.93 4.47 3.01		7. --Some will, some won't. --This is a cost-cutting measure as long as service is good. --I'm not sure it matters much where you are located organizationally - But that you get support.
8. The 1996 libraries will become allied, if not merged, with local print libraries.	(1) (5) (2) (4) (1) (2) 7 6 5 4 3 2 1 6.21 4.67 3.13		8. --If this is not already the case. --Some will, some won't. --Allied. --Might not be so terrible.
9. 'Pure' rental (those operated primarily on rental income) libraries will be extinct by 1996.	(1) (3) (2) (3) (4) (1) (1) 7 6 5 4 3 2 1 5.81 4.13 2.45		9. --I'm not sure what is meant by "pure" rental librarie --Will depend on the economy. --Rare is probably more accurate. --I agree, if what is meant is that their services would not include campus (intra-mural) service. --If you mean libraries only renting film/video - I agre
10. The number of university rental libraries in 1996 will be significantly fewer in number than are currently operating.	(2) (6) (3) (1) (3) 7 6 5 4 3 2 1 6.57 5.2 3.83		10. --No doubt about this one. --Economy and competition will cause some to close. --No doubt there will be fewer libraries - How many? -who knows?
11. The staffing patterns of 1996 libraries will remain the same as those of current libraries.	(3) (5) (1) (5) (1) 7 6 5 4 3 2 1 5.6 4.27 2.94		11. --Staffing varies with each library. --There is like to be a decline in staffing needs as a result of automati and -possibly- fewer shipments.
12. The staffing patterns of 1996 libraries will vary significantly from current patterns. (e.g. - numbers of non-technical, professional staff members will remain the same or increase and technical staff will decline.)	(2) (3) (8) (1) 7 6 5 4 3 2 1 5.15 3.71 2.27		12. --Or vice versa-. --The variety of formats and services will require skilled staff. --We will begin to see significant changes, but they will not happen quickly --The same knowledge & skills will be required with versatility thrown in.

REVIEW and respond, again, to the following items. How important do you feel these issues (concerns) will be in influencing the future of university film/video rental libraries?

Based on your responses during ROUND #2 (circled in red), INDICATE your current opinion on the issues' importance regarding their effect on the future, by circling an appropriate number in the response column with another color of ink.

Please explain or your position in the comments section, if you mark your opinion outside of one standard deviation on either side of the panel's mean.

ISSUE OR CONCERN	Strong Influence Average Influence Weak Influence	COMMENTS or SUPPORT of your position in this ROUND #3	COMMENTS of panel from Round #2
1. Any changes in the size of libraries.	(3) (5) (6) (1) 7 6 5 4 3 2 1 5.66 4.6 3.54		1. --They must grow to meet in-house needs or materials will be acquired other ways. --Financial stability will be more important than size. --Size is not important. Quality service, currency of collection is important.
2. Any changes in the total number of libraries.	(1) (4) (5) (3) (1) 7 6 5 4 3 2 1 6.17 4.87 3.57		2. --Because of in-house growth. --I may not fully understand the nature of this question. --There may be less libraries - but likely less business - it evens out.
3. Any changes in the funding levels for libraries.	(1) (4) (3) (2) 7 6 5 4 3 2 1 6.43 5.6 4.77		3. --We must seek and secure funding. --If funding is stopped abruptly or increased drastically. --If your library is subsidized.
4. Any changes in the revenue sources (budgets) for libraries.	(2) (8) (3) (2) 7 6 5 4 3 2 1 6.57 5.67 4.77		4. --Declining rental income will forsee changes
5. The quality of rental products.	(1) (5) (2) (4) (2) 7 6 5 4 3 2 1 6.2 4.93 3.66		5. --Quality importance will increase. --Poor product will not be used.
6. The availability of video formats.	(2) (5) (6) (2) 7 6 5 4 3 2 1 6.39 5.47 4.55		6. --Most users think video is easier. --Video is it - Ugh! --Video projection formats, especially.
7. The amount of locally produced, specialized products.	(1) (2) (2) (7) (3) 7 6 5 4 3 2 1 4.85 3.47 2.11		7. --Doesn't pose a major threat. --Maybe in more populated areas. --Often much more costly than others.
8. The effect of copyright violations.	(3) (2) (5) (1) (3) (1) 7 6 5 4 3 2 1 6.47 4.57 3.27		8. --We must inform & seek funding to reduce pressure to copy. --A large posse will be needed to catch violators. --It is still easy to copy and many do it. Need a foolproof way to stop it. Certainly this affects us.
9. The level and quality of customer service.	(1) (8) (2) (4) 7 6 5 4 3 2 1 6.36 5.9 4.44		9. --Always an important factor. --If service is not good customers will go elsewhere. --Expectations regarding sharing will be high.
10. The vision of the person(s) in the leadership roles.	(5) (8) 5 (1) 3 (1) 1 7 6 4 2 7.26 5.93 4.66		10. --Must be agressive. --Of course he or she must change & adapt as necessary.

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Item	Scale (7 6 5 4 3 2 1) with response counts and statistics		Comments
11. The enforcement of legal constraints (copyright and contractual).	(6) (5) (2) (2) 7 6 5 4 3 2 1 5.9 4.4 2.9		11. --Recall the possee, add lynching mob. --Libraries cannot acquire this way. --Companies are open to reasonable requests.
12. The efficient operation/management of the libraries.	(5) (6) (3) (4) 7 6 5 4 3 2 1 6.93 6.0 5.07		12. --Must keep very current. --Lack of efficiency will cause bad economy and library will fold.
13. The future of production companies and independent producers.	(1) (7) (4) (1) (1) (1) 7 6 5 4 3 2 1 6.52 5.2 3.88		13. --There will always be producers. --I'm worried. --In the near term there will be less companies, less products.
14. Any changes in the availability of rental products (number and type of distributors).	(5) (6) (2) (1) (1) 7 6 5 4 3 2 1 6.66 4.87 3.68		14. --Unless changes are drastic.
15. The limitations and constraints of the distribution rights of future products.	(3) (6) (3) (1) (2) 7 6 5 4 3 2 1 6.92 5.33 3.74		15. --Could cause libraries to fold. --The elimination of constraints will increase markets.
16. Any changes in instructional usage of rental product.	(2) (3) (2) (2) (5) (1) 7 6 5 4 3 2 1 6.11 4.47 2.85		16. --Instructional usage is the reason why most libraries exist. --Teachers and teaching styles will remain the same.
17. Any changes in staffing patterns (number and type).	(2) (1) (6) (5) (1) 7 6 5 4 3 2 1 5.0 3.87 2.74		17. --These will come about as a result of some of the other points listed here. --Staff will have to be more versatile & less specialized. --More people with marketing expertise.
18. Any changes in the funding for the production of new rental products.	(3) (5) (5) (2) 7 6 5 4 3 2 1 5.59 4.6 3.61		18. --Realize this is minimal service for most of us. --If video format
19. The specialization of educational programming.	(2) (4) (4) (4) 7 6 5 4 3 2 1 5.36 4.29 3.22		19. --Especially if materials available.
20. The increased availability of low-cost video products.	(3) (9) (2) (1) 7 6 5 4 3 2 1 6.73 5.93 5.13		20. --This is it - Ugh! --Cost will not matter if it isn't current and high quality.
21. The need for and provision of pre-service and inservice training on the effective usage of media.	(4) (2) (5) (1) (3) 7 6 5 4 3 2 1 5.67 4.2 2.93		21. --It is always helpful but not mandatory. --It should be very important - but it won't be.
22. Any changes in the technical limitations of electronic hardware used to display new rental products.	(3) (3) (6) (3) 7 6 5 4 3 2 1 6.46 5.9 4.34		22. --Changes will not be adapted that fast. --The availability of large screen, low-cost, good quality video projection would put the lid on the 16mm rental business . . . eventually.
23. Any changes in the availability and dissemination of video hardware viewing technologies.	(2) (5) (4) (4) 7 6 5 4 3 2 1 6.38 5.33 4.26		23. --Higher quality and lower costs would increase video utilization.
24. Any changes in the philosophical orientation of libraries organizations.	(1) (2) (5) (6) (1) 7 6 5 4 3 2 1 5.76 4.73 3.70		24. --Will depend on the changes.

PART TWO -- Round #3

In his study, Baird (1973) identified four steps (identification, determination, evaluation, and final selection) in the evaluation and selection process used by university film rental libraries. He also defined the criteria (listed below) that were utilized in each step of the process.

Based on your responses in ROUND #2 (circled in red) and the summary statistics and comments of your fellow delphi panel members, how do you now view these evaluation and selection criteria changing in the next ten years? Which criteria will be important or not important to the selection and evaluation needs of the university rental library in the future(1996)?

Review your responses during ROUND #2 to each item listed below. Mark only those you wish to change during this round with another color of ink.

Again in this round you are asked to comment and support your position if you project the importance of an item to be more than one standard deviation from the mean of the panel.

STEP ONE: Identification (sources that are used to identify titles available for evaluation and possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position	COMMENTS of panel during Round #2
Personal request by faculty or others	Very Important Not Important (4) (5) (1) 7 6 5 4 3 2 1 7.3 6.17 5.64		1. --Primary importance.
T.V. programs	Very Important Not Important (2) (4) (3) (1) 7 6 5 4 3 2 1 5.57 4.9 4.03		2. --I watch a lot now to identify & evaluate potential material.
Producers' catalogs	Very Important Not Important (1) (1) (7) (3) (2) (1) 7 6 5 4 3 2 1 5.75 4.53 3.26		3. --There seem to be so many new small vendors to keep track of that I rely on printed materials. --New release section is helpful. Otherwise, catalogs serve as reference.
Professional journals and magazines	Very Important Not Important (1) (2) (6) (6) 7 6 5 4 3 2 1 4.79 3.87 2.45		4. --I value a professional opinion. --Source of info. for faculty.
Salesperson contacts	Very Important Not Important (1) (3) (4) (4) (2) (1) 7 6 5 4 3 2 1 4.45 3.6 2.25		5. --Telemarketing will increase; be an important source of info. for new titles. --Generally, I only contact at point of sale to inquire of terms & finance.
Printed reviews (EFLA, Landers, etc.)	Very Important Not Important (1) (4) (5) (2) (2) 7 6 5 4 3 2 1 5.12 3.87 2.62	⁘	6. --Usually dated, thus not very helpful in selecting new titles. --I value a professional opinion. Reviews can be helpful. Printed reviews may not be as timely as on-line.
Printed lists, bibliographies and indexes	Very Important Not Important (1) (2) (4) (3) (4) (1) 7 6 5 4 3 2 1 5.73 4.33 2.93		7. --It is becoming increasingly difficult to locate titles. --They are getting better - viz, The Locator, Video Sourcebook. --More dated than reviews. Value depends on subject areas.

	Rating		Comments
Automatic preview arrangements	Very Important Not Important (6) (2) (5) (2) (4) 7 6 5 4 3 2 1 5.23 3.46 1.69		8. --I _still_ feel this criterion is impractical, not cost-effective, and ultimately not important. --"Preselected" automatic works best or making the list with sales rep. --Do not use. --Who has time now?
Producers' promotional brochures	Very Important Not Important (1) (2) (3) (7) (1) (1) 7 6 5 4 3 2 1 5.72 4.17 3.22		9. --Faculty respond & react to these. --Promo differs substantially from info.
Other rental library catalogs	Very Important Not Important (2) (1) (1) (4) (7) 7 6 5 4 3 2 1 4.59 3.13 1.67		10. --I use them all the time now.

The following items were suggested by panel members as additional criteria for this
Identification step during round #1 of this delphi procedure. Review your position
on these additional criteria, also.

	Rating		Comments
Film markets or media festivals	Very Important Not Important (3) (4) (5) (3) (1) 7 6 5 4 3 2 1 5.41 3.66 2.11		11. --Travel is so limited. --Excellent opportunity to identify & preview current material. --I personally have never been to one, so I have no reference point for this.
Information on computer data bases or banks	Very Important Not Important (1) (3) (5) (7) (3) 7 6 5 4 3 2 1 5.15 4.73 3.51		12. --No more important than printed info. --If the info is on a network.
Rental records (previous or shared)	Very Important Not Important (2) (2) (5) (2) (2) (2) 7 6 5 4 3 2 1 6.14 4.6 3.01	-	13. --Primary reason for buying is for in-house use. --Do not see method of collecting & dissemination. Repeated rental should indicate title for purchase.
Newspaper items or articles	Very Important Not Important (1) (2) (5) (1) (6) 7 6 5 4 3 2 1 4.75 3.4 2.05		14. --For topical items.
Subscription arrangements (e.g.-Nova, Frontline)	Very Important Not Important (1) (3) (4) (5) (1) 7 6 5 4 3 2 1 5.03 3.93 2.83		15. --Don't know how this works. --Good!
Information from utilization or training workshops	Very Important Not Important (1) (4) (3) (6) (1) 7 6 5 4 3 2 1 5.0 3.87 2.74		16. --How would this be useful for indentification? --Do not understand this item.
Consortia membership information and bulletins	Very Important Not Important (1) (2) (3) (8) (1) 7 6 5 4 3 2 1 5.66 4.4 3.54		17. --When available - ESP was discontinued.
Curriculum plans and reference lists	Very Important Not Important (1) (6) (4) (2) (2) 7 6 5 4 3 2 1 6.32 5.13 3.94		18. --They change frequently.

STEP TWO: Determination (reasons for <u>not</u> evaluating titles that have been
identified as available)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position.	COMMENTS of panel during Round #2
Cost of title	Very Important — Not Important (7) (4) (4) 7 |_6_|_5_|_4 3 2 1 6.06 5.2 4.24		1. --In my earlier projection, I failed to consider how many libraries have severe budget problems. --Low cost video will exert more influence.
Length of title	Very Important — Not Important. (5) (2) 4) 4) 7 |_6_|_5_|_4_ 3 2 1 6.13 5.0 3.87		2. --Must fit class time; shorter, 30 minutes or less, are more popular. --Length is objective, measurable criteria for <u>not</u> evaluating.
Grade level not appropriate for usual rental audience	Very Important — Not Important (3) (7) (3) (1) (1) 7 |_6_|_5_|_4 3 2 1 6.75 5.67 4.66		3. --Who will buy something for non-customer groups? Unless you plan to court a new segment.
Similar material already in library	Very Important — Not Important (5) (5) (4) (1) 7 6 |_5_|_4_ 3 2 1 5.89 4.93 3.97		4. --Usually do not look at a new title if we have one in that are with some coverage. --Funds will not allow for much duplication. --"Similar" subject hardly ever indicates similar treatment. --Slight duplication of subject not critical - material could be better than that already owned.
Title objectives not suitable for customer need	Very Important — Not Important (1) (11) (3) 7 |_6_|_5_ 4 3 2 1 6.59 5.67 5.35		
Title not appropriate for scope or purpose of library	Very Important — Not Important (3) (6) (2) (2) (2) 7 |_6_|_5_|_4 3 2 1 6.75 5.4 4.05		6. --Few limitations if relevant to curriculum.
Service and replacement footage not readily available	Very Important — Not Important (3) (4) (2) (1) (2) (2) 7 |_6_|_5_|_4 3 2 1 6.10 4.13 3.12		7. --Increase in size of video collection results in this not being important. - it is not even a problem now. --If I know footage is not available, why buy it.
Negative past experience with producer or distributor	Very Important — Not Important (1) (7) (5) (1) (1) 7 |_6_|_5_|_4 3 2 1 6.39 5.4 4.41		8. --I don't like to encourage negative experiences. --Especially if they won't allow rentals. --All comments made in Round 1 are pertinent. --Such experiences have occurred but we try to forgive & forget.
Low estimated use potential	Very Important — Not Important (8) (7) 7 |_6_ 5 4 3 2 1 7.05 6.53 6.01		
Low published ratings (EFLA, Landers, etc.)	Very Important — Not Important (3) (6) (6) 7 6 5 |_4_|_3 2 1 4.57 3.8 3.03		10. --Local evaluation most important. --Again, I tend to respect the published opinions of professional colleagues.
Apparent datedness	Very Important — Not Important (2) (10) (3) 7 |_6_ 5 4 3 2 1 6.5? 5.93 5.14		11. --Copyright date sometimes has more influence than it should - people like new products.
Printed description inadequate	Very Important — Not Important (2) (1) (6) (4) (2) 7 6 |_5_ 4 |_3_| 2 1 5.41 3.6 2.54		12. --Strong influence in promotional brochures. --Prefer to judge from the item. --I get very frustrated when I can't find a description before purchasing & cataloging. --Other criteria given, this one is not exceedingly important - descriptive information is readily available.

Criteria	Rating		Comments
Negative past experience with person requesting title	Very Important Not Important (1) (2) (6) (4) (1) 7 6 5 4 3 2 1 5.6 3.6 2.2		13. --Still need to evaluate the title. --Some faculty & customers' judgement I trust; some I don't.
Personal knowledge of title	Very Important Not Important (3) (7) (4) (1) 7 6 5 4 3 2 1 6.66 5.8 4.94		14. --If I know already that a title is bad, then why would I preview it?
Quality of promotional material	Very Important Not Important (6) (3) (4) (2) 7 6 5 4 3 2 1 4.99 3.87 2.75		15. --Directly related to size of marketing budget - doesn't reflect quality of product.
Must pay a preview charge for previewing	Very Important Not Important (5) (6) (3) (1) 7 6 5 4 3 2 1 7.33 6.93 4.53		16. --Many companies send previews at no charge even though literature gives rate.
Restricted distribution	Very Important Not Important (4) (7) (2) (3) 7 6 5 4 3 2 1 6.86 5.87 4.88		
Budget not available	Very Important Not Important (9) (5) (2) 7 6 5 4 3 2 1 7.19 6.7 5.66		18. --Evaluating material should not be limited to purchase function. --May want to preview for future consideration.
Company sets rental rates	Very Important Not Important (3) (5) (6) (1) 7 6 5 4 3 2 1 6.66 5.6 4.54		19. --Have not dealt with such companies - do prefer to have control. --We have consented to this in some instances and it doesn't seem to be any big deal. --Depends on title and the marketplace.

The following items were suggested by panel members as additional criteria for this Determination step during round #1 of this delphi procedure. Review your postion on these additional criteria, also.

Criteria	Rating		Comments
Format not included in collections	Very Important Not Important (2) (6) (4) (1) (1) 7 6 5 4 3 2 1 6.87 4.87 2.87		20. --When primary client is local univ., the hardware support is required. --If you don't have the equip. to maintain the item or to view it. --Most titles I see are available in all the popular formats. --Why buy if format is not suitable. --Then you should consider the format.
Title is part of a series	Very Important Not Important (2) (3) (5) (2) (2) (1) 7 6 5 4 3 2 1 6.32 4.66 3.4		21. --Will consider if we own other titles. --Sometimes the money is not there to buy entire series and to buy just 1 or 2 from series seems so incomplete. --I don't like to buy series. It seems like use eventually centers on 2-3 titles & I'm stuck with X films that don't move. --Not sure why this is a factor. --Marginal.
Possibility that title may be purchased by potential client	Very Important Not Important (1) (5) (4) (2) (2) 7 6 5 4 3 2 1 6.16 4.73 2.18		22. --Unclear. --If many purchase, few will rent. --Useles if client is purchasing.
Subject area not generally included in collection	Very Important Not Important (4) (3) (5) (1) 7 6 5 4 3 2 1 5.83 4.73 3.63		23. --Need to evaluate if it should be included. --Depends on strength of title.
Demand not evident from clients or customers	Very Important Not Important (6) (5) (3) (1) 7 6 5 4 3 2 1 7.03 6.67 5.11		24. --Why buy if you think no one will use. --Need to make clients aware of availability.

STEP THREE: Evaluation (items that are considered when evaluating titles for possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position	COMMENTS of panel during Round #2
Color vs. black and white	Very Important Not Important (1) (7) (2) (1) (2) (1) 7 . 6 5 . 4 3 . 2 1 6.64 4.73 2.02		1. --I sill don't think this will be an important issue in 1996. --I don't believe the panel defined this item the same way.
Production date (datedness)	Very Important Not Important (4) (11) (2) 7 . 6 . 5 4 3 2 1 6.53 6.9 5.47		2. --Depends on subject. New is thought to be best - more current.
Appropriate orienting devices illustrating size & space relationships	Very Important Not Important (2) (6) (5) 7 6 . 5 . 4 3 2 1 5.48 4.12 4.12		3. --I may have taken this item too much for granted.
Unity of the parts (wholeness, continuity, etc.)	Very Important Not Important (1) (8) (6) 7 . 6 . 5 4 3 2 1 6.21 5.47 5.05		4. --These make a considerable difference in the effectiveness of any presentation.
Pacing (presentation rate)	Very Important Not Important (1) (8) (5) (1) 7 . 6 . 5 . 4 3 2 1 6.21 5.6 4.06		5. --same as above
Learning approach (inductive, deductive, etc.)	Very Important Not Important (1) (4) (4) (1) (2) 7 . 6 5 . 4 . 3 2 1 6.06 4.87 3.48		6. --same as above. --As long as the material is informative and presented in a clear manner, I don't think the learning approach is a factor.
Appropriate use of the motion medium	Very Important Not Important (2) (10) (3) 7 . 6 . 5 4 3 2 1 6.52 5.93 5.34		
Appropriate emphasis of ideas	Very Important Not Important (1) (8) (2) (4) 7 . 6 . 5 . 4 3 2 1 6.39 5.4 4.41		8. --A subjective judgment. --If this refers to objectivity, then it is important.
Order of presenting ideas, concepts, etc.	Very Important Not Important (2) (5) (7) (1) 7 . 6 . 5 . 4 3 2 1 6.36 5.93 4.70		9. --Should be logical. --The order isn't the important thing, as important as does it work.
Datedness in styles, procedures, etc.	Very Important Not Important (3) (10) (2) 7 . 6 . 5 4 3 2 1 6.66 6.07 5.48		10. --Sometimes these functions make the difference between listening & attentively watching a program or laughing at it.
Scope or coverage	Very Important Not Important (2) (6) (7) 7 . 6 . 5 4 3 2 1 6.39 5.67 4.95		11. --I concede one point to the majority view!
Purpose of title (basic, enrichment, introductory, etc.)	Very Important Not Important (3) (2) (10) 7 7 . 6 . 5 . 4 3 2 1 6.36 5.53 4.70		12. --I concede one point to the majority view!

Criterion	Rating		Comments
Type of title (documentary, dramatization, demonstration)	Very Important (1) (5 (4) (3 (4) / 7 6 5 4 3 2 1 / 5.9 4.6 3.3 — Not Important		13. --Depends on subject
Appropriateness for grade level specified	Very Important (1) (11) (1) (2) / 7 6 5 4 3 2 1 / 6.53 5.73 4.93 — Not Important		14. --Generally collect college material. --I'm generally suspicious of the grade levels suggested by distributors.
Aesthetic value	Very Important (7) (6) (2) / 7 6 5 4 3 2 1 / 6.05 5.33 4.61 — Not Important		
Motivational quality and interest	Very Important (5) (8) (1) (1) / 7 6 5 4 3 2 1 / 7.1 6.67 5.04 — Not Important		
Overall technical quality	Very Important (1) (9) (3) (2) / 7 6 5 4 3 2 1 / 6.43 5.6 4.77 — Not Important		
General overall effect	Very Important (10) (3) (1) / 7 6 5 4 3 2 1 / 6.42 5.57 4.72 — Not Important		18. --? --Won't be rented if not effective. --There seems to have been confusion about this point. I hold to my original comment.
Correlation with specific curriculum programs	Very Important (2) (9) (4) / 7 6 5 4 3 2 1 / 6.51 5.07 5.23 — Not Important		19. --As rental libraries are forced to become more responsive to their own institution's needs this will happen more.
Clear objectives	Very Important (2) (7) (5) (1) / 7 6 5 4 3 2 1 / 6.49 5.67 4.05 — Not Important		20. --User determines. --If I have to ask myself why a film was made, or what it was supposed to do, then that's a bad sign.
Creative nature of production methods	Very Important (5) (9) (1) / 7 6 5 4 3 2 1 / 5.84 5.71 4.66 — Not Important		21. --People are becoming more attuned to quality production.

The following items were suggested by panel members as additional criteria for this Evaluation step during round #1 of this delphi procedure. Review your postion to these additional criteria, also.

Criterion	Rating		Comments
Objective presentation of concepts (lack of bias)	Very Important (1) (6) (6) (1) (1) / 7 6 5 4 3 2 1 / 6.24 5.33 4.37 — Not Important		22. --Not terribly important for individual programs, as long as the collection aims at providing balance.
Accuracy of information	Very Important (7) (6) / 7 6 5 4 3 2 1 / 6.49 6.47 5.95 — Not Important		
Timeliness of information (current topic)	Very Important (3) (8) (2) (1) (1) / 7 6 5 4 3 2 1 / 6.83 5.73 4.65 — Not Important		24. --May be quickly dated. --Important but difficult - ex-"AIDS".
Subject or content area covered by title	Very Important (1) (6) (4) (3) (1) / 7 6 5 4 3 2 1 / 6.9 4.93 5.45 — No Important		25. --Sufficient access points should be made available. --What a film is called is all but irrelevant.

STEP FOUR: Final Selection (factors that are considered when making final purchase decisions).

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS or explanation of your position	COMMENTS of panel during Round #2
Cost of the title	Very Important — Not Important (1) (6) (5) (1) 7 6 5 4 3 2 1 6.31 5.6 4.66		1. --Will be slightly more important than it is now.
Length of title	Very Important — Not Important (2) (9) (3) (1) 7 6 5 4 3 2 1 5.57 4.8 4.03		
Grade level	Very Important — Not Important (1) (4) (7) (2) (1) 7 6 5 4 3 2 1 7.83 5.07 3.91		
Amount of similar material in library	Very Important — Not Important (2) (9) (2) (2) 7 6 5 4 3 2 1 6.14 5.73 4.85		4. --This is not a factor for specialized collections. Otherwise should not be very important if selected to evaluate.
Availability of service and replacement footage	Very Important — Not Important (2) (2) (7) (2) (2) 7 6 5 4 3 2 1 6.33 4.87 3.41		5. --Not a factor - there may not even be replacement footage in 1996.
Availability of supplementary material	Very Important — Not Important (2) (3) (7) (3) 7 6 5 4 3 2 1 4.23 3.87 2.34		6. --Tendency is for this element to become more important. --Difficult to ship. --Clients don't request.
Past experience with producer or distributor	Very Important — Not Important (2) (3) (7) (2) (1) 7 6 5 4 3 2 1 5.88 4.2 3.12		7. --Important for both positive and negative experience.
Rating of library directors (specific evaluation by)	Very Important — Not Important (3) (1) (4) (7) 7 6 5 4 3 2 1 4.96 3.86 2.76		8. --?
Datedness of title	Very Important — Not Important (4) (2) (3) 7 6 5 4 3 2 1 6.71 6.07 5.37		
Appropriateness to purpose or scope of the library	Very Important — Not Important (2) (9) (2) (2) 7 6 5 4 3 2 1 6.11 5.73 4.85		
Past experience with department or person who may use the title	Very Important — Not Important (5) (4) (3) (3) 7 6 5 4 3 2 1 5.61 4.73 3.57		

	Very Important ... Not Important		Comments
Composite rating of Evaluation Committee	(2) (7) (5) (1) 7 6 5 4 3 2 1 6.72 5.53 4.34		12. --We do not use committee. If used it would bbe very important. --In my initial response, I assumed that there are (will be) few evaluation committees. If there are committees, they will be important. --I don't foresee more committees but fewer.
Rating of potential faculty users	(4) (9) (2) 7 6 5 4 3 2 1 6.77 6.13 5.44		
Student rating(s)	(1) (6) (6) (1) (1) 7 6 5 4 3 2 1 5.62 4.4 3.26		14. --I still doubt that student evaluations will be a significant part of the process in 1996, even though they should be.
Published ratings (EFLA, Landers, etc.)	(1) (3) (8) (2) (1) 7 6 5 4 3 2 1 5.03 4.07 3.11		
Estimated number of uses	(8) (5) (1) (1) 7 6 5 4 3 2 1 7.23 6.33 5.43		

The following items were suggested by panel members as additional criteria for this
Final Selection step during round #1 of this delphi procedure. Review your
position on these additional criteria, also.

	Very Important ... Not Important		Comments
Formats are available from distributor	(6) (4) (2) (2) 7 6 5 4 3 2 1 6.11 5.0 3.89		17. --Do not understand the criterion. --Most distributors have all formats.
Restrictions of the producer or distributor	(3) (9) (3) 7 6 5 4 3 2 1 6.64 6.0 5.34		18. --If needed for technical or specialized criteria otherwise no.
Ability of the producer/distr. to promote title	(1) (2) (7) (4) (1) 7 6 5 4 3 2 1 5.09 3.43 2.77		19. --It is helpful but not crucial. --No experience with this. --This is important in the identification stage.
Content accuracy	(7) (6) (1) 7 6 5 4 3 2 1 7.43 6.13 4.83		20. --Should have included in step 3.
Availability of duplication rights	(1) (5) (7) (1) (1) 7 6 5 4 3 2 1 6.22 5.26 4.30		21. --If price is minimal & can be rented out.

Criterion	Scale		Comments
Availability of electronic distribution rights	Very Important Not Important (3) (4) (3) (4) (1) 7 6 5 4 3 2 1 6.55 5.27 3.99		22. --Not by 1996.
Availability of varied, negotiable distribution rights	Very Important Not Important (1) (6) (4) (4) 7 6 5 4 3 2 1 6.73 5.27 4.31		23. --If all libraries are created equal.
Appropriateness of title for a rental collection (vs. dept., etc.)	Very Important Not Important (2) (7) (4) (1) 7 6 5 4 3 2 1 6.54 5.71 4.88		24. --Don't understand.
Availability of appropriate hardware among clients	Very Important Not Important (3) (2) (3) (1) 7 6 5 4 3 2 1 6.81 5.8 4.79		25. --Why buy if few have equipment
Internal administrative or political atomosphere	Very Important Not Important (1) (3) (5) (3) (2) (1) 7 6 5 4 3 2 1 6.02 4.67 3.32		
Favorable rating by content specialist(s)	Very Important Not Important (1) (2) (4) (2) (1) 7 6 5 4 3 2 1 5.43 5.0 4.07		27. --If used mostly in-house. --Critical.

PART THREE - Round #3

Repeat the rating for the year 2006

In 2006 (in 25 yrs.)

	Round #2 summary	Round #3 response

PANEL COMPOSITE RANKING

A. The university rental libraries in the future will be operated and managed very similar to those of today. The collections, clients, and philosophical orientation will also be similar to those currently found.

B. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film). The funding sources, however, will become restricted forcing the libraries to tailor themselves to better serve their own campus to justify their existence. #1-(1)

C. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film) and the rental markets will continue to exist, however, with minimum growth.

D. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will have fewer titles and prints. Most collections will be campus oriented with significantly fewer 'true' rental libraries existing. #3-(3)

E. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will be significantly larger in number of titles with minimum change in number and orientation.

(#2) F. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed. #1-(5) #2-(4)

G. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist. #3-(3) #1-(3)

(#1) H. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed. #3-(1) #2-(3) #1-(6)

I. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist. #1-(1) #2-(2) #3-(2)

J. The university rental libraries will be unrecognizable compared to how they operate and function today. #3-(3) #2-(2) #3-(3) #2-(2)

(#3) K. The university rental libraries will be extinct. #1-(1)

L. Write your own scenario: (below suggested by panel member)

Management will differ. Film will be used but video will be primary (or electronic display). Small markets, if any will exist because of ease of home VCR's copying programs. The diversified center will be most ape to survive. The center providing "real' educational service that is lean and eager will be working. #1-(1)

COMPLETED BY:

_____ _____

(signature) (date)

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PART THREE — Round #3

In the first delphi round, you gave your prognosis for the university film rental libraries in 1996 and in 2006. The descriptions below were developed from your projections.

The panel's responses from Round #2 are summarized below and your responses are shown circled in red. During this round your are asked to review your position on these descriptions.

Which of the following descriptions/scenarios of the future NOW best fits your view of the libraries in ten years and in twenty-five years? Again, mark your top three choices for each time frame. Rank your choices in priority order by marking them as #1, #2, and #3 in the blanks (#1 as the highest, #2 as second highest, etc.) for each year.

In 1996 (ten yrs.)

	Round #2 summary	Round #3 response

Panel Composite Ranking

A. The university rental libraries in the future will be operated and managed very similar to those of today. The collections, clients, and philosophical orientation will also be similar to those currently found. #3-(1)   ____   ____

(#2)
B. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film). The funding sources, however, will become restricted forcing the libraries to tailor themselves to better serve their own campus to justify their existence.   #3-(3) #2-(3) #1-(4)   ____

(#1)
C. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film) and the rental markets will continue to exist, however, with minimum growth.   #3-(2) #2-(4) #1-(4)   ____

(#3)
D. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will have fewer titles and prints. Most collections will be campus oriented with significantly fewer 'true' rental libraries existing.   #3-(5) #2-(4) #1-(1)   ____

E. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will be significantly larger in number of titles with minimum change in number and orientation.   #3-(1) #2-(3)   ____

F. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed.   #3-(1) #2-(1) #1-(4)   ____

G. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist.   #3-(2)   ____   ____

H. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed.   #1-(1)   ____   ____

I. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist.   ____   ____

J. The university rental libraries will be unrecognizable compared to how they operate and function today.   ____   ____

K. The university rental libraries will be extinct.   ____   ____

L. Write your own scenario: (below suggested by panel member)

Management will differ. Film will be used but video will be primary (or electronic display). Small markets, if any will exist because of ease of home VCR's copying programs. The diversified center will be most ape to survive. The center providing "real' educational service that is lean and eager will be working.   #1-(1)   ____

Baird (1973) described the selection and evaluation process for 16mm film as a four-step procedure involving the several criteria groups listed in the previous section. He labeled these groupings as the identification sources, the determination factors, the evaluation criteria, and the final selection factors.

Based on your responses in ROUND #2 and the summary of your fellow delphi panel members, how do you now see the selection and evaluation process of university rental libraries in the year 1996 varying from the one described by Baird (1973)?

REVIEW and RESPOND, again, to each of the steps listed below. Your response during round #2 is marked in red. If you wish to change your position in this round, mark your new rating on this response form with another color of ink.

Please comment on and support your position.

The Four Steps (from Baird, 1973)	Indicate your opinion on whether the step will change. (circle your response)	Comments/Explanation of your opinion	COMMENTS of panel during Round #2
Identification step	(3) (5) (7) yes maybe no no opinion		--More input from faculty (I hope). More electronic access to preview prints (fliers & info. sheets). --I expect the number and variety of choices to increase; I expect bibliographic control to improve; I expect professionals to wish to take intelligent advantage of both. --Sources of info will become more varied and we will rely less on personal contacts w/sales reps & peers. --I believe the same basic steps will remain. However, within each there will be some changes, new factors will come into play and others decrease or disappear.
Determination step	(5) (7) (3) yes maybe no no opinion		--Budget & appropriateness to university collection will be major items.
Evaluation step	(4) (2) (9) yes maybe no no opinion		--More & more reliance on faculty evaluation & need & less on rental potential. --I would hope for increased use of evaluation in its most objective and thorough sense as the only truly professional and responsible approach to collection building. --Will change as formats and clients change.
Final selection step	(5) (1) (9) yes maybe no no opinion		--Many alternatives to availability. --The key is "will it make money for the library." In all that we do in the future, that,s the name of the game.

April 6, 1987

NAME
INSTITUTION
ADDRESS
STATE
ZIP

Dear   :

Thank you for your response and input to my first three
delphi instruments regarding the future of film/video
libraries. Find enclosed your response form for ROUND FOUR
(Part One). This round the instrument includes a summary of
the panel's responses from part one of round #3, your
responses (circled in red) from #3, and this round's response
form.

The responses of Part Two and Part Three of this study have
reached convergence and consensus, thus this round #4
included only Part One items. A full summary of the delphi
study will be provided to all panel members when consensus is
obtained to Part One items.

This fourth round of the delphi procedure requires you to
re-evaluate your position to only the Part One statements
generated by the delphi panel during round three. It also
requests you to review and consider the responses of the
other panel members to these items. Please re-think your
projection during the previous round on the items and
respond, as needed, on the Round #4 instrument.

Again, you are asked to comment on or support your position
on any of the items that you wish to respond outside of one
standard deviation on either side of the mean of the panel's
responses during round three. Be sure to read carefully the
directions to this Round #4 instrument.

Your completion and return of this Round #4 instrument is
requested by Wednesday, April 22nd. Should you be unable to
meet this due date, please contact me at (515) 294-8022.

Thanks again for you assistance in this reseach project.

Sincerely.

Don Rieck

DELPHI INSTRUMENT (Round Four)
for the study

THE INFLUENCES OF THE AVAILABILITY OF THE VIDEO MEDIUM ON THE SELECTION AND
EVALUATION CRITERIA OF SELECTED UNIVERSITY RENTAL LIBRARIES: AN INVESTIGATION

by

Donald A. Rieck

INSTRUCTIONS:

Please REVIEW your responses to all the statements and items concerning the current
status and the future trends of the video medium and its influences on the operation
of the university film/video libraries. Read and follow the specific instructions
for each part of this ROUND #4 instrument.

Re-evaluate and respond, as needed, to the items on this form. Be sure to review to
your responses (circled in red) from round #3 and to the composite summary of the
full delphi panel ratings included on this form. The mean, frequency count, standard
deviation, and comments are included for each item on this response form from round
#3. Mark any change in position with another color of ink on this form.

The summary of round #3 panel responses are shown as follows:
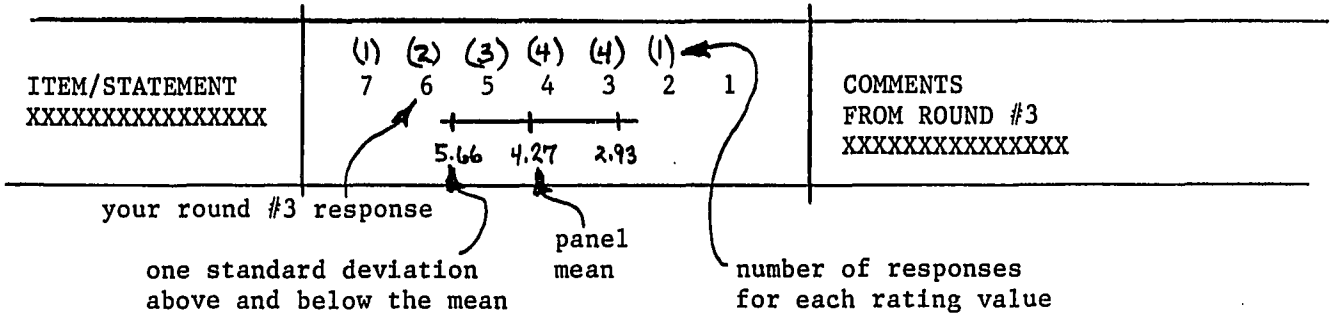
| ITEM/STATEMENT XXXXXXXXXXXXXXXX | (1) (2) (3) (4) (4) (1)
 7   6   5   4   3   2   1
 5.66   4.27   2.93 | COMMENTS FROM ROUND #3 XXXXXXXXXXXXXXX |

your round #3 response

one standard deviation
above and below the mean

panel
mean

number of responses
for each rating value

Be sure to comment on or support you position on each item that you feel needs
clarification or in which your position is outside of one standard deviation of the
mean of the panel.

Thanks for your assistance.

RETURN ON OR BEFORE WEDNESDAY, APRIL 22, 1987.
        (Please contact me if your are unable to meet the above return date)

RETURN TO: (a stamped, self-addressed envelope is enclosed)

            Donald A. Rieck   Office Phone (515) 294-8022
            121 Pearson Hall
            Media Resources Center
            Iowa State University
            Ames, Iowa   50011

REVIEW and respond, again, to each of the following statements regarding the operation and management of university film/video rental libraries in ten years (1996).

Based on your responses during ROUND #3 (circled in red) and the summary statistics and comments of the delphi panel, how do you now view these statements? What is your level of agreement or disagreement with each statement with this additional information from your fellow panel members?

REVIEW your responses during ROUND #3 to each statement listed below. Mark only those statements which you wish to change during this round with another color of ink.

AGAIN, please explain or support your position in the comments section, if you mark your position outside of one standard deviation on either side of the panel's mean.

STATEMENT (The nature of the products and size of future collections)	Strong Agreement neutral Strong Disagreement	COMMENTS or SUPPORT of your position in this ROUND #3	COMMENTS of panel during Round #3
1. The size of the collections in 1996 will be significantly larger in number of prints than current library collections.	(2) (3) (3) (5) (2) 7 6 5 4 3 2 1 5.17 3.81 2.57		1. --Number of prints will fluctuate with the temporary use of prints via licensing or other means will provide a flexible option. --Limited budgets will dictate purchases of new titles rather than additional prints. --More prints, more formats, more uses.
2. The size of the collections in 1996 will be significantly larger in number of titles than current library collectons.	(1) (4) (2) (5) (2) (1) 7 6 5 4 3 2 1 6.0 1.6 3.2		2. --Weeding should keep growth at a slow pace.
3. The 1996 collections will include a more diverse variety of material types (product formats) than current collections.	(1) (11) (2) (1) 7 6 5 4 3 2 1 6.48 .58 5.12		
4. The 1996 collections will consist primarily of smaller (physical size) format products. e.g.- 8mm videocassettes, CD-ROM disks, micro-forms, etc.	(4) (5) (2) (3) (1) 7 6 5 4 3 2 1 5.83 1.53 3.23		4. --Do not anticipate a rapid change - too expensive to change formats rapidly. --Everything is now smaller than 16mm . . . trend will be to video. -smaller formats but they may not exist yet.
5. The 1996 collections will contain a greater percentage of video format products than current collections.	(4) (3) (2) (1) 7 6 5 4 3 2 1 7.91 6.33 5.35		5. --Costs will dictate such a move. --I don't think video will be the format - not sure what will.
6. The 1996 collections will contain at least 50 percent of their titles in various video formats.	(5) (3) (6) (1) 7 6 5 4 3 2 1 6.89 5.73 4.57		6. --Concur that trend is already in that direction.
7. The 1996 collections will contain at least 75 percent of their titles in various video formats.	(1) (4) (4) (4) (1) (1) 7 6 5 4 3 2 1 6.12 4.8 3.48		7. --Possible, much depends upon cost, equipment development. --I think there will be more variety, no one format will be at 75%.
8. Video disk will be a major format circulated by rental libraries in 1996.	(6) (5) (3) (1) 7 6 5 4 3 2 1 5.13 4.0 2.87		8. --Will be in collections, but not "major". --Disk may be more of a factor than originally thought - tape will still predominate. Before then or never.
9. Computer software will be a major format circulated by rental libraries in 1996.	(2) (5) (2) (3) (5) 7 6 5 4 3 2 1 5.41 4.0 2.59		9. --A major format-not "the" major format. --Copyright, format and compatability are problems. Are you referring to on or off campus. --May be an option but not significant. --Software not likely to be rented, but purchased.

STATEMENT	Strong Agreement — neutral — Strong Disagreement	COMMENTS or SUPPORT of your position in this ROUND #4	COMMENTS of panel during Round #3
10. 16mm format products will continue to be a major format circulated by 1996 rental libraries.	7 (2) 6 (8) 5 (4) 4 (3) 3 (1) 2 1 — 5.66 4.77 3.28		10. --Will decrease as video projection quality improves. --I think film will still be 51% or more.
11. The products in 1996 collections will be generally poorer in production quality than current products.	7 6 (2) 5 (3) 4 (3) 3 (5) 2 (2) 1 — 4.77 2.87 1.57		11. --Already some production quality has diminished-not shot on film, etc. --Video only product now and for a few years will be poorer than 16mm. By 1996 it will improve - it will have to. --Quality will be the same as now. --Production quality now is far superior to 10 years ago. Quality will continue to get better.

STATEMENT (The nature of the clients and circulation patterns)	Strong Agreement — neutral — Strong Disagreement	COMMENTS or SUPPORT of your position in this ROUND #4	COMMENTS of panel during Round #3
1. The clients (customers) of the 1996 libraries will remain the same as current film/video rental libraries.	7 (1) 6 (4) 5 (1) 4 (8) 3 (1) 2 1 — 4.89 3.73 2.57		1. --I see little change in users. --Type of client (colleges/universities) is same; quantity may change.
2. The rental circulation of 1996 collections will be significantly larger than current libraries.	7 (2) 6 (3) 5 (1) 4 (4) 3 (3) 2 1 — 5.07 3.67 2.27		2. --There will be less dependence on rental libraries. --More formats and more electronic distribution. --Depends on video prices and equipment development. See little change.
3. The business and industry community will become a significantly more important customer group of the 1996 libraries than of the current libraries.	7 (2) 6 (5) 5 (3) 4 (5) 3 2 1 — 5.31 4.27 3.17		3. --It could be one more form of survival. --Education will remain prime customers. --Will be greater part of university extension. --I don't think there is a convergence.
4. The higher education customer group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	7 (6) 6 (6) 5 (1) 4 (1) 3 (1) 2 1 — 6.2 5.0 3.8		4. --Remain as important as they are now.
5. The adult level client group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	7 (2) 6 (5) 5 (7) 4 (1) 3 2 1 — 5.36 4.53 3.70		5. --Because of University Extension.
6. The distribution of 1996 collections will continue to be through the delivery or shipment of film and video products rather than via of electronic distribution.	7 (1) 6 (1) 5 (6) 4 (4) 3 (3) 2 1 — 4.46 3.53 2.40		6. --Electronic distribution will increase. --Do not see major shift in 10 years. --Ten years pass quickly-most school budgets have not even caught on to video yet in my state. --Electronic delivery could become up to 20% of delivery.
7. The circulation policies of 1996 collections will become more flexible and diverse than the current 3 - 5 day rental patterns. (e.g.- the use of long-term rentals, leasing, networking, or duplication arrangements.)	7 (1) 6 (5) 5 (5) 4 (3) 3 (1) 2 1 — 6.19 5.13 4.07		7. --Flexibility will be a must.
8. The 1996 libraries will depend significantly more on local campus clients than do current libraries.	7 (3) 6 (5) 5 (2) 4 (1) 3 (3) 2 (1) 1 — 6.74 5.07 3.40		8. --The types of services will become very diverse. The primary client will be the local campus. --If so, it will be more difficult to justify cost-especially for large libraries. --This will be true of whatever percentage are unable to finance the changes that will be necessary to furnish a variety of products & services to a national market.
9. The 1996 libraries will compete significantly more with local 'video rental stores' for customers and circulation of products than current libraries.	7 (1) 6 (3) 5 (1) 4 (7) 3 (3) 2 1 — 4.72 3.47 2.22		9. --No change. --Concur with round #2 comments. --There will be a small amount of overlap-therefore competition-but not much. --One in my area already has 3 of our top rentals, all Walt Disney titles.
10. The service areas of 1996 libraries will become more regional in scope than current libraries.	7 (1) 6 (1) 5 (5) 4 (3) 3 (4) 2 (1) 1 — 5.60 4.27 2.44		10. --Most of the larger centers rent on a national basis now.

Statement	Scale / Responses		Comments
11. The clients of 1996 libraries will be more specialized in their product needs (content) than clients of current libraries.	(2) (4) (5) (3) (4) 7 6 5 4 3 2 1 5.95 4.6 3.25		11. --Schools/colleges will purchase more frequent use, rent special title. --Localized and specialized.
12. Delivery methods of the 1996 libraries will override (be more important than) product quality and usefulness as a concern of those libraries.	7 6 (5) (3) (1) (3) (2) 5 4 3 2 1 4.89 3.27 1.65		12. --Unfortunate, but probably true. --I don't know why I answered "5". I feel quality will prevail.
13. Clients of 1996 collections will require more reference and referral information, selection advice, and product evaluation than current customers.	(1) (4) (4) (1) (5) (2) 7 6 5 4 3 2 1 6.13 4.53 2.93		13. --Why? --This is a question I would prefer to agree with, but I think it unlikely.
14. A 'buy and own' philosophy will replace the 'rent or loan' approach of the customers of university rental libraries by 1996.	(2) (8) (2) (3) 7 6 5 4 3 2 1 5.59 4.6 3.61		14. --Some of this will occur with low-cost formats. --Cost is factor as well as format changes. See only moderate shift to purchasing. --The availability of low cost material will cause this.
15. The rental rates of the 1996 libraries will remain relatively the same as current rental charges.	(1) (4) (4) (5) (1) 7 6 5 4 3 2 1 5.09 3.93 2.63		15. --Inflation will continue! --See moderate increases.
16. The rental rates of titles in video formats will be significantly less than those of the same titles in 16mm film formats by 1996.	(5) (2) (3) (3) (2) 7 6 5 4 3 2 1 5.83 4.33 2.83		16. --Cost of product is only one factor - handling is a large part of the rental charge. --Do not see major difference - purchase price will influence. --Not if the rental libraries want to remain in business.
17. The rental rates of video titles will stabilize at about 25 percent less than like 16mm film title rental rates by 1996.	(1) (3) (5) (3) (2) (1) 7 6 5 4 3 2 1 6.02 4.61 3.32		17. --Too much difference. --At least. --I still think change will be on program not format. --To be competitive rental libraries will charge much less for video. Especially with duplication rights, video is easier to manage.
18. The rental rates of video titles will stabilize at about 50 percent less than like 16mm film title rental rates by 1996.	(1) (3) (2) (2) (6) 7 6 5 4 3 2 1 4.98 3.2 1.42		

STATEMENT (The organizational structure and funding sources)	Strong Agreement ... neutral ... Strong Disagreement (7 6 5 4 3 2 1)	COMMENTS or SUPPORT of your position in this ROUND #4	COMMENTS of panel during Round #3
1. The funding sources for the 1996 libraries will be the same as current rental libraries.	(3)6 (4)5 (5)4 (2)3 (1)2 — 5.56 4.4 5.22		1. --Much depends on economy and product price structure. I do not see major changes. --The funding is so varied, it's hard to believe they will be the same exact sources in 10 years. --Some mixture of revenue generated and local budget will still exist.
2. The 1996 libraries will depend primarily on university or state funding sources — shifting from rental generated funding.	(2)6 (5)5 (1)4 (6)3 (1)2 — 5.35 4.09 3.79		2. --Future rental volume and income will not support library operations.
3. The 1996 libraries will depend more on rental/marketing sources for funding and less on traditional local budgeting.	(1)6 (4)5 (4)3 (4)2 — 4.83 3.47 2.11		3. --Concur that the market is not likely to increase significantly. --We always have probably always will.
4. The 1996 libraries will depend on an equal mix of local budget funds and rental/marketing sources.	(2)6 (2)5 (4)4 (6)3 — 5.22 3.75 2.29		
5. The funding levels for the 1996 libraries will be significantly less than for current libraries.	(1)7 (6)5 (4)3 (4)2 — 5.37 3.8 2.13		5. --I don't see usage going down, and therefore funding will not significantly decrease.
6. The organizational structure of 1996 libraries will be similar to those of current libraries.	(1)6 (9)5 (2)4 (2)3 (1)2 1- — 6.53 4.47 3.41		6. --This really depends on what "current" is for each library. --Rental libraries will be absorbed as "univ" libraries which means a new structure.
7. By 1996 those libraries located currently within extension divisions will be relocated organizationally within their universities.	(5)6 (4)5 (3)4 (2)3 (1)2 — 5.96 4.67 3.98		7. --Libraries within extension divisions may need to relocate or at least align with organizations within the university for support. --I agree with comments from round #2. --Depends on emphasis - rental or local service. --Some will, some won't. I don't see any reason why they would need to be incorporated into the main body of the university. --I still feel "dual" media services won't be economically feasible then as they aren't now.
8. The 1996 libraries will become allied, if not merged, with local print libraries.	(1)7 (5)6 (2)5 (5)4 (1)3 (1)2 — 6.17 4.8 3.43		
9. 'Pure' rental (those operated primarily on rental income) libraries will be extinct by 1996.	(1)7 (2)6 (3)5 (2)4 (6)3 (1)2 — 5.59 4.13 2.67		9. --This will be the case if those libraries do not adjust services to meet needs of clients.
10. The number of university rental libraries in 1996 will be significantly fewer in number than are currently operating.	(2)7 (6)6 (3)5 (1)4 (3)3 — 6.57 5.2 3.83		10. --We're now close to being saturated with rental libraries. --I agree with comment of round #2. --# of university libraries will not significantly decrease, but # doing outside rental may.
11. The staffing patterns of 1996 libraries will remain the same as those of current libraries.	(6)5 (1)4 (7)3 (1)2 — 4.88 3.8 2.72		11. --Staffing will decrease.
12. The staffing patterns of 1996 libraries will vary significantly from current patterns. (e.g. - numbers of non-technical, professional staff members will remain the same or increase and technical staff will decline.)	(2)6 (3)5 (8)3 (1)2 — 5.15 3.71 2.26		12. --It seems they may need to be more broadly based.

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STATEMENT (The philosophical orientation of the libraries)	Strong Agreement neutral Strong Disagreement	COMMENTS or SUPPORT of your position in this ROUND #4	COMMENTS of panel during Round #3
1. The 1996 libraries will be more 'service' and 'process' oriented in their philosophy and less 'product' oriented --- emphasis will be on information brokering.	(5) (4) (1) (2) (1) 7 6 5 4 3 2 1 ⊢────────────┤ 6.17 4.73 3.29	..	1. --I don't see much change in this area. We already stress service, product quality and reference services (information brokering). --It will take both. Success depends on both.
2. The 1996 libraries will emphasize quality customer service more than current libraries.	(1) (3) (4) (2) (2) (1) 7 6 5 4 3 2 1 ⊢────────────┤ 6.21 4.53 2.85		2. --Most strive for this in both #2 and #3. --I don't believe emphasis will be any greater in 1996 than now. If you don't you will be out of business.
3. The 1996 libraries will be more responsive to individual customer needs and desires than current libraries.	(7) (3) (3) (1) (1) 7 6 5 4 3 2 1 ⊢────────────┤ 6.37 4.6 3.23		
4. The 1996 libraries will relate more directly to and with greater intensity to their individual institution's mission.	(1) (7) (1) (6) 7 6 5 4 3 2 1 ⊢────────────┤ 6.26 5.2 4.12		4. --It would be economically wise to do this. --Not any more than at present.
5. The 1996 libraries will emphasize product content with 'how to' and 'socially constructive' themes.	(1) (7) (4) (1) (2) 7 6 5 4 3 2 1 ⊢────────────┤ 5.43 4.27 3.11		5. --Concur with statement that collections will continue to provide a broad range of curriculum topics.

REVIEW and respond, again, to the following items. How important do you feel
these issues (concerns) will be in influencing the future of university
film/video rental libraries?

Based on your responses during ROUND #3 (circled in red), INDICATE your current
opinion on the issues' importance regarding their effect on the future, by
circling an appropriate number in the response column with another color of
ink.

Please explain or your position in the comments section, if you mark your
opinion outside of one standard deviation on either side of the panel's mean.

ISSUE OR CONCERN	Strong Influence / Average Influence / Weak Influence	COMMENTS or SUPPORT of your position in this ROUND #4	COMMENTS of panel during Round #3
1. Any changes in the size of libraries.	(2) (6) (6) (1) 7 6 5 4 3 2 1 5.52 4.53 3.54		
2. Any changes in the total number of libraries.	(1) (4) (5) (3) (1) (1) 7 6 5 4 3 2 1 6.17 4.87 3.57		2. --A decrease in libraries will have an impact on those left.
3. Any changes in the funding levels for libraries.	(1) (10) (2) (2) 7 6 5 4 3 2 1 6.41 5.67 4.85		3. --Changes in funding will affect everyone. --Can determine survival on a college campus if not handled properly.
4. Any changes in the revenue sources (budgets) for libraries.	(2) (10) (2) (1) 7 6 5 4 3 2 1 6.61 5.87 5.13		4. --If revenues decrease so will university support - even if already not monetarily given. --Need additional sources of income. e.g. sales, additional products, etc. --Budget is basic.
5. The quality of rental products.	(1) (5) (3) (4) (2) 7 6 5 4 3 2 1 6.15 4.93 3.71		5. --Most users will rent anything - even if damaged.
6. The availability of video formats.	(1) (7) (6) (1) 7 6 5 4 3 2 1 6.21 5.33 4.79		6. --Cost of equipment will be a factor.
7. The amount of locally produced, specialized products.	(1) (1) (2) (4) (2) 7 6 5 4 3 2 1 4.64 3.4 2.16		7. --Local production is too expensive. --As sales items.
8. The effect of copyright violations.	(2) (4) (4) (3) (2) 7 6 5 4 3 2 1 6.35 5.07 3.79		
9. The level and quality of customer service.	(1) (11) (1) (2) 7 6 5 4 3 2 1 6.53 5.73 4.93		9. --Sometimes a budget factor overides all service considerations.
10. The vision of the person(s) in the leadership roles.	(5) (8) (1) (1) 7 6 5 4 3 2 1 6.96 6.13 5.30		

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Item	Scale		Comments
11. The enforcement of legal constraints (copyright and contractual).	(7) (1) (5) (1) (1) 7 6 5 4 3 2 1 6.12 4.8 3.18		11. --The stronger the enforcement, the better for us.
12. The efficient operation/management of the libraries.	(5) (8) (1) (1) 7 6 5 4 3 2 1 6.96 6.15 5.30		12. --Must keep costs down.
13. The future of production companies and independent producers.	(1) (6) (3) (1) (2) 7 6 5 4 3 2 1 6.9 5.33 4.15		13. --Costs will increase, companies will decrease. --There will always (strong statement) be someone out there cranking out the programming.
14. Any changes in the availability of rental products (number and type of distributors).	(5) (7) (1) (2) 7 6 5 4 3 2 1 5.26 5.0 4.74		14. --I believe there will be no lack of quality products so this is not a great influence.
15. The limitations and constraints of the distribution rights of future products.	(2) (7) (4) (2) 7 6 5 4 3 2 1 6.83 5.93 3.83		15. --This is important and is a strong influence. However, I find distributors willing to talk & deal and find new markets. I assume this will continue. Question of interpretation here.
16. Any changes in instructional usage of rental product.	(2) (3) (3) (3) (3) (1) 7 6 5 4 3 2 1 6.21 4.67 3.13		16. --Major change in # of titles to rent would change business.
17. Any changes in staffing patterns (number and type).	(2) (1) (4) (6) 7 6 5 4 3 2 1 4.96 3.93 2.90		17. --Amen! Staff will have to be more versatile & less specialized. More people with marketing expertise.
18. Any changes in the funding for the production of new rental products.	(3) (4) (4) (2) 7 6 5 4 3 2 1 5.65 4.67 3.69		18. --Will be an important influence. --I don't see what influence this change can make to university rental libraries.
19. The specialization of educational programming.	(1) (4) (5) (3) 7 6 5 4 3 2 1 5.23 4.33 3.43		19. --More specialization will increase local production. --Greater influence than originally thought.
20. The increased availability of low-cost video products.	(2) (11) (1) (1) 7 6 5 4 3 2 1 6.43 5.93 5.23		20. --Quality should matter - it does not always cost. Too often is the deciding factor.
21. The need for and provision of pre-service and inservice training on the effective usage of media.	(3) (3) (5) (1) (3) 7 6 5 4 3 2 1 5.54 4.13 2.72		21. --See little change in current pattern. --Only necessary if formats change drastically. Even then, not sure this influences library. --We may become more process than product.
22. Any changes in the technical limitations of electronic hardware used to display new rental products.	(2) (5) (6) (2) 7 6 5 4 3 2 1 6.39 5.17 4.55		22. --A major cost reduction in video equipment would have an effect if considered with low cost video.
23. Any changes in the availability and dissemination of video hardware viewing technologies.	(1) (6) (3) (3) 7 6 5 4 3 2 1 6.34 5.17 4.55		23. --Although this will have an impact, I don't see it as an important concern.
24. Any changes in the philosophical orientation of libraries organizations.	(1) (2) (5) (4) (1) 7 6 5 4 3 2 1 5.76 4.73 3.70		24.

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THIS ROUND FOUR INSTRUMENT COMPLETED BY:

_____
      Signature

_____
      Date

FINAL STATISTICS FROM DELPHI PROCESS:

THE INFLUENCES OF THE AVAILABILITY OF THE VIDEO MEDIUM ON THE SELECTION AND
EVALUATION CRITERIA OF SELECTED UNIVERSITY RENTAL LIBRARIES: AN INVESTIGATION

by

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1986-87

SATISTICAL SUMMARY OF THE
ROUND #3 (PART TWO) AND ROUND #4 (PART ONE)
RESPONSES—FINAL ROUNDS

The mean, the standard deviation(s), the frequency of responses, and comments for each rating category is shown for all items from these final rounds as follows:

example:

Criteria item XXXXXXXXXXXXX	Very Important						Not Important	Comments: XXXXXXXXXXXXXXXXX
	(1)	(2)	(3)	(4)	(4)	(1)		
	7	6	5	4	3	2	1	
			5.66	4.27	2.93			

ONE STANDARD DEVIATION
ABOVE AND BELOW THE MEAN

MEAN

NUMBER OF RESPONDS
FOR EACH RATING
DURING THESE FINAL
ROUNDS

PART ONE — Round #4 Responses

The following listing contains the responses, frequency of the responses, and the comments from ROUND #4, the final round of the delphi process.

STATEMENT (The nature of the products and size of future collections)	Strong Agreement neutral Strong Disagreement	COMMENTS FROM ROUND #4
1. The size of the collections in 1996 will be significantly larger in number of prints than current library collections.	(2) (2) (6) (4) (1) 7 6 5 4 3 2 1 ├──┼──┤ 5.13 4.00 2.77	1. —Comment at right makes sense—could be more but not hugh amounts. —Number already increasing due to extra video copies and duplication rights. —I guess I'm just an optimist, since this indicates expansion of demand and supply. —Budgets will remain about the same. Proper weeding will prevent significant growth.
2. The size of the collections in 1996 will be significantly larger in number of titles than current library collectons.	(1) (4) (2) (5) (2) (1) 7 6 5 4 3 2 1 ├──┼──┤ 6.0 4.6 3.2	2. —Proper weeding will prevent significant growth. —More is available. Need same or greater. —Perhaps slight increase. Too much video will date faster than programs produced for film—response: stays the same.
3. The 1996 collections will include a more diverse variety of material types (product formats) than current collections.	(1) (12) (2) 7 6 5 4 3 2 1 ├─┼─┤ 6.39 5.93 5.47	3. —OK! —I am still not sure we will get more video or some form of electronic presentation format.
4. The 1996 collections will consist primarily of smaller (physical size) format products. e.g.- 8mm videocassettes, CD-ROM disks, micro-forms, etc.	(3) (6) (2) (4) 7 6 5 4 3 2 1 ├──┼──┤ 5.44 4.53 3.40	4. —Video will dominate in most collections.
5. The 1996 collections will contain a greater percentage of video format products than current collections.	(9) (3) (2) (1) 7 6 5 4 3 2 1 ├──┼──┤ 7.31 6.33 5.35	
6. The 1996 collections will contain at least 50 percent of their titles in various video formats.	(5) (3) (6) (1) 7 6 5 4 3 2 1 ├────┼──┤ 6.91 5.73 4.57	
7. The 1996 collections will contain at least 75 percent of their titles in various video formats.	(4) (5) (4) (1) (1) 7 6 5 4 3 2 1 ├───┼──┤ 5.85 4.67 3.49	7. —Tough one to call. 50% yes - 75% no.
8. Video disk will be a major format circulated by rental libraries in 1996.	(5) (5) (4) (1) 7 6 5 4 3 2 1 ├──┼──┤ 5.0 3.87 2.74	8. —Too expensive for a major shift to disk. Most schools are now just switching to video. —I suspect video disks will not be allowed to be rented. —Disks or something similar.
9. Computer software will be a major format circulated by rental libraries in 1996.	(2) (4) (3) (4) (2) 7 6 5 4 3 2 1 ├──┼──┤ 5.31 4.0 2.69	9. —Not considered "visual" media at present, may not change. —I suspect software will not be allowed to be rented. —Unless you refer to full motion graphics with sound, this is not, I believe, an area where we possess expertise,, space or equipment. Not sure traditional area of operations. Who rents software anyway.
10. 16mm format products will continue to be a major format circulated by 1996 rental libraries.	(2) (4) (1) (2) (1) 7 6 5 4 3 2 1 ├──┼──┤ 5.72 4.6 3.48	10. —Decreasing fast, will continue down. —Most people do not care enough about quality to go to the trouble of using film. —Rethinking this one, the film we have will still be around, so it will still be a viable resource.
11. The products in 1996 collections will be generally poorer in production quality than current products.	(1) (3) (4) (5) (2) 7 6 5 4 3 2 1 ├──┼──┤ 3.89 2.73 1.57	11. —After reflection, I've decided it can't get a hell of alot worse than it is now.

STATEMENT (The nature of the clients and circulation patterns)	Strong Agreement neutral Strong Disagreement	COMMENTS FROM ROUND #4
1. The clients (customers) of the 1996 libraries will remain the same as current film/video rental libraries.	(1) (4) (1) (4) 7 6 5 4 3 2 1 ⊢——+——⊣ 4.88 3.8 2.72	1. —Who else is out there? —More non-school. —Our collection and client base is college/university – expect little change.
2. The rental circulation of 1996 collections will be significantly larger than current libraries.	(2) (3) (8) (2) 7 6 5 4 3 2 1 ⊢——+——⊣ 5.02 3.67 2.32	2. —Slowly declining – don't see the decline changing to upward. —More diverse clientel, more media users. —Changed my mind, probably fewer collections but higher circulation. —More is available. Need same or greater.
3. The busines and industry community will become a significantly more important customer group of the 1996 libraries than of the current libraries.	(2) (5) (5) (3) 7 6 5 4 3 2 1 ⊢——+——⊣ 5.39 4.4 3.41	3. —Depends on product available and level of their training. We will go there as an "add-on" to education market. —Already growing. —Due to university/industrial relations, size of this group may increase but not significantly. —Maybe out of our need to survive. —Not a significant increase.
4. The higher education customer group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	(5) (7) (2) (1) 7 6 5 4 3 2 1 ⊢——+——⊣ 5.95 5.07 4.19	4. —There may not be a lot left after video stores take our public school clients away. —They are now very significant. Will increase if school level decreases.
5. The adult level client group will become a significantly more important customer group of the 1996 libraries than of the current libraries.	(2) (5) (7) (1) 7 6 5 4 3 2 1 ⊢——+——⊣ 5.36 4.53 3.70	5. —Only if more attend college/university. —Public schools are moving toward building level materials.
6. The distribution of 1996 collections will continue to be through the delivery or shipment of film and video products rather than via of electronic distribution.	(1) (1) (6) (4) (3) 7 6 5 4 3 2 1 ⊢——+——⊣ 4.66 3.53 2.40	6. —Electronic distribution will increase.
7. The circulation policies of 1996 collections will become more flexible and diverse than the current 3 – 5 day rental patterns. (e.g.– the use of long-term rentals, leasing, networking, or duplication arrangements.)	(1) (5) (6) (2) (1) 7 6 5 4 3 2 1 ⊢——+——⊣ 6.21 5.2 4.19	7. —Must pursue these possibilities for more business. —Most changes listed will cost more – who can afford it.
8. The 1996 libraries will depend significantly more on local campus clients than do current libraries.	(1) (7) (2) (1) (3) (1) 7 6 5 4 3 2 1 ⊢——+——⊣ 6.46 4.93 3.40	8. —More on off-campus. —Dependence on local campus has been fairly steady – should increase but maybe not significantly. —If only half a dozen remain national, those will be bigger. To the rest, this will apply.
9. The 1996 libraries will compete significantly more with local 'video rental stores' for customers and circulation of products than current libraries.	(1) (1) (3) (4) (1) 7 6 5 4 3 2 1 ⊢——+——⊣ 4.46 3.47 2.48	9. —There may be more competition in some content areas. —I still see this happening and happening quickly! —Not real significantly.
10. The service areas of 1996 libraries will become more regional in scope than current libraries.	(1) (1) (5) (4) (3) (1) 7 6 5 4 3 2 1 ⊢——+——⊣ 5.62 4.33 3.04	10. —Nation-wide. —I'm not sure many will even be able to serve a region. —Reflects the newer focus on institutional service.
11. The clients of 1996 libraries will be more specialized in their product needs (content) than clients of current libraries.	(1) (1) (8) (2) (3) 7 6 5 4 3 2 1 ⊢——+——⊣ 5.78 4.67 3.56	11. —If low cost video becomes a reality, rental collections will need to specialize. —Yes, strangley I agree.

								Comments
12. Delivery methods of the 1996 libraries will override (be more important than) product quality and usefulness as a concern of those libraries.	7	6	(4) 5	(4) 4	(1) 3	(3) 2	(3) 1 4.77 3.2 1.63	12. —Perhaps more local arrangements with ETV Stations will exaggerate this. —As UPS goes the way of the USPO in dependibility, yes. —May sacrific some quality. —Nothing is more important than product quality. —Maybe technical quality, but not usefulness. This is now evident with video image vs. film image.
13. Clients of 1996 collections will require more reference and referral information, selection advice, and product evaluation than current customers.	(1) 7	(4) 6	(4) 5	(1) 4	(3) 3	(2) 2	1 6.19 4.53 2.93	13. —They're getting more savvy, more pickly, more single-channel (specific, narrow interest). —Not so much that clients need it, but providing it gives library the competitive edge. —Because of greater number of sources. —Yes! I spend so much more time now trying to track down obscure stuff, I can't believe it.
14. A 'buy and own' philosophy will replace the 'rent or loan' approach of the customers of university rental libraries by 1996.	7	6	(2) 5	(8) 4	(2) 3	(2) 2	1 5.61 4.73 3.85	14 —Rental will prevail. —I have changed. Maybe what I really see is "steal and own". But at $99 or less, I think they will buy more.
15. The rental rates of the 1996 libraries will remain relatively the same as current rental charges.	7	6	(4) 5	(5) 4	(5) 3	(1) 2	1 4.74 38 2.86	15. —Ten years might bring about a 30% increase. —If so, we'll price ourselves out and help the local video stores even more.
16. The rental rates of titles in video formats will be significantly less than those of the same titles in 16mm film formats by 1996.	7	6	(3) 5	(4) 4	(4) 3	(3) 2	(1) 1 5.56 4.33 3.10	16. —Cost of acquisition & competition will keep varience in rates. —Because of easy replacement, duplication right, etc., rates should be significantly less - rental is then based on volume, ability to rent. —The tapes cost less to purchase, the rental rate should also be less. —Cost of product is only one factor - handling is a large part of the rental charge. —Purchase pricing structure will determine rental fees, plus demand.
17. The rental rates of video titles will stabilize at about 25 percent less than like 16mm film title rental rates by 1996.	(1) 7	(4) 6	(4) 5	(3) 4	(2) 3	(1) 2	1 6.12 4.73 3.34	17. —Greater reduction necessary to compete. —Changed my mind here.
18. The rental rates of video titles will stabilize at about 50 percent less than like 16mm film title rental rates by 1996.	7	6	(5) 5	(3) 4	(3) 3	(7) 2	1 4.13 3.0 1.87	18. —Changed my mind here. —Film cost will still cause significant differences. —50% less is adequate and perhaps even more. Ease of handling format does not justify high rental rate. —If you think it will stabilize at 25%, you do not think it will stabilize at 50.

STATEMENT (The organizational structure and funding sources)	Strong Agreement neutral Strong Disagreement	COMMENTS FROM ROUND #4
1. The funding <u>sources</u> for the 1996 libraries will be the same as current rental libraries.	(1) (4) (7) (2) (1) 7 6 5 4 3 2 1 ├───┼───┤ 5.12 4.13 3.4	1. —Last round I answered this as though it were my library. We are self-sufficient, many now are not. They will have to become self-sufficient. —We'll need even more creativity. —I really doubt it will stay the same. —I think they will be similar but probably not the same.
2. The 1996 libraries will depend primarily on university or state funding sources — shifting from rental generated funding.	(1) (6) (1) (6) (1) 7 6 5 4 3 2 1 ├───┼───┤ 5.2 4.0 2.8	2. —Again the response here is based on the presumption of remaining national. —No rental generated income - no library.
3. The 1996 libraries will depend more on rental/marketing sources for funding and less on traditional local budgeting.	(1) (5) (1) (6) (2) 7 6 5 4 3 2 1 ├───┼───┤ 5.06 3.8 2.54	3. —Greater variety of revenue sources. —I think I misread this one the last time.
4. The 1996 libraries will depend on an equal mix of local budget funds and rental/marketing sources.	(2) (2) (4) (6) (1) 7 6 5 4 3 2 1 ├───┼───┤ 5.06 3.87 2.48	
5. The funding <u>levels</u> for the 1996 libraries will be significantly less than for current libraries.	(7) (6) (2) 7 6 5 4 3 2 1 ├───┼───┤ 5.01 3.8 2.59	5. —Increasing funding with greater interest. —Concur. —Cockeyed optimist, OK! —Changed my mind.
6. The organizational structure of 1996 libraries will be similar to those of current libraries.	(1) (10) (2) (2) 7 6 5 4 3 2 1 ├───┼───┤ 5.49 4.47 3.85	6. —I think it will change. We might not even know what to call it now. —More diverse. —Organization is not necessarily a problem. How we are perceived is more important than where we are on the organizational structure.
7. By 1996 those libraries located currently within extension divisions will be relocated organizationally within their universities.	(5) (4) (4) (1) (1) 7 6 5 4 3 2 1 ├───┼───┤ 5.95 4.73 3.51	7. —Dual services will be too costly. —As economic trends continue, duplication of services and materials will be eliminated - libraries will be forced to reorganize.
8. The 1996 libraries will become allied, if not merged, with local print libraries.	(5) (3) (7) 7 6 5 4 3 2 1 ├───┼───┤ 5.79 4.87 3.95	8. —Depends on economy and universities like restructuring. —This is a tough one. —Depends on how strong you are.
9. 'Pure' rental (those operated primarily on rental income) libraries will be extinct by 1996.	(1) (5) (3) (5) (1) 7 6 5 4 3 2 1 ├───┼───┤ 5.13 4.0 2.87	9. —I guess extinct is pretty strong. —We have already lost a couple and will lose more. There will always be a few. —Strong institutional use/support will be essential to survival. —Factors - low cost video, customer needs.
10. The number of university rental libraries in 1996 will be significantly fewer in number than are currently operating.	(1) (7) (4) (2) (1) 7 6 5 4 3 2 1 ├───┼───┤ 6.38 5.33 4.28	10. —# of university libraries will not significantly decrease, but # doing outside rental may. —This is the trend now & it will continue. —I hold with my original assessment.
11. The staffing patterns of 1996 libraries will remain the same as those of current libraries.	(3) (5) (6) (1) 7 6 5 4 3 2 1 ├───┼───┤ 4.57 3.67 2.77	11. —Already decreasing. —Small decrease. —Could change with more automation. —The pattern will be greatly changed.
12. The staffing patterns of 1996 libraries will vary significantly from current patterns. (e.g. - numbers of non-technical, professional staff members will remain the same or increase and technical staff will decline.)	(2) (4) (7) (2) 7 6 5 4 3 2 1 ├───┼───┤ 5.26 3.67 2.08	12. —No. Professional staff will decrease. We're top heavy now. —If by technical staff you mean machine maintenance souls, they jolly well better not decline or the rest of us would be up a stump. Alternatively, there are days when we could do with a few less theorists, but if you say I said so I'll say you lie.

STATEMENT (The philosophical orientation of the libraries)	Strong Agreement neutral Strong Disagreement	COMMENTS FROM ROUND #4
1. The 1996 libraries will be more 'service' and 'process' oriented in their philosophy and less 'product' oriented —— emphasis will be on information brokering.	(7) (5) (2) (1) 7 6 5 4 3 2 1 ├──┼──┤ 6.42 4.93 3.44	
2. The 1996 libraries will emphasize quality customer service more than current libraries.	(1) (3) (6) (2) (2) (1) 7 6 5 4 3 2 1 ├──┼──┤ 6.21 4.53 2.85	
3. The 1996 libraries will be more responsive to individual customer needs and desires than current libraries.	(6) (5) (2) (1) (1) 7 6 5 4 3 2 1 ├──┼──┤ 6.32 4.8 3.28	3. —What are doing now? If you have several thousand customers in remote locations how do you individualize.
4. The 1996 libraries will relate more directly to and with greater intensity to their individual institution's mission.	(7) (2) (6) 7 6 5 4 3 2 1 ├──┼──┤ 6.03 5.07 4.11	4. —If you're on track you can't be any more on track. —I believe it will be essential to do this.
5. The 1996 libraries will emphasize product content with 'how to' and 'socially constructive' themes.	(1) (7) (4) (1) (2) 7 6 5 4 3 2 1 ├──┼──┤ 5.13 4.27 3.11	5. —I think we'll be more into process than product. —Our program content will change somewhat. —We will follow curriculum trends and producer trends.

ISSUE OR CONCERN	Strong Influence neutral Weak Influence	COMMENTS FROM ROUND #4
1. Any changes in the size of libraries.	(2) (6) (6) (1) 7 6 5 4 3 2 1 5.52 4.53 3.54	
2. Any changes in the total number of libraries.	(1) (3) (6) (4) (1) 7 6 5 4 3 2 1 5.96 4.93 3.90	
3. Any changes in the funding levels for libraries.	(1) (10) (2) (2) 7 6 5 4 3 2 1 6.49 5.67 4.85	3. —What could be more significant than this? —"Funding" to me means university subsidy. We haven't any. It can't go down.
4. Any changes in the revenue sources (budgets) for libraries.	(2) (10) (2) (1) 7 6 5 4 3 2 1 6.61 5.87 5.13	4. —Our source is income. If that changes down, it spells trouble. —What could be more significant than this?
5. The quality of rental products.	(1) (5) (3) (4) (2) 7 6 5 4 3 2 1 6.15 4.93 3.71	5. —Quality now in most video programs is poor, but it will and must improve. —For K-12 market, this is not a major consideration. —With ferocious stubbornness, I insist that this matters.
6. The availability of video formats.	(1) (8) (6) 7 6 5 4 3 2 1 6.29 5.67 5.05	6. —Pricing structures and equipment costs.
7. The amount of locally produced, specialized products.	(1) (1) (2) (9) (2) 7 6 5 4 3 2 1 4.64 3.4 2.16	7. —The more specialized product you can sell, the better off you are - ask the others why do you think distributors let us have the rental market. —Local production is getting easier and cheap. —Video will make available more local production, but it won't be a large influence.
8. The effect of copyright violations.	(1) (5) (4) (3) (2) 7 6 5 4 3 2 1 6.2 5.0 3.8	8. —Always will be a strong influence. —More information will reduce problem. —Hope they will find a way to tame this monster.
9. The level and quality of customer service.	(1) (11) (1) (2) 7 6 5 4 3 2 1 6.53 5.73 4.93	
10. The vision of the person(s) in the leadership roles.	(5) (9) (1) 7 6 5 4 3 2 1 6.97 6.2 5.43	10. —Everyone should rate this #7. —If I only had some!
11. The enforcement of legal constraints (copyright and contractual).	(7) (2) (6) 7 6 5 4 3 2 1 6.03 5.07 4.1	11. —Concur. —Copyright violation could have stronger influence than originally thought.

	Strong Influence neutral Weak Influence	COMMENTS FROM ROUND #4
12. The efficient operation/management of the libraries.	(6) (4) 7 6 5 4 3 2 1 ├─┼─┤ 6.91 6+ 5.89	12. —Concede.
13. The future of production companies and independent producers.	(1) (6) (3) (4) (2) 7 6 5 4 3 2 1 ├─┼─┤ 6.51 5.33 4.15	13. —We are losing companies.
14. Any changes in the availability of rental products (number and type of distributors).	(4) (10) (1) 7 6 5 4 3 2 1 ├─┼─┤ 5.87 5.13 4.39	14. —I believe there will be no lack of quality products so this is not a great influence.
15. The limitations and constraints of the distribution rights of future products.	(2) (8) (4) 1 7 6 5 4 3 2 1 ├─┼─┤ 6.76 5.6 4.42	15. —Increased negotiations required. —More limitations could put us out of business. —This will undoubtedly affect the future of rental libraries.
16. Any changes in instructional usage of rental product.	(2) (3) (5) (3) (1) (1) 7 6 5 4 3 2 1 ├─┼─┤ 6.32 4.13 3.54	16. —Only decline would. —What if it stops getting used? That's pretty major.
17. Any changes in staffing patterns (number and type).	(2) (1) (6) (6) 7 6 5 4 3 2 1 ├─┼─┤ 4.96 3.93 2.96	17. —Agree 100% with remark at right – "Amen! Staff will have to be more versatile & less specialized. More people with marketing expertise."
18. Any changes in the funding for the production of new rental products.	(3) (5) (5) (1) 7 6 5 4 3 2 1 ├─┼─┤ 5.61 4.73 3.85	18. —Funding requirements will be less.
19. The specialization of educational programming.	(1) (7) (5) (2) 7 6 5 4 3 2 1 ├─┼─┤ 5.30 4.17 3.64	19. —More specialization will increase local production. —Video allows more specialized programming and we will buy it.
20. The increased availability of low-cost video products.	(2) (11) (1) (1) 7 6 5 4 3 2 1 ├─┼─┤ 6.63 5.93 5.23	
21. The need for and provision of pre-service and inservice training on the effective usage of media.	(3) (3) (5) (2) (2) 7 6 5 4 3 2 1 ├─┼─┤ 5.52 4.2 2.88	21. —I guess if there is no training on use of newer formats, there will be no rental & that would influence.
22. Any changes in the technical limitations of electronic hardware used to display new rental products.	(1) (6) (6) (2) 7 6 5 4 3 2 1 ├─┼─┤ 6.23 5.4 4.57	22. —This is the least of our worries. —Yes, yes – a major cost reduction in video equipment would have an effect if considered with low cost video. —Will have an influence but perhaps not as great as I originally envisioned.
23. Any changes in the availability and dissemination of video hardware viewing technologies.	(1) (9) (3) (2) 7 6 5 4 3 2 1 ├─┼─┤ 6.13 5.6 4.77	23. —Yes —Although this will have an impact, I don't see it as an important concern. —Improvement would. —May not change much, but if it does it will have great impact.
24. Any changes in the philosophical orientation of libraries organizations.	(1) (2) (5) (6) (1) 7 6 5 4 3 2 1 ├─┼─┤ 5.76 4.73 3.70	24. —I can't believe I'm the only person who got this one right!(#7) If decisions are made at the level of corporate philosophy, we would be kings or paupers overnight.

PART TWO — Round #3

In his study, Baird (1973) identified four steps (identification, determination, evaluation, and final selection) in the evaluation and selection process used by university film rental libraries. He also defined the criteria (listed below) that were utilized in each step of the process.

THE FOLLOWING LIST CONTAINS THE RESPONSES, FREQUENCIES, MEANS, AND COMMENTS from Round #3 of the delphi process. This was the final round for this section of the delphi instrument.

STEP ONE: Identification (sources that are used to identify titles available for evaluation and possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS of panel during Round #3
Personal request by faculty or others	Very Important — Not Important (8) (6)　(1) 7　6　5　4　3　2　1 7.23 6.40 5.57	
T.V. programs	Very Important — Not Important (3) (9) (5) 7　6　5　4　3　2　1 5.66 5.0 4.36	
Producers' catalogs	Very Important — Not Important (4) (1) (6) (2) (1) (1) 7　6　5　4　3　2　1 6.17 4.87 3.57	--Useful in determining offerings in various video formats.
Professional journals and magazines	Very Important — Not Important (1) (2) (6) (5) 7　6　5　4　3　2　1 4.93 4.0 4.07	--They will have to review a lot more than they do now to have a major effect.
Salesperson contacts	Very Important — Not Important (1) (3) (5) (2) (3) (1) 7　6　5　4　3　2　1 5.00 3.6 2.20	--It is too bad-but sales reps will become less & less available. Check your list of 800 numbers some day-less reps, less expense.
Printed reviews (EFLA, Landers, etc.)	Very Important — Not Important (1) (5) (4) (2) (3) 7　6　5　4　3　2　1 5.12 3.93 2.62	
Printed lists, bibliographies and indexes	Very Important — Not Important (2) (2) (4) (2) (4) (1) 7　6　5　4　3　2　1 6.09 4.53 2.93	--Direct contact from producer will be the most influencial.

Automatic preview arrangements	Very Important Not Important (1) (2) (5) (2) (2) (3) 7 6 5 4 3 2 1 6.15 3.27 1.53	--It becomes more and more difficult to preview.
Producers' promotional brochures	Very Important Not Important (1) (1) (3) (8) (1) (1) 7 6 5 4 3 2 1 5.51 4.33 3.16	--Usually the 1st method of knowledge about titles.
Other rental library catalogs	Very Important Not Important (2) (1) (4) (7) 7 6 5 4 3 2 1 4.81 3.23 1.63	

The following items were suggested by panel members as additional criteria for
this <u>Identification</u> step during round #1 of this delphi procedure. Review your
position on these additional criteria, also.

Film markets or media festivals	Very Important Not Important (3) (5) (3) (4) (1) 7 6 5 4 3 2 1 5.76 4.07 2.39	--Very limited. --Will increase preview accessibility. --I personally have never been to one, so I have no reference point for this. --Travel could become a factor, but still, too effective a tool to ignore.
Information on computer data bases or banks	Very Important Not Important (3) (2) (6) (4) (1) 7 6 5 4 3 2 1 6.13 5.0 3.87	
Rental records (previous or shared)	Very Important Not Important (3) (2) (5) (2) (2) (1) 7 6 5 4 3 2 1 6.17 4.93 3.39	--Nothing succeeds like success.
Newspaper items or articles	Very Important Not Important (2) (2) (5) (1) (5) 7 6 5 4 3 2 1 5.11 3.67 2.22	--Not that many available. --They do not contain the needed info.
Subscription arrangements (e.g.-Nova, Frontline)	Very Important Not Important (4) (5) (5) (1) 7 6 5 4 3 2 1 4.74 3.8 2.76	
Information from utilization or training workshops	Very Important Not Important (4) (3) (3) (7) (1) 7 6 5 4 3 2 1 4.83 3.73 2.63	--Limited. --Info. on new materials.
Consortia membership information and bulletins	Very Important Not Important (1) (2) (1) (1) 7 6 5 4 3 2 1 4.97 4.20 3.52	--Limited. --CUFC info. should be increased. --I saw the light at CUFC - Atlanta about ESP.
Curriculum plans and reference lists	Very Important Not Important (2) (4) (6) (3) 7 6 5 4 3 2 1 6.31 5.33 4.36	--Would be important if they were comprehensive and numerous. However, usually dated.

STEP TWO: Determination (reasons for not evaluating titles that have been identified as available)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS of panel during round #3
Cost of title	Very Important Not Important (2) (3) (4) 7 6 5 4 3 2 1 6.15 5.27 4.38	--This is more of an influence than most of us would like to admit, especially with pressure of low cost video. --See first comment, I agree. (In my earlier projection, I failed to consider how many libraries have severe budget problems.)
Length of title	Very Important Not Important (6) (7) (1) (1) 7 6 5 4 3 2 1 6.33 5.07 3.90	
Grade level not appropriate for usual rental audience	Very Important Not Important (4) (7) (2) (1) (1) 7 6 5 4 3 2 1 6.95 5.80 4.65	
Similar material already in library	Very Important Not Important (6) (5) (2) (1) 7 6 5 4 3 2 1 6.19 5.07 3.95	--If it is similar good material. --This is not a very valid reason for not previewing something. It is comparable to purchasing something because it is the only thing available. This is not valid either. --Funding will not allow duplication of titles. --Funds will not allow for much duplication. --Agree with comments from round #2.
Title objectives not suitable for customer need	Very Important Not Important (1) (12) (2) 7 6 5 4 3 2 1 6.39 5.93 5.18	
Title not appropriate for scope or purpose of library	Very Important Not Important (3) (7) (2) (2) (1) 7 6 5 4 3 2 1 6.78 5.60 4.42	--I can't understand these responses. Do you evaluate titles you have no thought of buying? If so that is unfair to distributors.
Service and replacement footage not readily available	Very Important Not Important (2) (1) (7) (1) (2) (2) 7 6 5 4 3 2 1 6.15 4.60 3.05	--Seems we can never please everyone & everyone does not order according to customer description. --I repeat 3rd comment. May not have right to make video copy.
Negative past experience with producer or distributor	Very Important Not Important (1) (6) (7) (1) 7 6 5 4 3 2 1 6.31 5.90 4.99	--With lowering cost of video, durability of videodisc, and improvements in 16mm film stock, I fail to see this as a factor in 1996.
Low estimated use potential	Very Important Not Important (9) (6) 7 6 5 4 3 2 1 7.11 6.6 6.09	--Failure of co. to allow rental is really important to us. --Should not reflect quality of media if there is a user need in the rental business. --Unless change guaranteed. --Some titles are valuable even if use is low.
Low published ratings (EFLA, Landers, etc.)	Very Important Not Important (4) (8) (3) 7 6 5 4 3 2 1 4.77 4.07 3.36	
Apparent datedness	Very Important Not Important (2) (11) (2) 7 6 5 4 3 2 1 6.53 6.0 5.17	
Printed description inadequate	Very Important Not Important (3) (3) (4) (5) 7 6 5 4 3 2 1 5.43 4.27 3.11	

Negative past experience with person requesting title	Very Important Not Important (2) (2) (5) (5) 7 6 5 4 3 2 1 5.14 4.07 3.00	
Personal knowledge of title	Very Important Not Important (3) (8) (3) (1) 7 6 5 4 3 2 1 6.7 5.87 5.04	--If I now already that a title is bad, then why would I preview it.
Quality of promotional material	Very Important Not Important (5) (5) (3) (2) 7 6 5 4 3 2 1 4.93 3.87 2.81	
Must pay a preview charge for previewing	Very Important Not Important (5) (7) (3) 7 6 5 4 3 2 1 6.87 6.13 5.34	--First impressions are important, however, content is more important. --I still feel professionals in media should not be so influenced by a factor not directly related to the quality of a product.
Restricted distribution	Very Important Not Important (3) (10) (4) (1) 7 6 5 4 3 2 1 6.76 6.0 5.24	--Universities can be exempted from the preview charge. --Usually do not pay for previews. --I can and do live with some restrictions.
Budget not available	Very Important Not Important (8) (6) (1) 7 6 5 4 3 2 1 7.03 6.4 5.77	--You could preview & build up a backing of approved titles on the assumption that someday you will have money. --There is not as much incentive to preview when there is no budget. --Agree with comments from round #2.
Company sets rental rates	Very Important Not Important (1) (6) (7) (1) 7 6 5 4 3 2 1 6.31 5.40 4.49	

The following items were suggested by panel members as additional criteria for this <u>Determination</u> step during round #1 of this delphi procedure. Review your position on these additional criteria, also.

Format not included in collections	Very Important Not Important (2) (8) (1) (1) (2) 7 6 5 4 3 2 1 6.74 5.50 4.21	--Concur with round #2 responses.
Title is part of a series	Very Important Not Important (1) (5) (6) (2) (1) 7 6 5 4 3 2 1 6.21 5.2 4.19	--Sometimes series can be a real pain. Loss of money, questionable return. --Entire series may not apply to our needs.
Possibility that title may be purchased by potential client	Very Important Not Important (2) (5) (4) (2) (1) 7 6 5 4 3 2 1 6.57 5.36 4.21	--Always a factor - especially now with video. --Very difficult to know.
Subject area not generally included in collection	Very Important Not Important (4) (6) (4) (1) 7 6 5 4 3 2 1 5.86 4.8 3.72	--I want to know clients are going to use it. I do not buy a title merely because we do not have it.
Demand not evident from clients or customers	Very Important Not Important (7) (7) (1) 7 6 5 4 3 2 1 7.03 6.4 5.77	--Difficult to know rental market customer enough to know this.

STEP THREE: Evaluation (items that are considered when evaluating titles for possible purchase)

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS of panel during round #3
Color vs. black and white	Very Important 7 6 5 4 3 2 1 Not Important (8) (2) (1) (2) 6.51 4.67 2.83	
Production date (datedness)	Very Important 7 6 5 4 3 2 1 Not Important (1) (13) (1) 6.36 5.62	--Must consider classics. Date is important but be careful how you use it.
Appropriate orienting devices illustrating size & space relationships	Very Important 7 6 5 4 3 2 1 Not Important (2) (10) (3) 5.5x 4.19 4.34	--Not usually a factor, depends on nature of content. --These observations are like apple pie, baseball, & motherhood (fatherhood) -i.e. they are givens since the first motion picture. They are all important. Low cost video & any heretofore unseen formats will not change that.(also stated as comments on next eight criteria)
Unity of the parts (wholeness, continuity, etc.)	Very Important 7 6 5 4 3 2 1 Not Important (1) (10) (4) 6.36 5.8 5.24	--Both of these have an impact on your general evaluation of title.
Pacing (presentation rate)	Very Important 7 6 5 4 3 2 1 Not Important (1) (8) (5) (1) 6.51 5.6 4.86	
Learning approach (inductive, deductive, etc.)	Very Important 7 6 5 4 3 2 1 Not Important (1) (4) (4) (5) (1) 6.03 4.93 3.83	--As long as the material is informative and presented in a clear manner, I don't think the learning approach is a factor.
Appropriate use of the motion medium	Very Important 7 6 5 4 3 2 1 Not Important (2) (11) (2) 6.53 6.0 5.47	
Appropriate emphasis of ideas	Very Important 7 6 5 4 3 2 1 Not Important (1) (7) (3) 6.23 5.4 4.51	--If this refers to objectivity of ideas, it is more important. I don't feel it ranks any higher on the scale as a routine function of evaluation.
Order of presenting ideas, concepts, etc.	Very Important 7 6 5 4 3 2 1 Not Important (2) (6) (6) (1) 6.43 5.60 4.77	--I would consider this as a factor only if I felt it was a problem in a particular title.
Datedness in styles, procedures, etc.	Very Important 7 6 5 4 3 2 1 Not Important (2) (11) (2) 6.53 6.0 5.47	--Sometimes these functions make the difference between listening & attentively watching a program or laughing at it.
Scope or coverage	Very Important 7 6 5 4 3 2 1 Not Important (1) (7) (7) 6.23 5.6 4.97	
Purpose of title (basic, enrichment, introductory, etc.)	Very Important 7 6 5 4 3 2 1 Not Important (2) (3) (10) 6.21 5.41 4.73	

Type of title (documentary, dramatization, demonstration)	Very Important Not Important (1) (3) (4) (3) (4) 7 6 5 4 3 2 1 5.9 4.6 3.5	--Depends on subject.
Appropriateness for grade level specified	Very Important Not Important (12) (1) (2) 7 6 5 4 3 2 1 6.39 5.67 4.94	--Material for audiences other than college/adult would not have made it to this step. If collection is for all ages, indicate grade level in catalog as determined by evaluation not distributor.
Aesthetic value	Very Important Not Important (7) (6) (2) 7 6 5 4 3 2 1 6.05 5.33 4.61	
Motivational quality and interest	Very Important Not Important (5)(8) (1) (1) 7 6 5 4 3 2 1 7.10 6.07 5.03	--It must have these to keep attention focused on content.
Overall technical quality	Very Important Not Important (1) (10) (3) (1) 7 6 5 4 3 2 1 6.43 5.73 5.03	
General overall effect	Very Important Not Important (11) (4) 7 6 5 4 3 2 1 6.11 5.73 5.27	
Correlation with specific curriculum programs	Very Important Not Important (2) (9) (4) 7 6 5 4 3 2 1 6.51 5.87 5.23	
Clear objectives	Very Important Not Important (2) (7) (5) (1) 7 6 5 4 3 2 1 6.49 5.61 4.05	--The film must achieve something, it can't flounder around.
Creative nature of production methods	Very Important Not Important (4) (10) (1) 7 6 5 4 3 2 1 5.76 5.2 4.64	--Helps keep attention.

The following items were suggested by panel members as additional criteria for
this Evaluation step during round #1 of this delphi procedure. Review your
postion to these additional criteria, also.

Objective presentation of concepts (lack of bias)	Very Important (1) (7) (5) (1) (1) 7　6　5　4　3　2　1 6.39　5.4　1.41	Not Important	--Some of the best, i.e. most effective and useful productions, are highly biased. --If material is otherwise good, teacher can deal with bias, and even use it to advantage as a negative example.
Accuracy of information	Very Important (8) (7) 7　6　5　4　3　2　1 7.05　6.33　6.01	Not Important	
Timeliness of information (current topic)	Very Important (3) (8) (2) (1) (1) 7　6　5　4　3　2　1 6.83　5.73　4.63	Not Important	--This is very difficult. I cannot increase importance.
Subject or content area covered by title	Very Important (1) (7) (4)　(2) (1) 7　6　5　4　3　2　1 6.54　5.13　3.73	No Important	--It is our job to make good material available to users regardless of what it is called. By 1996, this will probably deserve a 1. --What's in a name? Same as when Shakespeare asked.

STEP FOUR: Final Selection (factors that are considered when making final
purchase decisions).

CRITERIA ITEMS	What is your projection of the importance of this criteria item in 1996? (circle number)	COMMENTS of panel during round #3
Cost of the title	Very Important — Not Important (1) (8) (5) (1) 7 6 5 4 3 2 1 6.31 5.6 4.06	--Must be matched against potential use. --This is probably more important than any of us will admit.
Length of title	Very Important — Not Important (2) (9) (4) 7 6 5 4 3 2 1 5.87 4.83 4.23	
Grade level	Very Important — Not Important (1) (5) (7) (1) (1) 7 6 5 4 3 2 1 6.35 5.2 4.05	--We get what is needed for where it is needed.
Amount of similar material in library	Very Important — Not Important (1) (10) (2) (2) 7 6 5 4 3 2 1 6.99 5.67 4.85	--Our collection is not so large that we can duplicate topics - although they may have a different approach to the subject. --The material may be better than what is in library. Should all be kept in perspective. --Depends on nature and approach of similar materials.
Availability of service and replacement footage	Very Important — Not Important (1) (2) (8) (2) (2) 7 6 5 4 3 2 1 6.06 4.73 3.40	--I will ease of on this one. What with estar film & video - it is less important than ever. --I am odd man out on this one but I cannot see this as a factor at all in 1996.
Availability of supplementary material	Very Important — Not Important (3) (9) (3) 7 6 5 4 3 2 1 3.65 3.0 2.35	--Supplementary material not used enough. --It gets lost! --Difficult to ship. --Clients don't request.
Past experience with producer or distributor	Very Important — Not Important (2) (3) (7) (2) (1) 7 6 5 4 3 2 1 5.28 4.2 3.12	--Depends on nature of experience. --Important for both positive and negative experience. --The product value will override this type of experience.
Rating of library directors (specific evaluation by)	Very Important — Not Important (2) (1) (4) (7) 7 6 5 4 3 2 1 4.96 3.86 2.76	--I know of no such rating service. --I still don't understand this one. --This is the way it is here now. For the moment I can't imagine it any other way.
Datedness of title	Very Important — Not Important (4) (8) (3) 7 6 5 4 3 2 1 6.77 6.67 5.37	
Appropriateness to purpose or scope of the library	Very Important — Not Important (2) (9) (2) (2) 7 6 5 4 3 2 1 6.61 5.73 4.85	--Why purchase if it does not apply to your goals.
Past experience with department or person who may use the title	Very Important — Not Important (5) (4) (4) (2) 7 6 5 4 3 2 1 5.88 4.9 3.72	--Let bygones be bygones - everyone changes. --May consider their use of materials previously bought for them.

Criterion	Rating	Comments
Composite rating of Evaluation Committee	Very Important ... Not Important (2) (7) (5) ... (1) 7 6 5 4 3 2 1 6.72 5.53 4.34	--Do not use. Would depend on make-up of committee and purpose.
Rating of potential faculty users	Very Important ... Not Important (4) (9) (2) 7 6 5 4 3 2 1 6.77 6.13 5.49	--We value our faculty evaluation. --Content expert is best able to determine usefulness of medium. --That is a large variable depending on the institution.
Student rating(s)	Very Important ... Not Important (1) (5) (7) (1) (1) 7 6 5 4 3 2 1 5.44 4.33 3.22	--At this point in the evaluation process, student input is minimal.
Published ratings (EFLA, Landers, etc.)	Very Important ... Not Important (1) (5) (6) (3) 7 6 5 4 3 2 1 5.15 4.27 3.96	--I find them important. --Do not use very often.
Estimated number of uses	Very Important ... Not Important (8) (6) (1) 7 6 5 4 3 2 1 7.23 6.40 5.57	--This is why we purchase - to use it.

The following items were suggested by panel members as additional criteria for this __Final Selection__ step during round #1 of this delphi procedure. Review your position on these additional criteria, also.

Criterion	Rating	Comments
Formats are available from distributor	Very Important ... Not Important (6) (4) (2) (2) 7 6 5 4 3 2 1 6.11 5.0 3.93	--Do not understand the criterion. Most distributors have all formats. --If you only purchase film, then you would not buy video and vice-versa.
Restrictions of the producer or distributor	Very Important ... Not Important (2) (12) (1) 7 6 5 4 3 2 1 6.53 6.07 5.61	--I live with some moderate restrictions.
Ability of the producer/distr. to promote title	Very Important ... Not Important (2) (8) (4) (1) 7 6 5 4 3 2 1 4.53 3.73 2.93	--We promote. --Helpful, but not a major factor. --(Agree with comment) This is important in the identification stage.
Content accuracy	Very Important ... Not Important (8) (6) (1) 7 6 5 4 3 2 1 7.11 6.47 5.83	
Availability of duplication rights	Very Important ... Not Important (7) (4) (1) (1) 7 6 5 4 3 2 1 6.15 5.27 4.38	--More and more important in the future. --Depends on titles - nice to have if title becomes very popular.

Factor	Rating	Comment
Availability of electronic distribution rights	Very Important (2)(5)(3)(4)(1) Not Important 7 6 5 4 3 2 1 6.11 5.2 3.99	--Concur that not by 1996.
Availability of varied, negotiable distribution rights	Very Important (7)(6)(6)(2) Not Important 7 6 5 4 3 2 1 6.23 5.4 4.57	
Appropriateness of title for a rental collection (vs. dept., etc.)	Very Important (1)(8)(6) Not Important 7 6 5 4 3 2 1 6.29 5.67 5.05	--If is is good for your college it will be good for rental.
Availability of appropriate hardware among clients	Very Important (2)(11)(2) Not Important 7 6 5 4 3 2 1 6.53 6.0 5.47	--Concur that why buy if few have equipment. --I must have been asleep when I marked this one!
Internal administrative or political atomosphere	Very Important (4)(6)(3)(1)(1) Not Important 7 6 5 4 3 2 1 5.09 4.73 3.57	--Can't see how this factor should rank any higher than a "2". --I may be naive, but I don't see this as a factor.
Favorable rating by content specialist(s)	Very Important (1)(3)(9)(1)(1) Not Important 7 6 5 4 3 2 1 6.05 5.13 4.22	--Users don't always care about opinions of others.

ROUND #3 Summary:

Baird (1973) described the selection and evaluation process for 16mm film as a four-step procedure involving the several criteria groups listed in the previous section. He labeled these groupings as the identification sources, the determination factors, the evaluation criteria, and the final selection factors.

THE FOLLOWING LIST CONTAINS THE RESPONES, FREQUENCIES, MEANS, AND COMMENTS from Round #3 of the delphi process. This was the final round for this section of the delphi instrument.

The Four Steps (from Baird, 1973)	Indicate your opinion on whether the step will change. (circle your response)	COMMENTS of panel during round #3
Identification step	(3) (5) (7) no yes maybe no opinion μ= 1.73	--More electronic sources could be a factor. --I see few major changes in the next ten years in our process of film/video acquisitions.
Determination step	(5) (7) (3) no yes maybe no opinion μ = 2.13	--Financial sources different.
Evaluation step	(3) (2) (10) no yes maybe no opinion μ=1.53	--Misunderstood before.
Final selection step	(5) (1) (9) no yes maybe no opinion μ= 1.73	--More selection factors to consider. --First 3 steps may say "yes". Selection (funds) may say "no".

PART THREE - Round #3 Summary

In the first delphi round, you gave your prognosis for the university film rental libraries in 1996 and in 2011. The descriptions below were developed from your projections.

The panel's responses from Round #3 (final round for this section of the instrument) are summarized below.

Ratings for the year 1996

	In 1996 (in 10 yrs.)	
	Round #3 (Frequencies of responses)	Round #3 (Ranking of Panel)
A. The university rental libraries in the future will be operated and managed very similar to those of today. The collections, clients, and philosophical orientation will also be similar to those currently found.	(1)- 3 ⁻2 ⁻1	___
B. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film). The funding sources, however, will become restricted forcing the libraries to tailor themselves to better serve their own campus to justify their existence.	(1)- 3 (5)- 2 (4)- 1	#2
C. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film) and the rental markets will continue to exist, however, with minimum growth.	(4)⁻3 ⁻2 (6)⁻1	#1
D. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will have fewer titles and prints. Most collections will be campus oriented with significantly fewer 'true' rental libraries existing.	(6)⁻3 (2)⁻2 (2)⁻1	#3
E. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will be significantly larger in number of titles with minimum change in number and orientation.	(1)⁻3 (2)⁻2 ⁻1	___

F. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed. (3)⁻3 (2)⁻2 (2)⁻1 ___

G. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist. (2)⁻3 ⁻2 ⁻1 ___

H. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed. ⁻3 ⁻2 (1)⁻1 ___

I. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist. ___ ___

J. The university rental libraries will be unrecognizable compared to how they operate and function today. ___ ___

K. The university rental libraries will be extinct. ___ ___

L. Write your own scenario: (below suggested by panel member)

Management will differ. Film will be used but video will be primary (or electronic display). Small markets, if any will exist because of ease of home VCR's copying programs. The diversified center will be most ape to survive. The center providing "real" educational service that is lean and eager will be working. ⁻3 ⁻2 (1)⁻1 ___

PART THREE - ROUND #3

In 1996:

--I will stick with my 1st projections. --I think diversification is inevitable, it does not necessarily imply that the 16mm format will become obsolete, however. Disagree with this portion. Not satisfied with the range of possibilities for that reason. --No change in thinking.

PART THREE - Round #3 Summary

In the first delphi round, you gave your prognosis for the university film rental libraries in 1996 and in 2011. The descriptions below were developed from your projections.

The panel's responses from Round #3 (final round for this section of the instrument) are summarized below.

Ratings for the year 2011

In 2011 (in 25 yrs.)

	Round #3 (Frequencies of responses)	Round #3 (Ranking of Panel)

A. The university rental libraries in the future will be operated and managed very similar to those of today. The collections, clients, and philosophical orientation will also be similar to those currently found.
-3
-2
-1
_____

B. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film). The funding sources, however, will become restricted forcing the libraries to tailor themselves to better serve their own campus to justify their existence.
-3
-2
-1
_____

C. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film) and the rental markets will continue to exist, however, with minimum growth.
-3
-2
-1
_____

D. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will have fewer titles and prints. Most collections will be campus oriented with significantly fewer 'true' rental libraries existing.
(1)-3
-2
-1
_____

E. The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will be significantly larger in number of titles with minimum change in number and orientation.
-3
-2
-1
_____

·F. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed.
(1)-3
(4)-2
(5)-1
#2

G. The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist.
(4)-3
(2)-2
-1
_____

H. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed.
(2)-3
(5)-2
(7)-1
#1

I. The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist.
(3)-3
(6)-2
-1
_____

J. The university rental libraries will be unrecognizable compared to how they operate and function today.
(2)-3
(1)-2
-1
_____

K. The university rental libraries will be extinct.
(2)-3
(1)-2
(2)-1
#3

L. Write your own scenario: (below suggested by panel member)

Management will differ. Film will be used but video will be primary (or electronic display). Small markets, if any will exist because of ease of home VCR's copying programs. The diversified center will be most apt to survive. The center providing "real' educational service that is lean and eager will be working.
-3
(1)-2
(1)-1
_____

June 15, 1987

Dear Delphi Panel Member:

Find enclosed the final statistics from the delphi process you participated in during my research study of the past six months. The process took longer than expected and involved more of your time than anticipated. All fifteen panel members who completed round #1 finished the process for a 100% return rate. Thanks for your commitment and input.

For your information, I have received seventy-three usuable returns from the general survey instrument that was developed from and followed your delphi rounds. I am currently analyzing this data and soon will be writing the final research report. There are tentative plans for me to present my findings at the fall CUFC meeting in Tempe.

Hope to see you at the meeting and thanks, again for your assistance.

Sincerely,

Donald A. Rieck

XI. APPENDIX D: BAIRD (1973) QUESTIONNAIRE

SELECTION AND EVALUATION SURVEY

INSTRUCTIONS: CIRCLE THE RESPONSE THAT MOST NEARLY DESCRIBES YOUR FILM LIBRARY OR
SELECTION PROCEDURE. ANSWER EACH QUESTION. CIRCLE ONLY ONE CATEGORY PER QUESTION.
(ADDITIONAL COMMENTS WILL BE APPRECIATED.)

1. The number of different titles in your film library.
   1. 0-499   3. 1000-1999   5. over 4000
   2. 500-999   4. 2000-3999

2. Your basic geographical area of film circulation.
   1. campus only   3. campus and within state only
   2. campus and local   4. campus and more than one state

3. Percentage of your circulation to on-campus customers.
   1. 0-20%   3. 41-60%   5. 81-100%
   2. 21-40%   4. 61-80%

4. Percentage of your circulation to K-12 customers.
   1. 0-20%   3. 41-60%   5. 81-100%
   2. 21-40%   4. 61-80%

5. The number of new titles purchased per year by your library (average the
   last two years).
   1. 0-99   3. 200-299   5. 400-499
   2. 100-199   4. 300-399

6. The percentage of new titles purchased primarily for college level use.
   1. 0-20%   3. 41-60%   5. 81-100%
   2. 21-40%   4. 61-80%

7. The percentage of new titles purchased primarily for K-12 level use.
   1. 0-20%   3. 41-60%   5. 81-100%
   2. 21-40%   4. 61-80%

8. The number of new titles evaluated for purchase per year (average the last
   two years).
   1. 0-199   3. 400-599   5. 800-999
   2. 200-399   4. 600-799   6. 1000+

9. The percentage of new titles evaluated that were actually purchased.
   1. 0-20%   3. 41-60%   5. 81-100%
   2. 21-40%   4. 61-80%

10. The percentage of new titles purchased that were previewed by a member of
    your staff.
    1. 0-10%   3. 21-40%   5. 61-80%
    2. 11-20%   4. 41-60%   6. 81-100%

11. The percentage of new titles purchased that were previewed by faculty users.
    1. 0-10%   3. 21-40%   5. 61-80%
    2. 11-20%   4. 41-60%   6. 81-100%

12. The percentage of new titles purchased that were previewed by students in a
    classroom situation.
    1. 0-10%   3. 21-40%   5. 61-80%
    2. 11-20%   4. 41-60%   6. 81-100%

13. How critical is the information on your evaluation form to your final
    selection decisions? [Please attach copy of your evaluation form(s)]
    1. very important   3. of some importance   5. do not use an
    2. important   4. not important   evaluation form

INSTRUCTIONS: INDICATE THE IMPORTANCE OF EACH ITEM IN YOUR PRESENT EVALUATION AND
SELECTION SYSTEM BY CIRCLING THE APPROPRIATE NUMBER. PLEASE RATE EACH ITEM. CIRCLE
ONLY ONE RATING PER ITEM. (ADDITIONAL COMMENTS WILL BE APPRECIATED.)

A. Sources that are used to identify films
available for evaluation and possible
purchase.

	Not Important					Very Important	
Producers' catalogs	1	2	3	4	5	6	7
Producers' promotional brochures	1	2	3	4	5	6	7
Printed film lists, bibliographies and indices	1	2	3	4	5	6	7
Other rental library catalogs	1	2	3	4	5	6	7
Professional journals and magazines	1	2	3	4	5	6	7
Personal requests by faculty or others	1	2	3	4	5	6	7
Salesman contacts	1	2	3	4	5	6	7
T.V. programs	1	2	3	4	5	6	7

Comments or additions:

B. Reasons for not evaluating films that have been identified as available	Not Important					Very Important	
Cost of film	1	2.	3	4	5	6	7
Length of film	1	2	3	4	5	6	7
Grade level not appropriate for usual rental audience	1	2	3	4	5	6	7
Similar material already in library	1	2	3	4	5	6	7
Film objectives not suitable for customer need	1	2	3	4	5	6	7
Film not appropriate for scope or purpose of library	1	2	3	4	5	6	7
Service and replacement footage not readily available	1	2	3	4	5	6	7
Negative past experience with producer or distributor	1	2	3	4	5	6	7
Low estimated use potential	1	2	3	4	5	6	7
Low published ratings (EFLA, Landers, etc.)	1	2	3	4	5	6	7
Apparent datedness	1	2	3	4	5	6	7
Printed description inadequate	1	2	3	4	5	6	7
Negative past experience with person requesting film (if outside your staff)	1	2	3	4	5	6	7

(Cont.) Reasons for not evaluating films that have been identified as available	Not Important					Very Important	
Personal knowledge of film	1	·2	3	4	5	6	7
Quality of promotional material (print style, general impression, etc.)	1	2	3	4	5	6	7
Must pay a preview charge for preview	1	2	3	4	5	6	7
Restricted distribution	1	2	3	4	5	6	7
Budget not available	1	2	3	4	5	6	7
Company sets rental rates	1	2	3	4	5	6	7

Comments or additions:

C. Items that are considered when evaluating films for possible purchase.	Not Important					Very Important	
Color vs. black and white	1	2	3	4	5	6	7
Production date (datedness)	1	2	3	4	5	6	7
Appropriate orienting devices illustrating size and space relationships	1	2	3	4	5	6	7
Unity of the parts (wholeness, continuity, etc)	1	2	3	4	5	6	7
Pacing (presentation rate)	1	2	3	4	5	6	7
Learning approach (inductive, deductive, etc.)	1	2	3	4	5	6	7
Appropriate use of the film medium	1	2	3	4	5	6	7
Appropriate emphasis of ideas	1	2	3	4	5	6	7
Order of presenting ideas, concepts, etc.	1	2	3	4	5	6	7
Datedness in styles, procedures, etc.	1	2	3	4	5	6	7
Scope or coverage	1	2	3	4	5	6	7
Purpose of film (basic, enrichment, introductory, etc.)	1	2	3	4	5	6	7
Type of film (documentary, dramatization, demonstration, etc.)	1	2	3	4	5	6	7
Appropriateness for grade level specified	1	2	3	4	5	6	7
Aesthetic value	1	2	3	4	5	6	7
Motivational quality and interest	1	2	3	4	5	6	7
Overall technical quality	1	2	3	4	5	6	7
General overall effect	1	2	3	4	5	6	7

(Cont.) Items that are considered when evaluating films for possible purchase.	Not Important					Very Important	
Correlation with specific curriculum programs	1	2	3	4	5	6	7
Clear objectives	1	2'	3	4	5	6	7
Creative film making	1	2	3	4	5	6	7

Comments or additions:

D. Factors that are considered when making final purchase decisions.	Not Important					Very Important	
Cost of film	1	2	3	4	5	6	7
Length of film	1	2	3	4	5	6	7
Grade level	1	2	3	4	5	6	7
Amount of similar material in library	1	2	3	4	5	6	7
Availability of service and replacement footage	1	2	3	4	5	6	7
Availability of supplementary material	1	2	3	4	5	.6	7
Past experience with producer or distributor	1	2	3	4	5	6	7
Datedness of film	1	2	3	4	5	6	7
Appropriateness to purpose or scope of the library	1	2	3	4	5	6	7
Past experience with department or person who may use the film	1	2	3	4	5	6	7
Rating of library directors	1	2	3	4	5	6	7
Composite rating of Evaluation Committee	1	2	3	4	5	6	7
Rating of potential faculty users	1	2	3	4	5	6	7
Student rating	1	2	3	4	5	6	7
Published ratings (EFLA, Landers, etc.)	1	2	3	4	5	6	7
Estimated number of uses	1	2	3	4	5	6	7

Comments or additions:

INSTRUCTIONS: Rank each of the following procedures from 1 to 4 according to how difficult it is to accomplish. (Put number in blank.) 1 = most difficult; 4 = least difficult

_____ Identifying what films are available for preview.

_____ Determining which films should be previewed

_____ Obtaining an adequate evaluation of preview films.

_____ Making final selection after evaluations are complete.

What specific selection problems do you consider most difficult to accomplish? (List in order of difficulty.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Additional Comments: (Use back of sheet if necessary.) _____

_____

_____

_____

Thank you very much for your time and assistance. Please attach your evaluation form(s) to the questionnaire and mail in the accompanying envelope.

If you desire a copy of the results of this study, please fill out the following information:

Name _____ Position _____

Institution _____ Street Address _____

City _____ State _____ Zip _____

XII. APPENDIX E: 1987 SURVEY INSTRUMENT

AND COVER LETTER

Consortium of University Film Centers

Executive Office, Audio Visual Services, Kent State University, Kent, Ohio 44242   (216) 672-3456

March 11, 1987

Dear Film/Video Library Director:

Enclosed is a survey instrument which is a component of a research project being conducted for my degree in Higher Education Administration at Iowa State University. It is partially supported by a grant from the Consortium of University Film Centers (CUFC). The CUFC is a national organization formed to study problems related to college and university film/video rental libraries and operated to share information on library issues and trends. This study is aimed at determining the influences of the video medium on the evaluation and selection procedures utilized in those libraries and the future direction of the libraries' collection development practices.
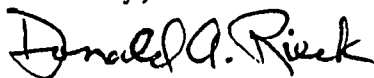
Would you, or the person on your staff most familiar with your agencies' evaluation and selection practices, please complete the attached survey and return it to me according to the mailing instructions on the last page of the instrument. This will require approximately 15 to 30 minutes in your busy schedule, however, it will provide information important to the identification of criteria and trends that can benefit all of us involved in this area of instructional services.

The confidentiality of your responses will be maintained throughout the study and in reporting the results to CUFC member institutions. A summary copy of the results will be provided to all participants requesting it on the study instrument.

If you need further information or clarification on this study, you may contact me at my office number, (515) 294-8022.

Your response would be appreciated by March 25, 1987. Thanks in advance for your time and assistance.

Sincerely,

Donald A. Rieck

enc.

Consortium of University Film Centers

March 30, 1987

Dear Film/Video Library Director:

About three weeks ago I sent your office a survey regarding the evaluation and selection procedures at your film/video library.

The value that this study will have to all rental libraries is in direct proportion to the number of replies received. As of this date, I have not received a reply from your office.

If you have already mailed it, please accept my sincere thanks for your cooperation and input. If you have not yet completed the survey, would you do so now and return it to me as soon as possible. I have enclosed a duplicate copy of the instrument and initial cover letter for your convenience.

Please respond, even if your agency is not a rental library. This will assist in correcting my mailing list. See the instructions inside the cover of the survey instrument.

Sincerely,

Donald A. Rieck

enc.

Consortium of University Film Centers

April 17, 1987

Dear Film/Video Library Director:
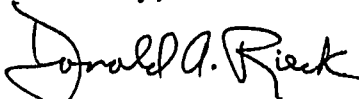
About six weeks ago I sent your office a survey regarding the evaluation and selection procedures at your film/video library. This is a <u>second follow-up</u> to that mailing.

The value that this study will have to all rental libraries is in direct proportion to the number of replies received. <u>As of this date, I have not received a reply from your office.</u>

If you have already mailed it, please accept my sincere thanks for your cooperation and input. If you have not yet completed the survey, would you do so now and return it to me as soon as possible. I have enclosed a duplicate copy of the instrument and initial cover letter for your convenience.

Please <u>return</u> this instrument, <u>even if your agency is not a rental library.</u> See the return instructions inside the cover of the survey form.

Sincerely,

Donald A. Rieck

enc.

1987

Film/Video Library Survey:

THE INFLUENCES OF THE AVAILABILITY OF THE VIDEO MEDIUM ON THE
SELECTION AND EVALUATION CRITERIA OF
SELECTED UNIVERSITY RENTAL LIBRARIES
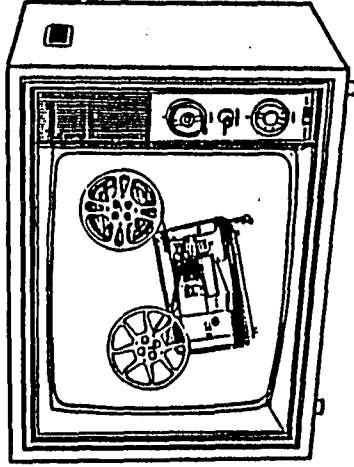
Don Rieck
121 Pearson Hall
Iowa State Univerity
Ames, Iowa 50011

515-294-8022

(PLEASE RESPOND BY MARCH 25, 1987)

P-C66

No postage
necessary
if mailed
in the United States

BUSINESS REPLY MAIL

FIRST CLASS   PERMIT NO 675   AMES. IOWA

Postage will be paid by addressee

iowa state university

ISU Mail Center
Ames, Iowa 50011
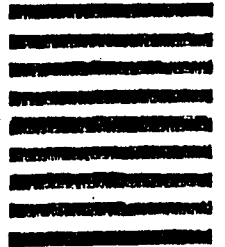
INSTRUCTIONS:

---DOES YOUR INSTITUTION OPERATE A FILM AND/OR VIDEO COLLECTION THAT RENTS FILM OR VIDEO PRINTS TO CLIENTS OR AGENCIES FOR A RENTAL FEE OR SERVICE CHARGE?

☐ YES

☐ NO

☐ other response:_____

(A.) If your response to the above question was NO, please sign below and return this survey instrument as per instructions on the last page.

_____ (signature)

_____ (institution)

_____ (address)

_____

_____ (zip code)

(B.) If your answer to the above question was YES or other, please complete all the following survey items.

RESPOND BY MARCH 25, 1987

NOTICE: EACH INSTRUMENT IS CODED IN ORDER TO MONITOR RETURNS.
ALL RESPONSES ARE CONFIDENTIAL.   CODE #_____

6. The distribution of materials from the rental libraries of the future(1996) will be via:

| present shipping methods | mixed methods of delivery | electronic distribution systems |

1——— 2 ——— 3 ——— 4 ——— 5 ——— 6 ———— 7
comments:

7. The organizational structure of the rental libraries of the future (1996) will be:

| centralized in traditional print libraries | similar to current structures | more varied and diverse in structure |

1———2———3 ——— 4 ——— 5 ——— 6 ———— 7
comments:

8. The client groups served by rental libraries of the future (1996) will be:

| primarily local campus clientele | similar to present customers | wider and more diverse groups |

1———2———3 ——— 4 ——— 5 ——— 6 ———— 7
comments:

339

****

RETURN INSTRUCTIONS:

THANK YOU FOR YOUR TIME AND ASSISTANCE IN COMPLETING THIS SURVEY. RETURN POSTAGE FOR THE SURVEY IS PREPAID, SO ALL YOU NEED TO DO IS SEAL THE SURVEY WITH TAPE AND DROP IT IN A MAILBOX.

IF YOU DESIRE A COPY OF THE RESULTS OF THIS STUDY, PLEASE PROVIDE THE FOLLOWING INFORMATION:

Name_____ Institution_____
Address_____ City_____ State_____
                                                   Zip_____

****

SPECIAL REQUEST:

IF YOUR LIBRARY UTILIZES A FORMAL, WRITTEN COLLECTION DEVELOPMENT POLICY, I WOULD APPRECIATE A COPY. PLEASE ATTACH INSIDE THIS SURVEY OR RETURN UNDER A SEPARATE COVER. YOUR ASSISTANCE IS VALUED IN COMPLETING THIS RESEARCH.

****

In a recent delphi research study, participants were asked for a prognosis of the university film/video libraries by 1996. The items below were a result of those projections.

INSTRUCTIONS:

RATE EACH OF THE FOLLOWING FILM/VIDEO LIBRARY CHARACTERISTICS ACCORDING TO YOUR VIEW OF THE RENTAL LIBRARY ENTITY IN TEN YEARS (1996).

MARK YOUR POSITION ON EACH CHARACTERISTIC BY CIRCLING THE APPROPIATE NUMBER ON THE CONTINUUM SCALE.

COMMENT ON EACH CHARACTERISTIC AS DESIRED.

---

1. The collections of rental libraries of the future (1996) will be:

primarily	primarily	primarily
16mm films	video formats	CD-ROM, Video disk, etc.

1——2——3——4——5——6——7

comments:

2. The size (number of titles) of the collections of the future (1996) will be:

very much smaller	the same as present	very much larger

1——2——3——4——5——6——7

comments:

3. The funding sources of rental libraries of the future (1996) will be:

primarily rental revenue	an equal mix of rental and internal budgets	primarily internal budgets

1——2——3——4——5——6——7

comments:

4. The products and services of the rental libraries of the future (1996) will be:

very specialized	similar to current ones	very diversified

1——2——3——4——5——6——7

comments:

5. The management procedures and methods of the rental libraries of the future (1996) will be:

unchanged	moderately changed	heavily modified

1——2——3——4——5——6——7

comments:

-2-

PART I. - DEMOGRAPHIC INFORMATION.

---ANSWER THE FOLLOWING QUESTIONS REGARDING YOUR PERSONAL BACKGROUND AND EXPERIENCE AS A MEDIA SELECTION AND EVALUATION SPECIALIST.

PLEASE MARK THE SINGLE, MOST APPROPRIATE RESPONSE FOR EACH QUESTION.

1. How many years of experience do you have selecting and evaluating film and/or videotapes for a rental media library?

- ☐ none
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11 or more years

2. What is your sex?

- ☐ female
- ☐ male

3. In what geographic region of the United States do you work?

- ☐ New England (CT, ME, MA, NH, RI, VT)
- ☐ Atlantic (NJ, NY, PA, DE, FL, GA, MD, NC, SC, VA)
- ☐ East Central (IL, IN, MI, OH, WV, WI, AL, KY, TN)
- ☐ West-Central (IA, KS, MN, MO, NE, ND, SD, AR, LA, MS, OK, TX)
- ☐ Mountain (AZ, CO, NM, UT, MT, WY, ID)
- ☐ Pacific (AK, CA, HI, NV, OR, WA)

---ANSWER THE FOLLOWING QUESTIONS REGARDING THE NATURE OF THE RENTAL LIBRARY FOR WHICH YOU CURRENTLY WORK.

4. What type of institution are you employed in?

- ☐ community college
- ☐ private college/university
- ☐ public college/university
- ☐ non-profit agency
- ☐ for-profit business or agency
- ☐ other (specify) _____

5. What is the size of the collection of your library?

- ☐ 0 - 499 titles
- ☐ 500 - 2999 titles
- ☐ 3000 - 5999 titles
- ☐ 6000 - 8999 titles
- ☐ 9000+ titles

6. Does your library utilize a formal, written collection development policy or statement? (see last page for a special request)

- ☐ yes
- ☐ no
- ☐ other response (specify) _____

7. How many years has your library been circulating or renting <u>video</u> materials in one or more formats?

☐ none
☐ 1-3 years
☐ 4-9 years
☐ 10+ years

8. What percent of your library's collection (titles) is currently available in one or more of the <u>video</u> formats?

☐ none
☐ 1-4 percent
☐ 5-9 percent
☐ 10-19 percent
☐ 20+ percent

9. Which client or customer group does your library primarily serve?

☐ K - 12 educational institutions
☐ K through college educational institutions
☐ college and adult institutions/agencies
☐ business/industry/governmental agencies or groups
☐ specialized groups (specify) _____
☐ other (specify) _____

10. Which of the following is the service region to which your library circulates its materials?

☐ local institution or agency only
☐ state area only
☐ a regional area surrounding library
☐ nation-wide
☐ international distribution
☐ other (specify) _____

11. What is the general organizational structure of your library? (To which group or division does your library answer regarding policy and budget decisions?)

☐ part of the central university/college library
☐ part of the central university/college media (audiovisual) agency
☐ a separate university/college unit
☐ a university/college affiliated non-profit agency
☐ a non-profit agency
☐ other (specify) _____

REFERENCE:

Baird, J. R. (1973). An analysis of the evaluation and selection criteria used to determine 16mm film purchase by selected university film rental libraries (Doctoral dissertation, The University of Utah, 1973). <u>Dissertation Abstracts International</u>, <u>43</u>, 3821A.

INSTRUCTIONS:

RANK EACH OF THE PRECEEDING FOUR STEPS IN BAIRD'S (1973) SELECTION AND EVALUATION PROCEDURE ACCORDING TO HOW DIFFICULT IT IS TO ACCOMPLISH.

PUT YOUR RANKING IN THE BLANKS. (#1 = most difficult; #4 = least difficult.)

☐ Identifying what titles are available.

☐ Determining what titles should be previewed.

☐ Obtaining an adequate evaluation of preview titles.

☐ Making final selection after evaluations are complete.

What specific selection and evaluation problems do you consider the most difficult to accomplish? (List in order of difficulty.)

_____

_____

_____

_____

_____

_____

_____

In your opinion what specific procedural differences are there between the selection and evaluation process needed 16mm film and the video mediums?

_____

_____

_____

_____

_____

Additional Comments: (attach additional sheets if necessary.)

_____

_____

_____

_____

STEP FOUR: FINAL SELECTION (factors that are considered when making final purchase decisions).

FINAL SELECTION ITEMS	VERY IMPORTANT					NOT IMPORTANT		COMMENTS
Cost of the title	7	6	5	4	3	2	1	
Length of title	7	6	5	4	3	2	1	
Grade level	7	6	5	4	3	2	1	
Amount of similar material in library	7	6	5	4	3	2	1	
Availability of service and replacement footage	7	6	5	4	3	2	1	
Availability of supplementary materials	7	6	5	4	3	2	1	
Past experience with producer/distr.	7	6	5	4	3	2	1	
Rating of library directors (specific evaluation by)	7	6	5	4	3	2	1	
Datedness of title	7	6	5	4	3	2	1	
Appropriateness to purpose and scope of the library	7	6	5	4	3	2	1	
Past experience with department or person who may use the title	7	6	5	4	3	2	1	
Composite rating of the Evaluation Committee	7	6	5	4	3	2	1	
Rating of potential faculty users	7	6	5	4	3	2	1	
Student rating(s)	7	6	5	4	3	2	1	
Published ratings (EFLA, etc.)	7	6	5	4	3	2	1	
Estimated number of uses	7	6	5	4	3	2	1	
Variety of formats available from distributor	7	6	5	4	3	2	1	
Restrictions of the producer/distr.	7	6	5	4	3	2	1	
Ability of the producer/distr. to promote title	7	6	5	4	3	2	1	
Content accuracy	7	6	5	4	3	2	1	
Availability of duplication rights	7	6	5	4	3	2	1	
Availability of electronic distribution rights	7	6	5	4	3	2	1	
Availability of varied, negotiable distribution rights	7	6	5	4	3	2	1	
Appropriateness of title for a rental library (vs. dept., etc.)	7	6	5	4	3	2	1	
Availability of appropriate display hardware among clients	7	6	5	4	3	2	1	
Internal administrative and/or political atmosphere	7	6	5	4	3	2	1	
Favorable rating by content specialist(s)	7	6	5	4	3	2	1	

Additional items you feel should be part of this FINAL SELECTION step:

PART II. – SELECTION AND EVALUATION RATINGS.

In a study, Baird (1973) identified four steps (identification, determination, evaluation, and final selection) in the evaluation and selection process used by university film rental libraries. He also identified many of the items listed below as being utilized in each step of the process.

INSTRUCTIONS:
INDICATE THE IMPORTANCE OF EACH ITEM IN YOUR PRESENT FILM/VIDEO LIBRARY'S EVALUATION AND SELECTION SYSTEM BY CIRCLING THE APPROPRIATE NUMBER. PLEASE RATE EACH ITEM. CIRCLE ONLY ONE RATING PER ITEM.
(Additional comments or items will be appreciated.)

STEP ONE: IDENTIFICATION (sources that are used to identify titles available for evaluation and possible purchase)

IDENTIFICATION ITEMS	VERY IMPORTANT					NOT IMPORTANT		COMMENTS
Personal request by faculty or others	7	6	5	4	3	2	1	
T.V. programs	7	6	5	4	3	2	1	
Producers' catalogs	7	6	5	4	3	2	1	
Professional journals and magazines	7	6	5	4	3	2	1	
Salesperson contacts	7	6	5	4	3	2	1	
Printed reviews (EFLA, Landers, etc.)	7	6	5	4	3	2	1	
Printed lists, bibliographies and indexes	7	6	5	4	3	2	1	
Automatic preview arrangements	7	6	5	4	3	2	1	
Producers' promotional brochures	7	6	5	4	3	2	1	
Other rental library catalogs	7	6	5	4	3	2	1	
Film markets or media festivals	7	6	5	4	3	2	1	
Information on computer data bases or banks	7	6	5	4	3	2	1	
Rental records (previous or shared)	7	6	5	4	3	2	1	
Newspaper items/articles	7	6	5	4	3	2	1	
Subscription arrangements with distributors/producers	7	6	5	4	3	2	1	
Information from utilization or training workshops	7	6	5	4	3	2	1	
Consortia membership information and bulletins	7	6	5	4	3	2	1	
Curriculum plans and reference lists	7	6	5	4	3	2	1	

Additional items you feel should be part of this IDENTIFICATION step:

DETERMINATION ITEMS — What is your rating of the importance of these items.

Determination Items	VERY IMPORTANT						NOT IMPORTANT	COMMENTS
Cost of title	7	6	5	4	3	2	1	
Length of title	7	6	5	4	3	2	1	
Grade level not appropriate for normal rental audience	7	6	5	4	3	2	1	
Similar material already in library	7	6	5	4	3	2	1	
Title objectives not suitable for customer need	7	6	5	4	3	2	1	
Title not appropriate for scope or purpose of library	7	6	5	4	3	2	1	
Service and replacement footage not readily available	7	6	5	4	3	2	1	
Negative past experience with producer/distributor	7	6	5	4	3	2	1	
Low estimated usage potential	7	6	5	4	3	2	1	
Low published ratings (EFLA, Landers, etc.)	7	6	5	4	3	2	1	
Apparent datedness	7	6	5	4	3	2	1	
Printed description inadequate	7	6	5	4	3	2	1	
Negative past experience with person requesting title	7	6	5	4	3	2	1	
Personal knowledge of title	7	6	5	4	3	2	1	
Quality of promotional materials	7	6	5	4	3	2	1	
Must pay a preview charge for previewing	7	6	5	4	3	2	1	
Restricted distribution by distr.	7	6	5	4	3	2	1	
Budget not available	7	6	5	4	3	2	1	
Company/distr. sets rental rates	7	6	5	4	3	2	1	
Format not included in collection	7	6	5	4	3	2	1	
Title is part of a series	7	6	5	4	3	2	1	
Possibility that title may be purchased by potential client	7	6	5	4	3	2	1	
Subject area not generally included in collection	7	6	5	4	3	2	1	
Demand not evident from clients or customers	7	6	5	4	3	2	1	

Additional items you feel should be part of this DETERMINATION step:

STEP THREE: EVALUATION (items that are considered when evaluating titles for possible purchase)

EVALUATION ITEMS — What is your rating of the importance of these items.

Evaluation Items	VERY IMPORTANT						NOT IMPORTANT	COMMENTS
Color vs. B & W	7	6	5	4	3	2	1	
Production date (datedness)	7	6	5	4	3	2	1	
Appropriate orienting devices illustrating size & space relationships	7	6	5	4	3	2	1	
Unity of the parts (wholeness, continuity, etc.)	7	6	5	4	3	2	1	
Pacing (presentation rate)	7	6	5	4	3	2	1	
Learning approach (inductive, deductive, etc.)	7	6	5	4	3	2	1	
Appropriate use of the motion medium	7	6	5	4	3	2	1	
Appropriate emphasis of ideas	7	6	5	4	3	2	1	
Order of presenting ideas, concepts, etc.	7	6	5	4	3	2	1	
Datedness in styles, procedures, etc.	7	6	5	4	3	2	1	
Scope or coverage	7	6	5	4	3	2	1	
Purpose of title (basic, enrichment, introductory, etc.)	7	6	5	4	3	2	1	
Type of title (documentary, dramatization, demonstration)	7	6	5	4	3	2	1	
Appropriateness for grade level specified	7	6	5	4	3	2	1	
Aesthetic value	7	6	5	4	3	2	1	
Motivational quality and interest	7	6	5	4	3	2	1	
Overall technical quality	7	6	5	4	3	2	1	
General overall effect	7	6	5	4	3	2	1	
Correlation with specific curriculum programs	7	6	5	4	3	2	1	
Clear objectives	7	6	5	4	3	2	1	
Creative nature of production methods	7	6	5	4	3	2	1	
Objective presentation of concepts (lack of bias)	7	6	5	4	3	2	1	
Accuracy of information	7	6	5	4	3	2	1	
Timeliness of information (current topic)	7	6	5	4	3	2	1	
Subject or content area covered by title	7	6	5	4	3	2	1	

Additional items you feel should be part of this EVALUATION step:

XIII. APPENDIX F: FREQUENCY DISTRIBUTION TABLES OF THE

DELPHI PROCESS

Table F1. Frequency distribution of the delphi panel
responses on demographic/information items

Item	Possible response	Frequency
1. How many years of experience do you have selecting and evaluating film and/ or videotapes for a rental media library?	1. none 2. 1-3 years 3. 4-6 years 4. 7-9 years 5. 10+ years	0 2 1 3 9
2. What is your sex?	1. female 2. male	8 7
3. In what geographic region of the United States do you work?	1. Northeastern 2. Southeastern 3. North central 4. South central 5. Northwestern 6. Southwestern 7. Far west	2 1 5 2 1 1 3
4. Do you consider yourself a qualified and effective film and/or video selection specialist?	1. yes 2. no 3. other response	13 1[a] 1[a]
5. What type of institution are you employed in?	1. private college/univ. 2. public college/univ. 3. non-profit agency 4. for-profit bus./agency 5. other	2 13 0 0 0
6. What is the size of the collection of your library?	1. 0 - 499 titles 2. 500 - 2999 titles 3. 3000 - 5999 titles 4. 6000 - 8999 titles 5. 9000+ titles	0 3 7 2 3
7. Does your library have and utilize a formal, written collection development policy or statement?	1. yes 2. no 3. other response	7 7 1

[a]Panelists were determined to be qualified through follow-up telephone contacts.

Table F1. (continued)

Item	Possible response	Frequency
8. How many years has your library been circulating/renting video materials in one or more formats?	1. none 2. 1-3 years 3. 4-9 years 4. 10+ years	0 4 2 9
9. What percent of your library's collection (titles) is currently available in one or more of the video formats?	1. none 2. 1-4 percent 3. 5-9 percent 4. 10-19 percent 5. 20+ percent	0 1 4 7 3
10. To what client or customer group does your library primarily cater?	1. on-campus faculty/staff 2. K-12 educ. institutions 3. K through college educ. institutions 4. college and adult institution/agencies 5. business/industry/gov. agencies or groups 6. specialized groups 7. other	4 0 8 3 0 0 0
11. To which service region does your library distribute film/video materials?	1. local institution or agency 2. state 3. regional area 4. nation 5. international 6. other	0 1 2 12 0 0
12. What is the general organizational structure of your library? (To what group or division does your library answer regarding policy and budget decisions.)	1. part of the central univ./college library 2. part of the central univ./college media (audiovisual) agency 3. a separate univ./college unit 4. a univ./college affiliated non-profit agency 5. a non-profit agency 6. other	5 6 3 1 0 0

Table F2. Frequency distribution of the responses and their
means for the delphi panel's ratings on the
potential change of Baird's four steps

Rank	Step	Frequencies of ratings:				Mean[a]
		Yes(3)	Maybe(2)	No(1)	No opinion(0)	
1.	Determination	5	7	3	0	2.13
2.5	Identification	3	5	7	0	1.73
2.5	Final Selection	5	1	9	0	1.73
4.	Evaluation	3	2	10	0	1.53

[a]Mean calculated by assigning value in ( ) to each
response.

Table F3. Frequency distribution and means of the ratings
by the delphi panel on the 1996 prognosis
statements

Rank	Prognosis statement	Frequencies of ratings			Mean[a]
		1st (3)	2nd (2)	3rd (1)	
1	The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film) and the rental markets will continue to exist, however, with minimum growth.	6	4	0	1.73

[a]Mean calculated by assigning a value in ( ) to
each response

Table F3. (continued)

Rank	Prognosis statement	Frequencies of rating			Mean[a]
		1st (3)	2nd (2)	3rd (1)	
2	The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video formats (fewer 16mm film). The funding sources, however, will become restricted forcing the libraries to tailor themselves to better serve their own campus to justify their existence.	4	5	1	1.53
3	The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will have fewer titles and prints. Most collections will be campus oriented with significantly fewer 'true' rental libraries existing.	2	2	6	1.07
4	The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed.	2	2	3	.87
5	The university rental libraries in the future will be operated and managed in a similar manner as those of today. The collections will be primarily in video and will be significantly larger in number of titles with minimum change in number and orientation.	0	2	1	.33

Table F4. Frequency distribution and means of the ratings
by the delphi panel on the 2011 prognosis
statements

Rank	Prognosis statement	Frequencies of ratings			Mean[a]
		1st (3)	2nd (2)	3rd (1)	
1	The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist.	7	5	2	2.20
2	The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will be significantly changed.	5	4	1	1.60
3	The university rental libraries will be extinct.	1	2	3	.67

[a]Mean calculated by assigning value in ( ) to each response.

Table F4. (continued)

Rank	Prognosis statement	Frequencies of ratings			Mean[a]
		1st (3)	2nd (2)	3rd (1)	
4	The university rental libraries in the future will be moderately changed in operation and management from those of today. They will be more diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist.	0	2	4	.53
5.5	Write your own scenario:	1	1	0	.33
5.5	The university rental libraries in the future will be heavily modified in operation and management from those of today. They will be very diversified in products and services. The film technology will be obsolete and various forms of electronic distribution will be common. Current formats and technologies will not exist.	0	1	3	.33

XIV.   APPENDIX G: FREQUENCY DISTRIBUTION TABLES OF

PHASE TWO SURVEY

Table G1. Frequency distribution of the survey responses
on the demographic parameter items

Question	Possible responses	Frequency
1. How many years of experience do you have selecting and evaluating film and/ or videotapes for a rental media library?	1. none 2. 1-5 years 3. 6-10 years 4. 11 or more years	1 18 10 43
2. What is your sex?	1. female 2. male	33 40
3. In what geographic region of the United States do you work?	1. New England 2. Atlantic 3. East Central 4. West Central 5. Mountain 6. Pacific	6 11 13 18 16 9
4. What type of institution are you employed in?	1. community college 2. private college/univ. 3. public college/univ. 4. non-profit agency 5. for-profit bus./agency 6. other	1 8 60 1 0 3
5. What is the size of the collection of your library?	1. 0 - 499 titles 2. 500 - 2999 titles 3. 3000 - 5999 titles 4. 6000 - 8999 titles 5. 9000+ titles	0 31 22 14 6
6. Does your library utilize a formal, written collection development policy or statement?	1. yes 2. no 3. other response	25 43 4

Table G1. (continued)

	Question	Possible response	Frequency
7.	How many years has your library been circulating or renting video materials in one or more formats?	1. none 2. 1-3 years 3. 4-9 years 4. 10+ years	3 14 25 31
8.	What percent of your library's collection (titles) is currently available in one or more of the video formats?	1. none 2. 1-4 percent 3. 5-9 percent 4. 10-19 percent 5. 20+ percent	6 23 14 15 15
9.	Which client or customer group does your library primarily serve?	1. K-12 educ. institutions 2. K through college educ. institutions 3. college and adult institutions/agencies 4. business/industry/gov. agencies or groups 5. specialized groups 6. other	9 28 31 0 1 3
10.	Which of the following is the service region to which your library circulates its materials?	1. local institution or agency only 2. state area only 3. a regional area surrounding library 4. nation-wide 5. international distrib. 6. other	3 9 13 39 4 5
11.	What is the general organizational structure of your library? (To which group or division does your library answer regarding policy and budget decisions.)	1. part of the central univ./college library 2. part of the central univ./college media (audiovisual) agency 3. a separate univ./college unit 4. a univ./college affiliated non-profit agency 5. a non-profit agency 6. other	27 27 12 2 1 4

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Table G2. Frequency distribution of the survey respondents
on the identification criteria ratings

Identification criteria (sources)	Very important 7	6	5	4	3	Not important 2	1
Personal request by faculty or others	45	10	10	5	2	1	0
T.V. programs	1	3	10	23	10	13	12
Producer's catalogs	4	13	21	17	13	3	2
Professional journals and magazines	3	11	14	20	15	6	4
Salesperson contacts	3	15	14	12	17	6	6
Printed reviews (EFLA, Landers, etc.)	4	8	12	20	15	7	7
Printed lists, bibliographies and indexes	2	5	6	20	16	14	10
Automatic preview arrangements	3	2	8	13	4	15	26
Producer's promotional brochures	3	10	21	18	14	5	2
Other rental library catalogs	1	1	10	15	21	10	15
Film markets or media festivals	2	7	12	6	13	14	18
Information on computer data bases or banks	0	0	3	7	14	20	29
Rental records (previous or shared)	10	14	17	14	5	5	8

Table G2. (continued)

Identification criteria (sources)	Very important					Not important	
	7	6	5	4	3	2	1
Newspaper items/articles	0	0	7	10	13	19	24
Subscription arrangements with distributors/producers	0	1	7	6	10	17	31
Information from utilization or training workshops	0	3	10	21	9	14	16
Consortia membership information and bulletins	0	3	17	10	14	13	16
Curriculum plans and reference lists	5	8	16	14	10	10	10

Table G3. Frequency distribution of the survey respondents
on the determination criteria ratings

Determination criteria (reasons)	Very important 7	6	5	4	3	Not important 2	1
Cost of title	12	15	17	15	7	3	4
Length of title	4	13	11	11	10	12	12
Grade level not appropriate for normal rental audience	23	20	13	7	2	5	3
Similar material already in library	14	18	25	8	2	4	1
Title objectives not suitable for customer	21	22	18	4	4	1	3
Title not appropriate for scope or purpose of library	27	20	14	4	1	3	4
Service and replacement footage not readily available	10	9	13	16	10	10	5
Negative past experience with producer/distr.	8	21	15	12	5	6	6
Low estimated usage potential	34	23	11	3	0	0	2
Low published ratings (EFLA, Landers, etc.)	2	9	12	14	16	8	12
Apparent datedness	26	27	14	3	1	1	1
Printed description inadequate	1	9	11	20	11	11	10

Table G3. (continued)

Determination criteria (reasons)	Very important 7	6	5	4	3	Not important 2	1
Negative past experience with person requesting title	1	10	12	17	10	8	15
Personal knowledge of title	18	20	15	11	7	0	2
Quality of promotional materials	0	8	10	23	16	11	5
Must pay a preview charge for previewing	32	14	10	7	3	2	5
Restricted distribution by distributor	26	20	9	4	5	3	5
Budget not available	42	14	8	4	2	1	2
Company/distr. sets rental rates	17	11	6	12	8	4	14
Format not included in collection	20	11	10	6	7	4	15
Title is part of a series	3	3	5	11	17	11	23
Possibility that title may be purchased by potential client	6	6	13	9	14	11	13
Subject area not generally included in collection	12	13	11	6	13	3	15
Demand not evident from clients or customers	26	25	8	6	4	2	2

Table G4. Frequency distribution of the survey respondents
on the evaluation criteria ratings

Evaluation criteria (reasons)	Very important 7	6	5	4	3	Not important 2	1
Color vs. B & W	12	14	15	9	6	5	11
Production date (datedness)	29	25	11	2	2	1	1
Appropriate orienting devices illustrating size & space relationships	3	8	15	21	6	7	4
Unity of the parts (wholeness, continuity, etc.)	8	27	25	7	1	1	2
Pacing (presentation rate)	8	24	25	10	0	1	2
Learning approach (inductive, deductive, etc.)	7	13	18	15	9	4	5
Appropriate use of the motion medium	12	24	24	6	2	0	3
Appropriate emphasis of ideas	11	31	19	6	1	0	2
Order of presenting ideas, concepts, etc.	10	20	23	11	2	1	3
Datedness in styles, procedures, etc.	24	27	13	3	3	0	1
Scope or coverage	14	24	21	9	0	1	1

Table G4. (continued)

Evaluation criteria (items)	Very important					Not important	
	7	6	5	4	3	2	1
Purpose of title (basic, enrichment, introductory, etc.)	9	17	23	11	5	2	4
Type of title (documentary, dramatization, demonstration)	4	9	17	12	10	4	14
Appropriateness for grade level specified	20	22	17	7	2	1	2
Aesthetic value	2	13	20	25	4	5	1
Motivational quality and interest	10	21	27	9	2	1	1
Overall technical quality	15	27	20	8	0	1	0
General overall effect	18	33	13	6	0	1	0
Correlation with specific curriculum programs	21	19	13	11	2	5	0
Clear objectives	14	21	23	10	0	2	1
Creative nature of production methods	2	12	24	22	5	3	3
Objective presentation of concepts (lack of bias)	9	31	17	6	7	0	1
Accuracy of information	40	23	6	2	0	0	0
Timeliness of information (current topic)	21	22	19	8	1	0	0
Subject or content area covered by title	21	25	12	8	2	1	2

Table G5. Frequency distribution of the survey respondents on the final selection criteria ratings

Final selection criteria (factors)	Very important			4	Not important		
	7	6	5	4	3	2	1
Cost of title	24	25	18	1	2	1	1
Length of title	10	14	12	19	4	7	6
Grade level	26	14	16	7	2	4	3
Amount of similar material in library	22	21	18	5	5	0	1
Availability of service and replacement footage	11	12	15	12	10	7	5
Availability of supplementary materials	0	1	9	14	15	10	23
Past experience with producer/distr.	3	12	17	17	5	9	8
Rating of library directors (specific evaluation by)	5	5	12	16	10	14	10
Datedness of title	26	21	15	8	0	0	2
Appropriateness to purpose and scope of the library	29	17	16	7	2	1	0
Past experience with department or person who may use the title	4	10	21	9	10	9	8
Composite rating of the Evaluation Committee	14	17	8	7	5	6	12
Rating of potential faculty users	26	29	5	2	4	3	2
Student rating(s)	2	12	11	9	10	7	19

Table G5. (continued)

Final selection criteria (factors)	Very important					Not important	
	7	6	5	4	3	2	1
Published ratings (EFLA, etc.)	0	10	14	11	13	11	13
Estimated # of uses	27	23	13	3	3	1	1
Variety of formats available from distr.	2	4	19	19	9	5	14
Restrictions of the producer/distr.	21	28	9	3	3	3	4
Ability of the producer/ distr. to promote title	2	2	12	19	11	12	14
Content accuracy	40	23	8	1	0	0	0
Availability of duplication rights	6	9	12	11	10	8	16
Availability of electronic distribution rights	6	7	8	11	4	12	24
Availability of varied, negotiable distribution rights	7	8	13	14	7	6	17
Appropriateness of title for a rental library (vs. dept., etc.)	19	17	12	12	2	3	7
Availability of appropriate display hardware among clients	12	15	10	12	6	5	12
Internal administrative and/or political atmsphere	5	3	13	15	9	12	15
Favorable rating by content specialist(s)	11	30	11	9	4	4	3

Table G6. Frequency distribution of the survey respondents
ratings of the level of difficulty of each step
of the evaluation and selection process

	Rating			
	Most difficult		Least difficult	
Step	1	2	3	4
Identifying what titles are available	18	15	9	31
Determining what titles should be reviewed	10	24	29	10
Obtaining an adequate evaluation of preview title	25	25	13	10
Making final selection after evaluations are complete	15	10	20	28

Table G7. Frequency distribution of responses to the
characteristics of film/video libraries in ten
years (by 1996)

Characteristic	1	2	3	Rating[a] 4	5	6	7
1. The collection of rental libraries of the future will be:	primarily 16mm		primarily video format		primarily CD-ROM, Video disk, etc.		
	1	3 (4)	15	12 (1)	23 (1)	5 (2)	5
2. The size (number of titles) of the collections of the future (1996) will be:	very much smaller		the same as present		very much larger		
	0	3	9	15 (1)	23 (1)	15 (1)	4
3. The funding sources of rental libraries of the future (1996) will be:	primarily rental revenue		an equal mix of rental and internal budgets		primarily internal budgets		
	4 (1)	14 (1)	7	20 (1)	11	9	4
4. The products and services of the rental libraries of the future (1996) will be:	very specialized		similar to current ones		very diversified		
	2 (1)	11 (1)	10	19	10	11	5

[a]Number in ( ) were ratings marked between the
continuum points and were considered as a .5 rating.

Table G7. (continued)

Characteristic	1	2	3	4	5	6	7
5. The manage-ment proced-ures and methods of the rental libraries of the future (1996) will be:	unchanged		moderately changed			heavily modified	
	0	0	10	25 (1)	19	9	8
6. The distribu-tion of materials from the rental libraries of the future (1996) will be via:	present shipping methods		mixed methods of delivery			electronic distribution systems	
	4	7 (1)	4	30 (1)	16 (1)	4	4
7. The organiza-tional struc-ture of the rental libraries of the future (1996) will be:	centralized in traditional print libraries		similar to current structures			more varied and diverse in structure	
	1	5	5	19	23 (2)	10	7
8. The client groups served by rental libraries of the future (1996) will be:	primarily local campus clientele		similar to present customers			wider and more diverse groups	
	2	7	9	20 (1)	8	17	8

XV. APPENDIX H: ANALYSIS BY DEMOGRAPHIC PARAMETER TABLES:
        SIGNIFICANTLY DIFFERENT RESULTS

Table H1. Analysis of survey criteria items by use of a
written collection policy: Significantly
different results

Criteria	Use of policy	N	Mean	S.D.	t	2-Tailed prob.
Determination reasons						
13. Negative past experience with person requesting title	yes no	25 43	4.16 3.21	1.31 1.90	2.21	.030*
21. Title is part of a series	yes no	25 43	3.32 2.49	1.70 1.55	2.06	.043*
Final selection factors						
14. Student rating(s)	yes no	23 42	2.74 3.76	2.03 1.78	-2.11	.039*
17. Variety of formats available from distributor	yes no	24 43	4.21 3.37	1.50 1.59	2.11	.039*

* p <.05.

Table H2. Analysis of survey criteria items by years of
           experience: Significantly different results

Criteria	Years of experience	N	Mean	S.D.	t	2-Tailed prob.
Determination reasons						
11. Apparent datedness	5 or less	19	6.32	.67	2.38	.020*
	6 or more	53	5.75	1.30		
Evaluation items						
2. Production date (datedness)	5 or less	18	6.39	.70	2.48	.016*
	6 or more	53	5.74	1.50		
Final selection factors						
1. Cost of the title	5 or less	19	6.21	.71	2.11	.039*
	6 or more	52	5.69	1.32		
9. Datedness of title	5 or less	19	6.32	.82	2.74	.008**
	6 or more	52	5.58	1.39		

* p <.05

** p <.01.

Table H3. Analysis of survey trend statement (#3) by years
          of experience: Significantly different results

Trend Statement	Years of Experience	N	Mean	S.D.	t	2-Tailed prob.
3. The funding sources of rental libraries of the future (1996) will be:	5 or less	19	5.10	1.68	3.47	.001**
	6 or more	53	3.59	1.61		

   ** p <01.

Table H4. Analysis of survey criteria items by type of
          institution: Significantly different results

Criteria	Type of institution	N	Mean	S.D.	t	2-Tailed prob.
Identification sources						
18. Curriculum plans and reference lists	private	8	2.50	1.20	-2.17	.034*
	public	60	3.93	1.81		
Determination reasons						
5. Title objectives not suitable for customer need	private	8	6.25	0.71	2.89*	.010**
	public	60	5.32	1.58		
14. Personal knowledge of title	private	8	6.38	0.74	2.38	.020*
	public	60	5.10	1.48		
Evaluation items						
13. Type of title (documentary, dramatization, demonstration)	private	7	5.29	1.11	2.44	.017*
	public	58	3.52	1.87		

   * p <.05.

   ** p <.01.

Table H5. Analysis of survey trend statement (#6) by type
          of institution: Significantly different results

Trend statement	Type of institution	N	Mean	S.D.	t	2-Tailed prob.
6. The distribution of materials from the rental libraries of the future (1996) will be via:	private	8	5.19	1.69	2.04	.046*
	public	60	4.02	1.51		

* p <.05.

Table H6. Means and standard deviations of final selection
          survey criteria (#26) ratings by geographic
          region: Significantly different results

Geographic region	N	Mean	Standard deviation
New England	6	2.67	1.63
Atlantic	11	2.00*	1.79
East Central	13	3.92	1.61
West Central	17	3.24	2.02
Mountain	16	4.63*	1.31
Pacific	9	2.88	1.27

* p <.05.

Table H7.   Analysis of variance of survey criteria by
            geographic region: Significantly different
            results

Criteria	Sources of variation	df	Mean squares	F value	F prob.
Final selection factor					
26. Internal administrative and/or political atmosphere	Region Residual	5 66	11.03 2.73	4.05	.003**

** p <.01.

Table H8.   Means and standard deviations of survey criteria
            ratings by service region: Significantly
            different results

Criteria	Service region	N	Mean	Standard deviation
Determination reason				
16. Must pay a preview charge for previewing	local state regional national international other	3 9 13 39 4 5	5.33 6.33* 5.85 5.54 2.75* 5.60	1.53 1.00 1.46 1.83 2.36 2.07
Evaluation item				
5. Pacing (presentation rate)	local state regional national international other	2 9 12 38 4 5	5.50 5.11 5.50 5.47 3.25* 5.00*	0.71 1.05 1.68 0.80 2.06 1.22

* p <.05.

Table H9. Analysis of variance of survey criteria by
          service region: Significantly different results

Criteria	Sources of variation	df	Mean squares	F value	F prob.
Determination reason					
16. Must pay a preview charge for previewing	Region Residual	5 67	7.63 2.99	2.56	.035*
Evaluation item					
5. Pacing (presentation rate)	Region Residual	5 64	3.85 1.29	2.98	.018*

* p <.05.

XVI. APPENDIX I: MISCELLANEOUS COMMENTS TABLE

Table I1.   Specific evaluation and selection problems
            considered to be the most difficult to accomplish
            by survey respondents

Comment or statement	Number
Finding, motivating or involving instructors (users) to preview	26
Locating (finding) the funds to purchase	9
Bibliographic tools for identification are not adequate. (No comprehensive index). Need film jobber service similar to book jobbers	4
Matching user's intent with reality of actual rentals	4
Identifying new material and time to weigh against what is in the collection already	4
How to compare the large number of titles to select from	3
Determining distributor's rights, policies, and restrictions	2
Setting up equipment for convenient previewing	2
Priority to which distributor	1
Unfamiliarity with the subject	1
Current volatile pricing structures with no bottom line atmosphere	1
Finding producers who do not charge for previewing	1
Locating where to order films when the company has merged or gone out of business	1
Determining where technology is going and when and how to get involved	1
Coordination with departmental offices on-campus	1
Correlating personal sense of value of film to rentability	1

Table I2. Specific ·procedural differences between the
          evaluation and selection process needed for 16mm
          film versus the video mediums identified by
          survey respondents

Comment or statement	Number
Must make sure equipment is available (for video) by potential users	10
Determining size of the audience for a particular title's use	6
Knowledge of the differences in quality and production techniques	6
Clients prefer video, rental library prefers 16mm	3
Availability of funds (may) dictate the purchase of video over films	3
Assessing the potential for users to copy the video	2
Difficulty in educating users to the different impacts of the two media	2
Determination of what format the potential audience would prefer	2
Convenience of previewing in video format (16mm more difficult to use)	2
Video is easy to use with less equipment problems	2
Previews are expected in the film industry, but not for most videos, therefore necessitating more on-approval orders, licensing, etc.	2
The determination of whether the schools (clients) will buy the title	1
Identification of distribution and duplication rights that vary from distributor to distributor	1
Faculty are more aware of new video materials	1

Table I3. Additional comments by survey respondents

Comment	Number
We prefer film, but if anticipated audience size is small we usually purchase video because of cost and durability. Accuracy of content is the most important item.	1
I try to base selection on info from trusted sales persons meshed with intents to rent from co-op members since film rental income must equal operating costs + "profit" used to buy new films.	1
16mm can be used off-campus as well as on. Video limited (by policy) to on-campus only. We recommend dept. purchase only and do not use center budget for this.	1
The cost of the video formats vs. 16mm is a real consideration w/budgetary limitations. The important thing is content.	1
Most faculty members are not sufficiently sensitive to the importance of viewing and hearing versus lecturing and reading.	1
We are getting ready to close our rental film library.	1
The library has recently assumed responsibility for AV collections & rental. Hence I do not have enough in depth experience yet to provide informed answers. We have only processed one large order so far ($40,000) for media.	1

Table I4. Comments concerning trend statements by
          survey respondents

Trend statement   Comment

Statement #1.
        Video is too easily damaged.

        Film will still be available since no one will
        discard it if useful.

        Unless copy protection is built-in to prevent
        video piracy.

        Rapid development of technology may change
        progression more quickly than anticipated.

        We must adapt to new technologies to survive.

        We're not going to dump our film - - little is
        available on disk.

        16mm will be phased out because technology is
        easiest, however, video & CD-ROM and video disk
        formats will co-exist depending on the hardware
        each client has.

        CD-ROM may be the technology by then, but it
        will take more than a decade for the schools to
        find the money to follow suit.

        There needs to be a breakthrough on video image
        quality to be similar in quality to 16mm film.

        I believe by 1990 the motion image will be
        digitized. I am not sure how widespread its
        distribution will be yet, though.
Statement #2.
        Low cost VHS tapes will be owned by individual
        schools. (2 responses.

Table I4. (continued)

Trend statement	Comment

Small institutions will have larger collections
than at present. Large libraries will remain constant.
Old films will be withdrawn at a quicker rate
than can be replaced.

Size of collection will not be that important -
service will be.

While there will be fewer rental collections in
10 years, I don't think the size of those that
exist will be significantly different.

Statement #3.
Due to cost cutting by universities/college.

If library is supported solely by internal
budgets - they will receive little funds and will
just fade away.

Statement #4.
Which will be wrong - but will happen as revenue.

Libraries cannot depend on one source for income.

Utilizing various specialty areas by marketing
those areas individually.

We must diversify to survive - taking advantage
of the new technology is difficult but exciting.

Statement #5.
Total computerization.

Statement #6.
Microwave, satellite, etc.

Statement #7.
There will be fewer libraries than currently.

Film libraries will need to align with some group.

Economics will push one way in one state and
another way in another, who knows.

Statement #8.
Will encompass clients from industry as well as educ.

Table I5. Miscellaneous comments made by survey
respondents concerning criteria items (Part II)

Criteria item	Comment
Identification step:	
1. Personal request by faculty or others	-If request, will rent. -All of our purchasing is done by faculty recommendation. -You have to know which ones have seen the program or just the lit. -In terms of usefulness to instructional program. -Mainly faculty.
4. Professional journals and magazines	-Reviews?
5. Salesperson contacts	-Less and less reps. are available. You do tend to trust some more than others. -Film preview seminar is very important to visit with reps.
6. Printed reviews (EFLA, Landers, etc.)	-I use reviews in journals but not EFLA, Landers etc.
8. Automatic preview	-We no longer have any of these.
10. Other rental library catalogs	-I do look at these carefully, as we do learn from each other.
11. Film markets or media festivals	-Preview scheduling seminars. -Film preview seminars.
12. Information on computer data bases/banks	-Don't use
13. Rental records (previous or shared)	-Film rented from other distr. for classroom use.
14. Newspaper item/ articles	-For topics or current interest-but must be careful.

Table 15. (continued)

Criteria item	Comment
15. Subscription arrangements with distributors/producers	-Don't use. -i.e. "Deals". -Not definitive terminology. -Unclear what "subscription" means, special purchase? -Very few of these are held anymore
17. Consortia membership information and bulletins	-Don't belong.
Determination step: 1. Cost of title	-Cost divided by 30 could = R.E. too costly. -Unfortunately video is causing "cost" to be a major factor. -Many of these (determination) items are obviously important - but we sometimes forget. -Only if it's exorbitant.
3. Grade level not appropriate for normal rental audience	-Hardly ever evaluate elementary materials.
4. Similar material already in library	-Must also check production date and activity of similar title.
11. Apparent datedness	-Could be used for comparative research.
13. Negative past experience with person requesting title	-Would have to be persons.
14. Personal knowledge of title	-Would look again.
Additional items you feel should be part of this DETERMINATION step	-Whether there is a U.S. distribution source.

Table I5. (continued)

Criteria item	Comment
Evaluation step:	
1. Color vs. B & W	-Don't see many productions today in b/w.
2. Production date (datedness)	-Relative to presentation. -Historical films always in date.
3. Appropriate orienting devices illustrating size & space relationships	-Should not be misleading. -What?
13. Type of title (documentary, dramatization, demonstration)	-Title does not always reflect type of film.
15. Aesthetic value	-It's difficult to have a bunson burner program "aesthetic" - but you need to have programs on topics like this. -Depends on subject.
19. Correlation with specific curriculum programs	-Emphasis rests with faculty.
22. Objective presentation of concepts (lack of bias)	-As long as nature of bias is clearly stated.
25. Subject or content area covered by title	-Content not always reflected by title.
Final Selection steps:	
1. Cost of the title	-Cost divided by 30 = R.F.
9. Datedness of title	-Could be a classic or historical film. -As distinguished from content.

Table I5. (continued)

Criteria item	Comment
11. Past experience with department or person who may use the title	-N/A.
12. Composite rating of the Evaluation Committee	-No committee. -N/A (3 responses) -Not used.
13. Rating of potential faculty users	-N/A. (2 responses)
14. Student rating(s)	-N/A. (3 responses) -Not used.
16. Estimated # of uses	-One can only guess.
17. Variety of formats available from distributor	-This will become more important as time goes on.
21. Availability of duplication rights	-These will become more and more important. -Not applicable now.
22. Availability of electronic distribution rights	-This is becoming more and more important. -Not applicable now.
23. Availability of varied, negotiable distribution rights	-This is becoming more and more important. -Not applicable now.
25. Availability of appropriate display hardware among clients	-We might buy for future - i.e. forseeing a format becoming popular.
26. Internal administrative and/or political atmosphere	-Budget dependent on administrative philosophy.
27. Favorable rating by content specialist(s)	-Not applicable. -When available.