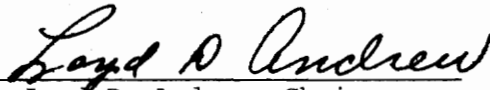CONTINUING EDUCATION AND COMMUNITY SERVICES GOALS
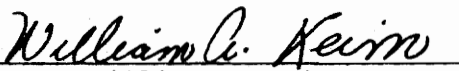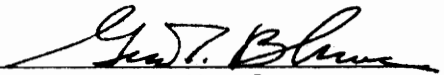FOR VIRGINIA'S COMMUNITY COLLEGES:
A MODIFIED DELPHI STUDY

by

Max Rolfe Glass

Dissertation submitted to the Graduate Faculty of the
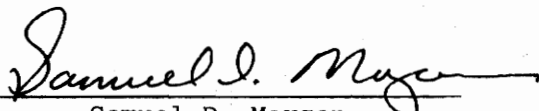
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in partial fulfillment of the requirements for the degree of

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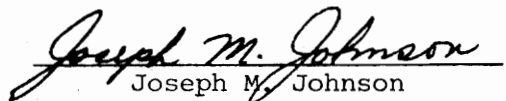
in

Community College Education

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November, 1976

Blacksburg, Virginia

ACKNOWLEDGEMENTS

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Chapter 1

INTRODUCTION

Through its philosophy, the community college is dedicated to
serving college-age youth and all segments of its service region.
From its matrix of programs, continuing education and community
services are the primary programs that give the community college its
community dimension.

By its nature, the community college is uniquely qualified
to offer programs oriented toward meeting the more non-traditional
needs of its constituents. With the population of the region served
being its student body and with the flexibility to offer activities
throughout the service region, the community college can make its
programs readily available to citizens.

Based on its philosophy and nature, the community college
is committed to serving its community through such basic goals as
(1) becoming a center of community life; (2) providing services for
all age groups; (3) attacking unsolved community problems; and
(4) contributing to the educational, cultural, and recreational
needs of its community (1:3-19).

THE PROBLEM

While there is general agreement that the community college
should serve its community, there is less than agreement on the

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nature of continuing education and community services. Harlacher questioned the very foundation of the program when he stated, "Many definitions of community services are to be found in the literature of the junior college movement" (1:11). Myran came to the heart of the problem when he recognized, "There is not general agreement among practitioners as to what programs, courses, and activities should fall within the boundaries of the community services function" (2:12).

Without a clear definition of continuing education and community services and without agreement on program direction, community college systems are left to define their community programs in the best manner possible. As a result and as Bushnell has found, ". . . The responses to multiple community interests by community colleges, at best, have been uneven" (3:92). Without an acceptable guiding model, it is understandable that no two community college systems and even no two colleges within the same system are likely to interpret their community commitment in the same way.

In general, the lack of agreement on continuing education and community services focuses on the activities that should be included in the program and those that should be excluded. One view is that the program should include primarily educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes. Another view diametrically opposed is that the program should not exclude regularly scheduled day and evening

classes and certificate programs because many community oriented

services take this form (4:15).

To avoid excluding either view, the following definition of

continuing education and community services was used in the study

(5:64):

> Continuing education and community services are those
> programs and resources . . . (of the community
> college) . . . that serve the needs of the community
> and its citizens. They include educational, cultural,
> and recreational services of the college tailored to
> meet the needs of the community.

The definition is "goal" rather than "technique" oriented and is

sufficiently comprehensive to include both views as described above.

A problem of a semantical nature, but nevertheless one related

to definition and direction, is that of program designation, i.e.

should the community program of community colleges be called

"continuing education" or "community services" or both? Even though

the interrelationship of the two terms is noted, Harlacher has

concluded that, "Each should be considered on its own merits and

each should be carefully defined and differentiated" (1:12).

Consequently, Harlacher defines community services in its more

narrow form as follows (1:12):

> Community services are educational, cultural, and
> recreational services which an educational institution
> may provide for its community in addition to its
> regularly scheduled day and evening classes.

In view of the semantical difficulty, continuing education was

defined in the study to be (2:16):

> Any deliberate effort of a person, whose principal
> occupation has ceased to be that of student, to seek

> learning as a means of developing potential or
> resolving problems in himself, or his institutions, or
> the deliberate effort of another person or an
> institution to produce such learning in him.

This definition, being "learning" oriented rather than "credit
versus non-credit," leaves the question of program designation open
for further study.

As evidenced by its developmental objectives and as stated in
its preliminary Management by Objectives (MBO) plan, the Virginia
Community College System (VCCS) has yet to rid itself of these same
problems. The developmental objectives relevant to the study are
as follows (6:5-9):

1. By July 1, 1977, the VCCS will define and delineate
   "continuing education" and "community services"
   offerings.

2. By July 1, 1977, the individual colleges of the VCCS
   will survey the community and individual needs in
   terms of personal growth and community enrichment.

3. By December 1, 1976, the VCCS will appoint a task
   force to investigate and make recommendations
   concerning state funding of community services.

These objectives indicate that the VCCS recognizes a definitional
deficiency in its community program; that increased emphasis and,
presumably, direction needs to be given to the program by the
individual colleges, and that funding to support the program is
needed.

In accord with Harlacher's preferences, the system has also
differentiated between "continuing education" and "community
services." Evidence of this is seen through the system's educational
program goals for the two programs, which are (7:2):

1. To offer <u>continuing education</u> programs designed to provide educational opportunities for individuals who wish to continue and expand their learning experiences. Such programs may include credit and non-credit courses, seminars, or workshops.

2. To offer <u>community services</u> which shall provide cultural and educational opportunities which are in addition to other programs of the college. Where available facilities and other resources may be provided to other educational institutions or other qualified organizations.

Although delineated by the educational program goals, it appears that the programs have a common purpose, i.e. to serve the needs of the community through credit and non-credit educational and cultural activities.

Further evidence of the singular nature of the programs within the VCCS is provided by the manner in which the programs are administered. A list of administrative program officers for continuing education and community services within the VCCS indicates that both programs are administered by the same person; namely, a director of continuing education and community services, who serves in a staff position under a dean of instruction or provost.

The net effect is that continuing education and community services is seen in Virginia, as well as nationally, as less than a well-defined program, a program characterized by disagreement, and a program in need of direction. Consequently, continuing education and/or community services tends to be under-developed, under-managed, and under-financed.

Thus, continuing education and community services are often referred to as a "step-child" to the traditional community college program (9:3). Should it or they be a step-child or are their services one of the major functions of the community college? The answer to this question immediately raises other issues. Should it (they) be managed by a first- or second-level manager? Should it (they) be self-supporting or supported through the tax structure? These are some of the issues surrounding continuing education and community services in Virginia and nationally.

To give the program direction, specific goals and objectives need to be identified and agreed upon. Consequently, this study is oriented in that direction.

PURPOSE OF THE STUDY

Thus, based on the problem as described, the purpose of the study was to:

1. Determine if agreement on the goals of continuing education and community services can be arrived at among presidents and provosts, deans of instruction, and directors of continuing education using a Delphi technique, which Weaver suggests and research indicates is useful in arriving at consensus;

2. Determine if there is ambiguity on the goals; and

3. Further test Weaver's hypothesis that the Delphi technique can be used to shape judgment (13:3).

SIGNIFICANCE OF THE STUDY

As the previous discussion indicates, there appears to be considerable ambiguity concerning the function and/or goals, objectives, and organization of continuing education and community services in Virginia as well as nationally. Many management studies, not least of all Drucker's seminal work that led to the development of management by objectives as a management philosophy and technique, suggest that the most important factor in effective management of an enterprise is agreement at all levels on goals.

Thus, the development and agreement of a set of goals and objectives by those responsible for implementing such goals should lead to better management of continuing education and community services, thereby permitting the community college system in this area to better and more economically serve the public that in one way or another pays the bill.

Agreement on the goals and objectives for continuing education and community services should have the net effect of reducing frustrations, improving morale, and lessening conflict among administrators at all levels. An understanding of the goals and objectives should result in better communications and, consequently, improved cooperation and coordination between continuing education and community services personnel and other members of the administrative team, the faculty, and the community (12:135-136).

THE VIRGINIA COMMUNITY COLLEGE SYSTEM

To place the problem in proper perspective, an overview of the
Virginia Community College System is provided in this section. The
purpose of the overview is to relate continuing education and
community services to the overall growth and development of the VCCS.

The Virginia Community College System was authorized by the
Virginia General Assembly in 1966 (H. B. 333, 945, 541). The
legislation permitted a network of state-supported community colleges
located within easy driving distance of all Virginians. (17)

The mission of the system is, basically (7:1):

. . . to function within the total educational community,
in those areas assigned to it by law, to assure that all
individuals in the Commonwealth of Virginia are given a
continuing opportunity for the development and extension
of their skills and knowledge.

The programs of the individual community colleges fall within
the general categories of college transfer education, occupational-
technical education, developmental studies, general education,
continuing education, community services, and special training. The
latter is coordinated state-wide by a director who operates from
the central offices of the centralized system (17:2A2).

Operating under a State Board for Community Colleges, the chief
administrative officer of the system is a chancellor who serves at
the pleasure of the State Board. The colleges are directed by a
president who reports to the chancellor rather than to the chairman
of the college's board. Individual college boards, the members of
which are appointed by the local political regions for four-year

terms, serve primarily in an advisory capacity to the colleges and are responsible to the State Board for Community Colleges.

The colleges comprising the system receive assistance from a Department of Community Colleges, which is under the direction of a vice chancellor and who reports in a staff position to the chancellor. Similarly, all colleges have lay advisory committees composed of local citizens who assist in guiding the development of curricula designed to meet the needs of the community (17:2A7-2A22).

Financial support for the operation of the system is provided primarily through the state tax structure. General revenues are supplemented by special revenues generated through a modest tuition rate, an application fee, and registration fees for non-credit activities. A limited amount of federal funds are made available to support various phases of the college programs, primarily, the occupationally related programs, and to provide student aid (17:2A22-2A25).

The system presently consists of 23 community colleges located on 33 campuses. Collectively, the colleges serve over 100,000 credit students, over half of which are part-time adult students. The system also serves an unknown number of citizens through the many community services activities of the colleges (23).

In its eleventh year of operation, the system, to date, has committed a major portion of its financial resources to campus development. While all campuses have continuing education and

community services programs, it can be surmised that high priority

has not been given to their development because of the need to

establish more traditional programs.

DEFINITION OF TERMS

The terms applicable to the study and their definitions are

as follows:

1. Continuing Education--Any deliberate effort of a person, whose principal occupation has ceased to be that of student, to seek learning as a means of developing potential or resolving problems in himself or his institutions, or the deliberate effort of another person or an institution to produce such learning in him (2:16).

2. Community Services--The educational, cultural, and recreational services which an educational institution may provide for its community (1:12).

3. Continuing Education and Community Services--Those programs and resources . . . (of the community college) . . . that serve the needs of the community and its citizens. They include educational, cultural, and recreational services of the college tailored to meet the needs of the community (5:64).

4. Goals--The desired aims or state of affairs of continuing education and community services. They are broad statements of direction, usually timeless, and are not normally expected to be achievable within a specified time period.

5. Objectives--Distinguished from goals, they are statements of a more specific nature, are usually quantifiable, may be short-term (one year or less) or long-term (more than one year), and are usually derived from goals.

6. Mission Goals--Reflect the purpose and/or philosophy of continuing education and community services. They are broad statements which reveal the general nature and overall direction of the program.

7. Program Goals--The educational, cultural, and recreational services provided to the community by continuing education and community services.

8. Structural Goals--The administrative means by which resources are combined and organized to accomplish the mission and program goals.

9. Activity Goals--As distinguished from program goals, they are the more modern techniques by which continuing education and community services programs may be implemented. They may include complete systems of activities versus single activities.

10. Funding Goals--While recognized as a resource rather than as a goal, the methods by which continuing education and community services are funded are included in the study as goals because, as Myran has stated, "Funding is a major community services issue" (2:52).

11. Goal Preference--The rating given to a goal by a respondent.

12. "Panel of Experts"--Four directors of continuing education selected from within the Virginia Community College System to develop and critique the goal statements included on the Delphi questionnaire.

13. "Panel of Administrators"--Two deans of instruction and two presidents selected from within the Virginia Community College System to review the Delphi questionnaire for clarity, consistency, and comprehensiveness.

14. Respondents--The presidents, provosts, deans of instruction, and directors of continuing education/community services in the Virginia Community College System.

15. Ambiguity--Lack of agreement on a given goal statement between and/or within the three groups of respondents (presidents and provosts, deans of instruction, and directors of continuing education) at a consensus rate of less than 75 percent. (The consensus rate was the percent of each responding group selecting the same goal preferences for each goal statement.) Agreement (consensus) was considered to exist on a goal statement when the consensus rate for each of the three responding groups was 75 percent or more.

16. Modified Delphi Technique--The technique used to obtain a consensus of opinion among the respondents on the goal statements for continuing education and community services, through three iterations of a Delphi-type questionnaire.

LIMITATIONS

The study has minimal limitations. The results will be applicable primarily to Virginia because of fundamental differences in organizational and operating policies and procedures of various state community college systems.

Because of the ever-changing nature of continuing education and community services, the results of the study will be short-lived. Community college systems are dynamic organizations and, as such, their goals and objectives should change as society changes.

The panels of experts utilized in the study did not include such groups as students, faculty, and legislators. While the input of these groups is important in considering actual policy changes, their exclusion from the study was not considered critical because the intent of the study was to determine the extent of agreement (or disagreement) among key community college personnel on goal statements for a program seemingly characterized by a high degree of ambiguity.

The goal statements assumed a common understanding among respondents. This was not seen as a serious limitation in that panels of experts were used to review and test the Delphi-type questionnaire for clarity and consistency.

Chapter 2

REVIEW OF THE LITERATURE

With the problem being a lack of agreement on the definition and
direction of continuing education and community services in the
community college, the review of the literature began with management
theory related to management by objectives and, consequently, to goal
theory and goal setting. In view of the definitional problem, the
concepts of continuing education and community services were compared
for interrelationships and distinguishing characteristics. To
provide a basis for goal development, a search of the literature was
made to uncover material related to the issues surrounding the
program and to goal formulation. Finally, the Delphi technique was
discussed as a method of obtaining consensus of opinion in goal
formulation studies.

MANAGEMENT BY OBJECTIVES THEORY,
PRACTICE, AND RESEARCH

In the absence of direction, program growth and development
become a function of planning. In the Virginia Community College
System, where the problem is lack of agreement on the definition
and direction of continuing education and community services,
program development becomes a function of definition, mission
development, and goal setting (10:1.2; 11:43-64).

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Since the planning process involves mission and goal determination and since both of these elements of planning, as related to continuing education and community services, represent areas of disagreement among practitioners, the planning process must understandably begin with their development. Given agreement on the mission and related goals, decision-making, policy development, and planning can occur.

From management theory, Drucker states (12:135-136):

What the business enterprise needs is a principle of management that will give full scope to individual strength and responsibility and at the same time give common direction of vision and effort, establish team-work, and harmonize the goals of the individual with the common weal.

Thus, as Drucker has emphasized, a common objective is needed among key community college personnel toward continuing education and community services to establish unity of purpose, teamwork, and program effectiveness.

The Delphi technique, applied to goal formulation studies, is a method of obtaining consensus of opinion among individuals or groups of individuals on relevant goal statements. Through the use of successive questionnaires and controlled "feedback," the Delphi process encourages agreement by preventing professional status and high position from forcing judgments in certain directions (13:1). Hence, as used in the study and as discussed in detail in a later section, Delphi was seen as a means of eliciting the goal preferences of community college personnel to obtain "common

direction of vision" toward continuing education and community services.

In addition to a common objective or "common vision," theoretical research has shown that Management by Objectives (MBO) will be more successful (1) when the goals of the organization are accepted by the individual; (2) when the goals are equated with the individual's capabilities; (3) when feedback about the individual's performance is provided on a timely, specific, and task-related basis, and (4) when the individual has some control over the means of reaching his goals and the manner in which they are set (14:3-8).

As management theory and theoretical research indicate, a common objective and individual goal acceptance are essential to effective programming, but they are not sufficient. Commitment to the goals of an organization and involvement in their determination are needed to permit all individuals to contribute in terms of their capabilities so that individual performance and effectiveness will be at a high level. For example, applied research has shown that involvement of individuals in goal setting results in (1) improvement in performance and behavior of individuals, (2) more effective supervision by managers, (3) improvement in attitude toward the work situation, and (4) more effective planning (14:14-15).

Therefore, to obtain a common objective for continuing education and community services, to obtain commitment, and to obtain individual involvement in goal formulation, the study included the goal preferences of all presidents, provosts, deans of instruction,

and directors of continuing education in the Virginia Community
College System. Collectively, this group was considered to have the
knowledge to develop meaningful and realistic goals. Also, with the
inherent power of Delphi to obtain consensus of opinion, a further
consideration was that the elements necessary for change had been
incorporated into the study.

To extend management theory to the operational level, Harvey
summarizes Management by Objectives as follows (15:1):

> Management by Objectives is a simple logical concept
> which begins with the clear delineation of the mission,
> goals, and objectives of an organization. The next
> steps in the process relate the activities of the
> organization to fulfilling the goals and objectives and
> to evaluating the organization on the basis of measurable
> outputs. The strength of the concept is in the quanti-
> fication of objectives for the organization as well as
> for the individual . . . . This process of quantification,
> if properly done, allows for a clear determination of
> institutional as well as individual performance. Full
> accountability is achieved and authority and
> responsibility allocated to the proper places within the
> institution.

Consequently, Management by Objectives, among other things, is
seen as a concept that relates to the mission, goals, activities,
and organizational structure of an institution. In developing the
goal statements for continuing education and community services in
this study, the statements were categorized by mission, program,
structure, activity, and funding. This system of categorization
provided the mechanism for the development of a comprehensive set of
goals for continuing education and community services, which
extended below the mission level to the more specific goals that
give programs total direction.

Carroll and Tosi state that the following elements are essential to Management by Objectives (14:3):

1. Effective goal setting and planning by top levels of the managerial hierarchy.

2. Mutual goal setting.

3. Frequent performance review.

4. Some degree of freedom in developing means for the achievement of objectives.

As explained in detail in Chapter 3, these elements of goal setting were incorporated into the study by the utilization of a panel of directors of continuing education and a panel of deans of instruction and presidents to develop the goal statements. The use of a Delphi-type questionnaire to obtain the goal preferences of three levels of administrators was a further extension of the principle of hierarchal goal setting and mutual goal setting. The goals themselves provide the base for performance reviews. The development of competing goal statements provided a degree of choice among the respondents and gave future flexibility to the stating of objectives.

In applying Management by Objectives to educational institutions, Carpenter and others recommend the following (16:9):

1. Identify the institutional goals.

2. Define the administrative staff role responsibilities.

3. Establish the objectives for achieving both role responsibilities and institutional goals.

4. Use objectives to operate the college and to measure each administrator's effectiveness and efficiency.

In applying Carpenter's scheme to the study, the literature cited in later sections of this chapter was used as the basis for identifying the goal statements for the Delphi questionnaire. The statements developed related specifically to administrative role responsibilities and to mission and program goals which are the basis for the establishment of objectives. Collectively, the goals provided the means by which effectiveness and efficiency of programs and personnel can be measured.

CONTINUING EDUCATION AND COMMUNITY SERVICES

While lack of agreement on program definition and direction was considered the major problem of continuing education and community services, a minor problem but one that was significant to the study was the semantical differences that exist among practitioners with reference to program designation and how the "semantics" affect definition. The problem was considered "significant" in that it affected the manner in which the goal statements for the Delphi questionnaire were written, i.e. should the statements relate to community services or continuing education or both?

Myran brought the problem to the surface when it was found that of 192 responses obtained through a national study, 149 (77.6 percent) respondents preferred the term "community services" while 26 (13.5 percent) preferred "continuing education." (4:4-5) (The remaining small percentage was primarily non-respondents or those who preferred some other term.) Within regions, however, it was

found that ". . . the use of the term continuing education is

significantly greater in the southern region than other

regions . . . ."

Following Myran's study, it was stated that a synthesis of all

the perceptions held by the 192 respondents resulted in the following

definition (4:21):

> The community services program of the community college
> is the deliberate effort of all college departments to
> serve local educational needs. Initiated and facilitated
> by a community services division, resultant activities
> focus primarily on adults and on community organizations
> and groups. The curriculum may be drawn from any
> discipline, and is unfettered by traditional academic
> time, space, and content restrictions. The goal of
> community services is to promote the educational growth
> of the individual and the improvement of the community
> in which he lives, and to bring about appropriate
> organizational and content changes within the college
> to maintain its responsiveness to community needs.

Without question, Myran's definition, as derived, is

sufficiently broad to include the preferences of the majority;

however, as a definition useful in program delineation, it is of

little value. It does, however, reinforce the point that there is

less than agreement on continuing education and community services.

Even though an interrelationship between the two terms is noted

and as mentioned in Chapter 1, Harlacher emphatically states that

". . . each should be considered on its own merits and each should be

carefully defined and differentiated" (1:12). Consequently, he

defines community services to exclude "regularly scheduled day and

evening classes."

In keeping with his definition, community services is seen by
Harlacher as differing from continuing education in that community
services is not limited to the adults of the community. He
concludes that community services ". . . are provided for persons of
all ages, occupations, and levels of educational development,
including high school students, elementary students, and even
preschool children in some cases" (1:13).

Myran, on the other hand, argues the opposite (2:16):

> The terms continuing education and community services are
> often used in juxtaposition ("our continuing education-
> community services program"). Analysis of the
> definitions . . . suggest that community services and
> continuing education are not mutually exclusive. One
> includes elements of the other; it is, therefore, folly
> to attempt to minutely delineate these terms.

Myran does make the distinction, however, that community services may
be provided for all age groups whereas continuing education is
intended primarily for adults. A further distinction is that
community services is seen as being somewhat more closely identified
with community activities and particularly with community
development.

It is interesting to note that Harlacher feels that one of the
reasons why community services is identified with continuing
education is that they are often administered by the same
administrator. As a result, "the programs have become entangled"
(1:12).

As stated in Chapter 1, the Virginia Community College System
distinguishes between the two terms in stating their educational

program goals, but they are administered by one director. The primary distinction, as given, is that continuing education specifies credit activities whereas community services does not.

The VCCS Policy Manual makes a further distinction between continuing education and community services. Specifically, the policy states (17:5-2):

> Non-credit activities for which c.e.u. credit is
> awarded are considered to be continuing education;
> non-credit activities for which no c.e.u. credit is
> awarded are considered to be community services.

(NOTE: C.e.u. stands for continuing education units which are awarded on the basis of one per ten contact hours of instruction.)

The reason for this distinction is not readily apparent. It could be that the unit of credit, the c.e.u., as established by the Southern Association of Colleges and Schools to recognize participation in non-credit activities by citizens, included the words "continuing education." Another possibility would be that those making the decision viewed the c.e.u. as a form of credit and, therefore, included it under the program with "credit" in its definition. Still, it may have been for accounting purposes, i.e. it logically fit the chart of accounts at the time.

Perhaps Myran found the solution to the quagmire when he stated (2:17):

> The community college can no doubt live with either of
> these terms, and it will probably have to live with both
> of them. Regional practice and personal preference may
> be more influential in determining usage than
> argumentation as to the virtues of one term or the other.

Following Myran's reasoning, continuing education and community services, or whichever, could very easily become whatever any given community college system and the personnel therein wish it to become. Basically, that is what this study was all about.

CONTINUING EDUCATION AND COMMUNITY SERVICES GOALS

To provide supporting evidence for writing the goal statements, the literature was reviewed thoroughly for goal statements formulated by the various writers. The materials uncovered are discussed in this section.

The early goals for community services were stated in 1969 as follows (1:19):

1. To become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the college's regular schedule.

2. To provide for all age groups educational services that utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district at large.

3. To provide the community, including business and industry, with the leadership and coordination capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems.

4. To contribute to and promote the cultural, intellectual, and social life of the college district and the development of skills for the profitable use of leisure time.

The goals can be further delineated and exemplified as outlined below (1:19-40):

A. Community Use of College Facilities and Services

    1. Provision of physical facilities and services
    2. Co-sponsorship of community events on campus
    3. Community use of library facilities
    4. Campus tours

B. Community Educational Services

    1. Non-credit short courses
    2. College credit extension courses
    3. In-service training
    4. Community counseling
    5. Human resource development
    6. Campus radio-television station

C. Community Development

    1. Leadership and advisory assistance
    2. Workshops, institutes, and conferences
    3. Organizations of community councils, coordination
       councils, and other community agencies and groups

D. Cultural and Recreational Activities

    1. Arts, lectures, and film series
    2. Cultural tours and field trips
    3. Galleries
    4. Physical activities
    5. Community service services
    6. Festivals
    7. Community performing groups

In 1971, a study was made of the community services perceptions

held by members of The National Council on Community Services (4:13).

Table 1 presents the perceptions in the order of their priority.

The elements in Table 1 were summarized by the researcher

(Myran) as follows (4:20):

> The goals of community services are to promote the
> educational growth of the individual and the improvement
> of the community in which he lives. Because of limitation
> of staff, expertise, and funds, the college must set
> priorities so that emphasis is placed on vital needs and
> so that the limited available resources have an impact
> on the community. In carrying out their objectives, it

Table 1

The Key Elements of Community Service

	Frequency of Response		
Activities	Very Important	Moderately Important	Slightly Important
1. Cooperation with community agencies and groups	178	13	0
2. Service to adults	174	14	2
3. Educational service to disadvantaged groups	158	32	2
4. Service to community groups	151	36	3
5. Service to youth	147	30	12
6. Adult or community counseling services	139	46	9
7. Involvement of advisory committees	132	57	3
8. Community use of college facilities	131	54	7
9. Service to educational agencies	132	50	6
10. Service to senior citizens	132	44	13
11. Continuing education for women	127	56	6
12. Public forums for discussion of community problems	125	56	9
13. Surveys to identify community needs	124	54	14
14. Service to social agencies	119	64	7
15. Job training programs	120	51	19

Table 1 (continued)

	Activities	Frequency of Response		
		Very Important	Moderately Important	Slightly Important
16.	Neighborhood centers for extension classes	116	60	15
17.	Service to local government	112	68	10
18.	Cultural programs	106	73	13
19.	Public information services	96	73	19
20.	Assist community groups in program planning	92	79	17
21.	Faculty consultive services to community problems	92	78	8
22.	Civic action program to improve physical, social, or inter-cultural environment	88	88	15
23.	Recreational or leisure-time programs	70	82	39
24.	Coordination of volunteer services	59	84	46

Source:

Myran, Gunder A. Community Services Perceptions of The Council on Community Services. East Lansing, Michigan: Michigan State University, 1971; and Little, Augustus L., "Goals for Community Services Programs in Florida's Public Community Colleges." Unpublished doctoral dissertation, University of Florida, Gainesville, Florida, 1974.

will be important to constantly examine and make
appropriate changes in college policies, staffing
patterns, and programs. It is particularly important
that a flexible and quick-to-respond system of
delivering the educational resources of the college to
the community is possible. In addition, it will be
important to coordinate the efforts of the college with
other community agencies and groups providing specialized
services, becoming to the extent possible an educational
center of the community. While recreational and cultural
programs serve important educational needs, increased
emphasis should also be placed on services to low-income
groups and on community problem-solving.

While the 1971 goals tend to be more philosophical than those

stated in 1969 and while the problem of limited resources is

recognized, close inspection indicates that the two sets of goals

differ little if any. Classified in a different way, the 1971 goals

follow the general classification of those stated in 1969, i.e.

(1) use of facilities and services, (2) community educational

services, (3) community development, and (4) cultural and recreational

activities.

Standard IX of the College Delegate Assembly of the Southern

Association of Colleges and Schools relates to the special activities

conducted by the member colleges of the association. The standard,

through its guidelines, provides the basis for the formulation of a

series of program-type goals. While the guidelines are not

reproduced in their entirety here, sufficient information is given

below to indicate the base for a portion of the goal statements on

the Delphi questionnaire.

The Standard IX guidelines, in abstract form, are as follows

(18:14-15):

1. <u>Non-traditional Study</u>--An external or special degree program comprises a course of study different from the traditional undergraduate degree which may or may not require on-campus study or residence and which relies almost entirely on independent study and examination.

2. <u>Off-campus Classes and Units</u>--Courses taught off-campus should maintain the academic integrity of the institution. When an off-campus program in a particular locality grows to the extent that the institution is offering a comprehensive academic program to a specific student body, then the institution should consider the establishment of a special off-campus unit such as a center or regional campus.

3. <u>Independent Study</u>--Programs including correspondence courses (which) basically fall into two categories. One type is the formalized independent study course or program which may lead to a degree. A second type is that which relates to the study which a person may do on his own and for which he may seek credit from the institution by examination, such as CLEP.

4. <u>Conferences and Institutes</u>--And their many variations (short courses, workshops, seminars, etc.) are an important part of the special activities programs. These programs and the amount of credit or c.e.u.'s for each should be determined in advance.

5. <u>Media Instruction</u>--Includes any form of instruction offered through television, radio, and other such forms.

6. <u>Foreign Travel and Study</u>--Degree credit shall be granted only for residence or travel abroad involving an academic program supplemented by seminars, reading, reports, etc.

7. <u>On-campus Programs</u>--Such programs may include evening classes and special summer sessions.

As a departure from the past and looking to the future, a third set of goals for continuing education and community services was developed in 1972 (19:12-16). In a broader scheme, the programs are viewed as the means by which community colleges will meet the challenge of providing more flexible and adaptable educational "delivery systems" needed by 1980.

The premise underlying the 1980 goals is that, while other educational institutions are attempting to create tomorrow's curricula through such approaches as the open university, external degrees, colleges without walls, and cluster colleges, community colleges are beginning to reach out in "octopus style" in all directions at once through a broadening of program goals.

To provide the base for stating the goals for 1980, the goals for the 1970's were summarized as follows:

1. Extension of daytime credit programs into evening hours and establishment of extension centers throughout the service area.

2. An increasing selection of non-credit courses, conferences, and workshops to respond to the more immediate interests and needs of local citizens.

3. A widening use of advisory groups representative of the broad spectrum of people and needs to be served (including minority group constituencies).

4. Broadening use of college facilities by an increasing variety of community organizations and informal groups.

5. A continuing effort to interpret community services activities to all citizens through a systematic program of public information.

6. Increasing concern for professionalization of the program reflected in staffing patterns as well as professional development programs for staff members.

In comparing the 1970's goals with those of 1969 and 1971, the noticeable difference is the inclusion of credit programs conducted during evening hours. This assumpton of what was previously viewed as a more traditional instructional function of the community college results in two significant changes: (1) it substantially broadens

the base of continuing education and community services, and (2) it

begins to provide a financial base through the allocation of public

funds to support credit activities.

Continuing with the goals for 1980, the rationale given as to

why community colleges must become increasingly involved with the

community in the future is summarized as follows:

1. Non-traditional Studies--There is a pressing need for
    institutional diversification and innovation to include TV
    colleges, curricula learning clinics, independent study,
    non-campus concepts, tutorial programs, new learning
    systems for minorities and for women, and more diversified
    facilities.

2. Faculty Development--Faculty members must be engaged in
    professional growth experiences outside the campus, and
    their in-service training should emphasize the facilitation
    of learning.

3. Attendance Patterns--A variety of work-study and in-and-out
    attendance patterns should be available to students,
    including credit for work internships, volunteer social
    service, and other life experiences.

4. Adult Programs--There is a need to increase program
    relevance for adults, to offer community-based education for
    older students, and to value such experiences in the reward
    system of the college for both faculty and students.

5. Grading--There is a need to make grades optional, reduce
    competition, and increase individual approaches to learning.

Based on the rationale presented, a model for community involve-

ment by a single community college in 1980 would involve a variety of

goals. The 1980 goals can be outlined as follows:

I. Structural Goals--The development of specific program functions
    requiring staff and physical space and including the imple-
    mentation of the process goals.

    A. Examples of Structural Goals

1. Institutes of Resource Development--includes a variety of institutes to address specific and critical problems within the community and would combine community college staff with adjunct staff from the community and consultants from nearby universities to provide problem analysis and resource development on a fundable and accountable basis.

2. Life-Long Learning Centers--"extended day" concepts and "warmed-over" credit courses would be replaced by diagnosis of learning skills and problems, individual study and tutoring, audio-tutorial labs, TV and correspondence study, neighborhood seminars, community involvement for credit, and a host of emerging alternative exploratory learning experiences.

3. Satellite Learning Centers--or "Futuristic Centers" would offer both credit and non-credit educational activities and would include library, educational media, guidance, and discussion centers to help college personnel and citizens alike to: (1) remain abreast of developments, (2) discuss the implications of new developments, and (3) plan for related institutional renewal and change.

II. Process Goals--Relate to creating an institutional environment favorable to change and community involvement as well as to overcome attitudinal and resource barriers to change.

A. Examples of Process Goals

1. Faculty Reward System--obtaining community involvement of faculty through their involvement in the initial planning of activities and by providing reduced teaching loads, overload pay, professional travel, graduate credit, and professional advancement.

2. Institutional Change System--utilization of trained staff members and external consultants to bring about needed changes in the institution to increase the college's involvement in the community.

3. Financial Support Systems--replacement of the "self-supporting" concept with a funding pattern which would make possible long-range planning and would include a combination of local, state, federal, and foundation support.

4. <u>Community Information System</u>--identifying, collecting, processing, analyzing, and disseminating information about the community which is needed in decision making within the college and in the community.

The 1980 goals appear without question to be futuristic. However, close inspection indicates that they are little more than an extension of more traditional continuing education and community services activities. Their main advantage is that they begin to classify and group activities into logical programming systems.

Turning to research, Little used a modified Delphi technique to determine what the goals should be for Florida's community services programs in the community college (20:64-66). Utilizing those full-time administrators responsible for the administration of community services programs as a "panel of experts," 99 goals were identified and ranked by priority.

Rather than produce the goals identified and their priority, a summary of the results of the Florida study is presented here as follows:

1. The respondents appeared to be pre-occupied with the management of their programs, since administrative goals relating to day-to-day operations were concentrated in the high priority categories.

2. High priority was given to the concept that learning is a life-long process.

3. Extremely high priority was given to increasing the accessibility of the colleges formal credit and non-credit educational course offerings.

4. Evaluation of community services courses was perceived to be of relatively low importance and total program evaluation was ranked sixty-fifth in priority.

5. High priority was given to cooperating with other educational institutions, but low priority was given to cooperating with non-educational agencies.

6. Low priorities were given to the concept of the college's participation and/or leadership in community development, community advisory councils, comprehensive needs survey, or community long-range planning efforts.

7. Low priority was given to making college facilities accessible to the community for recreational, social, and cultural reasons.

8. Many of the goals were, in reality, strategy statements, and, therefore, were of little or no value and should have been screened from the Delphi questionnaire.

9. None of the goals related directly to funding community services programs. A goal addressing itself weakly to organizational structure was ranked as eighteenth in importance.

10. Most of the goals paralleled those formulated by Harlacher in 1969.

Using a modified Delphi technique, Musterman and others attempted to determine alternative futures for continuing education in the midwest (9:4-5). Projections were made for organizational structure, programs, and finances.

In summary, the possible trends identified were as follows:

A. Structure

1. Continuing education can receive increasing recognition from within the university structure with leadership coming from a chief academic officer of the university.

2. Continuing education can spread into the academic schools and departments, especially for those areas offering non-credit programs related to relicensure.

3. There can be the development and utilization of criteria to select faculty members or others sufficiently knowledgeable and flexible to teach and counsel with part-time students.

4. There can be a reward system for work and tenure established which recognizes continuing education teaching, research, and service.

5. There can be an increased offering of continuing education programs by private enterprise, education-for-profit groups, and professional organizations.

6. There can be more cooperative programs by two-year community colleges and the universities as a result of a clearer definition of the areas of competency in continuing education among these institutions.

7. Definition of roles can be assisted by the establishment of an informational clearinghouse for administrators to collect and disseminate continuing education information.

8. There is a good chance that higher education authority can be centralized in the states with "super boards" to plan, coordinate, and set policy for higher education, including continuing education.

B. Programs

The trend was found to be in the direction of assisting minorities, senior citizens, women, physically handicapped, and mid-life career redirection clientele by providing self-directed learning programs, computer assisted instruction, competency-testing, financial assistance for part-time students, and awarding Continuing Education Units.

C. Finances

1. Continuing education can continue to receive funding through fees and/or tuition; however, the trend indicates that there can be a continuous increase in financial support through state appropriations.

2. There can be a slight, but not significant increase in financial support through federal appropriations and other sources such as foundations/associations and business/industries.

Musterman concludes the study with the following statement:

The findings imply that there are definite alternative futures for continuing education based upon the knowledge, skills, experience, and judgments of the experts. It is now the task of the educational policy and decision makers to select one or more of the alternatives and begin making

the necessary plans for making the future a reality in order to satisfy the educational needs and demands of society.

THE ORGANIZATIONAL, PROGRAM, AND FINANCIAL STRUCTURE OF CONTINUING EDUCATION AND COMMUNITY SERVICES

In a publication entitled, "Community Services in the Community College," which was first published in 1969 and reprinted in 1974, Myran provides a description of the organizational, program, and financial structure of community services. Since the literature is limited in this area of continuing education and community services, this section is based on Myran's rather comprehensive publication.

Through a review of thirteen organizational charts, Myran reports that (2:28-29):

. . . at seven colleges, the person responsible for community services reports directly to the president of the college or campus . . . . At three colleges, the person responsible for community services reports to the dean of instruction or the equivalent; and at one college, the person reports to the dean of the evening college and adult education. At two colleges, no single administrator was responsible for community services.

The locations of the thirteen colleges reported on by Myran are not revealed, but from his description, it would appear that they were located in various states. While their locations are not known, the information presented is evidence that community services is administered through a variety of organizational structures.

Aside from organizational structure, it is important to make a distinction between the nature of the more specific continuing education and community services programs and the traditional

programs of the community college. In recognizing that there is a lack of full agreement on the distinction, Myran offers that scheme shown as Item A on the next page (2:13).

Myran's scheme attempts to distinguish community services from traditional instruction on the basis of the educational nature of the programs. As admitted, this approach omits the community aspect of community services.

Myran states, "Perhaps more important . . . (than the educational approach) . . . is the orientation of the offering; that is, the degree to which it is viewed as having a community-centered orientation" (2:12). Consequently, he offers the scheme shown as Item B on the next page.

Though interesting, Myran's second concept does not directly address the issue of credit versus non-credit and degree program versus non-degree program. As stated before, this leaves the issue to be resolved by individual community college systems, individual colleges within a system, and by the participants involved in a given activity.

While organization and programming are important, continuing education and community services within a community college is dependent to a large extent upon its financial support. Without adequate funding, staffing will be inadequate and programming will be of a short-run nature. Given sufficient funds and a dedicated staff, long-range planning becomes possible and goal setting and achievement should result in an effective program.

A.   EDUCATIONAL APPROACHES OF THE COMMUNITY COLLEGE

Instruction-Based Approaches:

  Fixed transfer and vocational-
    technical curriculums
  Preparatory or remedial programs
  Certificate curriculums
  Single courses, credit
  Paraprofessional programs
  Term-length noncredit courses
  Short courses
  Workshops, seminars, conferences
  Lectures, panels, concerts

Other Approaches:

  Coordinative activities
  Consultive activities

Less Likely to Be
Classified as
Community Services

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More Likely to Be
Classified as
Community Services

B.   ORIENTATION DIFFERENCES IN COMMUNITY SERVICES PROGRAMS

Less Likely to be Classified As Community Services	More Likely to be Classified As Community Services
Subject-matter orientation	Problem-solving orientation
Not related or indirectly related to community	Directly related to community
Emphasis upon deliberate study of issues and problems	Emphasis upon immediate response to concrete and contemporary issues and problems
Instruction formalized in terms of content, grades, credits, examinations	Instruction formalized in terms of the needs, aspirations, and potentialities of people

Traditionally, continuing education and community services has been financed in part by the college and the student. As Myran states (2:32):

> Salaries for professional and clerical staff, as well as various office costs, are usually funded within the general operating budget of the college . . . . Programming costs, on the other hand, are less predictable and are largely self-supporting.

As Myran describes, a few states are beginning to provide tax dollar support for continuing education and community services on a regular basis. In California, for example, the local community college district receives a five-cent tax override per $100 of assessed valuation. In Maryland and Florida, state aid is provided for non-credit courses on a clock hour basis. Ohio community colleges include requests for funding of public service programs in their biannual budget (2:33).

With respect to use of local tax funds, Myran indicates that there is little evidence that significant funds are being made available. However, federal grants and grants from foundations are being used whenever possible.

In summarizing the financial support for continuing education and community services programs, Myran concludes with the following statement, "It is a fact, however, that financial considerations limit the willingness of most community colleges to enter 'high risk' programs of a nonremunerative nature" (2:33).

Within the Virginia Community College System and with the revision of the VCCS Policy Manual in 1975, individual colleges may

have been given greater flexibility in organizing and administering college programs. Current policy states, "Each community college shall develop an organizational structure which provides for the effective operation of the college" (17:2B2).

On the surface, this revision gives college presidents flexibility to organize and administer continuing education and community services in accordance with the needs of the community. However, proposed changes in organization must still be approved by the State Board for Community Colleges. Also, as stated in Chapter 1, the policy has not been exercised, at least as it affects continuing education and community services.

The VCCS Policy Manual does not stipulate the types of programs to be offered under continuing education. The manual is more specific with respect to community services, however. The list includes such services as (17:5-6):

1. Faculty and staff speaking engagements for local organizations.

2. Cultural events.

3. Public affairs, lectures, and forums.

4. Newspaper articles on educational topics.

5. Non-instructional radio and television programs.

6. Special community (research and development) projects.

7. General interest films.

8. Extension programs offered by four-year institutions.

9. Exhibits.

10. Special campus services for use by local citizens including the library, learning laboratory, and counseling centers.

The types of activities suggested by the VCCS do not appear to be restrictive. An observation, however, is that the list does not include any of the programs Bushnell and others have classified as "futuristic"; namely, satellite learning centers, community guidance centers, community information systems, faculty renewal systems, and knowledge linkage systems.

VCCS policy does encourage the utilization of full-time faculty personnel for continuing education and community services activities. The faculty may be paid on an honorarium or overload basis over and above their regular salary. In some instances, however, activities may be included as part of a regular faculty member's teaching load (17:5-7).

Full-time teaching faculty for community programs are not prevalent among the colleges because of limited resources and the integration of the programs into the total instructional program. Consequently, with limited instructional resources, many programs are conducted by the use of citizens from within and outside the service region.

With respect to funding, continuing education credit activities are supported by state funds the same as traditional credit courses. When resources are limited, however, and because of the priority given to the more traditional academic program of the college, the non-degree credit courses are likely to be curtailed.

Non-credit activities within the VCCS are self-supporting. Funding for these activities is generated primarily through registration fees and grants. Salaries of administrative, secretarial services, and office costs are, however, provided through state funding (17:5-8).

THE DELPHI THEORY AND TECHNIQUE

The Delphi technique is simply a method for eliciting and refining group judgments. The rationale for the procedure is primarily the age-old adage, "two heads are better than one," when the issue is one where exact knowledge is not available. The value of the procedure is that it minimizes the biasing effects of dominant individuals, of irrelevant communications, and of group pressures toward conformity.

There are different types of the Delphi technique. It was originally developed at the Rand Corporation for forecasting defense technology needs. Since then, an "exploratory" technique has been developed for the "deliberate shaping of judgments" (13:3). The "normative" technique has grown from the exploratory technique primarily for the purpose of shaping goal priorities.

In discussing the two types of techniques, Weaver states (13:3):

The basic idea in the exploratory Delphi, the deliberate shaping of judgments through informative feedback, has been uprooted and transplanted with goal formulation. This use of the Delphi is clearly normative. For the most part, these transplants from the original method differ as follows. Rather than speculating about what is probable within a given time frame in the future, the normative Delphi focuses on establishing what is desirable in the

form of goals and priorities. The idea of information feedback remains intact. However, the content of that feedback differs. Rather than revealing the dates and probabilities others assign to future event statements, respondents in the normative Delphi learn the priorities which others assign to goal statements.

Weaver continues to state that the normative Delphi differs from the exploratory in two ways (13:3):

> First, the substance has to do with what one thinks is desirable (normative), rather than what one thinks is probable (exploratory). Second, the normative Delphi may be thought of as not strictly temporal. Whereas the exploratory Delphi is always concerned with rather specific future dates, the normative Delphi is not. That is, the panelists usually are not asked to assign a specific date of occurrence to goals, although in some studies, rather general time frames are implied such as "over the next decade and one-half." The main function of Delphi, opinion shaping through feedback, is common to both forms.

Uhl used the Delphi technique to investigate goal preferences of campus and community groups. As found in similar studies by Cyphert, Gant, and Anderson, significant convergence occurred between rounds one and two after opinion feedback and continued to occur after defense positions were presented (13:11). In a Delphi study of perceived vocational education needs in New York, Hudspeth found that the majority of events showed convergence between rounds (13:15). Jones, in using Delphi to shape judgments of personnel from different organizations found that convergence generally occurred following succeeding rounds of the Delphi questionnaire but that "convergence varied considerably from group to group for some questions" (25:162).

With Delphi, the question arises as to the number of times that a questionnaire should be administered. The literature indicates that

there is less than agreement on the question. Cyphert and Gant found that 99 percent of respondents changed their opinion on the third questionnaire (21:5). From several studies conducted at the Rand Corporation, Dalkey found that the major part of convergence takes place between the first and second rounds (13:32).

The information (feedback) given to respondents following each iteration of the questionnaire is of importance in a Delphi study. In his experiments at Rand, Dalkey (1968) concluded that ". . . pronounced convergence of opinion occurs after feedback; and, in cases where accuracy could be checked, the accuracy of group responses increased with feedback" (13:32).

In similar studies, Brown found that ". . . medians tended to move more closely to the correct answer . . . (with feedback) . . . over succeeding rounds, but the interquartile ranges converged away from the correct answer" (13:33). Brown did find, however, that respondents who rated themselves highest in confidence had collectively better median success than the average.

Delphi is used to obtain consensus of opinion without bringing individuals together in a face-to-face meeting (22:7). This is achieved through a series of questionnaires interspersed with controlled feedback. This aspect of Delphi was particularly significant to this study because it permitted individuals to gradually develop opinions toward continuing education and community services without undue pressure arising from higher level

administrators, opinion leaders, and those more experienced in
forcing their opinions on others through open discussion.

Illustrative of the process involved in the use of the Delphi
technique in goal studies, Uhl (22:14-16) used the technique to
identify the institutional goals for a group of small colleges. The
general procedure was as follows: (1) an institutional goals
inventory was prepared in the form of a questionnaire; (2) the
questionnaire was mailed to the participants requesting that they
check the degree of importance of each goal statement in terms of
perceived existing goals and what the goals ought to be; and (3) the
participants received a second and third questionnaire with a summary
of responses from each questionnaire and were asked, if in the
minority in terms of the median and interquartile range, to revise
their estimates or indicate their reason for remaining in the
minority.

As a forecasting tool, Delphi is classified as an "intuitive"
rather than as an "empirical" method, primarily because such under-
lying assumptions as sources of bias and error and degree of
reliability are unstated. For this reason, Delphi is seen, by some,
as being somewhat limited in its use as an instrument for obtaining
agreement on issues and, hence, for decision-making and policy
development purposes.

While Delphi is not as definitive as some methods of forecasting,
the criticism against it rests heavily upon the strength of the
explanations underlying the forecast, i.e. a forecast which carries

no explanatory quality may be correct, but decision-makers may fail to act because the forecast is unsubstantiated, thereby negating the value of the forecast.

In light of this, it is crucial that heavy emphasis be given to the explanations upon which Delphi-type forecasts rest. As Weaver points out (13:8):

> In order for a forecast to convince men of reason to take some action, on the basis of an argument form presented through a forecast, then the forecast must entail a plausible explanation of what is expected--both why one should be convinced to act, and why, if one failed to act, the consequences foreseen are the most reasonable consequences to expect.

In essence, Weaver is saying that change will occur if the issues are substantiated, but probably will not occur if unsubstantiated.

Baker and others have reported on a Delphi-type questionnaire which is oriented toward providing a substantial explanatory base for forecasts resulting from the employment of the Delphi technique (21). Through successive iterations of the same questionnaire, but with appropriate modifications, the respondents are directed through a sequence of (1) explaining why their answers were more or less than that given by the majority, if such was the case as determined by the interquartile range; and (2) if they remain outside the interquartile range, to state why the arguments on the opposite side of the interquartile range from their own position were unacceptable to them.

Delphi is by no means a panacea. However, it is considered to be more effective in obtaining consensus of opinion on issues

than open meetings and face-to-face confrontations. By freeing
individuals of the dominating pressures of the hierarchal structure
and from group pressure, rational judgment and objectivity rise
above mediocrity.

Chapter 3

METHODOLOGY

A Delphi-type questionnaire was used to obtain data (1) to
determine if agreement on the goals of continuing education and
community services could be arrived at among presidents and provosts,
deans of instruction, and directors of continuing education; (2) to
determine if there was ambiguity on the goals; and (3) further test
Weaver's hypothesis that the Delphi technique can be used to shape
judgment. The procedures followed in developing and administering
the Delphi questionnaire and analyzing the data are discussed in
this chapter.

THE INSTRUMENT

The general procedure of the Delphi technique consists of four
major steps (22:13):

1. The participants are asked to list their opinions on a
   specific topic, such as specific predictions or
   recommended activities.

2. The participants are then asked to evaluate the total list
   by a criterion, such as importance or chance of success.

3. Each participant receives the list and a summary of
   responses to the items and, if in the minority, is asked
   to revise his opinion or indicate his reason for remaining
   in the minority.

4. Each participant again receives the list, an updated
   summary, minority opinions, and a final chance to revise
   his opinions.

The first step of the above procedure involves development of the questionnaire. This was done in three phases. In Phase I, the goal statements were developed from the literature. Phase II consisted of using four directors of continuing education from the Virginia Community College System as a "panel of experts" to critique the goal statements, which were presented to the panel as a prototype of the Delphi questionnaire. In Phase III, a "panel of administrators," composed of two deans of instruction and two presidents from the Virginia Community College System, was used to check the questionnaire for clarity, consistency, and comprehensiveness. In addition, the four directors of continuing education were asked to provide a final critique of the questionnaire.

Phase I

The first step in developing the Delphi questionnaire was to review the literature to determine the information available on the mission of continuing education and community services. Based on the writings of such professionals as Harlacher, Myran, and Raines (see Chapter 2), preliminary mission goal statements (purpose and philosophy of continuing education and community services) were drafted by the researcher. The mission as well as the program goals (discussed below) included alternative or "conflicting" goals.

Specific program goals for continuing education and for community services were formulated by the researcher based on the Management by Objectives plan of the Virginia Community College System and the general literature summarized in Chapter 2. The

primary literature used in formulating the program goal statements was Standard IX of the College Delegate Assembly of the Southern Association of Colleges and Schools. In addition, the material was supplemented by information given in the Policy Manual of the Virginia Community College System and other literature cited in Chapter 2.

Though continuing education and community services are generally treated in the literature and in the Virginia Community College System as a single program, organizationally and in purpose, the program goal statements, and to a lesser extent the mission goal statements, were written in terms of their separate nature, i.e. "continuing education should be . . . ." and "community services should be . . . ." This procedure enabled respondents to rate the programs separately in accordance with their perceptions. The other goal statements (structure, activity, and funding) were generally written in accordance with the juxtaposition of Continuing Education/ Community Services (CE/CS).

The structural, activity, and funding goals were developed from the literature. With their development, a preliminary set of goal statements for continuing education and community services was available for review by the panel of four directors of continuing education.

Phase II

The second major step in developing the Delphi questionnaire was to select the "panel of experts," or a panel of four directors of

continuing education from the Virginia Community College System, to obtain concurrence on the goal statements. The four directors composing the panel were selected on the basis of geographical location, single versus multi-campus, rural versus an urban service region, small versus a high enrollment in continuing education and community services programs and total college enrollment, and experience.

After the panel had received an advance copy of the research prospectus and the preliminary Delphi questionnaire, the researcher met with the four directors. At the beginning of the meeting, it was emphasized that the panel was to reach a consensus on the goal statements rather than agree on how each statement should be rated. This procedure proved valuable in that it focused attention on validity and comprehensiveness and away from personal biases held by panelists.

Concurrence on the alternative mission and program goals was achieved without significant disagreement. The issue of whether to maintain a distinction between continuing education and community services arose. Following discussion, it was generally agreed that the "mutually exclusive" nature of the programs needed to be maintained, for definitional reasons, in the formulation of the mission and program goals only. Consequently, the goals were written accordingly. Since the issue did arise, however, the researcher included a goal statement relating to "single versus two

separate program designations" on the Delphi questionnaire for further consideration by the respondents.

In the development of the structural goals, discussion centered around the terms "line" and "staff." To avoid a possible semantical problem, the decision was made to insert such phrases as "on the same level as a dean" in the appropriate goal statements.

The panelists were in agreement on the activity goals and felt very strongly that they should be included in the questionnaire as worded. Nevertheless, their futuristic nature was noted. As stated by a panelist, however, it was agreed that "Delphi is not strictly temporal."

Discussion of the funding goals was one of insuring that the questionnaire was reflective of the issue, "Should continuing education and community services be 'self' or 'tax' supported?" The goal statements were modified to insure that the respondents could distinguish between alternative funding methods.

It should be mentioned that the decision was made to include the panel of four directors of continuing education in the study as respondents. Since their role was to critique the preliminary Delphi questionnaire, as given to them by the researcher, it was decided that their inclusion would not necessarily affect the validity of the study because agreement on the statements was not construed to be agreement on how each goal or alternative should be rated.

Phase III

The third and final step in the development of the Delphi questionnaire was to test the draft copy for clarity, consistency, and completeness. To test the questionnaire, a "panel of administrators," composed of two presidents and two deans of instruction from the Virginia Community College System, was selected to serve as the test group. The panel was selected on the basis of being representative of the respondents and in terms of their background, i.e. length of service in the Virginia Community College System, involvement in developing continuing education and community services operating policy, and experience with continuing education and community services. For example, one president had been in the Virginia Community College System for less than four years. Another had a broad background in all phases of community college operations and had been extremely active in developing policy relating to continuing education and community services through serving on various state-wide continuing education and community services policy development committees.

Through personal interviews, it was determined that the "panel of administrators" agreed collectively that the goal statements in the Delphi questionnaire were clear, consistent, and comprehensive.

ADMINISTRATION OF THE QUESTIONNAIRE

Permission was obtained from the Council of Presidents of the Virginia Community College System to give all presidents, provosts,

deans of instruction or equivalent, and directors of continuing education in the VCCS an opportunity to participate in the completion of the Delphi questionnaire. The first questionnaire was mailed during the last week in July, 1976, to 85 respondents, which consisted of 23 presidents, 11 provosts, 22 deans of instruction or equivalent, and 29 directors of continuing education. (Vacancies existing at the time of the first mailing included a provost, a dean of instruction, and a director of continuing education.) To maintain a reasonable time period between iterations, the respondents were instructed to complete and return the questionnaire within five days.

The subjects (presidents, provosts, deans, and directors) were instructed to rate each goal statement in terms of what they perceived the goal(s) "should be" rather than what "is" and in accordance with a rating scale ranging from "strongly disagree" to "strongly agree." (See Appendix C.) The subjects were further instructed to not think in terms of whether or not it was possible to achieve the goal on their campus or even within current Virginia Community College System policy.

Brief statements from the literature, which succinctly stated the nature of general opinion toward the particular types of goals for continuing education and community services, preceded each major goal category. The goals were categorized as mission, program, structure, activity, and funding as defined in Chapter 1. Space was provided for respondents to make comments in the event they wished to communicate information to the researcher.

The responses to the first questionnaire, or Delphi
Questionnaire #1 as it was designated, were tabulated in terms of the
median and interquartile range. These statistics were provided to
the subjects in the second iteration as called for in Step 3 of the
general Delphi procedure.

The second questionnaire (Delphi Questionnaire #2) thus was
similar to the first except it included the interquartile range and
median responses to each question from the first questionnaire.
(See Appendix D.) The resulting statistics were categorized by
presidents and provosts, deans of instruction, and directors of
continuing education to prevent a single modal response from serving
as a form of "group pressure" which Delphi is designed to prevent.

The respondents were requested to reconsider their previous
estimates, based on the information supplied from the first
questionnaire, and to change them if they wished to do so. (See
Appendix D.) Their "old rating" was provided by duplicating their
first preference on one rating scale and providing an unscored rating
scale for their second rating. Also, they were given the opportunity
to briefly state the reason why their rating was more or less than
that given by the majority of the respondents, i.e. why their
answers were below or above the interquartile range.

From the returned questionnaires, the responses were again
calculated as for the first questionnaire. The reasons given in
support of ratings outside the interquartile range were summarized in
terms of argument(s) in favor of a lower rating and argument(s) in

favor of a higher rating. This information was revealed, as explained below, to the respondents through Delphi Questionnaire #3.

In developing the third questionnaire, the decision was made to delete those questions on which agreement had been achieved, which is not inconsistent with Delphi procedure. When the objective has been met or the purpose served, Delphi questionnaires are often altered or modified as necessary (25:220; 26:120).

For those questions remaining, the third questionnaire included the interquartile range and median statistics as for the second questionnaire, and additional "feedback" was provided in the form of argument(s) in favor of a lower or higher score. (See Appendix E.) Rating scales showing the subjects' previous two responses were given, and a scale to record their final rating was provided. In addition, they (the subjects) were given an opportunity to state why argument(s) on the opposite side of the interquartile range from their own preferences, if their rating was outside the interquartile range, were unacceptable to them. That is, if their estimate was higher than the interquartile range, they were requested to refute the argument(s) for a lower score; if their estimate was lower than the interquartile range, they were to refute the argument(s) for a higher estimate.

With the tabulation of Delphi Questionnaire #3, the responses obtained through the three iterations of the Delphi questionnaire were analyzed to determine whether the presidents and provosts, deans

of instruction, and directors of continuing education were in agreement on the goal statements.

DATA ANALYSIS

Given the data, as generated through the three rounds of the Delphi-type questionnaire, the next methodological step was to determine (1) whether consensus on the goals was achieved among the administrators, (2) whether ambiguity existed on the goals among the administrators, and (3) whether the Delphi technique was effective in shaping the judgment of the administrators toward the goals for continuing education and community services.

Based on the discussion in Chapters 1 and 2, differences on the goals would be expected to exist between groups and even within groups of administrators following the first round of the Delphi questionnaire. Following Weaver's hypothesis, however, consensus of opinion should be achieved between and within groups of administrators following successive rounds of the Delphi questionnaire and with controlled feedback.

Thus, data analysis became a procedure of determining the extent of agreement achieved on the goals for continuing education and community services between and within groups of key VCCS administrators. Given agreement on the goals, it would logically follow that Weaver's hypothesis on shaping judgment had proven effective. Conversely, disagreement or wide differences in the goal preferences of the administrators would be indicative of ambiguity.

As a test of Weaver's hypothesis, and consequently to determine consensus versus ambiguity, the following research question was posed:

What degree of consensus was reached between and within groups of Virginia Community College System presidents and provosts, deans of instruction or the equivalent, and directors of continuing education for each of the goal statements and for each iteration of the Delphi questionnaire?

With the research question posed, the procedure was to determine the percent of presidents and provosts, deans of instruction or equivalent, and directors of continuing education selecting the same goal preferences for each question on each round of the Delphi questionnaire. This singular procedure enabled observations to be made with respect to agreement and ambiguity between and within groups of administrators and to note converging or diverging judgments over the three rounds of the Delphi process.

Chapter 4

ANALYSIS OF THE DELPHI DATA

The response and results of the three rounds of the Delphi-type

questionnaire are presented in this chapter. Emphasis is given to

the research question stated in Chapter 3, which was:

> What degree of consensus was reached between and within
> groups of Virginia Community College System presidents
> and provosts, deans of instruction or equivalent, and
> directors of continuing education for each of the goal
> statements for continuing education and community
> services and for each iteration of the Delphi-type
> questionnaire?

Based on the research question, the analysis centered around

agreement versus ambiguity. The effect Delphi had in shaping

judgments (goal preferences) of the respondents was of interest.

Prior to conducting the analysis, an "a priori" decision was

that agreement on any given goal would exist when three-fourths

(75 percent) or more of the goal preferences of each of the three

responding groups of administrators fell either to the right or left

of neutral on the rating scale of the Delphi questionnaire. (See

Appendix C for the rating scale.) Three-fourths or more was used as

the indicator for agreement because it was felt that a simple majority

would be insufficient to convince authoritarian types of admini-

strators that change is needed.

The "a priori" decision made it possible to delineate those

goal statements on which the administrators were in agreement.

This was important because conflicting goal statements included on the Delphi questionnaire made it possible for the respondents to disagree on some statements.

Similarly, the decision made it possible to distinguish clearly between disagreement and ambiguity. Since a consensus to disagree was possible, ambiguity was defined not as disagreement but as differences in goal preferences between and within responding groups of administrators as defined in Chapter 1.

RESPONSE TO THE DELPHI QUESTIONNAIRE

The three-round Delphi questionnaire was mailed to 85 administrators in the Virginia Community College System. The respondents included 23 presidents, 11 provosts, 22 deans of instruction or the equivalent, and 29 directors of continuing education.

The first round of the Delphi process was conducted during the latter part of July and early August, 1976. Round two was begun in late August and was completed by mid-September. The final round was conducted in late September and early October of the same year.

Although the questionnaire was administered during the peak vacation period and extended into the beginning of a new academic year when administrators are heavily involved with program implementation, the response rate was unusually high (Table 2). With two exceptions, the rate exceeded 90 percent.

The high response rate was attributed to the intense interest in continuing education and community services that exists nationally as

Table 2

Response to Delphi Questionnaires 1 through 3, by
Responding Groups of Virginia Community
College System Administrators, 1976

Responding Group	Population	Response Rate (%)		
		Q1	Q2	Q3
Presidents and Provosts	34	97	91	82
Deans of Instruction	22	100	96	91
Directors of Continuing Education	29	97	100	93
Total	85	98	95	88

well as in Virginia. The administrators in the Virginia Community College System simply may have wanted their preferences made known in order that areas of agreement and disagreement could be identified and steps taken to develop a program more responsive to the needs of Virginians.

In any event, the high response rate achieved throughout the administration of the three rounds of the questionnaire and among the different levels of administrators gave the study a high degree of validity. This is critical to the Delphi process, particularly when change is expected to occur following consensus among decision-makers.

THE RESULTS

The results are presented by round. As expected, there was a lot of ambiguity on the first round. In round two, there was a trend toward convergence. In the third and final round, several unresolved issues were found to exist.

Round One

Following the first round of the Delphi questionnaire, it was found that ambiguity existed on more than one-half (59 percent) of the 46 goal statements (Table 3). The respondents agreed unanimously, however, that CE/CS (Continuing Education/Community Services) should be a major function of the community college. This supported the premise in Chapter 1 that community colleges should serve their communities but that there is less than agreement on the nature of CE/CS.

Mission goals. The administrators were in agreement that community services should serve all age and income groups. They felt that CE/CS should assist the community in developing leadership and coordination capabilities. Also, they agreed that the service region of the college should be the campus for CE/CS.

However, the presidents and provosts were not in agreement with the deans and directors that continuing education should serve adults, primarily. More surprisingly, none of the groups felt that CE/CS should be oriented toward solving community-based, socio-economic problems.

All three groups were ambiguous about referring to CE/CS by one name, i.e. continuing education or community services. Of 79 responses, 16 percent preferred continuing education, 14 percent preferred community services, 5 percent agreed but gave no preference, 32 percent were neutral, and 32 percent disagreed. (One preferred community education.)

Program goals. The administrators agreed that continuing education should include on- and off-campus credit courses. However, no single group favored on- and off-campus degree programs.

Other than credit offerings, the more traditional types of continuing education and community services programs include credit courses via news media, short courses, seminars, workshops, art exhibits, speakers' bureau, campus tours, and use of campus facilities. The administrators were in agreement on these goals.

Also, they felt that continuing education should include the awarding of continuing education units (c.e.u.'s).

Ambiguity, however, existed on the more non-traditional forms of continuing education and community services, i.e. non-traditional degree programs, granting credit for non-college learning experiences (CLEP), foreign travel experiences, and independent study or correspondence courses. On the first survey round, the consensus rate did not exceed 75 percent for any of these program goals by a responding group except the directors, who felt that continuing education should include non-traditional degree programs.

Structural goals. The manner in which continuing education and community services should be administered emerged as a sharp issue on the first questionnaire. The directors of continuing education felt that it should be managed by a first-level manager (dean). The deans of instruction and the presidents and provosts felt that it should be organized on the same level as an academic division or as a second-level manager. In contrast, none of the groups felt that it should be organized as a staff position reporting to the dean of instruction or equivalent, which is the current practice.

Similarly, all three groups were ambiguous about a staff person coordinating inter-campus CE/CS programs on multi-campuses and toward having CE/CS coordinated state-wide by a director who would report to the chancellor. As a group, the directors were the only ones who felt that CE/CS should be organized state-wide as an association.

All groups did agree that all CE/CS activities of the campus should be coordinated by the CE/CS administrator and that all units of the campus should be oriented toward providing support services for the CE/CS unit.

Activity goals. The activity goals were defined as "the more modern" techniques of implementing continuing education and/or community services programs (Chapter 1). Except for one goal statement and scattered agreement within groups, the administrators were ambiguous about these goals. The only goal statement on which all groups agreed on the first round of the survey process was that CE/CS should develop organizational linkage systems with other educational institutions and groups to meet the training needs of public and private organizations.

The activity goals related to such programming "systems" as institutes of resource development, community counseling centers, life-long learning centers, and satellite learning centers. The writers view these types of activities as the emerging future for continuing education and community services. They tend to give direction and organization to continuing education and community services by grouping related program activities together.

Funding goals. Like structure, funding emerged as an issue. While there was agreement on several goals, the respondents did not agree between or within groups that funds should be budgeted directly to CE/CS to support credit instructional activities.

All three groups agreed that the college's biennial budget request to the General Assembly should include state tax dollars for non-credit activities even though it is presently not possible by law. As a further indication of their dissatisfaction with the present funding system for non-credit activities, the groups were ambiguous about these programs being self-supporting.

There was agreement (1) that tax dollars should be made available to CE/CS for needs assessment; (2) that specific revenues generated through CE/CS credit offerings should be budgeted to CE/CS for program growth and expansion; and (3) that non-credit revenues generated through registration fees should be administered through the college's local budget, which is in opposition to current policy.

There was a tendency toward agreement among groups for the college's local budget request to political subdivisions to include a request to support CE/CS programs and for CE/CS to be permitted to seek local financial support for special community projects.

Summary. As suspected, the first iteration of the Delphi questionnaire brought many CE/CS issues to the surface. While proof is less than conclusive, evidence was present to support the suspicion that CE/CS could be a "step-child" to the traditional day program in many of the community colleges in the Virginia Community College System. Ambiguity on one of the more fundamental elements of the mission statement, lack of agreement on the more progressive CE/CS programs, ambiguity about first-level versus second-level managerial leadership, and inadequate funding--all of these are indicators that

CE/CS tends to be under-developed, under-managed, and under-financed--
and, in need of direction.

Round Two

As discussed in Chapter 3, the second Delphi-type questionnaire
was similar to the first except the second included "feedback" in
the form of giving the interquartile ranges on each goal statement
for all respondents and for the three individual responding groups of
administrators as determined from the first questionnaire. With the
Delphi technique and according to Weaver's hypothesis, convergence
of opinion (shaping of judgments) should occur following successive
iterations of the Delphi questionnaire and with controlled feedback.

Following the second iteration of the questionnaire, agreement
was achieved on only one additional goal statement (Table 3). The
administrators agreed that the community college's local budget
request to political subdivisions should include funds to help
support the college's CE/CS program.

For those goal statements on which agreement existed initially,
the goal preferences of the administrators tended to converge more
toward agreement. In some instances, the agreement became
unanimous between as well as within groups of administrators.

However, where agreement did not exist initially, an observation
was that there was a tendency for the goal preferences of the
respondents to diverge away from agreement toward neutral or
disagreement, particularly for the activity goals. Comments by the

administrators tended to indicate that, after reconsidering their previous estimates, their initial response was too strong.

This finding is inconsistent with many researchers who have found that significant convergence of opinion occurs between rounds one and two of the Delphi process (Cyphert, Gant, Anderson, Uhl, and others; 13:11). It is consistent with that of others (Hudspeth and Jones; 13:15, 13:16). Jones found that convergence generally occurred following succeeding rounds of the Delphi questionnaire, and Hudspeth found that the majority of events showed convergence between rounds.

Divergence did not occur on all issues, however. The directors did move from ambiguity to agreement on (1) CE/CS becoming involved in solving community-based, socio-economic problems, (2) CE/CS including non-traditional degree programs, (3) CE/CS developing life-long learning centers, and (4) for funds to be budgeted directly to CE/CS to support credit instructional activities.

Curiously, the directors moved from agreement to ambiguity on the goal statement relating to the development of community counseling centers. Comments given indicated that those changing their estimates, upon reconsidering, decided that community counseling should be a function of the student services unit of the college.

In summary, at the end of the second round of the Delphi process, the subjects reached agreement on only one additional goal statement. The tendency toward the lack of convergence was found to be inconsistent with some previous research findings.

Round Three

The third and final Delphi questionnaire included only those goal statements on which agreement was not reached, at a consensus rate of 75 percent or more, on rounds one and two of the Delphi process. Also, additional "feedback" was included on the questionnaire in the form of arguments in favor of a higher or lower score. The arguments were based on the reasons given by those subjects whose responses were below or above the interquartile range on the second Delphi questionnaire. (See Chapter 3 and Appendix E.) The interquartile range for all respondents and for each responding group by goal statement, as determined from the second questionnaire rather than the first, remained a part of the feedback on the questionnaire.

Following the third round of the Delphi process, agreement among the three groups of administrators remained unchanged at 43.5 percent of the total number of goal statements included on the Delphi questionnaire (Table 3). There was some movement (four instances) from ambiguity to agreement within groups and the trend toward divergence was reversed in most cases. However, the fact remained that the administrators, even after extensive controlled feedback, were ambiguous about 56 percent of the goal statements. (To amplify the extent of the ambiguity, an observation was that positive agreement on additional goal statements would not have occurred at a consensus of two-thirds.)

The specific areas of agreement versus ambiguity are discussed below by type of goal statement. Where possible, observations are made with respect to the reason(s) for ambiguity. Because many of the administrators failed to refute the arguments in favor of lower or higher scores (goal preferences), as instructed to do so on the third questionnaire, the observations are limited in many instances. (See Appendix E.)

Mission goals. In terms of agreement among the administrators, the Delphi forecast is that continuing education and community services will likely remain as two programs within the Virginia Community College System. While the administrators recognized the interrelationship between the programs, as have Harlacher and Myran (Chapter 2), they favored Harlacher's argument that they have separate, definable missions.

Related to the separate nature of the programs, continuing education was seen by the deans and directors as serving adults more than youth. The argument appeared to be that the program should be credit oriented and, thereby, would preclude serving youth in many instances. The presidents and provosts failed to agree (60 percent consensus rate), but their comments tended to indicate that the program should be left "open" to serving youth dependent upon the nature of the demand. Since the wording of the goal statement was, "should serve adults, primarily," rather than "inclusively," it would appear that the three groups are virtually in agreement since the arguments tend to be more semantical than substantial. In comparison,

all groups undisputedly agreed that community services should be oriented toward serving all age and income groups.

Involvement in solving community problems is seen by the writers (Chapter 2) as being a primary mission of CE/CS. Only the directors (and not until the third round) agreed with this mission statement. While the presidents, provosts, and deans gave few arguments in support of their position, the consensus tended toward the belief that this particular function of CE/CS should be left to other agencies already operating in the community. Perhaps these administrators were saying that CE/CS should assume more of a coordinating role rather than becoming directly involved in community issues. In any event, the finding is contrary to theory and practice, at least according to such writers as Harlacher and Myran, and as such, should be viewed as an unresolved issue.

Thus, at the end of three iterations of the Delphi questionnaire, the only mission goal where ambiguity still existed was the one relating to CE/CS solving community-based, socio-economic problems. Delphi had some effect in bringing the respondents to agreement on this statement (directors agreed on third round), but the impact was insufficient to move all groups to consensus at the 75 percent level.

Program goals. Other than the almost complete ambiguity found to exist among all administrators toward CE/CS program goals, the major issue was whether CE/CS should include on- as well as off-campus degree programs. While there was a tendency toward agreement

(the consensus rate exceeded 50 percent for all groups for both goals), only the directors felt that it should include off-campus (but not on-campus) degree programs, and they did not reach consensus until the third round.

The argument advanced by the presidents, provosts, and deans, in general, was that degree programs should be the responsibility of the academic divisions. The role of CE/CS was seen as "coordinating" rather than as "supervising."

In any event, the evidence is sufficient to classify off-campus programs as an unresolved CE/CS issue in the VCCS. As such, it warrants further consideration at some future date as CE/CS moves toward maturity in the relatively new and developing Virginia Community College System.

In passing, it should be mentioned that Delphi had little or no effect in moving the administrators toward agreement on the more non-traditional types of CE/CS programs. The reluctance of the administrators to agree on these goals could be a reflection of the current status of the VCCS, i.e. primary emphasis is still being given to the traditional day programs and funds are not available for program expansion.

Structural goals. The administrators were ambiguous about CE/CS being coordinated state-wide by a director who would report to the chancellor. Similarly, they remained ambiguous about all CE/CS programs being coordinated by a staff person in a multi-campus situation. No substantial arguments were made in favor or against

these goals other than state-wide and inter-campus coordination of CE/CS were not seen as being necessary at this time.

The directors agreed that CE/CS should be organized within the state as an association. The presidents, provosts, and deans tended to favor the possibility or were indifferent. While the opposition was relatively insignificant among the deans, the presidents and provosts showed initial reluctance, but this decreased by the end of the third survey round. Thus, the organization of CE/CS within the state as an association would appear feasible given leadership among the directors for its development.

The issue of major concern among the structural goals, however, was not state-wide organization and coordination. The primary issue was, "How should CE/CS be organized at the college or campus level?"

As stated in Chapter 2, CE/CS is currently organized, at least on most campuses, in a staff position with a director reporting to the dean of instruction or equivalent or to the provost in a multi-campus situation. The deans and directors clearly disagreed with this arrangement. The presidents and provosts were ambiguous.

Similarly, the deans felt that it should not be a staff position reporting to the head of the college or campus. The directors, like the presidents and provosts, were ambiguous but tended to agree with the deans.

With agreement that it should not be a staff position, the issue became whether CE/CS should be administered by a first-level or second-level manager. The directors clearly favored a first-level

manager while the deans, provosts, and presidents favored a second-level manager.

As brought out in the arguments in favor of higher and lower scores, organizational structure is an individual college decision. The point was made that structure is dependent upon such elements as the nature and demands of the community served by individual colleges.

Activity goals. Even after three iterations of the Delphi questionnaire, there was little agreement on the activity goal statements. In effect, the administrators did not see the goals as being feasible. The reasons varied from lack of resources to being only remotely related to CE/CS to being a description of the community college itself.

There was some agreement, however. The deans and directors agreed that CE/CS should develop satellite learning centers. The deans felt that CE/CS should develop institutes of resource development and community information centers. The directors saw life-long learning centers as a worthy goal.

Funding goals. On the third questionnaire, the deans agreed with the directors that funds should be budgeted directly to CE/CS to support credit activities. The presidents and provosts tended toward agreement (64 percent). Unfortunately, the presidents and provosts gave no reason for their ambiguity.

All three groups remained ambiguous about CE/CS being permitted to solicit funds from the community for special projects. The argument given most often was that CE/CS should be recognized as a legitimate function of the community college, and as such, its personnel should not have to be "fund-raisers."

Similarly, the groups remained ambiguous about CE/CS being self-supporting in terms of non-credit courses. As the respondents indicated, if community services is a legitimate function, it should be funded like other programs.

Although the administrators generally agreed on funding CE/CS, an issue which was not resolved in this study was whether or not state funding for non-credit activities will be forthcoming. The fact that the administrators were in agreement on the issue is merely supporting evidence of the need that exists.

In summary of round three, the following issues remained unresolved: (1) the involvement of CE/CS in solving community-based, socio-economic problems; (2) off-campus degree programs; (3) non-traditional CE/CS programs in general; (4) organizational structure; (5) the more modern techniques of program implementation; and (6) funding non-credit activities.

With respect to the effect the Delphi technique had in shaping the judgments of the administrators, the trend toward divergence was reversed in many instances, but agreement on additional goal statements was not achieved. Consequently, the technique succeeded in identifying unresolved issues over the three rounds of the Delphi

process, but it fell short of having a large effect on the judgments

(goal preferences) of the administrators.   (The consensus rate for

all respondents is summarized in Table 4.   The extent of agreement

(and ambiguity) followed the same pattern as that for responding

groups.)

Table 3

Consensus Rate Between and Within Responding Groups of Virginia
Community College System Administrators, by Goal Statement,
and for Delphi Questionnaires 1 through 3, 1976

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
A. MISSION GOALS										
1. CE/CS should be a major function of the community college.	SD	--	--		--	--		--	--	
	D	--	--		--	--		--	--	
	N	--	--		--	--		--	--	
	A	3	--		23	19		4	--	
	SA	97	100		77	81		96	100	
2. Continuing Education should serve adults, primarily.	SD	15	10	--	4	--	10	11	10	7
	D	24	32	36	4	--	--	14	14	11
	N	6	10	4	4	10	--	4	4	4
	A	40	39	46	74	81	75	50	55	63
	SA	15	9	14	14	9	15	21	17	15
3. Community services may include programs to serve all age and income groups.	SD	--	--		--	--		--	--	
	D	--	--		5	5		4	3	
	N	3	3		5	--		--	--	
	A	15	13		45	52		21	14	
	SA	82	84		45	43		75	83	
4. CE/CS should include assisting the community in developing leadership and coordination capabilities.	SD	--	--		--	--		--	--	
	D	3	3		--	--		--	--	
	N	3	3		19	10		11	3	
	A	55	52		62	76		25	43	
	SA	39	42		19	14		64	54	

Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
5. CE/CS should be oriented toward solving community-based, socio-economic problems.	SD	3	3	4	--	--	--	--	--	--
	D	12	10	7	23	24	20	11	7	7
	N	30	39	36	32	33	25	18	14	18
	A	43	39	46	41	43	50	25	58	56
	SA	12	9	7	4	--	5	46	21	19
6. The service region of the college should be the CE/CS campus for credit as well as for non-credit activities.	SD	3	--		--	--		7	--	
	D	3	--		--	--		4	--	
	N	--	--		--	--		--	--	
	A	10	13		41	38		22	19	
	SA	84	87		59	62		67	81	
7. CE/CS should be identified by one name, i.e. continuing education or community services.	SD	9	9	7	9	9	5	7	7	7
	D	18	13	18	27	19	20	25	24	22
	N	33	32	39	32	38	40	29	38	33
	A	28	36	25	--	5	15	25	21	30
	SA	12	10	11	32	29	20	14	10	8
B. PROGRAM GOALS										
1. Continuing Education should include on-campus credit offerings.	SD	--	--		4	--		4	--	
	D	15	10		4	5		7	3	
	N	6	13		4	--		7	3	
	A	33	29		33	43		11	18	
	ΣA	46	48		55	52		71	76	
2. Continuing Education should include on-campus certificate, diploma, and associate degree programs.	SD	9	10	7	15	10	10	7	4	7
	D	24	22	25	33	35	30	18	17	15
	N	12	13	11	--	5	5	7	14	11
	A	18	16	21	14	15	25	14	24	26
	SA	37	39	36	38	35	30	54	41	41

Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
3. Continuing Education should include off-campus credit offerings.	SD	--	--		4	--		4	--	
	D	9	6		--	5		--	--	
	N	3	3		4	--		11	7	
	A	42	36		37	38		14	17	
	SA	46	55		55	57		71	76	
4. Continuing Education should include off-campus certificate, diploma, and associate degree programs.	SD	12	6	4	14	10	10	7	3	4
	D	15	16	14	24	25	10	7	7	4
	N	9	13	14	5	5	20	14	24	14
	A	24	26	32	24	35	35	22	21	26
	SA	40	39	36	33	25	25	50	45	52
5. Continuing Education should include non-traditional degree programs.	SD	6	6	4	14	10	10	4	3	4
	D	12	10	4	14	15	15	10	3	4
	N	15	13	21	9	15	10	4	7	4
	A	21	26	32	18	20	25	39	42	44
	SA	46	45	39	45	40	40	43	45	44
6. Continuing Education should include credit courses conducted by television, radio, and newspapers.	SD	--	--		4	--		4	3	
	D	12	6		4	5		--	--	
	N	6	3		9	5		14	7	
	A	42	55		46	52		36	42	
	SA	40	36		37	38		46	48	
7. Continuing Education should include granting credit by examination for non-college learning experiences (CLEP and others).	SD	13	13	7	9	10	10	14	7	7
	D	24	22	22	23	24	25	4	7	4
	N	15	16	14	13	14	10	14	21	15
	A	24	26	39	32	38	45	36	34	48
	SA	24	23	18	23	14	10	32	31	26
8. Continuing Education should include granting credit for foreign travel experiences.	SD	9	10	11	14	15	10	14	7	4
	D	27	26	21	34	33	35	14	21	26
	N	9	13	18	14	14	15	47	45	41
	A	37	35	39	24	29	30	11	17	22
	SA	18	16	11	14	9	10	14	10	7

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Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
9. Continuing Education should include granting credit through independent study or correspondence courses.	SD	6	10	7	9	10	10	11	3	4
	D	15	6	--	23	19	15	11	7	7
	N	19	23	29	4	10	10	18	31	22
	A	33	35	36	41	43	45	32	31	37
	SA	27	26	28	23	18	20	28	28	30
10. Continuing Education should include short courses, seminars, and workshops.	SD	--	--		--	--		--	--	
	D	--	--		--	--		--	--	
	N	3	--		--	--		--	--	
	A	36	35		41	38		18	10	
	SA	61	65		59	62		82	90	
11. Continuing Education should include offering c.e.u. programs for activities designed to aid in solving problems confronting the state and for occupational skills training.	SD	3	3		--	--		4	--	
	D	--	--		--	--		--	--	
	N	3	3		4	5		4	--	
	A	42	36		55	57		21	21	
	SA	52	58		41	38		71	79	
12. Community Services should include the educational, cultural, and recreational activities of the college (art exhibits, campus tours, speakers' bureau, community counseling, special projects, etc.).	SD	--	--		--	--		--	--	
	D	3	--		--	--		--	--	
	N	6	6		5	--		--	--	
	A	39	36		38	52		21	17	
	SA	52	58		57	48		79	83	
13. Community Services should include making provisions for the community to use the physical services and facilities of the college.	SD	--	--		--	--		--	--	
	D	--	--		4	5		--	--	
	N	3	--		--	--		--	--	
	A	33	35		50	43		14	10	
	SA	64	65		46	52		86	90	
14. Community Services should include making college facilities available for use by colleges and universities.	SD	--	--		--	--		--	--	
	D	6	3		9	10		--	--	
	N	3	3		9	4		7	3	
	A	44	48		41	43		21	17	
	SA	47	46		41	43		72	80	

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Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
C. STRUCTURAL GOALS										
1. CE/CS should be organized on the same level as academic divisions with the administrator reporting in a line position to the Dean of Instruction or equivalent.	SD	--	--	--	--	--	--	25	24	22
	D	21	9	14	14	14	10	29	24	15
	N	3	13	11	--	--	5	7	7	15
	A	33	36	36	36	38	30	11	17	15
	SA	43	42	39	50	48	55	28	28	33
2. CE/CS should be organized in a staff position with the administrator reporting to the Dean of Instruction or Provost.	SD	21	19	18	27	24	20	46	38	41
	D	30	35	43	50	57	65	25	38	37
	N	15	23	21	9	14	15	4	--	--
	A	27	23	18	14	5	--	11	14	15
	SA	7	--	--	--	--	--	14	10	7
3. CE/CS should be organized on the same level as a dean with the administrator having a budget and reporting to the head of the college or campus.	SD	18	18	11	25	24	20	--	--	--
	D	42	39	43	55	47	65	7	10	11
	N	12	13	21	10	19	5	7	3	8
	A	18	20	14	10	10	10	14	14	11
	SA	10	10	11	--	--	--	72	73	70
4. CE/CS should be organized in a staff or coordinating position with the administrator reporting to the head of the college or campus.	SD	23	26	25	33	33	40	28	28	33
	D	45	42	39	57	62	60	18	31	33
	N	32	32	36	5	5	--	25	17	15
	A	--	--	--	5	--	--	8	7	4
	SA	--	--	--	--	--	--	21	17	15
5. In multi-campus situations, the college should have a staff person who coordinates inter-campus CE/CS programs and who reports to the head of the college.	SD	12	13	11	14	9	10	21	21	22
	D	24	26	21	14	19	20	11	14	7
	N	40	42	50	45	48	45	36	38	48
	A	18	13	11	27	24	25	21	24	19
	SA	6	6	7	--	--	--	11	3	4
6. All CE/CS activities of the campus should be coordinated by the CE/CS administrator.	SD	--	--		--	--		7	3	
	D	9	3		23	14		4	3	
	N	6	7		--	--		--	--	
	A	45	48		59	67		22	21	
	SA	40	42		18	19		67	73	

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Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
7. All units of the campus should be oriented toward providing support services for the CE/CS unit.	SD	--	--		--	5		--	--	
	D	6	6		--	--		--	--	
	N	9	6		14	--		11	3	
	A	39	39		59	62		28	35	
	SA	46	49		27	33		61	62	
8. Within the state, CE/CS should be organized as an association.	SD	3	3	4	--	--	--	--	--	--
	D	15	13	4	10	5	5	--	--	--
	N	46	48	60	76	76	80	14	14	11
	A	33	32	28	9	14	10	36	48	41
	SA	3	4	4	5	5	5	50	38	48
9. Within the State Department of Community Colleges, CE/CS should be coordinated state-wide by a Director who reports to the Chancellor.	SD	24	29	21	9	9	10	21	17	18
	D	37	29	39	32	29	30	4	17	15
	N	21	26	21	32	43	40	25	24	22
	A	12	13	15	18	9	15	11	14	19
	SA	6	3	4	9	10	5	39	28	26
D. ACTIVITY GOALS										
1. CE/CS should develop Institutes of Resource Development to address specific and critical problems within the community.	SD	6	3	4	--	--	--	7	3	4
	D	9	6	4	4	5	5	11	11	11
	N	18	16	21	23	23	20	14	24	22
	A	52	62	64	64	67	70	54	48	52
	SA	15	13	7	9	5	5	14	14	11
2. CE/CS should develop Community Counseling Centers to provide citizens of all age levels with information relating to their educational, cultural, and recreational interests.	SD	15	19	14	4	5	5	--	7	7
	D	12	3	7	23	14	15	7	10	--
	N	21	23	29	14	28	35	14	21	30
	A	33	42	39	45	48	40	47	34	44
	SA	19	13	11	14	5	5	32	28	19

Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
3. CE/CS should develop Life-Long Learning Centers to diagnose learning skills and problems and to provide individual tutoring, audio-tutorial labs, remedial programs, credit courses, independent study, seminars, workshops, and related activities.	SD	3	7	7	4	9	10	7	--	4
	D	21	16	14	18	10	5	11	7	--
	N	15	19	19	14	19	25	18	14	14
	A	40	39	46	41	43	55	35	52	67
	SA	21	19	14	23	19	5	29	27	15
4. CE/CS should develop Satellite Learning Centers to offer credit and non-credit activities and be equipped with library, educational media, guidance and discussion centers to help college personnel and citizens alike to remain abreast of current and future developments, and to experiment with new and innovative community-based programs.	SD	6	10	11	4	5	5	--	--	--
	D	21	10	14	4	--	--	7	7	7
	N	18	19	18	14	19	20	7	7	4
	A	27	32	32	50	52	50	39	45	52
	SA	28	29	25	28	24	25	47	41	37
5. CE/CS should develop Community Information Centers to identify, collect, process, analyze, and disseminate information about the community needed in decision-making within the college and in the community.	SD	6	7	7	--	6	5	--	3	--
	D	16	10	--	18	9	10	11	7	11
	N	15	23	33	4	9	10	19	24	19
	A	44	47	52	64	76	75	37	38	44
	SA	19	13	8	14	--		33	28	26
6. CE/CS should develop Supportive Services Systems to provide day care services and to assist in job placement, arranging for transportation, and meeting other needs of students.	SD	6	3	4	4	5	5	14	10	7
	D	21	26	18	32	38	35	18	21	26
	N	37	36	53	23	24	35	22	28	30
	A	24	29	21	32	24	20	32	34	30
	SA	12	6	4	9	9	5	14	7	7
7. CE/CS should develop Organizational Linkage Systems which would coordinate community college resources with those of universities, government, and business and industry, to provide in-service, refresher, up-dating, and retraining for personnel in public and private organizations.	SD	--	--		--	--		--	3	
	D	3	3		--	--		4	--	
	N	12	--		9	--		7	3	
	A	64	74		50	71		43	52	
	SA	21	23		41	29		46	42	

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Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
8. CE/CS should develop Community-Based Experimental Laboratories to research and design innovative approaches to meeting the emerging needs of the community.	SD	6	3	4	--	--	--	3	7	4
	D	16	10	--	14	19	15	11	7	11
	N	28	39	42	23	19	20	25	24	22
	A	41	42	50	45	52	60	43	48	52
	SA	9	6	4	18	10	5	18	14	11
E. FUNDING GOALS										
1. A periodic allocation of state funds should be made to CE/CS to assess the needs of the community.	SD	3	7		--	--		7	7	
	D	3	3		4	5		--	--	
	N	9	3		5	--		14	--	
	A	58	58		59	67		29	41	
	SA	27	29		32	28		50	52	
2. Special revenues generated through CE/CS credit offerings should be budgeted to CE/CS for program growth and expansion.	SD	9	10		--	--		--	--	
	D	9	3		14	14		7	3	
	N	3	--		9	5		7	3	
	A	42	45		36	43		22	35	
	SA	37	42		41	38		64	59	
3. The community college's local budget request to political subdivisions should include a significant request to support the college's CE/CS program.	SD	3	3		--	--		4	7	
	D	12	10		4	5		--	--	
	N	15	10		9	10		4	3	
	A	49	58		50	57		29	31	
	SA	21	19		37	28		63	59	
4. The community college's biennial budget request to the General Assembly should include a request to support non-credit activities.	SD	9	10		4	5		--	--	
	D	6	6		--	--		4	3	
	N	6	3		--	--		4	7	
	A	36	29		46	38		18	10	
	SA	43	52		50	57		74	80	

Table 3 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]								
		Presidents[3]			Deans			Directors		
		(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)	(Q1)	(Q2)	(Q3)
5. Non-credit revenues generated through registration fees should be administered through the college's local budget.	SD	6	3		--	--		4	--	
	D	3	--		9	5		4	--	
	N	12	6		9	5		7	3	
	A	27	23		36	28		10	10	
	SA	52	68		46	62		75	87	
6. Funds should be budgeted directly to CE/CS to support credit instructional activities.	SD	9	6	7	5	10	10	4	7	4
	D	22	16	18	23	14	10	7	--	4
	N	6	13	11	14	14	5	18	17	11
	A	38	36	46	27	33	50	21	31	33
	SA	25	29	18	31	29	25	50	45	48
7. CE/CS should be permitted to actively seek local financial support for special community projects.	SD	12	13	11	--	--	--	11	10	7
	D	9	--	4	14	9	10	--	--	--
	N	31	39	35	19	24	25	25	24	26
	A	24	26	32	29	38	35	21	24	26
	SA	24	22	18	38	29	30	43	42	41
8. CE/CS credit activities should receive tax support but non-credit courses should be self-supporting in terms of direct costs as distinguished from professional and clerical salaries and office costs.	SD	18	16	11	18	19	15	25	24	25
	D	43	42	39	23	19	25	14	14	11
	N	6	13	25	--	19	20	14	17	15
	A	21	19	14	36	33	40	18	28	30
	SA	12	10	11	23	10	--	29	17	19

[1]SD = Strongly Disagree = 1, D = Disagree = 2, N = Neutral = 3, A = Agree = 4, SA = Strongly Agree = 5.
[2]Underscoring indicates agreement at consensus rate of 75 percent or more.
[3]Includes Provosts.

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Table 4

Consensus Rate for All Respondents (Presidents, Provosts, Deans of
Instruction, and Directors of Continuing Education), by Goal
Statement, and for Delphi Questionnaires 1 through 3, 1976

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
A. MISSION GOALS				
1. CE/CS should be a major function of the community college.	SD	--	--	
	D	--	--	
	N	--	--	
	A	9	5	
	SA	91	95	
2. Continuing Education should serve adults, primarily.	SD	11	11	5
	D	15	15	17
	N	5	5	3
	A	52	58	60
	SA	17	11	15
3. Community services may include programs to serve all age and income groups.	SD	2	--	
	D	3	3	
	N	--	1	
	A	25	23	
	SA	70	73	
4. CE/CS should include assisting the community in developing leadership and coordination capabilities.	SD	--	--	
	D	2	1	
	N	10	6	
	A	46	52	
	SA	42	41	

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Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
5. CE/CS should be oriented toward solving community-based, socio-economic problems.	SD	1	1	1
	D	15	11	11
	N	24	30	27
	A	37	36	51
	SA	23	22	10
6. The service region of the college should be the CE/CS campus for credit as well as for non-credit activities.	SD	4	1	
	D	3	--	
	N	--	--	
	A	24	20	
	SA	69	79	
7. CE/CS should be identified by one name, i.e. continuing education or community services.	SD	8	10	7
	D	24	16	20
	N	31	36	37
	A	19	22	24
	SA	18	16	12
B. PROGRAM GOALS				
1. Continuing Education should include on-campus credit offerings.	SD	3	--	
	D	9	7	
	N	6	7	
	A	25	25	
	SA	57	61	
2. Continuing Education should include on-campus certificate, diploma, and associate degree programs.	SD	9	8	8
	D	24	22	23
	N	8	12	9
	A	16	19	24
	SA	43	39	36

Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
3. Continuing Education should include off-campus credit offerings.	SD	3	--	
	D	3	4	
	N	6	4	
	A	31	28	
	SA	57	64	
4. Continuing Education should include off-campus certificate, diploma, and associate degree programs.	SD	10	7	5
	D	14	15	9
	N	10	15	16
	A	23	25	31
	SA	43	38	39
5. Continuing Education should include non-traditional degree programs.	SD	6	7	5
	D	11	8	7
	N	10	12	12
	A	28	29	35
	SA	45	44	41
6. Continuing Education should include credit courses conducted by television, radio, and newspapers.	SD	2	2	
	D	5	4	
	N	10	5	
	A	42	46	
	SA	41	43	
7. Continuing Education should include granting credit by examination for non-college learning experiences (CLEP and others).	SD	11	9	8
	D	17	19	16
	N	15	19	13
	A	30	29	44
	SA	27	24	19
8. Continuing Education should include granting credit for foreign travel experiences.	SD	11	11	8
	D	24	27	27
	N	23	27	25
	A	25	22	31
	SA	17	13	9

Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
9. Continuing Education should include granting credit through independent study or correspondence courses.	SD	8	8	7
	D	15	11	7
	N	15	24	21
	A	35	31	39
	SA	27	26	26
10. Continuing Education should include short courses, seminars, and workshops.	SD	--	--	
	D	--	--	
	N	1	--	
	A	31	27	
	SA	68	73	
11. Continuing Education should include offering c.e.u. programs for activities designed to aid in solving problems confronting the state and for occupational skills training.	SD	2	1	
	D	--	--	
	N	4	3	
	A	38	32	
	SA	56	64	
12. Community Services should include the educational, cultural, and recreational activities of the college (art exhibits, campus tours, speakers' bureau, community counseling, special projects, etc.).	SD	--	--	
	D	2	--	
	N	3	3	
	A	33	32	
	SA	62	65	
13. Community Services should include making provisions for the community to use the physical services and facilities of the college.	SD	--	--	
	D	1	1	
	N	1	--	
	A	32	29	
	SA	66	70	
14. Community Services should include making college facilities available for use by colleges and universities.	SD	--	--	
	D	5	3	
	N	5	4	
	A	36	36	
	SA	54	57	

Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
C. STRUCTURAL GOALS				
1. CE/CS should be organized on the same level as academic divisions with the administrator reporting in a line position to the Dean of Instruction or equivalent.	SD	9	9	9
	D	20	15	13
	N	4	8	10
	A	28	29	27
	SA	39	39	41
2. CE/CS should be organized in a staff position with the administrator reporting to the Dean of Instruction or Provost.	SD	30	30	27
	D	35	38	47
	N	9	12	12
	A	18	16	12
	SA	8	4	2
3. CE/CS should be organized on the same level as a dean with the administrator having a budget and reporting to the head of the college or campus.	SD	13	13	9
	D	33	31	37
	N	10	11	12
	A	14	14	12
	SA	30	31	30
4. CE/CS should be organized in a staff or coordinating position with the administrator reporting to the head of the college or campus.	SD	27	29	32
	D	39	39	43
	N	22	22	19
	A	4	3	1
	SA	8	7	5
5. In multi-campus situations, the college should have a staff person who coordinates inter-campus CE/CS programs and who reports to the head of the college.	SD	15	16	15
	D	18	20	16
	N	39	42	48
	A	22	18	17
	SA	6	4	4
6. All CE/CS activities of the campus should be coordinated by the CE/CS administrator.	SD	3	1	
	D	11	7	
	N	3	3	
	A	42	42	
	SA	41	47	

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Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
7. All units of the campus should be oriented toward providing support services for the CE/CS unit.	SD	--	1	
	D	3	3	
	N	11	3	
	A	39	40	
	SA	47	53	
8. Within the state, CE/CS should be organized as an association.	SD	1	1	1
	D	9	6	3
	N	41	43	48
	A	29	32	28
	SA	20	18	20
9. Within the State Department of Community Colleges, CE/CS should be coordinated state-wide by a Director who reports to the Chancellor.	SD	19	20	17
	D	24	24	28
	N	25	30	26
	A	14	11	16
	SA	18	15	13
D. ACTIVITY GOALS				
1. CE/CS should develop Institutes of Resource Development to address specific and critical problems within the community.	SD	5	3	3
	D	10	6	6
	N	19	20	21
	A	53	58	62
	SA	13	13	8
2. CE/CS should develop Community Counseling Centers to provide citizens of all age levels with information relating to their educational, cultural, and recreational interests.	SD	9	13	9
	D	15	9	6
	N	19	23	30
	A	35	39	42
	SA	22	16	13

Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
3. CE/CS should develop Life-Long Learning Centers to diagnose learning skills and problems and to provide individual tutoring, audio-tutorial labs, remedial programs, credit courses, independent study, seminars, workshops, and related activities.	SD D N A SA	2 16 15 42 25	5 13 17 41 24	7 6 18 56 13
4. CE/CS should develop Satellite Learning Centers to offer credit and non-credit activities and be equipped with library, educational media, guidance and discussion centers to help college personnel and citizens alike to remain abreast of current and future developments, and to experiment with new and innovative community-based programs.	SD D N A SA	3 13 14 36 34	6 7 14 40 33	5 8 13 44 30
5. CE/CS should develop Community Information Centers to identify, collect, process, analyze, and disseminate information about the community needed in decision-making within the college and in the community.	SD D N A SA	3 16 14 44 23	6 8 17 53 16	4 6 22 55 13
6. CE/CS should develop Supportive Services Systems to provide day care services and to assist in job placement, arranging for transportation, and meeting other needs of students.	SD D N A SA	7 24 28 28 13	7 27 28 29 9	6 25 40 24 5
7. CE/CS should develop Organizational Linkage Systems which would coordinate community college resources with those of universities, government, and business and industry, to provide in-service, refresher, up-dating, and retraining for personnel in public and private organizations.	SD D N A SA	-- 3 10 54 33	2 2 1 64 31	

Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
8. CE/CS should develop Community-Based Experimental Laboratories to research and design innovative approaches to meeting the emerging needs of the community.	SD	4	5	3
	D	14	9	8
	N	26	29	29
	A	43	46	53
	SA	13	11	7
E. FUNDING GOALS				
1. A periodic allocation of state funds should be made to CE/CS to assess the needs of the community.	SD	4	6	
	D	3	--	
	N	11	2	
	A	46	55	
	SA	36	37	
2. Special revenues generated through CE/CS credit offerings should be budgeted to CE/CS for program growth and expansion.	SD	3	4	
	D	11	4	
	N	6	3	
	A	34	39	
	SA	46	50	
3. The community college's local budget request to political subdivisions should include a significant request to support the college's CE/CS program.	SD	3	4	
	D	7	4	
	N	10	9	
	A	43	47	
	SA	37	36	
4. The community college's biennial budget request to the General Assembly should include a request to support non-credit activities.	SD	5	6	
	D	4	4	
	N	4	4	
	A	34	22	
	SA	53	64	

Table 4 (continued)

Goal Statements	Rating Scale[1]	Consensus Rate (Percent)[2]		
		(Q1)	(Q2)	(Q3)
5. Non-credit revenues generated through registration fees should be administered through the college's local budget.	SD	4	2	
	D	6	--	
	N	8	5	
	A	24	20	
	SA	58	73	
6. Funds should be budgeted directly to CE/CS to support credit instructional activities.	SD	6	8	6
	D	16	11	11
	N	12	14	9
	A	30	33	43
	SA	36	34	31
7. CE/CS should be permitted to actively seek local financial support for special community projects.	SD	9	9	7
	D	7	3	4
	N	26	32	29
	A	25	25	31
	SA	33	31	29
8. CE/CS credit activities should receive tax support but non-credit courses should be self-supporting in terms of direct costs as distinguished from professional and clerical salaries and office costs.	SD	22	22	17
	D	26	24	26
	N	7	17	21
	A	26	24	26
	SA	19	13	10

[1]SD = Strongly Disagree = 1, D = Disagree = 2, N = Neutral = 3, A = Agree = 4, SA = Strongly Agree = 5.
[2]Underscoring indicates agreement at consensus rate of 75 percent or more.

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS,
AND RECOMMENDATIONS

SUMMARY

The Delphi technique and goal statements were used in this study in an effort to obtain agreement on the goals for continuing education and/or community services in the Virginia Community College System. There was reason to suspect that disagreement among administrators existed, that the program lacked direction, and that it tended toward being under-developed, under-managed, and under-financed.

Purpose

The purpose of the study was to deterine if ambiguity did exist on the goals for continuing education and/or community services, to test the hypothesis (Weaver's, 13:3) that the Delphi technique is effective in shaping judgments (goal preferences), and to determine if agreement on the goals could be arrived at among key administrators in the Virginia Community College System (VCCS) through the application of the Delphi technique.

Methodology

The procedure was to develop and administer a Delphi-type questionnaire with the respondents being the presidents, provosts, deans of instruction or equivalent, and directors of continuing

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education in the VCCS. By using the literature, the researcher

developed a draft copy of the questionnaire, which was reviewed and

critiqued by a "panel of experts" (four directors of continuing

education from within the VCCS). A "panel of administrators" (two

deans of instruction and two presidents) tested the questionnaire

for clarity, consistency, and completeness.

The questionnaire was administered during late summer and early

fall (1976) through three complete rounds. On the first round, the

presidents (23), provosts (11), deans of instruction (22), and

directors of continuing education (29) in the VCCS gave their

perceived opinions of the goals by rating 46 goal statements by types

of goals and in accordance with a five-point rating scale ranging

from strongly disagree to strongly agree.

On the second round, the subjects revised their estimates in

response to initial feedback which was in the form of a summary of

estimates from round one given in terms of the interquartile range

for all respondents and for each responding group by goal statement.

On round three, the final estimates of the subjects were given

following a review of the updated interquartile ranges and new

"feedback" given in the form of arguments in favor of lower and

higher scores (goal preferences).

Data Analysis

The data were analyzed in terms of the percent of presidents

and provosts, deans of instruction or equivalent, and directors of

continuing education (consensus rate) selecting the same goal

preferences for each goal statement on each of the three rounds of
the survey instrument. The procedure enabled observations to be made
with respect to agreement and ambiguity and to note converging or
diverging judgments over the three rounds of the Delphi process.
Agreement was considered to exist when the consensus rate reached
or exceeded 75 percent between and within groups of respondents, i.e.
when three-fourths or more of the subjects' perceived goal preferences
were either agree or strongly agree or were either disagree or
strongly disagree. Ambiguity was defined to exist when the consensus
rate was less than 75 percent between and within groups.

Response to the Delphi Questionnaire

The response to the Delphi questionnaire gave the study a high
degree of validity. With two exceptions, the rate exceeded 90
percent for each responding group and for all groups over the three
rounds. On the third round, the response by presidents and provosts
(82 percent) and for all groups (88 percent) fell below 90 percent.

The Results

On the first round of the Delphi process, it was found that
ambiguity existed on 59 percent of the 46 goal statements. At the
end of round two, and following feedback, the preferences of the
subjects tended to diverge away from agreement toward neutral or
disagreement on some goal statements. (The administrators came into
agreement on only one additional goal statement.) For the third and
final round, the trend toward divergence was reversed, in many

instances, but the impact of additional feedback failed to result in agreement on additional goal statements. The extent of ambiguity was reduced within groups for many goals and some individual groups came into agreement, but in general, the Delphi technique failed to resolve the majority of the issues found to exist on round one. The areas of agreement and ambiguity found to exist over the three rounds are presented below by type of goal.

Mission goals. All groups agreed unanimously that CE/CS should be a major function of the community college. They agreed that the service region of the college should be the campus for CE/CS, that CE/CS should assist the community in developing leadership and coordination capabilities, and that community services should serve all age and income groups. Only the directors agreed that CE/CS should be oriented toward solving community-based, socio-economic problems. Because the arguments appeared to be semantical, it was concluded that the presidents and provosts, although a consensus rate of 75 percent was not reached, did agree with the deans and directors that CE/CS should serve adults, primarily. All three groups were ambiguous about CE/CS being referred to by one name, i.e. continuing education or community services.

Program goals. Off-campus degree programs emerged as an unresolved issue among the three groups of administrators. (None of the groups felt that CE/CS should include on-campus programs.) The directors were the only group favoring off-campus degree programs.

The reason for ambiguity appeared to be the opinion that credit programs should be the responsibility of the academic divisions with CE/CS in a coordinating role. (All groups felt that CE/CS should include on- and off-campus credit courses.)

The administrators were in agreement on the more traditional types of CE/CS programs, i.e. that continuing education should include credit courses by news media, short courses, seminars, workshops, and activities involving the awarding of c.e.u.'s and that community services should include such educational, cultural, and recreational activities as art exhibits, campus tours, speakers' bureau, community counseling, special projects, and use of facilities.

Surprisingly, little or no agreement existed on the more non-traditional forms of CE/CS, i.e. non-traditional degree programs (favored by the directors), granting credit for non-college learning experiences (no agreement), granting credit for foreign travel experiences (no agreement), and granting credit through independent study or correspondence courses (no agreement).

Structural goals. Not so surprisingly, the major structural issue was how CE/CS should be organized at the individual college level. The presidents, provosts, and deans of instruction or equivalent favored a second-level manager. The directors favored a first-level manager (on the same level as a dean and having a budget). A point made was that this tends to be an individual college decision. (None of the groups felt that it should be organized as a staff position.)

None of the groups felt that CE/CS should be coordinated state-wide by a director who would report to the chancellor, and they were ambiguous about all CE/CS programs being coordinated by a staff person reporting to the head of the college in a multi-campus situation.

All groups did agree, however, that all CE/CS activities of the campus should be coordinated by the CE/CS administrator and that all units of the campus should be oriented toward providing support services for the CE/CS unit.

The directors were the only group that felt CE/CS should be organized state-wide as an association. The presidents, provosts, and deans were primarily indifferent.

Activity goals. Except for agreement on organizational linkage systems, the groups were virtually ambiguous about the activity goals, i.e. institutes of resource development, community counseling centers, life-long learning centers, satellite learning centers, community information centers, supportive services systems, and community-based experimental laboratories. The deans and directors did agree that CE/CS should develop satellite learning centers. The deans felt that CE/CS should develop institutes of resource development and community information centers. The directors saw life-long learning centers as a desired goal. The ambiguity was attributed to a lack of funding and the opinion that many of the activities were the responsibility of student services.

Funding goals. The administrators generally agreed on the
funding goals. The issue appeared to be whether state funding would
be forthcoming to support non-credit activities. All three groups
agreed that state funds should be made available. Related to this,
they were ambiguous about non-credit courses being self-supporting
and toward CE/CS soliciting funds from the community.

All groups agreed that a periodic allocation of state funds
should be made for needs assessment, that special revenues generated
through CE/CS credit activities should be budgeted to CE/CS, that
the local funds budget should include a significant request of funds
for CE/CS, and that non-credit revenues should be administered
through the local funds budget rather than through the biennial
budget.

On the third questionnaire, the deans agreed with the directors
that funds should be budgeted directly to CE/CS to support credit
instructional activities. The presidents and provosts remained
ambiguous.

Summary. Unresolved issues were found to exist among all five
types of goal statements. The issues were: (1) should CE/CS become
involved in solving community-based, socio-economic problems,
(2) should CE/CS offer off-campus degree programs, (3) should CE/CS
offer non-traditional programs in general, (4) should CE/CS be
organized as a first-level or second-level manager, and (5) the
question of state funding for non-credit activities.

CONCLUSIONS

Conclusions were reached with respect to (1) the goal statements for continuing education and community services, (2) the Delphi technique, and (3) the instrument (Delphi-type questionnaire).

Goal Statements

1. Virginia community college presidents and provosts, deans of instruction, and directors of continuing education held different perceptions toward most of the goal statements for continuing education and/or community services.

2. Ambiguity on the goals for continuing education and community services was as prevalent within groups as it was between groups of presidents and provosts, deans of instruction or equivalent, and directors of continuing education.

3. The administrators perceived continuing education and/or community services as a major function of the community college.

4. The presidents and provosts and deans of instruction or equivalent perceived the mission of continuing education and community services in a more narrow form than the directors of continuing education.

5. The administrators perceived continuing education and community services as two separate, definable, but interrelated programs.

6. The administrators perceived continuing education to serve adults, primarily, and to include credit courses, credit courses by

news media, short courses, seminars, workshops, and non-credit c.e.u. activities and <u>community services</u> to serve all age and income levels and to include such educational, cultural, and recreational activities as art exhibits, campus tours, speakers' bureau, community counseling, special projects, and use of college facilities and physical services.

7. The administrators perceived the campus for continuing education and community services to be the service region of the college for both credit and non-credit activities.

8. The perceptions of the administrators toward continuing education and community services program goals were more traditional than non-traditional.

9. The administrators perceived that continuing education and community services should be organized as a "line" position rather than as a "staff" position but differed in the level of administrator, i.e. first- or second-level manager.

10. The administrators perceived that all continuing education and community services activities of the campus should be coordinated by the continuing education and community services administrator and that all units of the campus should provide support services for the continuing education and community services administrative unit.

11. In general, the administrators perceived that continuing education and community services should not include the development of the more modern techniques of meeting community needs.

12. The administrators perceived that continuing education and community services should include developing organizational

linkage systems with universities, government, and business and industry.

13. The administrators perceived continuing education and community services to be funded by a combination of tuition, registration fees, and local and state tax dollars.

The Delphi Technique

1. The Delphi technique was practically ineffective in shaping the judgments (goal preferences) of the administrators toward the goals for continuing education and community services.

2. Where agreement did not exist initially, divergence of opinion tended to occur on some goal statements following the second iteration of the questionnaire and with controlled feedback.

3. Where agreement did exist initially, convergence of opinion tended to occur following the second iteration of the Delphi questionnaire and with controlled feedback.

4. When controlled feedback in the form of arguments in favor of lower or higher scores was introduced, the trend toward divergence was reversed in most instances.

The Instrument

1. The rating scale of the Delphi-type questionnaire appeared to permit respondents to avoid issues by the inclusion of "neutral" as a goal preference.

2. The Delphi-type questionnaire appeared to be comprehensive and consistent but lengthy.

IMPLICATIONS

Management theory dictates that, in the absence of direction, program growth and development are a function of planning. Where the problem is compounded by a lack of agreement, the development and growth of programs to meet increasingly complex and growing problems is unlikely (11:43-64).

This study indicated that continuing education and community services within the Virginia Community College System lacks direction. Lack of agreement on critical areas such as mission, program, and organizational structure limit the organization and development of continuing education and community services as a dynamic program geared to meeting the ever-changing needs of the community.

Management theory also dictates that what any organization needs is common vision or a common purpose to establish teamwork and to harmonize the goals of the individual with the needs of the organization (12:135-136). In effect, this study showed that continuing education and community services lacks "common vision." Without agreement among decision-makers and program implementors, unity of purpose is destroyed with the net result being program ineffectiveness rather than teamwork resulting in mission accomplishment at the state level and by the individual colleges.

Common vision within itself remains insufficient, however, unless there is commitment to the mission and goals of an organization and acceptance of the mission and goals by the members

of the organization (14:14-15). The administrators in this study

indicated that continuing education and community services is a major

function of the community college. However, lack of agreement on the

critical areas of program development is evidence that CE/CS is seen

by many administrators as being a "step-child" to the traditional

community college program. Until commitment to the program is made

by top administrators, its programs will remain conservative,

traditional, and incapable of accomplishing its mission and that of

the community college.

Management research has shown that commitment to the goals of

an organization plus involvement by individuals in their

determination permit personnel to contribute to the organization in

terms of their capabilities so that individual performances and

effectiveness will be at a high level (14:14-15). The absence of

agreement on a first-level manager promotes frustration among CE/CS

administrators and results in program ineffectiveness rather than

innovativeness. As the administrators agreed in the study, the

organizational structure at present is not the proper one. It would

appear that, if the VCCS wishes to strengthen its CE/CS programs,

this would be a good beginning point. Organized as a division

would be an improvement over the present situation; however, if CE/CS

is to become progressive and innovative, it must be elevated to a

managerial level where authority is commensurate with responsibility

and where the administrator has resources at his control that can

be committed when needs arise.

If continuing education and community services is to become a driving force at the post-secondary, lower-division level in Virginia's 23 public community colleges, those colleges must be willing to commit their resources to that end. There is evidence that CE/CS is not adequately funded. If the system wants strong CE/CS programs, funds must be budgeted directly to CE/CS to permit long-range planning. Without funding, even short-range planning is ineffective.

In terms of the literature, this study indicated, in general, that administrators in the VCCS hold a conservative view toward CE/CS. Because of this, programs are traditionally oriented. This situation warrants serious consideration by top administrators.

Planning results in mission development, goal identification, clarification of administrative roles and responsibilities, and the establishment of objectives for achieving both role responsibilities and institutional goals. Given a first-level manager, adequate funding, and strong administrative support, planning can result in progressive and innovative CE/CS programs in the VCCS and, in turn, meet the growing and complex needs of all Virginians.

RECOMMENDATIONS

The recommendations are of three types: (1) those relating to the use of the Delphi technique as a means of shaping judgments on goals, (2) those relating to the goals for continuing education and community services, and (3) areas in need of further research.

The Delphi Technique

Considering that the Delphi technique was found to be relatively ineffective in shaping the judgments (goal preferences) of the administrators, the following recommendations are made:

1.   The number of statements included on the Delphi questionnaire in future studies should be held to a minimum to encourage respondents to give the statements full consideration.

2.   "Feedback" in the form of arguments in favor of lower and higher scores should be included on the second round of the Delphi process with counter-arguments given on the third round.

3.   Excessive iterations of the Delphi questionnaire could result in non-responses which would tend to affect the validity of the results, particularly in making comparisons from round one to round three.

4.   Frequent use of the Delphi technique with the same subjects could alienate the subjects against future Delphi-type studies and even non-Delphi-type studies where a survey instrument is involved.

5.   The subjects should be informed in advance that their continued cooperation is absolutely essential and that the time required to complete the Delphi questionnaire may increase with successive iterations.

6.   A predetermined number of respondents should be selected in advance and asked to complete the Delphi questionnaire before it is distributed to all subjects.   A review of initial comments may

prevent misunderstandings and misinterpretations from following the questionnaire throughout its administration.

7. When agreement is achieved on a goal, it should be deleted from the Delphi questionnaire (even following the first iteration) to shorten the questionnaire and to give respondents an opportunity to concentrate solely on issues rather than having to reconsider that on which agreement has already been achieved.

8. In Delphi studies oriented toward an organization composed of several organizations, the respondents should be reminded on each page of the Delphi questionnaire to think in terms of the larger organization rather than in terms of their individual situation.

Goal Statements

1. Based on the conclusions of the study, the decision-makers in the 23 Virginia community colleges should consider using those conclusions not as a guide but as a beginning point to developing a comprehensive plan for continuing education and community services. As a minimum, the plan should include (1) the mission of the college; (2) the mission of continuing education and community services; (3) the goals and objectives of continuing education and community services (two- and five-year); (4) the means by which the goals and objectives will be accomplished, i.e. programs, organizational structure, funding, etc.; and (5) a continuous provision for in-service training of faculty and administrators, needs assessment, goal setting, determination of objectives, program evaluation, and

evaluation of all personnel in moving the college toward the accomplishment of objectives, goals, and the mission of the college and that of the system.

2. Based on the results of the study, the decision-makers in the Virginia Community College System (central office) should view these results as the need to (1) obtain adequate funding for continuing education and community services; (2) develop policies which will foster the development of non-traditional as well as traditional continuing education and community services programs in the individual colleges; and (3) encourage and assist the individual colleges in developing comprehensive plans for their continuing education and community services programs.

Further Research

1. An immediate study should be made to determine the perceptions of community leaders, students, faculty, administrators, and board members toward continuing education and community services becoming involved in solving community-based, socio-economic problems.

2. A Delphi study should be made to determine the perceptions of citizens, community college administrators, and legislators to determine the feasibility of state funding for continuing education non-credit activities.

3. The individual community colleges should consider conducting a condensed version of this study to determine the perceptions of citizens, students, faculty, administrators, and board members toward continuing education and community services.

4. A study should be made as to why the administrators were generally ambivalent toward the more non-traditional types of continuing education and community services programs.

5. Alternative organizational structures for continuing education and community services programs in small, medium, and large community colleges should be examined.

6. A Delphi-type study to determine the alternative futures for continuing education and community services in the Virginia Community College System should be made within the next five years.

7. This study should <u>not</u> be replicated for another five years. It should be conducted then to determine whether or not continuing education and community services have been accorded full program status in the VCCS as determined by an examination of the managerial level of the administrator, the comprehensive nature of the programs being offered on individual college campuses and state-wide, the extent of financial support being given to the program, and the extent to which common vision, commitment to purpose, and involvement by all college personnel have become stereotyped among administrators of all levels.

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APPENDIX A

LETTER TO PANEL OF

DIRECTORS OF CONTINUING EDUCATION

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MEMORANDUM

TO: Dr. Fred Fralick, Central Virginia Community College
           Mr. Karl Bren, New River Community College
           Mr. Bill McCampbell, Northern Virginia Community College
           Mr. Dick Hansen, Thomas Nelson Community College

FROM: Max R. Glass

DATE: June 9, 1976

SUBJECT: Continuing Education/Community Services

I would like to thank each of you for agreeing to meet with me
to consider the goals and direction continuing education/community
services should take in the VCCS in the immediate future. Your
contribution to the research, I am sure, will prove to be highly
significant.

To minimize travel and for ease of location, Bill Williams at
Piedmont Virginia Community College in Charlottesville has arranged
for us to meet in their board room. Bill may sit in on the meeting,
also.

Wednesday, June 30, 1976, at 10:30 a.m. appears to be a good
time for us to meet. If any of you have problems with this time,
please let me know immediately.

To provide you with the necessary background information, a copy
of the research prospectus is enclosed. A draft copy of the Delphi
questionnaire is attached to the prospectus. Our task will be to
develop and obtain concurrence on each of the five goal areas
(mission, program, structure, activity, and financial) to be
included in the Delphi questionnaire.

Again, thanks for giving your valuable time to this important
project. Should there be any developments of interest to you prior
to our meeting, I will let you know. If you have questions about
the prospectus, call me at (804) 797-3553.

Looking forward to seeing each of you on June 30 at 10:30 a.m.
in Charlottesville.

MRG/jbd
Enclosures

cc   Mr. Bill Williams (w/enclosures)

APPENDIX B

LETTER TO RESPONDENTS

July 30, 1976

Dear

I would like to request your cooperation in conducting a modified Delphi study of continuing education and community services in the Virginia Community College System. Under the direction of Dr. Loyd Andrew at VPI & SU, the study is intended to help give further direction to continuing education and community services by determining the goal preferences of key personnel in the VCCS.

The study involves the use of the Delphi technique to obtain consensus of opinion on the goals for continuing education and community services among the presidents, provosts, deans of instruction or equivalent, and directors of continuing education. Three iterations of the Delphi questionnaire are planned. Because of the nature of the study, the questionnaire must necessarily be comprehensive. The format used, however, should permit its completion in approximately ten or fifteen minutes.

In giving their support to the study, the VCCS Council of Presidents strongly recommended that personnel from all 23 community colleges participate in the study . . . "because of its direct relevance to community college development."

Hopefully, you will participate in the three rounds of the Delphi process by completing and returning Delphi Questionnaires 1, 2, and 3. Delphi Questionnaire 1 is enclosed with this letter. Instructions for its completion precede the goal statements. Please notify me should your address change during the survey process.

Your support of the project is appreciated.

Sincerely,

Max R. Glass

MRG/dg

Enclosures

APPENDIX C

DELPHI QUESTIONNAIRE #1

CONTINUING EDUCATION/COMMUNITY SERVICES GOALS
FOR VIRGINIA'S COMMUNITY COLLEGES

DELPHI QUESTIONNAIRE #1

PART I

A.   In the space to the right, please give your
      name, title, and name of your community
      college. (Your responses will be treated   NAME: _____
      confidentially and will be revealed in group   (Last)   (First)   (Initial)
      data only.)

B.   Goal statements are being used in the study   TITLE: _____
      to give further direction to Continuing
      Education/Community Services (CE/CS) in the
      community college. Using the key to the   COLLEGE: _____
      right, circle the number that best represents
      your opinion on the goals listed in Part II.

C.   In responding to each goal statement, think
      in terms of what you perceive the goal
      "should be" rather than what "is." In
      giving your responses, do not think in terms   KEY
      of whether or not it is possible to achieve
      the goal on your campus or even within   1 = STRONGLY DISAGREE
      current VCCS policy.   2 = DISAGREE
                                                       3 = NEUTRAL
D.   So that a reasonable time period can be   4 = AGREE
      maintained between each of the three survey   5 = STRONGLY AGREE
      rounds, please complete and return the
      questionnaire in the stamped, self-addressed
      envelope provided within five (5) days.

PART II

A. MISSION GOALS

The CE/CS mission could include: (a) serving the educational, cultural, and recreational needs of the entire community, (b) utilizing college staff to assist in solving community-based contemporary socio-economic problems, (c) providing the community with leadership and coordination capabilities in community development, and (d) becoming a center of community life. (Harlacher, The Community Dimension of Community Colleges, 1969.)

Goal Statements	SD	D	Key N	A	SA	Comments
1. CE/CS should be a major function of the community college.	1	2	3	4	5	
2. Continuing Education should serve adults, primarily.	1	2	3	4	5	
3. Community Services may include programs to serve all age and income groups.	1	2	3	4	5	
4. CE/CS should include assisting the community in developing leadership and coordination capabilities.	1	2	3	4	5	
5. CE/CS should be oriented toward solving community-based, socio-economic problems.	1	2	3	4	5	
6. The service region of the college should be the CE/CS campus for credit as well as for non-credit activities.	1	2	3	4	5	

	Goal Statements	SD	D	Key N	A	SA	Comments
7.	CE/CS should be identified by one name, i.e. continuing education or community services. (If you agree or strongly agree, state your preference under "Comments.")	1	2	3	4	5	

B.   PROGRAM GOALS

The VCCS MBO plan states the following educational program goals: (a) to offer continuing education programs designed to provide educational opportunities for individuals who wish to continue and expand their learning experiences. Such programs may include credit and non-credit courses, seminars, or workshops; (b) to offer community services which shall provide cultural and educational opportunities which are in addition to other programs of the college. Where available, facilities and other resources may be provided to other educational institutions or other qualified organizations.

	Goal Statements	SD	D	Key N	A	SA	Comments
1.	Continuing Education should include on-campus credit offerings.	1	2	3	4	5	
2.	Continuing Education should include on-campus certificate, diploma, and associate degree programs.	1	2	3	4	5	
3.	Continuing Education should include off-campus credit offerings.	1	2	3	4	5	

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Goal Statements	SD	D	Key N	A	SA	Comments
4. Continuing Education should include off-campus certificate, diploma, and associate degree programs.	1	2	3	4	5	
5. Continuing Education should include non-traditional degree programs.	1	2	3	4	5	
6. Continuing Education should include credit courses conducted by television, radio, and newspapers.	1	2	3	4	5	
7. Continuing Education should include granting credit by examination for non-college learning experiences (CLEP and others).	1	2	3	4	5	
8. Continuing Education should include granting credit for foreign travel experiences.	1	2	3	4	5	
9. Continuing Education should include granting credit through independent study or correspondence courses.	1	2	3	4	5	
10. Continuing Education should include short courses, seminars, and workshops.	1	2	3	4	5	
11. Continuing Education should include offering c.e.u. programs for activities designed to aid in solving problems confronting the state and for occupational skills training.	1	2	3	4	5	

| | | Key | | | | | |
Goal Statements	SD	D	N	A	SA		Comments

12. Community Services should include the
    educational, cultural, and recreational
    activities of the college (art exhibits,
    campus tours, speakers' bureaus, community
    counseling, special projects, etc.). 1 2 3 4 5

13. Community Services should include making
    provisions for the community to use the
    physical services and facilities of the
    college. 1 2 3 4 5

14. Community Services should include making
    college facilities available for use by
    colleges and universities. 1 2 3 4 5

C. STRUCTURAL GOALS

"A variety of administrative organizational structures exist in the community college and these
structures appear to change frequently. Of thirteen organizational charts examined, at seven
colleges, the person responsible...(for CE/CS)...reports directly to the president of the
college or campus. In six of these seven cases, the administrator holds a line position in
the second level of administration. At three colleges, the person reports to the Dean of
Instruction or the equivalent, one reports to the Dean of the Evening College, and at two
colleges, no single person was responsible for the program." (Myran, Community Services in the
Community College, 1969.)

	Goal Statements	SD	D	Key N	A	SA	Comments
1.	CE/CS should be organized on the same level as academic divisions with the administrator reporting in a line position to the Dean of Instruction or equivalent.	1	2	3	4	5	
2.	CE/CS should be organized in a staff position with the administrator reporting to the Dean of Instruction or Provost.	1	2	3	4	5	
3.	CE/CS should be organized on the same level as a dean with the administrator having a budget and reporting to the head of the college or campus.	1	2	3	4	5	
4.	CE/CS should be organized in a staff or coordinating position with the administrator reporting to the head of the college or campus.	1	2	3	4	5	
5.	In multi-campus situations, the college should have a staff person who coordinates inter-campus CE/CS programs and who reports to the head of the college.	1	2	3	4	5	
6.	All CE/CS activities of the campus should be coordinated by the CE/CS administrator.	1	2	3	4	5	

Goal Statements	SD	D	Key N	A	SA	Comments
7. All units of the campus should be oriented toward providing support services for the CE/CS unit.	1	2	3	4	5	
8. Within the state, CE/CS should be organized as an association.	1	2	3	4	5	
9. Within the State Department of Community Colleges, CE/CS should be coordinated state-wide by a Director who reports to the Chancellor.	1	2	3	4	5	

D. ACTIVITY GOALS

"The comprehensive CE/CS model of the near future will likely include: community college resource institutes, community guidance centers, satellite learning centers, faculty renewal systems, community information systems, and knowledge-linkage systems." (Bushnell, Organizing for Change: New Priorities for Community Colleges, 1973.)

Goal Statements	SD	D	Key N	A	SA	Comments
1. CE/CS should develop Institutes of Resource Development to address specific and critical problems within the community.	1	2	3	4	5	
2. CE/CS should develop Community Counseling Centers to provide citizens of all age levels						

Goal Statements	SD	D	Key N	A	SA	Comments

with information relating to their
educational, cultural, and recreational
interests.

| | 1 | 2 | 3 | 4 | 5 | |

3. CE/CS should develop Life-Long Learning
Centers to diagnose learning skills and
problems and to provide individual tutoring,
audio-tutorial labs, remedial programs,
credit courses, independent study, seminars,
workshops, and related activities.

| | 1 | 2 | 3 | 4 | 5 | |

4. CE/CS should develop Satellite Learning
Centers to offer credit and non-credit
activities and be equipped with library,
educational media, guidance and discussion
centers to help college personnel and
citizens alike to remain abreast of current
and future developments, and to experiment
with new and innovative community-based
programs.

| | 1 | 2 | 3 | 4 | 5 | |

5. CE/CS should develop Community Information
Centers to identify, collect, process,
analyze, and disseminate information about
the community needed in decision-making within
the college and in the community.

| | 1 | 2 | 3 | 4 | 5 | |

6. CE/CS should develop Supportive Services Systems
to provide day care services and to assist in

Goal Statements	SD	D	Key N	A	SA	Comments
job placement, arranging for transportation, and meeting other needs of students.	'1	2	3	4	5	
7. CE/CS should develop <u>Organization Linkage Systems</u> which would coordinate community college resources with those of universities, government, and business and industry, to provide in-service, refresher, updating, and retraining for personnel in public and private organizations.	1	2	3	4	5	
8. CE/CS should develop <u>Community-Based Experimental Laboratories</u> to research and design innovative approaches to meeting the emerging needs of the community.	1	2	3	4	5	

E.   FUNDING GOALS

"Salaries for...(CE/CS)...professional and clerical staff, as well as various office costs, are usually funded within the general operating budget of the college. Tax support at the state level varies from state to state. In California, a community service tax makes it possible for the local community college district to levy a 5-cent tax override per $100 of assessed valuation. In Florida, state aid is provided for non-credit courses on a clock-hour basis. Ohio community colleges may include requests for funding of public service programs in their biannual budget to the Ohio Board of Regents." (Myran, <u>Community Services in the Community College</u>, 1969.)

	Goal Statements	SD	D	Key N	A	SA	Comments
1.	A periodic allocation of state funds should be made to CE/CS to assess the needs of the community.	1	2	3	4	5	
2.	Special revenues generated through CE/CS credit offerings should be budgeted to CE/CS for program growth and expansion.	1	2	3	4	5	
3.	The community college's local budget request to political subdivisions should include a significant request to support the college's CE/CS programs.	1	2	3	4	5	
4.	The community college's biennial budget request to the General Assembly should include a request to support non-credit activities.	1	2	3	4	5	
5.	Non-credit revenues generated through registration fees should be administered through the college's local budget.	1	2	3	4	5	
6.	Funds should be budgeted directly to CE/CS to support credit instructional activities.	1	2	3	4	5	
7.	CE/CS should be permitted to actively seek local financial support for special community projects.	1	2	3	4	5	

		Key				
Goal Statements	SD	D	N	A	SA	Comments
8. CE/CS credit activities should receive tax support but non-credit courses should be self-supporting in terms of direct costs as distinguished from professional and clerical salaries and office costs.	1	2	3	4	5	

APPENDIX D

DELPHI QUESTIONNAIRE #2

CONTINUING EDUCATION/COMMUNITY SERVICES GOALS
FOR VIRGINIA'S COMMUNITY COLLEGES

DELPHI QUESTIONNAIRE #2

A.   NAME: _____

                (Last)   (First)   (Initial)

     TITLE: _____

     COLLEGE: _____

B.   This is the second in the series of three Delphi questionnaires. The same goal statements posed in Delphi Questionnaire #1 are repeated below. For your information, the median and the interquartile range (IQR), as determined from the first survey round, are presented by responding groups. The IQR is the interval containing the middle fifty percent of the responses. (Provosts are included with Presidents in the responding groups.)

C.   Please reconsider your previous ratings (listed as "old" under the column headed "key") and change them if you wish by circling the appropriate number on the "new" scale. Whenever your present (new) rating is outside the IQR for all responses from the first survey round (denoted by the parentheses), briefly state the reason why you think the rating should be more or less than that given by the majority of the respondents. (No reason needs to be given when your rating is inside the IQR.) The median response for all respondents from the first survey round is denoted by the diagonal. The rating scale remains the same, i.e. 1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NEUTRAL, 4 = AGREE, 5 = STRONGLY AGREE.

D.   EXAMPLE:

Goal Statements		Key SD D N A SA	Reason Why Your Rating Is Below or Above the IQR
Continuing Education should serve adults, primarily.	Old	① 2 3 4 5	Should include youth as well.
	New	1 ② (3 ④ 5)	

The respondent's previous answer was 1 ("old" scale), indicating strong disagreement with the goal statement. After reconsidering, a rating of 2 ("new" scale) was given to the goal statement. Since the new rating was outside the IQR (indicated by the parentheses), the rating was justified by the statement, "Should include youth as well." The median response to the goal statement was 4 (indicated by the diagonal).

E. Again, in order to maintain a reasonable time period between each survey round, please complete and return the questionnaire in the stamped, self-addressed envelope provided within five (5) days. Thank you.

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
MISSION GOALS										
1. CE/CS should be a major function of the community college.	Pres.	5	5-5	Old	1	2	3	4	5	
	Deans	5	4-5	---------------------------						
	Dir.	5	5-5	New	1	2	3	4	(5̸)	
2. Continuing Education should serve adults, primarily.	Pres.	4	2-4	Old	1	2	3	4	5	
	Deans	4	4-4	---------------------------						
	Dir.	4	3-4	New	1	(2	3	4̸)	5	
3. Community Services may include programs to serve all age and income groups.	Pres.	5	5-5	Old	1	2	3	4	5	
	Deans	4	4-5	---------------------------						
	Dir.	5	4-5	New	1	2	3	(4	5̸)	

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Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
4. CE/CS should include assisting the community in developing leadership and coordination capabilities.	Pres.	4	4-5	Old	1	2	3	4	5	
	Deans	4	4-4	----------------------						
	Dir.	5	4-5	New	1	2	3	(4	5)	
5. CE/CS should be oriented toward solving community-based, socio-economic problems.	Pres.	4	3-4	Old	1	2	3	4	5	
	Deans	3	2-4	----------------------						
	Dir.	4	3-5	New	1	2	(3	4)	5	
6. The service region of the college should be the CE/CS campus for credit as well as for non-credit activities.	Pres.	5	5-5	Old	1	2	3	4	5	
	Deans	5	4-5	----------------------						
	Dir.	5	4-5	New	1	2	3	(4	5)	

7. CE/CS should be
identified by one name,
i.e. continuing education
or community services.
(If you agree or strongly
agree, state your
preference under the last
column to the right.)

PROGRAM GOALS

NOTE: Of 79 responses, 13 preferred continuing education, 11 preferred community services, four agreed but had no preference, 25 were neutral, and 25 disagreed or strongly disagreed. (One preferred community education.)

	Pres.	3	2-4	Old	1	2	3	4	5	
	Deans	3	2-5	----------------------						
	Dir.	3	2-4	New	1	(2	3	4)	5	

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
1. Continuing Education should include on-campus credit offerings.	Pres.	4	4-5	Old	1	2	3	4	5	
	Deans	4	4-5	----------------------						
	Dir.	5	4-5	New	1	2	3	(4	5̸)	
2. Continuing Education should include on-campus certificate, diploma, and associate degree programs.	Pres.	4	2-5	Old	1	2	3	4	5	
	Deans	4	2-5	----------------------						
	Dir.	5	2-5	New	1	(2	3	4̸	5)	
3. Continuing Education should include off-campus credit offerings.	Pres.	4	4-5	Old	1	2	3	4	5	
	Deans	4	4-5	----------------------						
	Dir.	5	4-5	New	1	2	3	(4	5̸)	
4. Continuing Education should include off-campus certificate, diploma, and associate degree programs.	Pres.	4	2-5	Old	1	2	3	4	5	
	Deans	4	2-5	----------------------						
	Dir.	5	3-5	New	1	2	(3	4̸	5)	
5. Continuing Education should include non-traditional degree programs.	Pres.	4	3-5	Old	1	2	3	4	5	
	Deans	4	2-5	----------------------						
	Dir.	4	4-5	New	1	2	(3	4̸	5)	

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
6. Continuing Education should include credit courses conducted by television, radio, and newspapers.	Pres.	4	4-5	Old	1	2	3	4	5	
	Deans	4	4-5							
	Dir.	4	4-5	New	1	2	3	(4	5)	
7. Continuing Education should include granting credit by examination for non-college learning experiences (CLEP and others).	Pres.	3	2-5	Old	1	2	3	4	5	
	Deans	4	2-4							
	Dir.	4	3-5	New	1	(2	3	4	5)	
8. Continuing Education should include granting credit for foreign travel experiences.	Pres.	4	2-4	Old	1	2	3	4	5	
	Deans	3	2-4							
	Dir.	3	2-4	New	1	(2	3	4)	5	
9. Continuing Education should include granting credit through independent study or correspondence courses.	Pres.	4	3-5	Old	1	2	3	4	5	
	Deans	4	2-4							
	Dir.	4	3-5	New	1	2	(3	4	5)	

Goal Statements	Response to 1st Questionnaire			Key					Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A SA	
10. Continuing Education should include short courses, seminars, and workshops.	Pres.	5	4-5	Old	1	2	3	4 5	
	Deans	5	4-5	----------------------					
	Dir.	5	5-5	New	1	2	3	(4 5̸)	
11. Continuing Education should include offering c.e.u. programs for activities designed to aid in solving problems confronting the state and for occupational skills training.	Pres.	5	4-5	Old	1	2	3	4 5	
	Deans	4	4-5	----------------------					
	Dir.	5	4-5	New	1	2	3	(4 5̸)	
12. Community Services should include the educational, cultural, and recreational activities of the college (art exhibits, campus tours, speakers' bureau, community counseling, special projects, etc.).	Pres.	5	4-5	Old	1	2	3	4 5	
	Deans	5	4-5	----------------------					
	Dir.	5	5-5	New	1	2	3	(4 5̸)	

Goal Statements	Response to 1st Questionnaire			Key		Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD D N A SA	
13. Community Services should include making provisions for the community to use the physical services and facilities of the college.	Pres. Deans Dir.	5 4 5	4-5 4-5 5-5		Old 1 2 3 4 5 ----------------------- New 1 2 3 (4 5̸)	
14. Community Services should include making college facilities available for use by colleges and universities.	Pres. Deans Dir.	4 4 5	4-5 4-5 4-5		Old 1 2 3 4 5 ----------------------- New 1 2 3 (4 5̸)	
STRUCTURAL GOALS						
1. CE/CS should be organized on the same level as academic divisions with the administrator reporting in a line position to the Dean of Instruction or equivalent.	Pres. Deans Dir.	4 4 2	4-5 4-5 1-5		Old 1 2 3 4 5 ----------------------- New 1 (2 3 4̸ 5)	

Delphi Questionnaire #2 (continued)

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
2. CE/CS should be organized in a staff position with the admini- strator reporting to the Dean of Instruction or Provost.	Pres. Deans Dir.	2 2 2	2-4 2-3 1-4	Old ------------------------ New	1 (1	2 ⱦ	3 3	4 4)	5 5	
3. CE/CS should be organized on the same level as a dean with the administrator having a budget and reporting to the head of the college or campus.	Pres. Deans Dir.	2 2 5	2-4 2-2 4-5	Old ---------------------- New	1 1	2 (2	3 ⱦ	4 4	5 5)	
4. CE/CS should be organized in a staff or coordinating position with the administrator reporting to the head of the college or campus.	Pres. Deans Dir.	2 2 3	2-3 1-2 1-4	Old ---------------------- New	1 (1	2 ⱦ	3 3)	4 4	5 5	
5. In multi-campus situations, the college should have a staff person who coordinates										

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
inter-campus CE/CS programs and who reports to the head of the college.	Pres.	3	2-4	Old	1	2	3	4	5	
	Deans	3	2-4	------------------------						
	Dir.	3	2-4	New	1	(2	3̸	4)	5	
6. All CE/CS activities of the campus should be coordinated by the CE/CS administrator.	Pres.	4	4-5	Old	1	2	3	4	5	
	Deans	4	2-4	------------------------						
	Dir.	5	4-5	New	1	2	3	(4̸	5)	
7. All units of the campus should be oriented toward providing support services for the CE/CS unit.	Pres.	4	4-5	Old	1	2	3	4	5	
	Deans	4	4-5	------------------------						
	Dir.	5	4-5	New	1	2	3	(4̸	5)	
8. Within the state, CE/CS should be organized as an association.	Pres.	3	3-4	Old	1	2	3	4	5	
	Deans	3	3-3	------------------------						
	Dir.	5	4-5	New	1	2	(3̸	4)	5	
9. Within the State Dept. of Community Colleges, CE/CS should be coordinated state-wide by a Director who reports to the Chancellor.	Pres.	2	1-3	Old	1	2	3	4	5	
	Deans	3	2-4	------------------------						
	Dir.	4	2-5	New	1	(2	3̸	4)	5	

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
ACTIVITY GOALS										
1. CE/CS should develop Institutes of Resource Development to address specific and critical problems within the community.	Pres.	4	3-4	Old	1	2	3	4	5	
	Deans	4	3-4							
	Dir.	4	3-4	New	1	2	(3	4̸)	5	
2. CE/CS should develop Community Counseling Centers to provide citizens of all age levels with information relating to their educational, cultural, and recreational interests.	Pres.	3	2-4	Old	1	2	3	4	5	
	Deans	4	2-4							
	Dir.	4	3-5	New	1	2	(3	4̸)	5	
3. CE/CS should develop Life-Long Learning Centers to diagnose learning skills and problems and to provide individual tutoring, audio-tutorial labs, remedial programs, credit courses,										

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
independent study, seminars, workshops, and related activities.	Pres.	4	2-4	Old	1	2	3	4	5	
	Deans	4	3-4	------------------------						
	Dir.	4	4-5	New		1	2	(3	4̸ 5)	
4. CE/CS should develop Satellite Learning Centers to offer credit and non-credit activities and be equipped with library, educational media, guidance and discussion centers to help college personnel and citizens alike to remain abreast of current and future developments, and to experiment with new and innovative community-based programs.	Pres.	4	2-5	Old	1	2	3	4	5	
	Deans	4	4-5	------------------------						
	Dir.	4	4-5	New		1	2	(3	4̸ 5)	
5. CE/CS should develop Community Information Centers to identify, collect, process, analyze, and disseminate information about the community needed in decision-making within the college and in the community.	Pres.	4	3-4	Old	1	2	3	4	5	
	Deans	4	3-4	------------------------						
	Dir.	4	3-5	New		1	2	(3	4̸) 5	

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
6. CE/CS should develop Supportive Services Systems to provide day care services and to assist in job placement, arranging for transportation, and meeting other needs of students.	Pres. Deans Dir.	3 3 3.	2-4 2-4 2-4	Old New	1 1	2 (2	3 ʒ̷	4 4)	5 5	
7. CE/CS should develop Organization Linkage Systems which would coordinate community college resources with those of universities, government, and business and industry to provide in-service, refresher, updating, and retraining for personnel in public and private organizations.	Pres. Deans Dir.	4 4 4	4-4 4-5 4-5	Old New	1 1	2 2	3 3	4 (4̷	5 5)	
8. CE/CS should develop Community-Based Experimental Laboratories to research and design innovative approaches to meeting the emerging needs of the community.	Pres. Deans Dir.	3 4 4	3-4 3-4 3-4	Old New	1 1	2 2	3 (3	4 4̷)	5 5	

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Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
FUNDING GOALS										
1. A periodic allocation of state funds should be made to CE/CS to assess the needs of the community.	Pres. Deans Dir.	4 4 5	4-5 4-5 4-5	Old ------------------------ New	1 1	2 2	3 3	4 (4	5 5)	
2. Special revenues generated through CE/CS credit offerings should be budgeted to CE/CS for program growth and expansion.	Pres. Deans Dir.	4 4 5	4-5 3-5 4-5	Old ------------------------ New	1 1	2 2	3 3	4 (4	5 5)	
3. The community college's local budget request to political subdivisions should include a significant request to support the college's CE/CS programs.	Pres. Deans Dir.	4 4 5	3-4 4-5 4-5	Old ------------------------ New	1 1	2 2	3 3	4 (4	5 5)	
4. The community college's biennial budget request to the General Assembly should include a request to support non-credit activities.	Pres. Deans Dir.	4 4 5	4-5 4-5 4-5	Old ------------------------ New	1 1	2 2	3 3	4 (4	5 5)	

Goal Statements	Response to 1st Questionnaire			Key						Reason Why Your Rating is Below Or Above the IQR
	Group	Median	IQR		SD	D	N	A	SA	
5. Non-credit revenues generated through registration fees should be administered through the college's local budget.	Pres.	5	4-5	Old	1	2	3	4	5	
	Deans	4	4-5	----------------------						
	Dir.	5	5-5	New	1	2	3	(4	5̸)	
6. Funds should be budgeted directly to CE/CS to support credit instructional activities.	Pres.	4	2-5	Old	1	2	3	4	5	
	Deans	4	2-5	----------------------						
	Dir.	5	3-5	New	1	2	(3	4̸	5)	
7. CE/CS should be permitted to actively seek local financial support for special community projects.	Pres.	3	3-5	Old	1	2	3	4	5	
	Deans	4	3-5	----------------------						
	Dir.	4	3-5	New	1	2	(3	4̸	5)	
8. CE/CS credit activities should receive tax support but non-credit courses should be self-supporting in terms of direct costs as distinguished from professional and clerical salaries and office costs.	Pres.	2	2-4	Old	1	2	3	4	5	
	Deans	4	2-4	----------------------						
	Dir.	3	1-5	New	1	(2	3̸	4)	5	

APPENDIX E

DELPHI QUESTIONNAIRE #3

CONTINUING EDUCATION/COMMUNITY SERVICES GOALS FOR VIRGINIA'S COMMUNITY COLLEGES

DELPHI QUESTIONNAIRE #3

A. NAME: _____
                 (Last)   (First)   (Initial)

    TITLE: _____

    COLLEGE: _____

B. <u>Some</u> of the same familiar goal statements from Delphi Questionnaires 1 and 2 are presented below, together with the median and interquartile ranges (IQR's) as determined from Delphi Questionnaire #2. Also included are some brief arguments as to why the ratings should be higher or lower than those within the IQR.

C. Please reconsider your estimates (shown on the Q1 and Q2 rating scales) and change them if you wish by circling your final preference on the Q3 rating scale. (If there is no change from your last rating, please circle the appropriate number on the Q3 rating scale to indicate such.) The rating scale key is as before: SD = STRONGLY DISAGREE, D = DISAGREE, N = NEUTRAL, A = AGREE, and SA = STRONGLY AGREE.

D. If your final answer lies outside the IQR for all respondents (indicated by the parentheses on the final rating scale), briefly state in the last column why you think that the argument(s) given in favor of a rating on the opposite side of the IQR from your own rating is unacceptable. That is, if your rating is high, refute the argument(s) for a low rating; if your rating is low, refute the argument(s) for a high rating.

E. As before, please complete and return the questionnaire in the stamped, self-addressed envelope provided within five (5) days. Thank you.

Goal Statements	Response to 2nd Questionnaire			Arguments In Favor of A Lower Score	Arguments In Favor of A Higher Score	Key	Your Critique Of Arguments Unacceptable to You
	Group	Median	IQR			SD D N A SA	
MISSION GOALS							
2. Continuing Education should serve adults, primarily.	Pres.	4	2-4	Should serve everyone.	Should serve adults only.	Q1 1 2 3 4 5	
	Deans	4	4-4			----------------------	
	Dir.	4	3-4			Q2 1 2 3 4 5	

						Q3 1 (2 3 4) 5	

Goal Statements	Response to 2nd Questionnaire			Arguments In Favor of A Lower Score	Arguments In Favor of A Higher Score	Key	Your Critique Of Arguments Unacceptable to You
	Group	Median	IQR			SD D N A SA	
5. CE/CS should be oriented toward solving community-based, socio-economic problems.	Pres. Deans Dir.	3 3 4	3-4 3-4 4-4	Should be left to other agencies.	Improves quality of life.	Q1 1 2 3 4 5 -------------------- Q2 1 2 3 4 5 -------------------- Q3 1 2 (3 4̸) 5	
7. CE/CS should be identified by one name, i.e. continuing education or community services. If you agree or strongly agree, state your preference under the last column to the right.	Pres. Deans Dir.	3 3 3	2-4 3-5 2-4	Two separate but related missions.	Missions too closely related to justify separate programs.	Q1 1 2 3 4 5 -------------------- Q2 1 2 3 4 5 -------------------- Q3 1 (2 3̸ 4) 5	
PROGRAM GOALS							
2. Continuing Education should include on-campus certificate, diploma, and associate degree programs.	Pres. Deans Dir.	4 4 4	2-5 2-5 3-5	Should be coordinated with academic divisions.	Many community needs are degree oriented.	Q1 1 2 3 4 5 -------------------- Q2 1 2 3 4 5 -------------------- Q3 1 (2 3 4̸ 5)	
4. Continuing Education should include off-campus certificate, diploma, and associate degree programs.	Pres. Deans Dir.	4 4 4	2-5 2-5 3-5		Some needs can be met only or best off-campus.	Q1 1 2 3 4 5 -------------------- Q2 1 2 3 4 5 -------------------- Q3 1 2 (3 4̸ 5)	
5. Continuing Education should include non-traditional degree programs.	Pres. Deans Dir.	4 4 4	3-5 2-5 4-5		Good "pioneering" project.	Q1 1 2 3 4 5 -------------------- Q2 1 2 3 4 5 -------------------- Q3 1 2 (3 4̸ 5)	

Goal Statements	Response to 2nd Questionnaire			Arguments In Favor of A Lower Score	Arguments In Favor of A Higher Score	Key	Your Critique Of Arguments Unacceptable to You
	Group	Median	IQR			SD D N A SA	
7. Continuing Education should include granting credit by examination for non-college learning experiences (CLEP and others).	Pres. Deans Dir.	3 3 4	2-4 2-4 3-5	Equivalency information is inadequate.	Many adults have had extensive "informal" educational experiences.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 (2 3 4) 5	
8. Continuing Education should include granting credit for foreign travel experiences.	Pres. Deans Dir.	3 2 3	2-4 2-4 2-3	Should be low priority because of needs of basic programs.	So long as course objectives are achieved.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 (2 3 4) 5	
9. Continuing Education should include granting credit through independent study or correspondence courses. STRUCTURAL GOALS	Pres. Deans Dir.	4 4 4	3-5 2-4 3-5		Only way some can continue their education.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 2 (3 4 5)	
1. CE/CS should be organized on the same level as academic divisions with the administrator reporting in a line position to the Dean of Instruction or equivalent.	Pres. Deans Dir.	4 5 3	4-5 4-5 1-5		Less potential conflict with academic divisions.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 2 (3 4 5)	
2. CE/CS should be organized in a staff position with the administrator reporting to the Dean of Instruction or Provost.	Pres. Deans Dir.	2 2 2	2-3 1-2 1-4	Authority not commensurate with responsibility.		Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 (1 2 3) 4 5	

Goal Statements	Response to 2nd Questionnaire			Arguments In Favor of A Lower Score	Arguments In Favor of A Higher Score	Key					Your Critique Of Arguments Unacceptable to You
	Group	Median	IQR			SD	D	N	A	SA	
3. CE/CS should be organized on the same level as a dean with the administrator having a budget and reporting to the head of the college or campus.	Pres. Deans Dir.	2 2 5	2-4 2-3 4-5	Could result in competitive situations with academic program.	Could better realize the potential of CE/CS.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 (2 ƒ 4 5)					
4. CE/CS should be organized in a staff or coordinating position with the administrator reporting to the head of the college or campus.	Pres. Deans Dir.	2 2 2	1-3 1-2 1-4	Difficult to coordinate programs with needs.		Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 (1 ƶ 3) 4 5					
5. In multi-campus situations, the college should have a staff person who coordinates inter-campus CE/CS programs and who reports to the head of the college.	Pres. Deans Dir.	3 3 3	2-3 2-3 2-4	Can be accomplished informally.	Resources from all campuses can be brought to bear on problems common to all campuses.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 (2 ƶ) 4 5					
8. Within the state, CE/CS should be organized as an association.	Pres. Deans Dir.	3 3 4	3-4 3-3 4-5	Should meet on a regional basis.	Administrators need to meet as a group to share information.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 2 (ƶ 4) 5					
9. Within the State Dept. of Community Colleges, CE/CS should be coordinated state-wide by a Director who reports to the Chancellor.	Pres. Deans Dir.	2 3 3	1-3 2-3 2-5	Differences in service regions would negate advantages of state-wide coordination.	Would give system-wide priority to CE/CS.	Q1 1 2 3 4 5 ------------------- Q2 1 2 3 4 5 ------------------- Q3 1 (2 ƶ 4) 5					

CONTINUING EDUCATION AND COMMUNITY SERVICES GOALS

FOR VIRGINIA'S COMMUNITY COLLEGES:

A MODIFIED DELPHI STUDY

by

Max R. Glass

(ABSTRACT)

1. Purpose of the Study. The primary purpose of this study was
to determine if agreement on the goals of continuing education and
community services could be arrived at among Virginia Community
College System presidents, provosts, deans of instruction, and
directors of continuing education by using the Delphi technique.
Ambiguity existing on the goals and further testing of the hypothesis
(Weaver's) that the Delphi technique can be used to shape judgment
were of interest.

2. Methods and Procedures. The literature and "panels of
experts" were used to develop a Delphi-type questionnaire which was
administered through three rounds to the 23 presidents, 11 provosts,
22 deans of instruction, and 29 directors of continuing education
in the Virginia Community College System. Respondents were instructed
to rate each of the 46 goal statements in accordance with a five-
point scale ranging from "strongly disagree" to "strongly agree."
Controlled "feedback" included the interquartile range and median
for all respondents and groups of respondents by goal statement and

arguments in favor of higher and lower preference ratings. The

consensus rate was used as the basis for making comparisons between

and within groups of respondents.

3. Conclusions. The presidents and provosts, deans of

instruction, and directors of continuing education held different

perceptions toward a majority (56 percent) of the goal statements.

Disagreement on the goals, in many instances, was as prevalent within

groups as it was between. The presidents, provosts, and deans of

instruction perceived the role of the programs to be more narrow than

the directors of continuing education. Continuing education and

community services were perceived by all administrators as being two

separate, definable, but interrelated programs with continuing

education being primarily credit and c.e.u. oriented and with

community services being non-credit, non-c.e.u. oriented. In general,

the administrators appeared to be traditionally oriented; i.e. they

did not perceive the more non-traditional programs (non-traditional

degrees, CLEP, community counseling centers, etc.) as being a major

thrust of continuing education and community services. The

directors of continuing education perceived the programs being

administered by a first-level manager (dean); the presidents,

provosts, and deans of instruction preferred a second-level manager.

The administrators perceived all continuing education and community

services activities of the campus being administered by the same

administrator with all other units of the campus providing support

services to that administrative unit. Collectively, the

administrators viewed the programs being funded by a combination of tuition, registration fees, and local and state tax dollars. (State support of continuing education and community services is presently not feasible under Virginia law.) Major unresolved issues were: (1) should continuing education and community services become involved in solving community problems, (2) should they include offering off-campus degree programs, (3) should they be more non-traditionally oriented, (4) should they be managed by a first- or second-level manager, and (5) should they receive support through state tax dollars. The Delphi technique was practically ineffective in shaping the judgments of the administrators.