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PERCEIVED PURPOSE OF NONCOMMERCIAL COLLEGE RADIO BY KANSAS STATE UNIVERSITY STUDENTS AND KSDB STAFF MEMBERS:

A COORIENTATION ANALYSIS

by

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Chapter 1: Review of Literature

Introduction

The study of college radio is an unconventional area of communication study. There are so few studies to review in this chapter that the researcher relied very heavily on a few articles and authors. Yet, the need for college radio stations to define and refine their purpose is great. According to Wilkinson (1998), "College radio has evolved into a valuable yet unstable institution, with conflicting and ill-defined roles and missions" (Wilkinson, 1998, p. 15). Today, college radio is confronted with problems such as universities selling their FM radio stations to commercial entities to raise funds and confusion among staff and administration regarding station purpose. These kinds of difficulties at college radio stations reinforce the urgency of each college radio station protecting its identity and individuality through defining its purpose.

What is College Radio?

There are two main types of radio station licenses given by the Federal Communications Commission: commercial and noncommercial. Commercial radio licensees are more easily understood because the concept is more mainstream. There are more operational commercial licenses than there are operational noncommercial licenses. Commercial stations are generally programmed with popular music or talk shows and run commercials for businesses. Noncommercial licensees are not allowed to run commercials and strict regulations set limits on the types of announcements run. Comparatives, calls to action, and pricing information are some of the prohibitions placed on all noncommercial stations.

"There is no single public noncommercial format" (Public and Noncommercial, May, 1999). While many attempt to classify noncommercial stations as classical, jazz, public radio or so on, it is impossible to produce an all inclusive category system. The fact is, noncommercial radio stations encompass all formats, including those used by commercial stations.

There are three basic categories of noncommercial radio stations: educational radio,

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public radio and college radio. These three noncommercial terms are often confused with each other. The term "educational radio" was coined in the 1920s (Brant, 1981, p. 41). The original duty of educational radio was to broadcast educational courses to the public. Educational radio has all but disappeared today. It exists almost exclusively as extension service media outlets of universities.

With the passage of the Public Broadcasting Act of 1967 new terms emerged. The term, "Public radio" has now come to mean noncommercial radio stations receiving money from state or federal sources and the Corporation for Public Broadcasting.

The majority of college radio stations, like public radio stations, are noncommercial. But by definition, college radio stations are licensed to and supported by a college or university, and can be completely independent of the Corporation of Public Broadcasting and the government. Most exist under the umbrella of journalism or communications departments.

For the purpose of this thesis, college radio is defined as a noncommercial radio station, supported by the college or university, which holds its license. The researcher concedes the possibility for variance from the definition.

Characteristics of College Radio

Brant (1981) has identified three main types of college radio stations. The first type does not actually broadcast at all. Carrier current radio signals travel through a limited area by means of an electrical system. A signal can only be received within 100 feet of the electrical circuit involved and as a result is only received by people on campus (Brant, 1981, p. 31). The second type of station is commercial which is really no different from the third type, noncommercial, except for the type of license. Noncommercial college broadcasting stations, unlike carrier current stations, can be received by anyone with a receiver within several miles (or more) depending on the transmitted signal strength. Obviously, the broadcast audience is larger and more diversified (Brant, 1981, p. 33 & p. 9).

The Federal Communications Commission allows commercial radio to sell airtime.

Noncommercial radio is not allowed to receive money from for-profit entities in exchange for airtime (Brant, 1981, p. 35). The main reason for the difference in licensing deals with presumed pressure related to advertisers who intend to affect programming decisions. Theoretically, noncommercial stations should not feel such programming pressure from businesses and should thus be free to try innovative and even risky programming.

College radio stations are either professionally staffed, staffed by volunteers, or some hybrid of both. Professional staff consists of full-time paid personnel. Student staffing includes student volunteers and part-time staff (Brant, 1981, p. 39). Faculty advisors or a station manager oversees most student-staffed radio stations. Both positions could be full-time employees (Brant, 1981, p. 37).

What Can Happen If Purpose Is Undefined

With the explosion of interest in the Internet and with other competing mediums to choose from, the once vast broadcast audience is diminishing. Loss of audience can result in ownership changes, closing down of stations, management changes, and (more often) miscommunication and hard feelings. Educational institutions, while influenced little by ratings points, are interested in what the university gets for its investment. Many universities are searching for ways to cut spending and look at their radio stations as "costly electronic toys" (Sherman, 1995, p.83).

College radio stations WDCU, WFBE, KJHK, and KSDB provide examples of predicaments arising from lack of defined purpose. WFBE and WDCU were sold to raise money for struggling organizations (discussed in the next section). KJHK, at the University of Kansas, faced a barrage of internal problems following underwriting policy changes. Kansas State University's FM station, KSDB, encountered hails of external criticism from different campus organizations after a major restructuring of its management system resulted in changing the programming format and shifting the times of specialized block programming. These four stations are discussed in the next three sections.

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Sale of Noncommercial Licenses: WDCU, District of Columbia & WFBE, Flint, Michigan

Recently, the financially-struggling University of the District of Columbia sold their college station, Jazz 90 (WDCU-FM), for $13 million (Fisher, 1997, p. E02, Public Broadcasting Report, 1997). The Flint, Michigan Board of Education sold their FM, WFBE, to Liggett Broadcasting for $6.8 million in June 1997 (Public Broadcasting Report, 1997). Both buyers were commercial entities. These sales worry public radio supporters because many educational institutions are in similar financial situations and could possibly choose to sell off their radio stations for short-term financial benefits. Without a purpose clearly established and defined, it is possible that college stations could become multi-million dollar fundraising projects.

It is useful to look more closely at two Kansas college radio stations, KJHK and KSDB, which suffered criticism because the stations' purposes were not clearly defined.

KJHK, Lawrence, Kansas

KJHK, the University of Kansas' FM radio station, ran into problems with its student staff. The student staff erroneously charged the faculty and university with taking the station away from student staff control (Klotz, 1990). In fact, the designated licensee, in this case the general manager of KJHK, Tim Mensendiek, controls the station, not the staff.

Steve Klotz, a student staff member of KJHK, claimed, "It is our station" (1990). Klotz believed the station's purpose was for whatever the student staff wished it to be. Mensendiek had a completely different viewpoint. KJHK's station manual stated that the purpose of the station was to serve as a lab for Kansas University's School of Journalism and also to serve the student body and the general public in the Lawrence area through quality programming (Mensendiek, 1990). It is evident that some students at KJHK did not understand this purpose.

KSDB, Manhattan, Kansas

The beginning of the 1999 spring semester at Kansas State University's FM, KSDB, marked a new era. KSDB, a 1400 Watt FM station, was licensed to the Kansas Board of Regents in 1950 (Station Manual, 1991, p. 2). Management changes at the station and within the A. Q. Miller School of Journalism fueled the need to reorganize the radio station.

The major restructuring happened within the student staff. Previously, the station manager, a full-time staff member, chose the programming for the station. However, the new structure created a new position, a student program director. This position acted as a student manager, student executive staff chair and programmer for KSDB. The station manager is now responsible for advising the student staff rather than being a member of the staff.

The first program director ran into an unanticipated obstacle while attempting to implement his programming strategy. Instead of block programming (a form of radio programming which changes format according to blocks of time), the new format was dominated by rock with hip-hop or urban music programmed in the later hours of the night. The new format did not continue the specialty programming that once was prevalent at KSDB. This irritated some individuals and special interest groups on campus who had controlled some of the format in the past.

One of the groups, Kansas State University's Black Student Union (BSU), contested the late night time slot for urban music. Kansas State University's Black Student Union's vice president told the campus newspaper that they were disappointed KSDB didn't ask them what they thought of the program change (New Urban Music Time Slot Causes Controversy for KSDB, E-Collegian, January, 26, 1999).

The two examples of controversy listed above demonstrate the need for establishing a clear purpose for the station. Clearly, KSDB's program director and the management of KJHK thought the purpose of the station was to serve as a lab environment. The BSU members thought the station should be directly controlled by student organizations, and staff members at KJHK

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assumed the station should be whatever they wanted at the moment.

While other political pressures were present in the programming debates, the main confusion extended into the realm of lack of definition of purpose. KSDB did have a station manual, but it was poorly written, out of date and had never been adopted by KSDB's Advisory Board, a group of faculty and student representatives who advise KSDB station management. In the case of KJHK, staff members were unaware of the manual.

The Director of the A.Q. Miller School of Journalism and Mass Communications, Todd Simon, ultimately decided on a solution to the KSDB programming dilemma. Simon mandated that the center of debate -urban music programming- be moved to an earlier time slot, over-ruling the student program director and student executive staff's programming decision.

The dilemmas faced by KJHK, and KSDB tie into Saul's (1995) findings that every group of people on campus has a justifiable belief about what ideals the college radio station should fulfill. Saul's findings are discussed further in the Recent Academic Research section.

<div align="center">Why is Purpose Important? Four Obvious Factors</div>

Four factors contribute to the need for a well-defined purpose for college radio stations. 1. The historical context in which a station was established can be an important component of the station's purpose. 2. College radio stations cannot be established without a sense of purpose. 3. College radio stations need a defined purpose to guide-policy making. 4. College radio stations require a stable environment to flourish. Continuity is best achieved through defining purpose since staff turnover is inevitable. Each of these factors is now examined in more detail.

1. Historical Context

Successful early college radio stations survived the hard times of the 1930s by fulfilling a well-defined need, and were generally integrated into university-related programs (Wood & Wylie, 1977, p. 20). The lesson learned was one of survival.

College radio success stories grew out of a well-defined need, and integration into

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educational programs (Wood & Wylie, 1977, p. 20). For example, Midwestern land-grant colleges were particular successful at broadcasting agricultural educational material to rural areas (Wood & Wylie, 1977, p. 20), even though many of these operation were not intended for a student audience and were run by professional staff.

2. Need for Clear Goals

Without a well-defined purpose, a college radio station's goals cannot be established. Goals give college radio stations the guidance to make decisions about programming and other station matters.

An example of well-defined purpose is to act as "alternative media." Alternative media, simply stated, is media not affiliated with dominant media organizations. The typical alternative media operations is small, is openly partisan, is not affiliated, is openly critical, are a member of organizations that mainstream media are not, is issue-oriented rather than event-oriented, are a recipient of financial assistance from a variety of sources, and is sometimes considered minority media (Jassem, 1990, p. 15-16). The purpose of the typical alternative media is to provide an alternative choice of programming to its audience. With this purpose in mind, alternative media outlets are able to establish goals quite separate from financial or mainstream audience concerns.

3. Need for Policy-making Guidance

College radio stations exist in an educational culture where policies are very important and ultimately effect the day-to-day operations. The supervisors of college radio station managers are most often vice presidents of the college or university. The next most likely supervisor is an academic dean, with presidents or provosts and department chairs following (Dennison, 1992, p. 57).

There are many demands placed on the managers of college radio stations. "Everyone on campus has a justifiable vision of what the campus radio station should be doing" (Sauls, 1995, p.6). The off-campus community exerts its own pressure on college radio, asking for programming or assistance that is often outside of the scope of the station's purpose or ability

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(Sauls, 1995, p. 8-10). A strong understanding of the purpose of college radio stations can benefit educators and administrators by limiting misunderstanding.

Institution type (private or state-funded, large or small) has an apparent effect on management style of college radio stations. Public institutions place greater demands on the station managers because of the complex hierarchy involved in state funded agencies (Dennison, 1992, p. 58). Station managers working at private schools tend to be closer to the source of funding and aren't required to be as formal with their management style (Dennison, 1992, p. 58).

Another challenge facing the college radio station is the tendency for non-participants to compare it with the college newspaper. The main differences between the college newspaper and the college radio station are that the newspaper has no on-going obligation to the off-campus community, can stop printing when school sessions end, can rely on journalism classes for beat reporters, and can raise revenue without the legal constraint provided by the FCC (Sauls, 1995, p. 11).

Ideally, the staff develops college radio station programming with assistance from station policies. If that staff is primarily students, weak programming can result from an attitude of indifference by students toward the audience.

"This attitude results in unprofessional programs that have little or no audience appeal. The total impact of these student beliefs on a campus station can be devastating in terms of audience development" (Steinke, 1995, p. 24).

Smith agrees,

"College radio programming is often hap-hazard and dysfunctional, a patchwork in which students acquire bad habits, unprofessional attitudes, inefficient technical skills and an egotistical perception that they can do anything they want when they're the disc jockey" (1990, p. 17).

Smith suggests clear programming policy objectives to adjust college stations' purpose for students. Another problem facing student programmers is the tendency to ignore public feedback. As Reese (1996) points out, students who work at the college radio station are more

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likely to listen to the music on their station than the audience (p. 19). Well-written station policy can remind, or force, student staff to apply what they know about their audience when making programming decisions.

4. Staff Continuity

High turnover rates among student staff is an unavoidable reality at any college radio station. Theoretically, one-fourth of the college radio station staff members graduate every year (Sauls, 1997, p. 4), resulting in an on-going effort by station management to train new staff. Here, a clear purpose could help avoid confusion, acting as a guideline for making sound decisions and furnishing the continuity needed in a high-turnover climate.

Three Outlying Factors

The four factors detailed above are important considerations in establishing a purpose for a college radio station. There are, however, three outlying factors which don't directly justify the need for establishing station purpose, but which provide support to the original four factors.

1. Limitations on funding placed on noncommercial licensed stations limits the ability of college radio stations to be independent from parent organizations. 2. The Federal Communications Commission has never formally stated the purpose of noncommercial licenses. Instead, a trace of implied purpose can be found by equating Commission regulations on noncommercial licenses with Congressional regulations placed on non-profit organizations. 3. The music industry is forthright with its efforts to influence music programming at college radio stations. Those who fund and staff college radio must decide on what the purposes of the college radio station are and ensure the music industry is not allowed to take over programming.

Outlying Factor: 1. Limitations on Funding

Because college radio stations generally hold noncommercial licenses, they are limited in raising revenue. The Federal Communications Commission enforces strict rules that limit the

language available for announcements regarding donations made by for-profit organizations. Therefore, noncommercial radio stations' major funding must be generated through other means, like student fees, tuition, and departmental funds. A clear statement of purpose aids in the sometimes-arduous task of justifying the continued allocations.

Outlying Factor: 2. FCC's Implied Stance on Purpose

The FCC correlates noncommercial radio policies to non-profit organizations. When Congress rules on non-profit organizations' regulations, the FCC responds by changing comparable noncommercial regulations to reflect the latest non-profit rulings. For example, when Congress approved direct promotional fundraising announcements by non-profit organizations, the Commission ruled that public broadcast entities could air announcements promoting station activities and programming, including promoting the station itself (Commission Policy, May 3, 1999).

As a result of this tendency to shift policy, managers and staff members of college radio are left arguing over what is and what is not appropriate for college radio. The FCC is ultimately responsible for reissuance of licenses and is therefore the logical body to state a general purpose for college radio. However, it has not done so, and is thus an outlying factor in why a well-defined purpose is important to establish.

Outlying Factor: 3. Music Industry Influences

Programming issues arise in part from lack of clear purpose. Beginning in the 1980s and reaching its peak in the early 1990s, the music industry placed great importance on college radio stations as a testing ground for new artists. The music industry took advantage of the usually under-funded station by sending free music and applying pressure to use it. The music industry also uses product placement and promotional efforts targeted to college stations in an effort to manipulate the music programming heard (Holterman, 1992, p. 18). If the purpose of the college radio station were clear and understood by all involved, the music industry may have less direct

effect on the overall programming of the station.

Recent Academic Research

Limited academic research is available on the topic of the purpose of college radio. The research that is available suggests the level of importance placed on defining purpose is the underlying factor that determines the success of college radio stations (Brant 1981, Sauls 1995). Both Brant (1981) and Sauls (1995) agree that college radio's spirit stems from the establishment of purpose. The exact purpose of college radio can vary from station to station, but if no purpose is established, college radio can become an entity that is difficult to justify.

Brant distinguishes three standard purposes for college radio stations' existence: to provide the listener with an entertainment and information service, to train future broadcasters, and to provide educational or instructional material for use by schools (Brant, 1981 p.44). Whetmore identifies a different purpose: to offer programming not available on commercial counterparts (1995, p. 143-144).

In a 1995 survey of educational noncommercial FM station managers, Sauls found that out of 298 respondents, 32.6 percent of the managers felt the purpose of their station was to serve as a student training ground, 29.5 percent felt their station's purpose was to serve the public interest, 23.8 percent felt the purpose was to serve as an alternative to commercial programming, 6.4 percent believed their purpose was to serve as part of an academic program, and 3.7 percent felt the main purpose of their station was to serve as a public relations arm of their educational institution (Sauls, 1995, p.23).

As Sauls demonstrated, the purpose of each noncommercial radio station varies from station manager to station manager. Researchers and textbook authors' ideas about noncommercial stations' purposes seem to be just as individualized as station managers' perceptions. None of the researchers were able to agree on a sole purpose for college radio.

An Overview of the Outlying Factors

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The research at hand seeks to apply coorientation theory to the perceived purpose of college radio. Radio station student staff members (staff) and non-staff students (students) are the respondents in this coorientation survey. Student staff members are the backbone of any college radio station and non-staff students are instrumental as both consumers and financial supporters of college radio stations. Both groups have pre-determined sets of cognitions as to the purpose of college radio stations, and both have preset perceptions of the other's cognitions.

Coorientation Theory

The study of interpersonal perception stems from traditional social psychology. The assumption of interpersonal research is that a person's behavior is based on a combination of one's personal construction of the world and the perception of orientations of those around them and their orientation to others, as well.

Coorientation theory is a form of the interpersonal school of thought, the study of communication between individuals. McLeod and Chaffee's (1973) coorientation model (see figure 1) asserts that a person or group is oriented to objects or ideas to varying degrees. This orientation is used to compare thoughts and ideas with the thoughts and ideas of a second group.

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┌──────────────────┐                      ┌──────────────────┐
│   Group X's       │                      │   Group Y's       │
│   perception of   │  ←─ Agreement ─→     │   perception of   │
│   an item.        │                      │   an item         │
└──────────────────┘                      └──────────────────┘
        ↕                  ↖    ↗                  ↕
  Congruency II          Accuracy          Congruency I
                      II  ↙      ↘  I
        ↕                                          ↕
┌──────────────────┐                      ┌──────────────────┐
│   Group X's       │                      │   Group Y's       │
│   perception of   │                      │   perception of   │
│   Group Y's  cog- │                      │   Group X's       │
│   nitions         │                      │   cognitions      │
│   of an item      │                      │   of an item      │
└──────────────────┘                      └──────────────────┘
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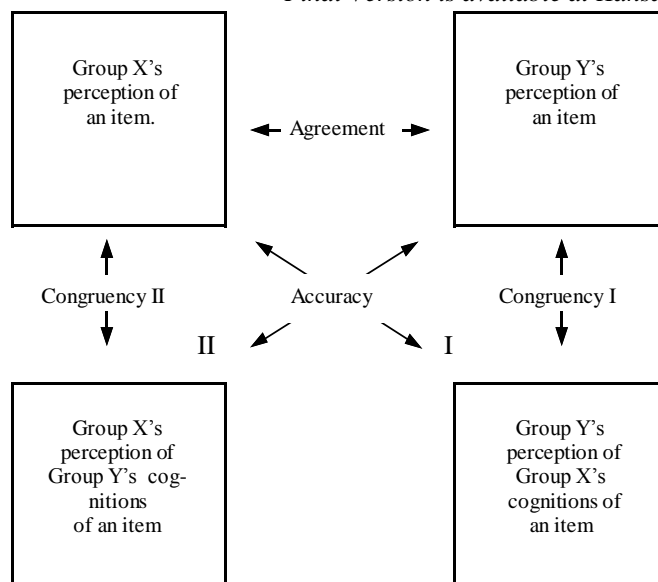
Figure 1. Coorientation model applied to imaginary variables.

Three variables constitute the coorientation model: accuracy, agreement, and congruency. Agreement indicates the degree to which each of the two groups' beliefs actually agree with the other (McLeod & Chaffee, 1973, p. 486). Perceived disagreement/agreement on the issue is congruency (Broom, 1977, p. 115). Accuracy is the extent to which one group's cognition equals what the other group thinks. McLeod and Chaffee summarize coorientation this way:

> In summary, "perfect communication" between two persons, totally free of constraints, would not necessarily improve agreement, and it might well reduce congruency. If two are motivated to coorient, it can facilitate understanding. But it should always improve accuracy, even to the point where each person knows exactly what the other is thinking; this would be perfect communication in a quite literal sense. And yet they might disagree (and know they disagree), and even choose not to coorient to the same things in the same degree (McLeod & Chaffee, 1973, p. 487).

McLeod and Chaffee's model of coorientation analysis was applied to this study to establish the purpose of college radio as perceived by college radio student staff and non-staff students, and then to improve communication shortcomings which may exist. If no weaknesses are established, then the study will serve as reinforcement to current procedure at the college

radio station being studied.

Research Questions

There are two groups of respondents in coorientation analysis (X and Y). Each group is asked two sets of questions (X_1, X_2, Y_1, and Y_2). Both groups are asked what their perceptions are regarding a statement (X_1 and Y_1) and what each group thinks the other group's perception is regarding the same statement (X_2 and Y_2) (see Figure 1).

McLeod and Chaffee (1973) formulate coorientation research questions in three categories with five sets of questions. The three categories are congruency (I and II), agreement, and accuracy (I and II). Congruency measures the perceptions of what a groups thinks compared to what another group thinks the first group thinks. This is a very complicated measure, but in public relations studies this measure can be used to gauge the difference in self-perception and what others think of that person or group. Agreement measures the perceptions of each group. This is the easiest measure to understand. With agreement one can assess what each group actually perceives and then compare it to the other group's perception. Accuracy measures what one group thinks the other's perception will be compared to the other's actual perception. This measure allows researchers to establish the level of agreement about statements between two groups.

Coorientation can be confusing at first. It is less difficult to understand if artificial variables are assigned while applying the model to questions. Keeping with the variables set forth by McLeod and Chaffee (1973), the researcher has added imaginary variables for easier comprehension. Again, the five research questions set forth by McLeod and Chaffee (1973) are congruency (I and II), agreement, and accuracy (I and II). Congruency I compares what Group X perceives (X_1) to what Group Y perceives Group X's perceptions (Y_2) are. 2. Congruency II compares what Group Y perceives (Y_1) to what Group X perceives Group Y's perceptions (X_2) are. 3. Agreement compares both Group X (X_1) and Group Y's perceptions (Y_1). 4. Accuracy I compares the perceptions of what Group X thinks Group Y's perceptions are (X_2) to Group Y's

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actual perception (Y_1). 5. Accuracy II compares the perceptions of what Group Y think Groups X's perceptions are (Y_2) to Group X's actual perception (X_1).

Figure 2 (below) demonstrates how the coorientation model was adapted to the research questions for this study.
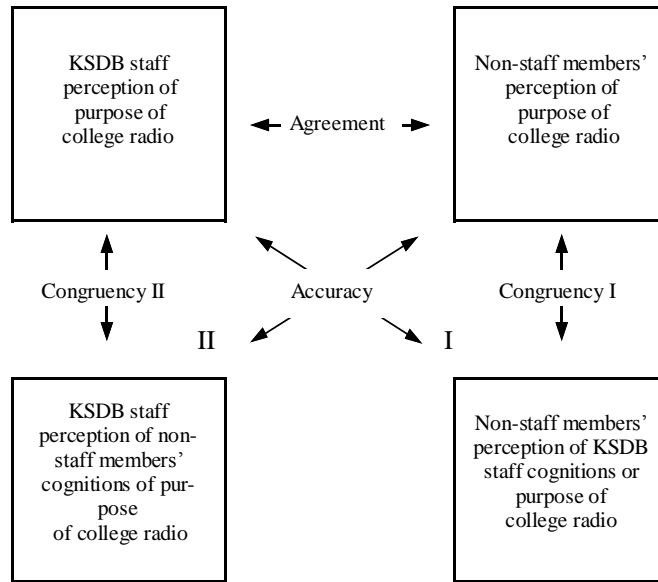

Figure 2. Coorientation model applied to the relationship between KSDB staff and students.

The research questions (RQ) for this study are stated in the form demonstrated by McLeod and Chaffee (1973):

RQ1 (Congruency I)

How do Kansas State University students' perceptions compare with how Kansas State University students view the perceptions of KSDB staff toward the purpose of college radio?

RQ2 (Congruency II)

How do KSDB staff members' perceptions compare with KSDB staff' perceptions of Kansas State University students about the purpose of college radio?

RQ3 (Agreement)

Do Kansas State University students' perceptions and student radio station staff perceptions agree about the purpose of college radio?

RQ4 (Accuracy I)

Are the perceptions of Kansas State University students' about the purpose of the college radio station similar to KSDB staff members' cognitions of Kansas State University students' perceptions?

RQ5 (Accuracy II)

Are the perceptions of KSDB staff members about the purpose of college radio similar to the Kansas State University students' not on staff cognitions of KSDB staff' perceptions?

Chapter 2: The Method

Instrument

Two slightly different instruments were distributed to the two samples in slightly different ways. Questionnaire A (see appendix A) was administered to Kansas State University students, not on staff at KSDB, through a large lecture class, Mass Communications and Society. Questionnaire B (see appendix B) was administered to KSDB staff in one of three staff meetings. The survey administrator in both instances gave instructions both in written form and orally.

Each questionnaire had two sections. Section I contains 30 statements. Each respondent answered using a 6-point Likert scale that ranged from strongly disagree (1) to strongly agree (6). A 6-point Likert scale was chosen to eliminate the possibility of an "I don't know" response. Participants responded twice to each statement. The first time they answered each question for themselves and the second time they answered as they thought the other group would respond to the same statement.

The 30 statements in Section I of the questionnaire are based on seven categories, all examining the purpose of college radio from different angles. The categories are educational management, news management, program content, programming decisions, listener behavior, listener behavior and the Internet, promotions, and administration. Statements from each category were purposely intermingled with intent to test the consistency of responses.

Section II of the questionnaires is slightly different depending on the group. The Kansas State University student questionnaire, Questionnaire A, asked for demographic information about the respondent. Each respondent was asked for his/her age, sex, major, class level, level of familiarity with KSDB and if he/she is/was a staff member of KSDB. The KSDB staff member questionnaire, Questionnaire B, also asked for demographic information but with slightly different content. Each respondent was asked for his/her age, sex, major, class level, how many semesters he/she had worked at the station and what position(s) he/she held at the station.

Sampling

The non-staff student sample was obtained through two large lecture hall classes. Both were sections of Mass Communication and Society, an introductory Mass Communications course. The total number of respondents was 257. The student staff of KSDB was the second sample group. The total number of staff members in the fall 1999 semester was 79. The entire staff was invited to take the survey and 50 responded.

Three questionnaires were not included in the results of this study. Two Kansas State students surveyed in the mass lecture class were KSDB staff and were therefore also respondents in the staff survey. One KSDB staff member was a reviewer for Kansas State University's Institute for Social and Behavioral Research, and had reviewed the questionnaires to insure compliance with Human Subject standards. Therefore this person was biased because she knew the entire circumstances behind the survey. These respondents were dropped.

Kansas State University student non-staff demographics: 68 percent of respondents were female, 32 percent were male, and 5 respondents did not respond. Seventy-Two percent of this group was between 17 and 19 years old (this percentage includes one respondent who was 17 years old). Nineteen percent of respondents were 20-21 years old. Four percent were 22-23 years old. Five percent were 24 or older. Four respondents did not give their age. Eight-Two percent of the Kansas State University student sample was composed of freshmen or

Table 1:

Demographic Make-Up of Respondents		
Age (years)	Students (%)/N	KSDB Staff (%)/N
18-19	72*/185	18/9
20-21	19/50	44/22
22-23	4/11	30/15
24 & up	5/7	8/4
Year School	Students (%)/N	KSDB Staff (%)/N
Freshman/Sophomore	82/209	24/12
Juniors/Seniors	18/45	74/37
Graduate	0	0/0
Other	0	2/1

Race	Students (%)/N	KSDB Staff (%)/N
American Indian/ Alaskan Native	0/0	0/0
Asian or Pacific Islander	3/8	2/1
Black, Non-Hispanic	1.5/4	4/2
Hispanic/ Spanish Latin American	.5/1	2/1
Mexican/Mexican American	2/5	2/1
Multiracial	1/3	2/1
White, Non-Hispanic	90/225	82/40
Other	2/4	6/3
Sex of Respondents	Students (%)/N	KSDB Staff (%)/N
Male	32/81	71/14
Female	68/171	29/35
Majors of Respondents	Students (%)	KSDB Staff (%)
Communications	43	46/23
Other	57	54/27

*includes one respondent

17 years old sophomores. Another 18 percent were juniors or seniors, while 3 did not give their class rank. Ninety percent of the respondents were white non-Hispanic, while 3 percent were Asian, 1 percent Black and 1 percent multiracial. Less than 1 percent of respondents were American Indian or Hispanic, but 2 percent of respondents selected other in reference to their race, and 6 respondents choose not to give their racial background. Forty-three percent of the respondents were Mass Communication majors.

KSDB staff respondent demographics: 71 percent were male, 29 percent were female and 1 respondent did not specify sex. Eighteen percent were 18-19 years old, 44 percent were 20-21 years old, 30 percent were 22-23 years old, and 8 percent were older than 23. Twenty-four percent of KSDB respondents were freshmen or sophomores, 74 percent were juniors or seniors, and 2 percent responded "other." Eighty-one percent of KSDB staff respondents were white non-Hispanic. One KSDB staff member did not give his/her racial background. Forty-six percent of KSDB respondents were communications majors. Seventy-four percent of KSDB respondents had only been on staff at KSDB for one year or less, while 20 percent had been on staff for 1.5 or

2 years. The remaining 6 percent were on staff for more than 2 years. A complete listing of the

demographics of both groups can be found in Table 1.

Analysis

The statistical analysis was conducted using the computer program StatView, version 5.0,

for Macintosh computers. Each response (1-30) was scored according to its Likert scale value.

All non-Likert scale responses were assigned numerical values.

Unpaired, two-tailed t-tests and descriptive statistics were used to analyze the data. Two-

tailed t-tests are often used by coorientation experts for analyzing differences in means of two

measured groups (Ryan 1979, Weaver 1989). A t-test is a statistical test that tests the probability

that the means of a variable happened by chance. Unpaired t-tests allow two different sized

samples to be compared. The chance is reported in terms of a *p* value. *P* values .05 or lower are

significant. A *p* value greater than .05 is considered insignificant.

For this analysis, each variable was assigned a pair of characters and a numeral: KA

represents Kansas State University students' perceptions. SA represents Kansas State University

students' perceptions of what KSDB staff think. SB represents KSDB staff member perceptions.

KB represents KSDB staff member perceptions of what Kansas State University students not on

KSDB staff think. Each answer is then assigned a numeral that corresponds with the surveys

statement numbers. For example, variable KA1 represents Kansas State University students

(non-staff) perception of statement 1. KB5 represents Kansas State University students (non-

staff) perception of what the staff thinks.

Each statement response falls into the coorientation model described in the theory section

of the literature review. Means were figured for each variable. Each was then compared by two-

tailed unpaired t-test for their levels of agreement, accuracy and congruency- comparing the

coorientation of Kansas State University students and KSDB staff' perceptions of the purpose of

college radio.

Kansas State University has strict guidelines for studying human subjects. The researcher

submitted both questionnaires to Kansas State University's Institute for Social and Behavioral

Research and received permission to administer the survey. Informed Consent slips were

attached to each of the surveys for both groups to insure all respondents were informed that their

participation was completely voluntary.

Because the researcher was an advisor and manager of KSDB, it was necessary for the

researcher to have assistants not affiliated with the college radio station administer the survey to

the staff. KSDB staff were told that the survey was part of a study for another professor in order

to divert any notion that the researcher was responsible for the data.

Chapter 3. Results

The results of the study were determined in the manner described in the analysis section. Each of the statements was separated by the corresponding category: Educational Management, News Management, Program Content, Programming Decisions, Listener Behavior, Internet Use, Promotions, and Administration (see Table 2).

Table 2:

Category:	Questionnaire Statement (Number)
Educational Management	1, 13, 23
News Management	3
Program Content	4, 5, 7, 8, 9, 10
Programming Decisions	2, 11, 12, 19, 22 24, 25
Listener Behavior	6, 14, 15, 26, 30
Internet Use	16, 17
Promotions	18, 28, 29
Administration	20, 21, 27

The significant *p* value results are presented in the following order: congruency I, congruency II, agreement, accuracy I and accuracy II.

Congruency I (SA/KA):

Congruency I compared students' perception of KSDB's opinion to what students think about the statement. The results for Congruency I are shown in Table 3.

Table 3:

T-test scores for the Congruency I Variable
Student (SA) opinion compared to what Student's think KSDB Staff's (KA) opinion is.
Bolded items indicate p value > .05

Statement	SA mean	KA mean	t-value	p-value
CATEGORY 1: Educational Management				
1. The environment at the radio station should be like a lab course offered in other educational departments on campus.	3.2	3.4	-1.81	.0714
13. College radio should be a class for students to enroll in.	4.3	4.0	3.55	.0005
23. Staff at KSDB 91.9 are generally well-trained/informed and know what they are doing.	4.2	5.0	-13.42	<.0001
CATEGORY 2: News Management				
3. The news on a college radio station should be held to the same standards of quality as the college newspaper.	4.8	4.7	1.14	.2563
CATEGORY 3: Program Content				
4. Campus debates and other major events on a campus should preempt all other programs on a college station.	3.3	3.6	-4.23	<.0001
5. Campus information is an important component of the programming on a college radio station.	5.0	5.0	-0.77	.4434
7. Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate.	4.7	3.9	11.13	<.0001
8. Live sports broadcasts are important for the college radio station to cover, even if they interrupt music.	4.1	4.3	-1.94	.0533
9. Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station.	3.9	4.1	-2.24	.0260
10. Occasional mistakes are expected at a college radio station.	4.9	4.6	3.82	.0002
CATEGORY 4: Program Decisions				
2. Student staff should be trusted to pick what programming is used on the college radio station.	4.8	4.6	3.06	.0025
11. The college radio station should serve the surrounding community as well as the campus.	4.5	4.6	-3.15	.0019
12. Students should have a strong voice in programming on the college radio station.	5.1	4.7	6.88	<.0001
19. Administration/Faculty have an effect on programming on the college radio stations.	4.3	4.3	0.43	.6657
22. The college radio station should be concerned about the diversity of the student body when making program choices.	4.7	4.6	0.68	.4993
24. KSDB 91.9 student staff should be trusted to select what programming is offered on the college radio station.	4.5	4.0	-3.59	.0004
25. The station manager and/or KSDB 91.9 staff should edit questionable content.	4.3	4.5	-1.87	.0632
CATEGORY 5: Listener Behavior				
6. Students listen to the college station even if they aren't familiar with what is being played.	3.0	3.3	-10.01	<.0001
14. Students know where to find the college radio station on the radio.	4.2	4.5	-9.18	<.0001
15. Most KSU students who own a car have the college radio station programmed in their car stereo.	4.3	4.6	-7.06	<.0001
26. Most KSU students listen to KSDB 91.9 at least once a week.	4.8	5.1	-8.21	<.0001

30. If there were a series of show playing specialized music on KSDB 91.9 that changed from one hour to the next most KSU students would listen, even if it wasn't their favorite music.	2.8	2.5	-8.22	<.0001
CATEGORY 6: Internet Use				
16. Posting the schedule on the Internet is an effective way to tell students about programming.	4.4	4.7	-4.82	<.0001
17. Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners.	4.1	4.5	-7.98	<.0001
CATEGORY 7: Promotions				
18. If the college radio station gave away tickets to popular bands or artists, students would listen to win.	5.3	5.2	2.22	.0277
28. Give-aways/prizes are important to gain KSU student listeners.	4.9	5.0	-1.79	.0751
29. Campus radio station support of campus organizations and department increases student audience.	4.7	4.9	-4.45	<.0001
CATEGORY 8: Administration				
20. A college radio station's purpose is to promote the goals of the university or college.	3.7	4.3	-7.96	<.0001
21.With the exception of the advisor, the college radio station should be staffed by only students.	4.8	4.7	1.88	.0620
27. The college radio station is important for the students of Kansas State University.	4.9	5.0	-9.93	<.0001

Category 1: Educational Management

For educational management two statements, 13 and 23, demonstrate significant differences.

Statement 13 reads "College radio should be a class for students to enroll in."

SA13's mean was 3.2 and KA13's mean was 3.4. The means indicate that students somewhat disagree with the statement and that students not on staff think that KSDB staff would disagree less.

Statement 23 reads Staff members at KSDB 91.9 are generally well trained/informed and know what they are doing.

Statement 23's *p* value was .0004. SA23's mean was 4.2 and KA23's mean was 3.8. The means indicate that students agree with the statement and that students think that KSDB staff will agree to a lesser extent with the statement.

Category 2: News Management

There were no significant differences found in the responses given by students not on KSDB staff and what they thought KSDB staff member's responses would be.

Category 3: Program Content

Statements 4, 7, 9, and 10 demonstrated significant differences in the congruency I measurement.

Statement 4 reads "Campus debates and other major events on campus should preempt all other programs on a college station."

SA4's mean is 3.3 and KA4's mean is 3.6. The means suggest that students somewhat disagree with the statement and think that KSDB staff would somewhat agree with the statement.

Statement 7 reads "Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate."

SA7's mean was 4.7 and KA7's mean was 3.9. The means indicate that students agree with the statement. Students not on staff think that KSDB staff only somewhat agree with the statement.

Statement 9 reads "Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station."

SA9's mean was 3.9 and KA9's mean was 4.1. The means imply that students not on staff somewhat agree with the statement and that students think that KSDB staff would agree slightly more.

Statement 10 reads "Occasional mistakes are expected at a college radio station."

SA10's mean is 4.9 and KA10's mean is 4.6. The means suggest that students agree with

the statement and they think KSDB staff agree slightly less.

Category 4: Program Decisions

Statement 2, 11, 12, and 24 demonstrated significant differences.

Statement 2 reads "Student staff should be trusted to pick what programming is used on the college radio station."

SA2's mean was 4.8 and KA2's mean was 4.6. The means indicate students agree with the statement and students not on staff think that KSDB student staff members agree slightly less.

Statement 11 reads "The college radio station should serve the surrounding community as well as the campus."

SA11's mean was 4.5 and KA11's mean was 4.6. The means indicate that students not on KSDB staff agree with the statement and students not on KSDB staff think that KSDB staff agree slightly more.

Statement 12 reads "Students should have a strong voice in programming on the college radio station."

SA12's mean was 5.1 and KA12's mean was 4.7. The means indicate students agree with the statement and students think that KSDB staff agree slightly less.

Statement 24 reads "KSDB 91.9 student staff should be trusted to select what programming is offered on the college radio station."

SA24's mean was 4.8 and KA24's mean was 5.1. The results indicate students not on staff KSDB agree with the statement and think that KSDB staff agree slightly more.

Category 5: Listener Behavior

Statement's 6, 14, 15, 26, and 30 indicate statistically significant differences on the congruency I measure.

Statement 6 reads "Students listen to the college station even if they aren't familiar with what is being played."

SA6's mean was 2.8 and KA6's mean was 3.5. The means indicate students not on KSDB staff somewhat disagree with the statement and students not on KSDB staff think KSDB staff have no opinion of the statement (3.5 is the middle of the scale).

Statement 14 reads "Students know where to find the college station on the radio."

SA14's mean was 3.7 and KA14s mean was 4.4. The mean results indicate that students somewhat agree with the statement and students think KSDB staff agree slightly more.

Statement 15 reads "Most KSU students who own a car have the college radio station programmed in their car stereo."

SA15's mean was 3.7 and KA15's mean is 4.3. The means indicate that students somewhat agree with the statement and students think KSDB staff agree more.

Statement 26 reads "Most KSU students listen to KSDB 91.9 at least once a week."

SA26's mean was 4.3 and KA26's mean was 4.8. The means indicate students somewhat agree with the statement and students agree with the statement more.

Statement 30 reads "If there were a series of shows playing specialized music on KSDB 91.9 that changed from one hour to the next, most KSU students would listen, even if it wasn't their favorite music."

SA30's mean was 3.5 and KA30's mean 4.0. The means indicate that students are undecided about the statement and students think KSDB staff agree more.

Category 6: Internet Use

Statements 16 and 17 demonstrated significant differences.

Statement 16 reads "Posting the schedule on the Internet is an effective way to tell students about programming."

SA16's mean was 4.4 and KA16's mean was 4.7. The means imply students somewhat agree with the statement and students think that KSBD staff members agree slightly more.

Statement 17 reads "Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners."

SA17's mean was 4.1 and KA17's mean was 4.5. The means indicate students somewhat agree with the statement and students think that KSBD staff members agree slightly more.

Category 7: Promotions

Significant differences were found in two statements: 18 and 29.

Statement 18 reads "If the college radio station gave away tickets to popular bands or artists, students would listen to win."

SA18's mean was 5.3 and KA18's mean was 5.2. The mean results suggest that students agreed with the statement and students think that KSBD staff members disagreed slightly.

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Statement 29 reads "Campus radio station support of campus organizations and departments increases the KSU student audience."

SA29's mean was 4.7. KA29's mean was 4.9. The means indicate students agree with the statement and students think that KSBD staff members agree slightly more.

Category 8: College/University Administration

Two statements have significant *p* values. These statements are 20 and 27.

Statement 20 reads "A college radio station's purpose is to promote the goals of the university or college."

SA20's mean was 3.7 and KA20's was 4.3. The means indicate students somewhat agree with the statement and students think that KSBD staff members agree slightly more.

Statement 27 reads "The college radio station is important for the students of Kansas State University."

SA27's mean was 4.9 and KA27's mean was 5.0. The means suggest students not on KSDB staff agree with the statement and students think that KSBD staff members agree slightly more.

Congruency II (KB/SB):

KSDB staff perceptions of students opinions compared to KSDB staff' perceptions. The results for congruency II are shown in Table 4.

Table 4:

T-test scores for the congruency II Variable KSDB Staff (KB) opinion compared to what KSDB Staff (SB) think Student's opinion is. Bolded = *p* value < .05				
Statement	KB mean	SB mean	t-value	p-value
CATEGORY 1: Educational Management				
1. The environment at the radio station should be like a lab course offered in other educational departments on campus.	3.1	2.7	-2.40	.0297

13. College radio should be a class for students to enroll in.	4.2	3.9	3.55	.0005
23. Staff at KSDB 91.9 are generally well-trained/informed and know what they are doing.	3.8	3.8	0.12	.9028
CATEGORY 2: News Management				
3. The news on a college radio station should be held to the same standards of quality as the college newspaper.	4.9	5.0	0.95	.3481
CATEGORY 3: Program Content				
4. Campus debates and other major events on a campus should preempt all other programs on a college station.	3.8	3.3	2.68	.0100
5. Campus information is an important component of the programming on a college radio station.	4.8	4.6	-0.95	.3479
7. Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate.	5.2	4.9	-2.54	.0143
8. Live sports broadcasts are important for the college radio station to cover, even if they interrupt music.	4.6	4.6	0.10	.9211
9. Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station.	4.7	4.6	-0.76	.4517
10. Occasional mistakes are expected at a college radio station.	4.4	4.9	3.80	.0004
CATEGORY 4: Program Decisions				
2. Student staff should be trusted to pick what programming is used on the college radio station.	4.6	4.8	0.83	.4097
11. The college radio station should serve the surrounding community as well as the campus.	4.3	4.7	2.67	.0104
12. Students should have a strong voice in programming on the college radio station.	5.2	5.1	-.032	.7485
19. Administration/Faculty have an effect on programming on the college radio stations.	4.1	4.3	0.99	.3271
22. The college radio station should be concerned about the diversity of the student body when making program choices.	5.1	5.1	-0.84	.4049
24. KSDB 91.9 student staff should be trusted to select what programming is offered on the college radio station.	4.8	5.1	2.26	.0288
25. The station manager and/or KSDB 91.9 staff should edit questionable content.	4.2	4.4	0.95	.3454
CATEGORY 5: Listener Behavior				
6. Students listen to the college station even if they aren't familiar with what is being played.	2.8	3.5	1.67	.1015
14. Students know where to find the college radio station on the radio.	3.7	4.4	3.00	.0042
15. Most KSU students who own a car have the college radio station programmed in their car stereo.	3.7	4.3	2.13	.0383
26. Most KSU students listen to KSDB 91.9 at least once a week.	4.3	4.8	2.29	.0269
30. If there were a series of show playing specialized music on KSDB 91.9 that changed from one hour to the next most KSU students would listen, even if it weren't their favorite music.	3.5	4.0	-1.54	.1288
CATEGORY 6: Internet Use				
16. Posting the schedule on the Internet is an effective way to tell students about programming.	4.3	4.3	-0.36	.7189

17. Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners.	4.7	5.3	4.516	<.0001
CATEGORY 7: Promotions				
18. If the college radio station gave away tickets to popular bands or artists, students would listen to win.	5.4	5.4	-0.18	.8596
28. Give-aways/prizes are important to gain KSU student listeners.	5.3	5.1	-0.10	.4171
29. Campus radio station support of campus organizations and department increases student audience.	4.6	4.8	1.43	.1595
CATEGORY 8: Administration				
20. A college radio station's purpose is to promote the goals of the university or college.	4.0	3.6	-3.06	.0036
21.With the exception of the advisor, the college radio station should be staffed by only students.	4.9	5.2	1.99	.0517
27. The college radio station is important for the students of Kansas State University.	4.8	5.5	6.15	<.0001

Category 1: Educational Management

Of three Educational Management statements, two (1, 13) were significant.

Statement 1 reads "The environment at the radio station should be like a lab course offered in other education departments on campus."

KB1's mean was 3.1 and SB1's mean was 2.7. Responses of KSDB staff indicate that staff members' opinions and what staff members think a student not on KSDB staff think, somewhat disagrees with the statement.

Statement 13 reads "College radio should be a class for students to enroll in."

KB13's mean is 4.2. SB13's mean is 3.9. Results indicate that both means agree with statement 13.

Category 2: News Management

As with the results for congruency I, there were no significant differences found in the news management statements in the congruency II analysis.

Category 3: Program Content

The Program Content category resulted in the most significant statements in the congruency II category. These statements were: 4, 7, and 10.

Statement 4 reads "Campus debates and other major events on campus should preempt all other programs on a college station."

KB4's mean was 3.8 and SB4's mean was 3.3. The means of both variables suggest that KSDB staff believe that their opinion is similar to that of a student not on staff at KSDB, but show enough of a difference to be significant. However, the means are on the border between somewhat disagreeing and somewhat agreeing with the statement.

Statement 7 reads "Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate."

KB7's mean was 5.2 and SB's mean was 4.9. Both means show that KSDB station staff's opinion and what they think students not on KSDB staff opinion would be agree with the statement.

Statement 10 reads "Occasional mistakes are expected at a college radio station."

KB10's mean was 4.4 and SB's mean was 4.9. Both KB10 and SB10's means demonstrate that KSDB staff believe their opinion somewhat agrees with the statement and that they think that a student not on KSDB staff agrees with the statement even more.

Category 4: Programming Decisions

The programming decisions category demonstrated four significant differences within congruency II. The significant differences were found in Statements 11 and 24.

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Statement 11 reads "The college radio station should serve the surrounding community as well as the campus."

KB11's mean was 4.3 and SB11's mean was 4.7. While KSDB staff only somewhat agreed with the statement, KSDB staff thought that a student not on KSDB staff would agree with the statement.

Statement 24 reads "KSDB 91.9 student staff should be trusted to select what programming is offered on the college radio station."

KB24's mean was 4.5 and SB24's mean was 4.0. The KB24's mean indicates that KSDB staff agree with the statement. SB24's mean indicates that KSDB staff think that a student not on KSDB staff only somewhat agrees with the statement.

Category 5: Listener Behavior

Three statements (14, 15, 26) in the listener behavior category were significant.

Statement 14 reads "Students know where to find the college radio station on the radio."

KB14's mean was 4.2 and SB14's mean was 4.5. The means indicate that KSDB staff somewhat agree with the statement and KSDB staff think that a student not on KSDB staff will agree with the statement even more.

Statement 15 reads "Most KSU students who own a car have the college radio station programmed in their car stereo."
KB15's mean was 4.3 and SB15's mean was 4.6. The means point to KSDB staff somewhat agreeing with the statement and KSDB staff thinking that a student not on KSDB staff will agree with the statement even more.

Statement 26 reads "Most KSU students listen to KSDB 91.9 at least once a week."

KB26's mean was 4.8 and SB26's mean was 5.1. The means indicate that KSDB staff agree with the statement and KSDB staff think that a student not on staff at KSDB agrees slightly more.

Category 6: Internet Use

One internet use statement (17) was found significant.

Statement 17 reads "Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners."
KB17's mean was 4.7 and SB17's mean was 5.3. KSDB staff agree with the statement and KSDB staff think that a student not on KSDB staff agrees slightly more with the statement.

Category 7: Promotions

There were no significant differences in the congruency II analysis among the promotions statements.

Category 8: College/University Administration

Two statements (20, 27) had significant differences in the congruency II analysis.

Statement 20 reads "A college radio station's purpose is to promote the goals of the university or college."

KB20's mean was 4.0 and SB20's mean was 3.6. The means indicate that KSDB staff somewhat agree with the statement and KSDB staff think a student not on KSDB staff would agree to a lesser degree.

Statement 27 reads "The college radio station is important for the students of Kansas State

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University."

KB27's mean was 4.8 and SB's mean was 5.5. KB27's mean indicates that KSDB staff

agree with the statement. SB27's mean indicates that KSDB student staff members think that a

student not on KSDB staff would strongly agree with the statement.

Agreement (SB/KA):

The results for Agreement can be seen in Table 5. Agreement compares both

respondents' actual responses.

Table 5:

T-test scores for the Agreement Variables To what extent does KSDB Staff Opinion (SB) agree or disagree with Student Opinion (KA). Bolded = *p* value < .05				
Statement	SB mean	KA mean	t-value	p-value
CATEGORY 1: Educational Management				
1. The environment at the radio station should be like a lab course offered in other educational departments on campus.	2.7	3.4	2.64	.0087
13. College radio should be a class for students to enroll in.	3.9	4.0	1.66	.0983
23. Staff at KSDB 91.9 are generally well-trained/informed and know what they are doing.	3.8	5.0	3.18	.0016
CATEGORY 2: News Management				
3. The news on a college radio station should be held to the same standards of quality as the college newspaper.	5.0	4.7	-.729	.4665
CATEGORY 3: Program Content				
4. Campus debates and other major events on a campus should preempt all other programs on a college station.	3.3	3.6	-.013	.9892
5. Campus information is an important component of the programming on a college radio station.	4.6	5.0	2.21	.0278
7. Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate.	4.9	3.9	-1.00	.3335
8. Live sports broadcasts are important for the college radio station to cover, even if they interrupt music.	4.6	4.3	-2.40	.0170
9. Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station.	4.6	4.1	-2.91	.0039
10. Occasional mistakes are expected at a college radio station.	4.9	4.6	-0.20	.8451
CATEGORY 4: Program Decision				
2. Student staff should be trusted to pick what programming is used on the college radio station.	4.8	4.6	.120	.9046
11. The college radio station should serve the surrounding community as well as the campus.	4.7	4.6	-1.46	.1459

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12. Students should have a strong voice in programming on the college radio station.	5.1	4.7	-0.07	.9413
19. Administration/Faculty have an effect on programming on the college radio stations.	4.3	4.3	0.10	.9207
22. The college radio station should be concerned about the diversity of the student body when making program choices.	5.1	4.6	3.38	.0008
24. KSDB 91.9 student staff should be trusted to select what programming is offered on the college radio station.	5.1	4.0	-0.53	.5961
25. The station manager and/or KSDB 91.9 staff should edit questionable content.	4.4	4.5	-1.26	.2088
CATEGORY 5: Listener Behavior				
6. Students listen to the college station even if they aren't familiar with what is being played.	3.5	3.3	-2.51	.012
14. Students know where to find the college radio station on the radio.	4.4	4.5	-3.26	.0012
15. Most KSU students who own a car have the college radio station programmed in their car stereo.	4.3	4.6	-3.81	.0002
26. Most KSU students listen to KSDB 91.9 at least once a week.	4.8	5.1	-3.82	.0002
30. If there were a series of show playing specialized music on KSDB 91.9 that changed from one hour to the next most KSU students would listen, even if it weren't their favorite music.	4.0	2.5	4.54	<.0001
CATEGORY 6: Internet Use				
16. Posting the schedule on the Internet is an effective way to tell students about programming.	4.3	4.7	0.82	.4119
17. Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners.	5.3	4.5	-6.79	<.0001
CATEGORY 7: Promotions				
18. If the college radio station gave away tickets to popular bands or artists, students would listen to win.	5.4	5.2	-1.06	.2917
28. Give-aways/prizes are important to gain KSU student listeners.	5.1	5.0	-1.70	.0896
29. Campus radio station support of campus organizations and department increases student audience.	4.8	4.9	-1.31	.1919
CATEGORY 8: Administration				
20. A college radio station's purpose is to promote the goals of the university or college.	3.6	4.3	0.88	.3848
21.With the exception of the advisor, the college radio station should be staffed by only students.	5.2	4.7	-2.43	.0156
27. The college radio station is important for the students of Kansas State University.	5.5	5.0	-4.80	<.0001

Category 1: Educational Management

Two statements demonstrate significant p-values at the agreement analysis: 1 and 23.

Statement 1 reads "The environment at the radio station should be like a lab course offered in other education departments on campus."

KA1's mean was 3.4 and SB1's mean was 2.7. The means indicate that students somewhat disagree with the statement and KSDB staff disagree slightly more.

Statement 23 reads "Staff at KSDB are generally well-trained/informed and know what they are doing."

KA23's mean was 5.0 and SB23's was 3.8. The means indicate that students agree with the statement and KSDB staff disagree slightly more, but still somewhat agree with the statement.

Category 2: News Management

As in the results for congruency I and II, no significant differences were found.

Category 3: Program Content

Three statements in the program content category were significant: 5, 8, and 9.

Statement 5 reads "Campus information is an important component of the programming on a college radio station."

KA5's mean was 5.0 and SB5's mean was 4.6. The means indicate that students agree with the statement and KSDB staff agree slightly less.

Statement 8 reads "Live sports broadcasts are important for the college radio station to cover,

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even if they interrupt music."

KA8's mean was 4.1 and SB8's mean was 4.6. The means indicate that students somewhat agree with the statement and KSDB staff agree with the statement.

Statement 9 reads "Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station."

KA9's mean was 4.9 and SB9's mean was 4.6. The means indicate that students agree with the statement and KSDB staff agree slightly less.

Category 4: Program Decisions

One significant difference was found at this level in the program decisions category.

Statement 22 reads "The college radio station should be concerned about the diversity of the student body when making program choices."

KA22's mean was 5.1 and SB22's mean was 4.6. The means indicate that students agree with the statement and KSDB staff agree slightly less with the statement.

Category 5: Listener Behavior

Four statements related to listener behavior demonstrated significant differences at the agreement level: 6, 14, 15, 26, and 30.

Statement 6 reads "Students listen to the college station even if they aren't familiar with what is being played."

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KA6's mean was 2.8 and SB6's mean was 3.3. The means indicate that students somewhat disagree with the statement and KSDB staff agree more with the statement.

Statement 14 reads "Students know where to find the college station on the radio."

KA14's mean was 3.7 and SB14's mean was 4.6. The means indicate that students somewhat agree with the statement and KSDB staff agree with the statement.

Statement 15 reads "Most KSU students who own a car have the college radio station programmed in their car stereo."

KA15's mean was 3.7 and SB15's mean was 4.6. The means indicate that students somewhat agree with the statement and KSDB staff more strongly agree with the statement.

Statement 26 reads "Most KSU students listen to KSBD 91.9 at least once a week."

KA26's mean was 4.3 and SB26's mean was 5.1. The means indicate that students somewhat agree with the statement and KSDB staff agree with the statement.

Statement 30 reads "If there were a series of shows playing specialized music on KSDB 91.9 that changed from one hour to the next most KSU students would listen, even if it wasn't their favorite music."

KA30's mean was 3.5 and SB30's mean was 2.5. The means indicate that students are undecided about the statement and KSDB staff somewhat disagree with the statement.

Category 6: Internet Use

One statement showed a significant difference: 17.

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Statement 17 reads "Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners."

KA17's mean was 4.1 and SB17's mean was 5.3. The means indicate that students somewhat agree with the statement and KSDB staff agree with the statement.

Category 7: Promotions

There were no significant differences found in the promotions category at the agreement level.

Category 8: Administration

Significant differences were found in three statements related to administration (21, 22, and 27) at the agreement level.

Statement 21 reads "With the exception of the advisor, the college radio station should be staffed by only students."

KA21's mean was 4.8 and SB21's mean was 5.5. The means indicate that students agree with the statement and KSDB staff strongly agree with the statement.

Statement 22 reads "The college radio station should be concerned about diversity of the student body when making program choices."

KA22's mean was 4.1 and SB22's mean was 4.6. The results indicate that students somewhat agree and staff agree with the statement.

Statement 27 reads "The college radio station is important for the students of Kansas State

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University."

KA27's mean was 4.9 and SB27's mean was 5.5. The means indicate that students agree

with the statement and KSDB staff strongly agree with the statement.

Accuracy I (KB/KA):

This category compares KSDB staff' perceptions of KSU students to the actual

perceptions of KSU students. Results for Accuracy I are shown in Table 6.

Table 6:

T-test scores for the Accuracy I Variable KSDB Staff's (KB) opinion compared to what Student's think KSDB Staff's (KA) opinion is. Bolded = *p* value < .05				
Statement	KB mean	KA mean	t-value	p-value
CATEGORY 1: Educational Management				
1. The environment at the radio station should be like a lab course offered in other educational departments on campus.	3.1	3.4	0.65	.5177
13. College radio should be a class for students to enroll in.	4.2	4.0	0.06	.9511
23. Staff at KSDB 91.9 are generally well-trained/informed and know what they are doing.	3.8	5.0	3.16	.0018
CATEGORY 2: News Management				
3. The news on a college radio station should be held to the same standards of quality as the college newspaper.	4.9	4.7	-0.17	.8623
CATEGORY 3: Program Content				
4. Campus debates and other major events on a campus should preempt all other programs on a college station.	3.8	3.6	-2.13	.0338
5. Campus information is an important component of the programming on a college radio station.	4.8	5.0	1.41	.1599
7. Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate.	5.2	3.9	-2.83	.0049
8. Live sports broadcasts are important for the college radio station to cover, even if they interrupt music.	4.6	4.3	-2.39	.0177
9. Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station.	4.7	4.1	-3.39	.0008
10. Occasional mistakes are expected at a college radio station.	4.4	4.6	3.06	.0025
CATEGORY 4: Program Decision				
2. Student staff should be trusted to pick what programming is used on the college radio station.	4.6	4.6	1.13	.2603
11. The college radio station should serve the surrounding community as well as the campus.	4.3	4.6	0.60	.5503
12. Students should have a strong voice in programming on the college radio station.	5.2	4.7	-0.56	.5775

19. Administration/Faculty have an effect on programming on the college radio stations.	4.1	4.3	1.29	.1972
22. The college radio station should be concerned about the diversity of the student body when making program choices.	5.1	4.6	2.64	.0088
24. KSDB 91.9 student staff should be trusted to select what programming is offered on the college radio station.	4.8	4.0	2.40	.0171
25. The station manager and/or KSDB 91.9 staff should edit questionable content.	4.2	4.5	-0.45	.6533
CATEGORY 5: Listener Behavior				
6. Students listen to the college station even if they aren't familiar with what is being played.	2.8	3.3	-1.09	.2777
14. Students know where to find the college radio station on the radio.	3.7	4.5	-1.94	.0529
15. Most KSU students who own a car have the college radio station programmed in their car stereo.	3.7	4.6	-2.76	.0062
26. Most KSU students listen to KSDB 91.9 at least once a week.	4.3	5.1	-2.60	.0099
30. If there were a series of show playing specialized music on KSDB 91.9 that changed from one hour to the next most KSU students would listen, even if it weren't their favorite music.	3.5	2.5	3.61	.0004
CATEGORY 6: Internet Use				
16. Posting the schedule on the Internet is an effective way to tell students about programming.	4.3	4.7	0.64	.5215
17. Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners.	4.7	4.5	-3.81	.0002
CATEGORY 7: Promotions				
18. If the college radio station gave away tickets to popular bands or artists, students would listen to win.	5.4	5.2	-1.26	.2081
28. Give-aways/prizes are important to gain KSU student listeners.	5.3	5.0	-2.54	.0116
29. Campus radio station support of campus organizations and department increases student audience.	4.6	4.9	0.17	.8653
CATEGORY 8: Administration				
20. A college radio station's purpose is to promote the goals of the university or college.	4.0	4.3	-1.45	.1483
21.With the exception of the advisor, the college radio station should be staffed by only students.	4.9	4.7	0.54	.5910
27. The college radio station is important for the students of Kansas State University.	4.8	5.0	-0.35	.7232

Category 1: Educational Management

Statement 23 was the only significant difference found in this category at the accuracy I

analysis.

Statement 23 reads "Staff at KSDB 91.9 are generally well-trained/informed and know what they are doing."

KB23's mean was 3.8 and KA23's mean was 4.2. The results indicate KSDB staff think students not on KSDB staff somewhat agree with the statement and students not on KSDB staff agree slightly more with the statement.

Category 2: News Management

Again, there were no significant differences found in this category for the accuracy I variables.

Category 3: Program Content

Significant differences were found in statements 4, 7, 8, 9, and 10.

Statement 4 reads "Campus debates and other major events on campus should preempt all other programs on a college station."

KB4's mean was 3.8 and KA4's mean was 3.3. The results indicate KSDB staff think students not on KSDB staff somewhat agree with the statement and students not on KSDB staff actually slightly disagree with the statement.

Statement 7 reads "Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate."

KB7's mean was 5.2 and KA7's mean was 4.7. The results indicate KSDB staff think students not on KSDB staff agree with the statement and students not on KSDB staff agree slightly less with the statement.

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Statement 8 reads "Live sports broadcasts are important for the college radio station to cover, even if they interrupt music."

KB8's mean was 4.6 and KA8's mean was 4.1. The results indicate KSDB staff think students not on KSDB staff agree with the statement and students not on KSDB staff somewhat agree with the statement.

Statement 9 reads "Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station."

KB9's mean was 4.7 and KA9's mean was 3.9. The results indicate KSDB staff think students not on KSDB staff agree with the statement and students not on KSDB staff somewhat agree with the statement.

Statement 10 reads "Occasional mistakes are expected at a college radio station."

KB10's mean was 4.4 and KA10's mean was 4.9. The results indicate KSDB staff think students not on KSDB staff somewhat agree with the statement and students not on KSDB staff agree with the statement.

Category 4: Program Decisions

Statement 22 and 24 were the only significant differences found at the for program decision accuracy I level.

Statement 22 reads "The college radio station should be concerned about the diversity of the student body when making program choices."

KB22's mean was 4.7 and KA22's mean was 4.6. The results indicate KSDB staff think

students not on KSDB staff agree with the statement and students not on KSDB staff agree

slightly less with the statement.

Statement 24 reads "KSDB 91.9 student staff should be trusted to select what programming is

offered on the college radio station."

KB24's mean was 4.5 and KA10's mean was 4.8. The results indicate KSDB staff think

students not on KSDB staff agree with the statement and students not on KSDB staff agree

slightly more with the statement.

Category 5: Listener Behavior

Statements 15, 26, and 30 had significant differences in this category.

Statement 15 reads "Most KSU students who own a car have the college radio station

programmed in their car stereo."

KB15's mean was 4.3 and KA15's mean was 3.7. The results indicate KSDB staff think

students not on KSDB staff somewhat agree with the statement and students not on KSDB staff

agree slightly less with the statement.

Statement 26 reads "Most KSU students listen to KSDB 91.9 at least once a week."

KB26's mean was 4.8 and KA26's mean was 4.3. The results indicate KSDB staff think

students not on KSDB staff agree with the statement and students not on KSDB staff only

somewhat agree with the statement.

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Statement 30 reads "If there were a series of shows playing specialized music on KSDB 91.9 that changed from one hour to the next, most KSU students would listen, even if it wasn't their favorite music."

KB30's mean was 4.8 and KA30's mean was 4.3. The results indicate KSDB staff think students not on KSDB staff agree with the statement and students not on KSDB staff somewhat agree with the statement.

Category 6: Internet Use

Statement 17 was the only significant difference in the internet use category.

Statement 17 reads "Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners."

KB17's mean was 4.7 and KA17's mean was 4.1. The results indicate KSDB staff think students not on KSDB staff agree with the statement and students not on KSDB staff only somewhat agree with the statement.

Category 7: Promotions

Statement 28 was the only statement demonstrating significant differences in the accuracy I analysis.

Statement 28 reads "Give-aways/prizes are important to gain KSU student listeners."

KB28's mean was 5.3 and KA28's mean was 4.9. The results indicate KSDB staff think

students not on KSDB staff agree with the statement and students not on KSDB staff agree

slightly less with the statement.

Category 8: College/University Administration

There were no significant differences found for this category with the accuracy I

variables.

Accuracy II (SA/SB):

Accuracy II compares students' perceptions of what KSDB staff think to what KSDB

staff actually feel. The results for accuracy II are shown in Table 7.

Table 7:

T-test scores for the accuracy II Variable Student's (SA) opinion compared to what KSDB Staff think Student's (SB) opinion is. Bolded = *p* value < .05				
Statement	SA mean	SB mean	t-value	p-value
CATEGORY 1: Educational Management				
1. The environment at the radio station should be like a lab course offered in other educational departments on campus.	3.2	2.7	3.10	.0021
13. College radio should be a class for students to enroll in.	4.3	3.9	.338	.7357
23. Staff at KSDB 91.9 are generally well-trained/informed and know what they are doing.	4.2	3.8	9.33	<.0001
CATEGORY 2: News Management				
3. The news on a college radio station should be held to the same standards of quality as the college newspaper.	4.8	5.0	-1.22	.2226
CATEGORY 3 Program Content				
4. Campus debates and other major events on a campus should preempt all other programs on a college station.	3.3	3.3	1.52	.1292
5. Campus information is an important component of the programming on a college radio station.	5.0	4.6	2.50	.0139
7. Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate.	4.7	4.9	-6.00	<.0001
8. Live sports broadcasts are important for the college radio station to cover, even if they interrupt music.	4.1	4.6	-1.77	.0784

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9. Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station.	3.9	4.6	-2.32	.0212
10. Occasional mistakes are expected at a college radio station.	4.9	4.9	-1.58	.1143
CATEGORY 4: Program Decisions				
2. Student staff should be trusted to pick what programming is used on the college radio station.	4.8	4.8	-1.20	.2441
11. The college radio station should serve the surrounding community as well as the campus.	4.5	4.7	-.551	.5821
12. Students should have a strong voice in programming on the college radio station.	5.1	5.1	-2.82	.0052
19. Administration/Faculty have an effect on programming on the college radio stations.	4.3	4.3	.303	.7620
22. The college radio station should be concerned about the diversity of the student body when making program choices.	4.7	5.1	3.12	.0006
24. KSDB 91.9 student staff should be trusted to select what programming is offered on the college radio station.	4.5	5.1	1.15	.2512
25. The station manager and/or KSDB 91.9 staff should edit questionable content.	4.3	4.4	-.498	.6191
CATEGORY 5: Listener Behavior				
6. Students listen to the college station even if they aren't familiar with what is being played.	3.0	3.5	1.32	.1880
14. Students know where to find the college radio station on the radio.	4.2	4.4	-.261	.7945
15. Most KSU students who own a car have the college radio station programmed in their car stereo.	4.3	4.3	1.80	.0737
26. Most KSU students listen to KSDB 91.9 at least once a week.	4.8	4.8	-1.61	.1086
30. If there were a series of show playing specialized music on KSDB 91.9 that changed from one hour to the next most KSU students would listen, even if it weren't their favorite music.	2.8	4.0	8.10	<.0001
CATEGORY 6: Internet Use				
16. Posting the schedule on the Internet is an effective way to tell students about programming.	4.4	4.3	2.43	.0158
17. Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners.	4.1	5.3	-5.09	<.0001
CATEGORY 7: Promotions				
18. If the college radio station gave away tickets to popular bands or artists, students would listen to win.	5.3	5.4	-1.78	.0762
28. Give-aways/prizes are important to gain KSU student listeners.	4.9	5.1	-1.17	.2412
29. Campus radio station support of campus organizations and department increases student audience.	4.7	4.8	.280	.7797
CATEGORY 8: Administration				
20. A college radio station's purpose is to promote the goals of the university or college.	3.7	3.6	3.744	.0002
21.With the exception of the advisor, the college radio station should be staffed by only students.	4.8	5.2	-2.99	.0030
27. The college radio station is important for the students of Kansas State University.	4.9	5.5	-1.60	.1113

Category 1: Educational Management

Two statements demonstrated significant differences in this category: 1 and 23.

Statement 1 reads "The environment at the radio station should be like a lab course offered in other educational departments on campus."

SA1's mean was 3.8 and SB1's mean was 2.7. The means indicate students thought that KSDB staff would somewhat agree with the statement and KSDB staff somewhat disagree with the statement.

Statement 23 reads "Staff at KSDB 91.9 are generally well-trained/informed and know what they are doing."

SA23's mean was 5.0 and SB23's mean was 3.8. The means indicate students thought that KSDB staff would agree with the statement and KSDB staff somewhat agree with the statement.

Category 2: News Management

Once again, there were no significant differences found in this category.

Category 3: Program Content

Three statements reveal significant differences in this category. They are 5, 7, and 9.

Statement 5 reads "Campus information is an important component of the programming on a college radio station."

SA5's mean was 5.0 and SB1's mean was 4.6. The means indicate students thought that KSDB staff would agree with the statement and KSDB staff agree slightly less with the statement.

Statement 7 reads "Student groups wishing to advertise on or underwrite the college radio station should be offered the lowest possible rate."

SA7's mean was 3.9 and SB7's mean was 4.9. The means indicate students thought that KSDB staff would somewhat agree with the statement and KSDB staff agree with the statement.

Statement 9 reads "Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station."

SA9's mean was 4.1 and SB9's mean was 4.6. The means indicate students thought that KSDB staff would somewhat agree with the statement and KSDB staff agree with the statement.

Category 4: Program Decisions

Two statements in this category demonstrate a significant difference: 12 and 22.

Statement 12 reads "Students should have a strong voice in programming on the college radio station."

SA12's mean was 4.7 and SB12's mean was 5.1. The means indicate students thought that KSDB staff would agree with the statement and KSDB staff agree slightly more with the statement.

Statement 22 reads "The college radio station should be concerned about the diversity of the student body when making program choices."

SA22's mean was 5.1 and SB22's mean was 4.6. The means indicate students thought that KSDB staff would agree with the statement and KSDB staff agree slightly less with the statement.

Category 5: Listener Behavior

Only statement 30 demonstrated significant differences in this category.

Statement 30 reads "If there were a series of shows playing specialized music on KSDB 91.9 that changed from one hour to the next, most KSU students would listen, even if it wasn't their favorite music."

SA30's mean was 4.0 and SB30's mean was 2.5. The means indicate students thought that KSDB staff would somewhat agree with the statement and KSDB staff somewhat disagree with the statement.

Category 6: Internet Use

Statements 16 and 17 demonstrated significant differences in this category.

Statement 16 reads "Posting a schedule on the Internet is an effective way to tell students about programming."

SA16's mean was 4.7 and SB16's mean was 4.3. The means indicate students thought that KSDB staff would agree with the statement and KSDB staff somewhat agree with the

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statement.

Statement 17 reads "Web-casting (live rebroadcast of the station's signal on the Internet) is important to do to serve potential listeners."

SA17's mean was 4.5 and SB17's mean was 5.3. The means indicate students thought that KSDB staff would agree with the statement and KSDB staff agree with the statement.

Category 7: Promotions

There were no significant differences found in this category.

Category 8: College/University Administration

Statements 20 and 21 demonstrated significant differences in the category.

Statement 20 reads "A college radio station's purpose is to promote the goals of the university or college."

SA20's mean was 4.3 and SB20's mean was 3.6. The means indicate students thought that KSDB staff would somewhat agree with the statement and KSDB staff agree slightly less with the statement.

Statement 21 reads "With the exception of the advisor, the college radio station should be staffed by only students."

SA21's mean was 4.7 and SB21's mean was 5.2. The means indicate students thought that KSDB staff would agree with the statement and KSDB staff agree slightly more with the

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statement.

Chapter 4: Discussion

This section discusses the conclusions that can be drawn from the results of this study, a coorientation study based on Kansas State University's FM radio station's staff and students' opinions as to purpose of the station. Limitations and suggestions for future research are also discussed.

Conclusions from Results:

The results indicate that the opinions of KSDB staff and students generally agree about the purpose of college radio, but to different extents. The listener behavior category seems to show the most significant differences throughout this chapter. KSDB staff seem to believe that students not on staff listen to the college radio station more than they actually do. Other areas that demonstrated many differences were Internet Use, Programming, and Educational Management.

These conclusions are based on mean differences. All results discussed are significant findings, but not all significant findings are discussed. Some of the results are not discussed because the researcher compared the means of the two groups. The means were used because of the limitation of the statistical method used to compare the two samples. However, the means are not very useful when comparing significant differences when the means are relatively close in number.

RQ1 (Congruency I):

Do Kansas State University students' perceptions compare with how Kansas State University students view the perceptions of student radio staff about the purpose of college radio?

Kansas State University students think that KSDB staff are generally well trained. However, students not on staff think that KSDB staff think they are even better trained. These results suggests that students think KSDB staff assume they are well-trained and informed, whereas students not on staff are not ready to commit to that strong of an answer. This displays an impression of overconfidence among KSDB staff. From a public relations standpoint, audience members could see overconfidence as ignorance, or arrogance, both of which are severe setbacks that the radio station staff need to overcome. However, one must remember the means appear to be close and it is impossible to see if there is a serious problem at KSDB with overconfidence based on this study. More in-depth research is called for in this area to see where the significant differences really are.

The other point of disagreement between staff and students not on staff at the congruency I level is the concept of offering student organizations the lowest rate for underwriting/advertising on KSDB. Students not on staff believe that KSDB should offer the lowest rate to student organizations. They believe KSDB staff don't share the same opinion. It is not surprising that students not on staff believe KSDB staff would want more money for underwriting/advertisements. Radio stations are businesses and therefore need to make a profit to support their endeavors. Students not on staff may not know that KSDB staff offer large discounts to student organizations.

The perceptions held by students demonstrate a need for a public relations campaign focused on KSDB's reduced underwriting/advertising rates for student organizations.

There is a real indication in congruency I (table 3) that the two groups answered statistically significantly different in the Educational Management, Program Decisions, Internet Use, Promotions and Administration categories. These results were very close in means this indicates there are extremes within the two groups that cannot be explained by the means and requires further research to find the where the differences are.

RQ2 (Congruency II):

Do KSDB staff perceptions compare with how KSDB staff members view the perceptions of Kansas State University students about the purpose of college radio?

As for each of the research questions, the congruency II category (table 4) produced little difference in means, but a great deal of difference in terms of significance. Even the differences that were found to be statistically significant mean very little because the means indicate similar direction to the answers.

Only one actual difference can be determined based on the mean. The results for statement 27, "The college radio station is important for the students of Kansas State University," demonstrates that KSDB staff strongly agree with the statement, but think students are less committed to the station.

This implies that KSDB staff assume a student not on staff at KSDB feels college radio is less important than KSDB staff do. The difference however, is not surprising. It is obvious that someone involved in an organization will feel the organization is important, but when staff members believe that others don't feel as strongly, it could be a sign of morale problems within the staff or quite simply, staff members are able to recognize reality. More in-depth research is needed here to determine why other area proved significant even though the means were virtually identical.

RQ3 (Agreement):

Do Kansas State University students' perceptions and student radio station staff perceptions agree about the purpose of college radio?

Agreement results are located on table 5. Consistency in programming is a point of contention between KSDB staff and students not on staff. KSDB staff somewhat agree with statement 9, "Program consistency is important for college radio," and students not on staff feel more strongly about the statement. This occurrence could be explained by a brief explanation of the roles of different staff members at KSDB.

Seventy percent of KSDB staff respondents were on-air staff members. This is important

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because the on-air staff at KSDB is responsible for creating an array of different types of programming. Staff members could have understood the statement to imply that some of the current programming (which at least some members of the staff are responsible for creating) is unwanted. KSDB staff might disagree more than students not on staff because they are protecting their own interests.

The next four significant results come from the listener behavior category. Statements like "students know where to find the college station on the radio," "most KSU students who own a car have the college radio station programmed in their car stereo" and "most KSU students listen to KSDB 91.9 at least once a week" exhibit KSDB staff' optimistic belief that students not on staff participate in some manner with the college radio station. The mean results indicate almost one full point between answers given by staff and students. Staff on average agreed with the statement and students somewhat agreed.

This difference is also not surprising. Staff members must be upbeat and enthusiastic about their product (the radio station) in order to validate their own participation in the organization. Perhaps the most interesting portion of this finding is that students not on staff somewhat agree. The relatively small difference in the means implies that students in general do listen or they have an interest in the college radio station. This information is important to reinforce the already positive attitude of staff members toward the college radio station.

The means imply that students somewhat agree that web casting is important for college radio stations whereas KSDB staff agree with the statement.

There are two possible explanations for the difference. First, students not on staff have the ability to listen to the radio station via radio receivers and have little need for Internet broadcasts. Second, KSDB staff understand the technology better than most college students. KSDB staff are exposed to Internet broadcasting and general conversations with people who have strong belief in the Internet as a medium for "broadcasting." Students may not have the same level of exposure.

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RQ4 (Accuracy I):

How are the perceptions of Kansas State University students about the purpose of the college radio station similar to KSDB staff members' cognitions of Kansas State University students' perceptions?

Results for Accuracy I are found in table 6. The statement "Consistency in programming (i.e. playing one type of music or following a regular program schedule) is important for the college radio station," showed significant differences in the Accuracy I test.

Here, the results showed that students not on staff agree with the idea of consistency in programming, whereas the KSDB staff think students not on staff would only somewhat agree. This difference could be explained by recent programming policy changes at KSDB. Current programming at KSDB can be termed "consistent" especially in comparison to the preceding years. There is however, some program variance. The results of the survey seem to indicate that KSDB staff think students not on staff would prefer slightly more program variance.

Another reason for the disagreement may be that the programming changes at KSDB, which were implemented the semester prior to this study, were covered over and over as a continuous news story in the college newspaper. As alluded to in the literature review chapter, some students were portrayed as wanting many different genres of music programmed on KSDB. This could have contributed to the difference.

The next significant result relates to the previous one. "If there were a series of shows playing specialized music on KSDB 91.9 that changed from one hour to the next, most KSU students would listen, even if it weren't their favorite music," indicates that students somewhat agree that students are tolerant of the idea of variety, but that KSDB staff thought students not on staff would somewhat disagree.

This set of results implies that KSDB staff are not certain what students not on staff are interested in listening to. However, different people can interpret the term "favorite music" differently. The possible varying degrees of meaning of "favorite" lessens the importance of the slight difference in the means of the two variables.

The next result in the Accuracy I level deals with listener behavior. Once again, the staff members at KSDB demonstrate their positive attitude toward audience participation. KSDB staff think that students not on staff agree that students listen to KSDB at least once a week. However, students not on staff actually only somewhat agree. The perceived disagreement here is much greater than actual disagreement.

RQ5 (Accuracy II):

How are the perceptions of KSDB staff members about the purpose of college radio similar to the Kansas State University students' (not on staff) cognitions of KSDB staff members' perceptions?

Four differences were found in the Accuracy II question. Statement 1, 7, 23, and 30 all have significant differences (see table 7) in the means. Eight other statements show significant differences though the means are very close.

Students think KSDB staff would somewhat agree with the notion that the environment at the college radio station should be like a lab course offered in other educational departments on campus. KSDB staff somewhat disagreed with the statement.

Students not on staff apparently think KSDB staff have a different purpose in mind for the college radio station, when in fact students not on staff have the same opinion as KSDB staff (see Agreement results, Table 5, p. 55).

The difference indicates students think KSDB staff want to change the structure of KSDB to incorporate educational systems, such as classes, rather than the semi-professional management structure that is currently in place.

The plausible reason for this difference is that students don't understand the current structure at KSDB. With the recent changes in that structure, this explanation is very likely. Plus, students have little or no first-hand experience with the station- ever.

Along the same lines of educational structure is the statement regarding training of KSDB staff. In general, KSDB staff feel they are somewhat under-trained and not informed, but students feel the staff members at KSDB are trained and informed fairly well. This indicates that even if KSDB is lacking in this area, the problem doesn't manifest itself to the audience.

KSDB staff think that underwriting/ advertising should be available to student campus organizations for a low rate, but students not on staff don't feel the staff would believe as strongly about the lower rate. Current procedures at KSDB are to offer these groups the lowest possible rate. Since most staff members have only been on staff for one to two semesters, most of the staff have not been exposed to any other policy. This explains why staff members are likely to agree with the procedure.

Neither of the groups were able to predict how the other would respond to the statement "If there were a series of shows playing specialized music on KSDB 91.9 that changed from one hour to the next, most KSU students would listen, even if it wasn't their favorite music." KSDB staff thought that students would not listen to programming they are not familiar with, but students not on staff think that KSDB staff would support playing specialized music, even if it wasn't the audience's favorite type.

This feeling probably stems from the old programming strategy of KSDB. Prior to the spring 1999 semester, KSDB was programmed almost completely with music most people had never heard of. This type of music is still sometimes played at KSDB, but for the most part it is

gone. It is evident that the current staff members at KSDB agree with the current programming

strategy, but their audience believes students would listen to KSDB if it had more of the

unknown type of music programmed.

Summary of Discussion:

With the exception of the minor variation in the listener behavior category, the two

groups were similar in their viewpoints as shown by the means. However, significant differences

in many of the categories indicate that students and KSDB do not share the exact same opinion

about KSDB, but tend to be close. The means indicate KSDB staff have a good idea of what the

student audience wants/expects from its college radio station and that staff members are in the

position to make decisions that will closely represent what students at Kansas State University

will think regarding the categories: Program Decisions, Educational Management, Program

Content, News Content, Internet Use, College and University Administration, and Listener

Behavior.

Limitations:

Five basic limitations affected this study: The data must be used in context of the

coorientation model, the statistical test used could have been done differently, the analysis was

limited to means, the sample composition could be considered skewed, and one of the categories

wasn't examined thoroughly.

Coorientation Analysis called for the researcher to test five research questions. These

questions, while academic in nature, have limits in their application. Proper utilization of the

research questions is very important. If the limits of these research questions are properly

recognized, the application used in this study could aid individuals in making decisions regarding

their college radio station and other media outlets.

For example, the congruency (I and II) level of analysis is limited only to public relations

applications, where perceptions within one specific group are needed. There is no other practical

way to use the information. Accuracy (I and II) is slightly more useful because both accuracy I and accuracy II use information from two samples. Accuracy tests show each group is able to guess what the other thinks. This is useful in public relations applications where one group is responsible for selecting something that is meant to attract the other group. Agreement is the most useful and the easiest to understand. In this comparison, both variables represent what a group actually thinks.

In this study, all the comparisons are useful for KSDB staff. KSDB staff need to attract their audience and understand what their audience thinks about certain subjects in comparison to how they, the staff, think about the same subjects.

The statistical analysis used compared the means of two variables (t-test). An f-test would have been more appropriate in this analysis because there is a difference in size between the groups. F-tests test the variance between two groups rather than mean. An f-test was not performed because the statistical program used, StatView 5.0, used an impractical method for retrieving this information which would have required re-entering of the data to discern the information.

Statistical analysis is not necessarily the most useful way to judge whether or not the results mean something. Many of the significant differences found in the results translate into similar meanings. For example, statement 27 under the agreement measure was significant. The means of the compared variables were 4.9 and 5.5. Both of these numbers translate into either agreeing or strongly agreeing. Both are positive results and therefore mean little more than that the two groups agree with one another to varying degrees.

The data analysis did not include an examination of standard deviation. While statistical significance was tested and used, the majority of analysis in the discussion relied on mean results. This limits discussion of why there was significance in many cases. The significant differences that were not discuss are important and should be investigated further.
Sample composition was another limit in this study. Because Mass Communication courses were used in this study, there is the possibility that radio enthusiasts or students intending to major in

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Radio-TV could distort the sample response. Forty-three percent of the respondents in the student sample were Mass Communication majors. There is a chance that their opinions were influenced by other courses or some other connections to KSDB.

The news management category that was devised to aid in discovery of purpose fell short in the number of questions on the questionnaire. Only one question was asked for this study. As a result, there were no significant findings. It was an operational error that should be corrected on the next study.

The results of this study can be generalized to KSDB and Kansas State University students only. It is obvious that while some of the variables may be similar when applied to other college radio stations, many variables will need to be changed in order to fit the situation at each individual college radio station. However, the coorientation model is an excellent method to determine strengths and weaknesses of college radio station communication and can and should be applied to college radio station staff and audience.

Suggestions for Future Research:

This study needs to be repeated after actions are taken to narrow the significant differences in responses. Another study could strengthen the argument for use of coorientation analysis about the definition of purpose at college radio stations.

Coorientation analysis lends itself to multiple studies. This study should be repeated with different samples. For example, a coorientation analysis of administration and faculty members at Kansas State University would add another level to this study and provide more understanding about the purpose of college radio. Other groups could also be surveyed like local area residents, business owners, etc. Also, studies on other college campuses would aid in creating data that could be generalized with greater confidence.

Finally, because there is so little information available on the subject of the purpose of college radio, more research on the subject in general would be advantageous to the field.

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