

TIME ON TASK AND PRIORITY SETTING FOR CONTINUING
EDUCATION ADMINISTRATORS IN MARYLAND COMMUNITY COLLEGES

by

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(ABSTRACT)

The purpose of this study was to examine time on tasks and priority setting for Maryland community college continuing education administrators. The Delphi technique was used to compile a list of 75 tasks. A combination of survey research, card sort, face-to-face interviews, and on-site data collection was used to gather the data. Data were collected on the performance or delegation of the tasks and amount of time spent on them. The subjects reported spending the most time (456.44 hours per year) on supervising and providing leadership to all continuing education staff. The least amount of time (1.13 hours per year) was reported on guiding instructors' orders of textbooks. The researcher concluded from the data that most of the subjects did not have to concern themselves with routine tasks as they had sufficient staff to delegate those tasks to.

The investigator developed a demographic survey and found the average continuing education administrator in

Maryland to be Caucasian, 43 years old, and holding a master's degree. Fifty percent of the sample were female.

The variables from the demographic survey were crosstabulated and correlated with time on tasks. A correlation coefficient of .59, $t = 2.733$, $p. < .01$, was found between time on tasks and the number of noncredit FTEs produced by the institution. The correlation coefficient for time on tasks and size of college was .62, $t = 2.956$, $p. < .01$. The generation of FTEs at the possible expense of quality was an issue of great concern to the Maryland continuing education administrators. Study findings showed that in setting priorities, small- and medium-sized institutions considered the same factors influential, but that large colleges perceived a different set of factors as being significant.

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CHAPTER I

Introduction

As one of the primary providers of educational services to adults, the community college has a rich history of continuing education. Intrinsic in the definition of community college is the concept of meeting the educational needs of the community, but, more important, inclusion of the community in the educational and program decision-making of the college. As Harlacher (1969) stated:

The community college is a community-centered institution with the primary purpose of providing service to the people of its community. Its offerings and programs are planned to meet the needs of the community and are developed with the active participation of citizens. (p. 8)

This one specific element in the mission of the community college, the active participation of citizens in decisions concerning program offerings, is what sets it apart from other segments of higher education. There is no other area of higher education where intense community involvement is not only welcome, but expected.

Within the mission of the community college is the mandate to provide services to adults through adult and continuing education and community services. Proponents of

continuing education and community services feel that this particular function is essential to fulfilling the mission. They see community services as the base or hub around which the other educational services in the community can revolve. Gleazer (1980) wrote that "the community college is uniquely qualified to become the nexus of a community learning system, relating organizations with educational functions into a complex sufficient to respond to the population's learning needs" (p. 10). Community colleges could, according to Gleazer, become the hub to all organizations in the community learning wheel. Unlike the staff and students of many four-year colleges and universities, community college staff and students are usually residents of the local community. This localism is one of the unique elements in the community college's role as the nexus and is probably the key to its success in providing educational services that are community-oriented.

Myran (1969) conducted a historical study of adult and continuing education finding that since the 1940s, community services has found a "responsive new clientele" interested in a nontraditional academic experience not tied to credits, grades, semesters or quarters. Harlacher and Gollattscheck (1978) suggested that the college be a "vital participant in the total renewal process of the community . . . dedicated

to the continual growth and development of its citizens and its social institutions" (p. 7).

Few societal institutions are as responsive to change as the community college. Reflecting changes in larger society, concepts of education and learning are socially based. This is more apparent from a historical perspective, tracing educational developments of free and compulsory schooling and changes in the philosophy of education practice. From a historical vantage point, trends and events can be identified that represent the development of new ideas and values. These ideas and values evolve into educational practice and institutional structures (Long, 1983).

Even though the Lifelong Learning Act (Title B of the 1976 Higher Education Amendments) was passed by Congress in 1976, very little money was actually appropriated. During the 1980s, the federal role in lifelong learning has been inconsequential due to inflation, budget constraints and policies of the Reagan administration (Cross & McCartan, 1984). Despite the lack of federal support, adult education has grown. According to the Center for Education Statistics, 43 million adult education courses were taken by 23 million adults between May, 1983 and May, 1984. The number of adults participating in adult education has increased by 10 million or 79% since 1969 (Hill, 1984). Cross and McCartan cited the following reasons for the increase:

1. The demographic shift to an older population is placing the baby boom in the age of greatest learning activity.
2. The knowledge explosion is creating new information so rapidly that job skills and knowledge are becoming obsolete in even shorter periods of time.
3. Training and education programs in business and industry are growing rapidly.
4. Social movements for equal opportunities in work and education are increasing the need, the motivation, and opportunities of further education for women, minorities, and the handicapped.
5. The educational attainment of the populace is rising and with it the demand for lifelong learning.
6. Adult education is growing more rapidly among the elderly (1984, pp. 6-7).

As one of the primary providers of adult and continuing education, the community college has always been unique. Today, the community college population is made up of individuals who just a few short years ago were considered nontraditional and within the purview of community services and continuing education (Atwell, Vaughan & Sullins, 1982).

These groups include (a) part-time evening students of traditional age and adults; (b) older women and minorities; (c) employees of business and industry; and (d) the handicapped, disadvantaged, and dislocated workers. Many of the activities once considered "community services, continuing education, or community education" are now incorporated into the community college mission as part of the credit program. Nevertheless, noncredit, continuing education programs continue to grow in many parts of the country. In Maryland, noncredit programs comprised 10% of the full-time equivalencies (FTEs) funded by the State Board for Community Colleges in fiscal year (FY) '76. By FY '87 these programs had grown and accounted for 29% of the FTEs (Maryland State Board for Community Colleges, 1988).

Although part-time evening students are involved in credit courses, they also enroll in noncredit courses, at times registering for both during an academic semester or quarter. Noncredit programs seem to have a special appeal to women and minorities, often serving as the first step to an academic career. Many times it makes more sense to offer business and industry training through the noncredit arm of the college, as the training required is specific to a business or industry and may not truly warrant academic credit. When developing programs for special populations--handicapped, disadvantaged and dislocated

workers--noncredit courses offer an option that may better meet the clients' needs.

It is commonplace for the continuing education administrator at the community college to have ultimate responsibility of noncredit programming. This "fast-start/quick-change" area of higher education is essential to the scope and mission of most community colleges, as well as four-year colleges and universities (Springfield & Hoffman, 1984). Although this function is vital to the mission of the college and involves great responsibility, the administrators of these programs have been overlooked in the literature and represent fertile material for research.

The present study was an expansion of the methods used by Griggs (1987) in his dissertation study, A Study of the Relationship Between Time and Task Priority for Continuing Education Administrators in Private Liberal Arts Colleges. It was the intention of the researcher to gather descriptive data on continuing education administrators working in community colleges. Data were collected and analyzed in relation to tasks, time on those tasks, and priority given them.

Griggs (1987) focused primarily on task identification and time on task with minimal emphasis on priority. He found that his study subjects spent the greatest amount of time on

preparing reports and other written communications. The tasks rated as having the highest priority was "developing publicity and public relations campaigns." Although task identification and time on task continued to be of interest in this study, an additional focus of the study was on the process of prioritizing tasks.

Statement of the Problem

Data on community college continuing education programs in the state of Maryland show that although enrollments in credit courses are declining on average, registrations in noncredit courses are growing. Noncredit, continuing education programs are responsible for an increasing proportion of FTEs in the Maryland community college system. The state is increasing allocations of financial resources in this area of postsecondary education. With the increase in enrollment and a larger allocation of resources, it might be assumed that there is an expansion of duties and a larger variation of tasks performed by continuing education administrators. How do continuing education administrators allocate the time in their work day to accomplish the various tasks involved in administering their programs? How do administrators prioritize tasks? What process do continuing education administrators use when prioritizing tasks? Because of the expansion of continuing education programs,

there would seem to be a need for administrators to manage their time more efficiently and to delegate more of the tasks included in their workload.

This research identified tasks that continuing education administrators are responsible for and that they perform. Estimates of the amount of time devoted to those tasks were also a part of this study. Another focus of the research was on the process of prioritizing tasks. Instruments were developed to measure the estimated amount of time continuing education administrators spend on certain tasks and how they prioritize them.

Purpose of the Study

The purpose of this study was to:

1. Determine the tasks for which continuing education administrators are responsible in community colleges, as reported by the subjects.
2. Estimate the amount of time spent of these tasks, as reported by the subjects.
3. Determine the relationship between certain demographic variables and time on task.
4. Explore and synthesize the process that continuing education administrators use to prioritize tasks.

Research Questions

1. What tasks do continuing education administrators report responsibility for in Maryland community colleges?
2. What is the estimated time spent on each task reported by continuing education administrators?
3. How do selected variables, such as age, years of experience, and educational attainment, relate to time on task?
4. What is the process that continuing education administrators use to prioritize these tasks?

Delimitations of the Study

The focus of this study was on continuing education administrators in Maryland community colleges. The funding formula in Maryland includes a substantial allocation of state funds to noncredit activities. The state of Maryland reimburses community colleges on a full-time equivalency (FTE) basis. One FTE is equal to 30 credits or 450 contact hours of instruction. Noncredit courses are reimbursed by the state on a per contact hour basis. For example, ten people enrolled in a 45-hour noncredit course (10 people x 45 hours = 450) would equal one FTE. Just as two credit students enrolled in 15 (semester) credits each would equal one FTE. Generalizations of the findings in this study may not be valid in states where noncredit courses are not funded in this manner.

It was the intent of the researcher to explore time on task as reported by each subject. The information that was gathered in relation to time on task and priority setting were estimations as reported by the subjects themselves. It is important for the reader to remember that this was self-report data, and the objectivity of that data cannot be taken for granted.

No attempt was made by the researcher to conduct a normative study. The researcher was interested in learning what currently exists, not what should exist. This study specifically researched administrators and not programs. The researcher had no intention of correlating successful programs with activities or tasks.

Significance of the Study

Demographics illustrate dramatically that our country is becoming a nation of adults. By the year 2000, the U.S. population will be dominated by individuals 30 to 44 years old, and closely following in numbers are the 45- to 64-years olds (Cross, 1981). More and more of these adults are involved in continuing education because of work transitions and self-interest. Continuing education is a new national pastime. As continuing education programs grow, it would seem that the individuals responsible for administering these

programs might have more power and authority over a larger segment of postsecondary education.

This study was specifically focused on continuing education administrators working in public community colleges. Although the community college movement has been in existence for several decades, few research studies have been conducted on topics related to continuing education. No studies were found by the researcher that address time allotted to tasks and priority setting by continuing education administrators in public, community colleges.

Concentrating on identification of tasks and time dedicated to those tasks provided a better understanding of what the job of the continuing education administrator entails. The information gathered on priority setting provided a useful beginning in developing a data base related to task management at public postsecondary institutions. From the information collected on tasks and priority setting, self-report data were presented concerning the proportion of time devoted to various tasks and the importance or priority given to those tasks.

The findings of this study may be of interest to continuing education administrators across the country in comparing how they spend their time and how they prioritize tasks. Another group that may find this study useful are those individuals responsible for hiring continuing education

administrators. The data presented here can be extrapolated and generalizations might be made as to what abilities and skills a continuing education administrator needs to perform his or her job well. Finally, the information gathered in this study may be applicable to trainers and educators of continuing education administrators in assisting them to focus more clearly on specific tasks to be performed and skills and abilities needed for those tasks.

The data gathered in this study contributed to the educational knowledge base in the following manner:

1. Contribution to the literature concerning community college, continuing education administrators;
2. Identification of administrative tasks and an estimation of the time spent on tasks by community college, continuing education administrators;
3. Delineation of the process that continuing education administrators use to prioritize administrative tasks, and
4. Description of baseline data that may provide an impetus for further study.

Definition of Terms

When writing about any subject dealing with adult learning, the terms and definitions often obscure even the best intentions. For the purposes of the introduction to

this study, the terms "adult and continuing education" were used in a generic manner. For further clarification in the body of the study, definitions of terms are listed below.

1. Adult: "persons 17 years of age or older" (Cross & McCartan, 1984, p. 5).
2. Adult education: "All courses and organized educational activities excluding those taken by full-time students in programs leading to a high school diploma or an academic degree. It also excludes courses taken as a part of occupational training lasting six months or more" (Cross & McCartan, 1984, p. 5).
3. Continuing education: Implies that the adult learner is pursuing education beyond the point where he or she left formal schooling, thus underscoring the ideal of continuous learning throughout the lifespan (Darkenwald & Merriam, 1982).
4. Continuing education administrator: The individual assigned to performing continuing education leadership tasks at community colleges. Some titles include dean, associate or assistant dean, director, and coordinator of continuing education (Griggs, 1987).

5. Continuing education courses funded by the Maryland State Board for Community Colleges (1985):
"Regularly scheduled community college courses offered not for academic credit but designed to meet the needs of part-time and returning students. . . . Those noncredit adult education courses that have been evaluated and approved by the SBCC and offered to satisfy the vocational development, professional development, and self-development needs of part-time and returning students" (p. 3).
6. Delegated tasks: Tasks for which the administrator of the continuing education program is responsible but are delegated to another staff member.
7. Priority: "Precedence in time, order, importance, etc." (Guralnik, 1968, p. 1131).
8. Process: "A particular method of doing something, generally involving a number of steps" (Guralnik, 1968, p. 1133).
9. Returning students: Those individuals who participate in adult education activities and are no longer involved in regular secondary school activities.
10. Tasks: Those activities performed by administrators to complete their jobs. These

include administrative, management, and leadership activities.

11. Time: Measured in hours and/or minutes for each task.

CHAPTER II

Review of the Literature

To provide a strong research base, it is important to see how others have approached the problem. Research findings, insights, and views have been extrapolated from the literature and organized into the following categories:

1. Overview of the duties and tasks performed by continuing education administrators.
2. Studies of educational administration.
3. Research studies directly related to the research methods.

This review of the literature included a search for and an examination of published articles, books, periodicals, and reports. Unpublished dissertations and papers were used as well and have been documented as such in the references.

Overview of the Continuing Education-Related Duties and Tasks

When discussing "continuing education," it is important to establish some parameters around the concept.

Gollattscheck (1983) identified "continuing education or community service programs consisting of credit and noncredit courses and activities" as one of "three established programmatic functions accepted by most community colleges" (p. 5). In 1960, Thornton wrote that the community services

function was the most recently developed, and that whether a junior college could truly be considered a "community college" could be determined by the adequacy of community services. He also believed that the community services provided by the college determined "the extent of community understanding and support of the several functions of the college" (p. 66).

Although Thornton wrote about the community services function as being a recent development in 1960, community services and continuing education (CS/CE) were a part of the community college model shortly after World War II ended (Cohen & Brawer, 1982). Bogue (1950) summarized his thoughts about the development of community colleges.

The community college is in a strategic position from the standpoint of its basic philosophy, its relation to the community, its facilities either actual or potential, and by clear responsibility to provide for adult education on a far more progressive and inclusive scale than is the case at the present time. (p. 229)

Myran (1969) proposed that community services would normally meet those needs not met by formal collegiate degree or certificate programs (p. 113). In their study of community services, Atwell, Vaughan, and Sullins (1982) came to the conclusion that "each system of community colleges, while

drawing on the many elements common to community services nationally, should decide for itself what constitutes community services" (p. 15).

Maryland Community Colleges

Continuing education administrators currently working in the Maryland community college system were the focus of this research study. Maryland community colleges are unusual because noncredit, continuing education courses are funded at approximately the same rate as the credit programs by the Maryland State Board for Community Colleges. The first community college in Maryland to open its doors was Hagerstown Junior College in 1947. In the early days, most community colleges in Maryland used temporary facilities. The first permanent campus designed specifically for a community college was occupied in 1964 (Otto, 1973). In January 1972, the Maryland SBCC "approved a resolution supporting and encouraging the State's community colleges in the development and expansion of their continuing education programs" (Maryland State Board for Community Colleges [SBCC], 1985, p. 4). SBCC guidelines issued in August 1972 for state support of community services currently form the basis for today's criteria of continuing education courses:

1. The exclusion of recreational or avocational courses from the funding formula;

2. The basis of 15 contact hours to a credit for the purpose of generating an equated FTE;
3. The concept that no course will be funded unless it is provided for students 16 years or age and older;
4. The concept that no course will be funded from more than one public agency; and
5. The submission to the State Board for Community Colleges of all coursework in the noncredit area for State funding consideration. (p. 4)

The CS/CE function has grown rapidly in Maryland. "In the 1970-1971 academic year, 14 community colleges offered 810 continuing education/community service courses to 19,578 Maryland residents" (Maryland SBCC, 1985, p. 4). During the fiscal year 1987, 17 colleges offered 10,796 state-approved continuing education courses to 292,090 Maryland registrants. An essential part of Maryland's community college system, continuing education represented 29% of the state support provided in 1987 to community colleges (Maryland SBCC, 1988). Much of the job retraining in the state is offered through the continuing education arm of Maryland community colleges. All of the community colleges work with their community businesses, industries, and governments in local economic development efforts (Maryland SBCC, 1985).

Although the state of Maryland appears to be supportive of higher education, Maryland provides less than the national

median contribution to higher education, ranking 37th in appropriations per \$1,000 of personal income and 29th in dollars appropriated per capita provided to all higher education. State aid is allocated on a per student formula based on a percentage contribution from the state, local subdivisions, and the students. A goal of 50-28-22 percent distribution from the State, subdivision, and students, respectively, is set by law. There is a maximum amount per full-time equivalent (FTE) students established by the state. That goal is not attained at most colleges. The state legislature places a ceiling on the amount of FTEs that will be funded each fiscal year. This results in a somewhat different configuration of funding contributions than is mandated by the state statute, mentioned above. Current calculations estimate the state contribution at 32%, the student contribution at 29%, and the local contribution at approximately 35%. Four percent of the costs are picked up by state grants and other sources of income (Maryland SBCC, 1986).

Related Studies

The present study was conducted on Maryland continuing education administrators in community colleges. The purpose of the study was to define their tasks and to estimate the amount of time spent on those tasks. An assessment of how

continuing education administrators prioritize their tasks was also a part of this study. This research was an expansion of the methods used by Griggs (1987) in his dissertation study, A Study of the Relationship Between Time and Task Priority for Continuing Education Administrators in Private Liberal Arts Colleges.

Comparing the Griggs Study with the Present Study

In contrast with the present study, the Griggs (1987) study was conducted on a population of adult and continuing education administrators of four-year, private liberal arts colleges. He "identified the tasks adult and continuing education administrators performed, estimated the time they devoted to each task within a specified time category, and identified the priority the task had for the adult and continuing education administrator" (p. ii). Tasks were identified in the Griggs study through review of the literature. In the present study, the tasks were identified by using a Delphi technique with community college continuing education administrators in New Jersey and Pennsylvania.

Griggs' findings indicated that "administrators spend the majority of their time on communication tasks while spending the least amount of time on staffing and staff development tasks" (p. iii). The task rated as having the highest priority by the subjects in Griggs' study was

"developing publicity and public relations campaign for adult and continuing education" (p. iii). Griggs also correlated time spent on task and several demographic variables. As a result of this segment of his research, one finding that has direct implications for the present study was: "As the number of students enrolled in adult and continuing education classes increases, more time is spent prioritizing program goals and objectives" (p. 116). Because the process of prioritizing tasks was a part of this study, comparing the findings of Griggs' study and the findings of the present study should add significantly to the research base on continuing education administrators.

Other Research Studies on Administrative Tasks

In searching the literature, the investigator found little information that directly related to this study. In recent years, a few studies have been conducted that are somewhat related, although continuing education administrative roles and tasks have not been researched in great detail. Hubka (1983) found in his study of managerial functions and professional development needs of continuing education administrators at universities "that research literature was relatively devoid of data concerning the various tasks performed by directors" (p. 363). Patterson (1985) discovered that "little empirical attention" has been

given to the study of the role of the continuing education director in colleges and universities.

Two dissertation abstracts relate somewhat to the present research. In a study of perceptions of skills, functions, and responsibilities of community service leaders in 12 different states, Baker (1980) found that as a group, the community service administrators can be characterized by their emphases on:

- (1) work with community groups,
- (2) extensive advertising of their programs to the public,
- (3) strong efforts to locate resources for their programs,
- (4) efforts to provide quality standards for programs sponsored by the college, and
- (5) the time they spend in planning for their programs and other administrative duties. (p. 4220)

Solomon (1981) conducted a study of the duties of community college administrators in Texas. He found "with regard to which duties and which tasks to emphasize, it appears that the administrators perform their jobs within the parameters established by the individual governing boards. In many cases, duties were performed differently from the manner indicated by the job title" (p. 4589).

Studies of Educational Administration

An important contribution to the present study was historic literature concerning educational administration. Although few studies relate directly to the specific problems presented here, there is a rich history of research in educational administration.

The Continuing Education Administrator

During the 1950's and 60's, hundreds of community colleges were established all over the country (Long, 1983). When the trend of developing community colleges had been in progress for about ten years in the United States, "community services" emerged as a topic of great concern. The first issue of the Community Services Catalyst was published in 1971. In this issue, an article appeared entitled "Should There Be Community College Community Service Administrators?" Donnelly (1971) explained what he saw as the paradox of the term "community services administrator." His assertion was that community service is, by definition, "service to" and "representation of" the community. However, community service is also a function of the community college.

A "realistic theoretical assumption for education, or service agency administrative theory . . . is that the institution which operated more for its own continuation rather than for those it is

intended to serve ought not to be allowed to continue to exist!" (p. 18)

Donnelly felt that

"if a traditional notion of administration as the controlling unit of the college or the community services dimension is applied, such administration senses no obligation for accountability to the students or the community." (p. 20)

Donnelly's (1971) image of an "administrator" was an individual who was not willing to change and who was content with the status quo. He stated that the role of the community services administrator cannot be seen as just another administrative slot. Personnel employed in these roles should not necessarily fit traditional molds. Community colleges must not arbitrarily assign an administrator to community services simply to give a position of supremacy in defiance to the whole notion of accountability. It is necessary to fill community services roles with individuals who have a commitment to the concept of community service.

At the time Donnelly wrote his article, the CS/CE function had a relatively short history, and probably the traditional educational administrator's role was defined by either public schools or traditional four-year colleges. In the last 15 years, community college CS/CE administrators have had an opportunity to further define their role. There

appears to be some recognition on the part of community college leaders as to the importance of CS/CE professionals in fulfilling the mission of meeting community needs. In a recent publication about a renewed mission for community service educators, Gordon (1987) examined the role of community service professionals in the future. He stated that CS/CE administrators could continue to be in the forefront of those reshaping society. However, they need to possess a sense of deep institutional loyalty, a sense of vision, professional responsibility, and courage in the face of the unknown.

The CS/CE administrator's role does appear to be somewhat different from other community college administrators--president, academic or instructional dean, dean of students, etc. Within the purview of CS/CE is heavy involvement with the community on several different levels, development of quick-start programs for business and industry to meet their training needs, and constant change in the menu of courses and programs offered by the division. In many colleges, CS/CE is seen as a revenue generator for the institution. "Administrators who head c.e. programs must have the imagination of a sculptor, the vision of a futurist, the energy of a teenager, and the toughness of a rhinoceros" (Springfield & Hoffman, 1984, p. 36).

In an article on the role of CS/CE administrators, Thomas (1985) addressed the changes in society and how he sees community colleges responding to those needs through the CS/CE programs. Today community colleges must not only carry out their traditional mission with transfer and occupational students, but they also must respond to the important mission of community services and continuing education. The types of individuals hired to run CS/CE programs must be visionary and cognizant of the needs of adult clientele. The new CS/CE professionals must become risk takers. There is a need to develop an aggressive style as well as a conciliatory style if these programs are to move forward. To be successful, they must be willing to make mistakes.

In a study of public and private two- and four-year colleges and universities in Texas, Springfield and Hoffman (1984) found the average continuing education administrator was married (88.4%), male (65.2%), and between 30 and 59 years of age (92.7%). He had been in the position five years or less (58.8%) and expected to remain in continuing education (53.6%). He participated in professional continuing education associations and groups (71.2%), but seldom published articles (58.6% published fewer than two articles), and almost never published books (96.2% had never published a book).

Most continuing education administrators in Texas were not tenured (85.3%) and were primarily responsible for noncredit vocational and avocational activities (75%). They were also responsible for marketing their programs (88.4%). For some, credit extension courses were included in their responsibilities (42%). The average work week for continuing education administrators in Texas was 45 hours. The most common title was "director" (50.7%), although respondents listed a variety of other titles. The majority of the respondents reported to a Dean (31.9%). The most needed skill reported by Texas continuing education administrators was planning.

In the most recent study of CS/CE administrators, Keim (1988) surveyed 147 individuals working for community colleges across the country. Her demographic findings paralleled the Springfield and Hoffman study. The majority of CS/CE administrators were male (71%), 40 to 49 years of age (42%), and white (90%). The highest degree earned by most CS/CE administrators was a master's (57%). The male respondents were more highly educated than the females and had more experience in the field. However, women more often belonged to professional associations than did men. In providing information concerning their titles, the 234 respondents listed 120 different titles.

Information from Keim's (1988) study that applies most directly to the present study is how CS/CE administrators spent their time and how they would prefer to spend their time. The greatest amount of time was spent on administration (36.4%). However, the subjects would have preferred to spend only 30.2% of their time on administrative tasks. Supervision of personnel came in second in time consumption (11.3%), with a preference of 10.1%. Marketing ranked third highest in time consumption (10.2%) and respondents would have preferred to spend more time (12.6%) marketing their programs. The respondents would have preferred to spend more time in the following activities: marketing, teaching, professional development, supervision of faculty, staff development for faculty, and evaluation of faculty. They also would have preferred to spend less time in administration, supervision of personnel other than faculty, preparing schedules, and preparing and monitoring the budget.

The CS/CE administrator at community colleges needs to be that rare individual who can strike a delicate balance between the college and the community. At different times, one is more important than the other. To date the parameters of that delicate balance have not been defined. This study was intended to add to the literature by (a) specifying what tasks CS/CE administrators perform, (b) providing estimates

of time on task, and (c) lending some insight into how priorities are determined. This information should benefit community colleges by specifying how CS/CE administrators differ from other community college administrators. Those with the responsibility of selecting and hiring CS/CE administrators should find this study useful. It should also be beneficial to educational associations and institutions of higher education that provide training for CS/CE professionals.

Related Studies in Management and Educational Administration

Many studies have been conducted on educational management and administration. In selecting material for this review, the investigator included only those studies that have direct implications for the specific research questions. The following studies measured or provided data associated with time on task, which were addressed by research question 2, estimations of time on administrative task.

Dill (1984) conducted a review of the research literature on the organization and administration of higher education from 1974 to 1984. Information of interest related to the present study included that the use and allocation of time among academic administrators is not untypical of managers in other types of work.

Academic managers: (1) perform a great quantity of work at a continual pace; (2) carry out activities characterized by variety, fragmentation, and brevity; (3) prefer issues that are current, specific, and ad hoc; (4) demonstrate a preference for verbal media (telephone calls, meetings, and brief discussions); and (5) develop informal systems. (p. 91)

One method used to study administrative behavior is Mintzberg's method of structured observation (1973). In using this method, the researcher "provides a detailed record of administrator work activities over time. It lacks the contextual focus of ethnographic studies, but it does tell us what administrators actually do and how they allocate their time and attention" (Kmertz & Willower, 1982, p. 62). Mintzberg (1973) used this method to study chief executive officers (CEOs); however, he did not feel his findings should be limited to only CEOs. He felt that his research could be applied to various levels in a company, organization, and plant. Many have referenced his methods and findings as a research base for studies in educational administration (Dill, 1984; Gronn, 1984; Kmertz & Willower, 1982; Martin & Willower, 1981; Pitner & Ogawa, 1981).

Mintzberg (1973) made the following observations of CEOs and managers:

1. No break in the pace of activity during office hours.
2. Half of the activities were completed in less than nine minutes.
3. A very strong attraction to the verbal media, verbal interaction accounted for 78% of the managers' time and verbal interaction 67% of their activities.
4. Managers spend most of their time reacting.
5. Managerial activities are spent on specific rather than general issues.

The finding with the most significance for this study was that "the classic view of the manager as planner is not in accord with reality. If the manager does indeed plan, it is not by locking his door, puffing on his pipe, and thinking great thoughts" (p. 37). If planning can be thought of as a part of the process of prioritizing, then this finding along with the item on "managers spending most of their time reacting," may be indicative of how continuing education administrators prioritize tasks.

Using Mintzberg's observational techniques, Pitner and Ogawa (1981) studied the everyday activities of suburban school superintendents. This article actually covers three related studies that were conducted independently, one by Ogawa and two by Pitner. The studies conducted by Pitner involved observation, description, and analysis of on-the-job

behavior of the superintendents. The purpose of these two studies was "to develop an integrated view of the nature of the behavior of incumbents of this position The study by Ogawa provided data on the meaning that superintendents attach to their work" (p. 46). In Pitner's (1981) studies, the six superintendents spend 80% of their time involved in direct interaction with people in unscheduled and scheduled meetings, telephone conversations, school facility tours, and conferences. The rest of the time was devoted to desk work involving reading and writing of letters, memoranda, and reports (15%) or in travel to and from meetings (5%). The major finding in the Pitner and Ogawa studies of relevance to the present study was that "superintending is communicating" (p. 34).

In a study of managerial behavior of high school principals, Martin and Willower (1981) used Mintzberg's structured observation technique. They found that the five principals observed worked 42.2 hours plus 11 extra evening hours a week. "A total of 3,730 separate activities were observed, recorded, and analyzed during the study" (p. 71). The largest percentage of time (27.5%) was spent on unscheduled meetings. The hectic pace of their workday forced the principals to do two things at the same time. "Some idea of the magnitude of interruptions can be gained from the fact that 50% of all observed activities were either

interrupted or were interruptions" (p. 74). If these data can be extrapolated from high school principals to continuing education administrators, then it would seem that continuing education administrators might have to maintain a hectic pace and incur many interruptions in their work activities. This might lend some insight into why continuing education administrators in Texas (Springfield & Hoffman, 1984) felt the most needed skill was planning.

In a similar study, Hartley (1987) used a modified structured observation technique with five high school principals in large suburban school districts. He found that his subjects averaged 45.6 hours a week on the job and an additional 8.3 hours after work. They spent the majority of their time in scheduled (26.0%) and unscheduled (25.4%) meetings. Time spent on other activities was as follows: desk work, 17.7%; tours, 7.1%; exchanges, 6.0%; phone, 5.5%; trips, 4.3%; personal, 3.0%; monitoring, 2.6%; observation, 2.2%; and announcements, .1%.

Kmertz and Willower (1982) conducted a study of elementary school principals using Mintzberg's structured observation technique. Their findings were similar to those of Martin and Willower (1981) and Hartley (1987) with high school principals, except that "elementary school principals' pace was less hectic, and they spent more time on the instructional program" (p. 62).

Although Mintzberg's structured observation technique has been used extensively, particularly in educational administration studies, it is not without its critics. Gronn (1984) was highly critical of Mintzberg, stating that "it was difficult to escape the conclusion that in spite of everything Mintzberg promised his readers, his research simply did not measure up to the claims made for it" (p. 115). Detailing his criticism, Gronn added:

It is not merely the transparency of the data which induces skepticism about Mintzberg's claims, for the fundamental fault lies with his methodology. The fatal flaws inherent in structured observation have already been exposed in "Neo-Taylorism" where by implication it was suggested that many people ought to have known better than to take structured observation at its face value. (p. 116)

Gronn's criticism stems from what he sees as a weakness of structured observation in merely describing observed patterns of behavior. He would prefer a psychosocial approach wherein the observer could "explain differences in work performance and trace the organizational consequences of those variations" (p. 115).

It may be wise to recognize studies employing the structured observation technique for what they are--data compiled through the observation of a human observer. All

human observers have their own biases because each perceives the work in a slightly different way. Therefore, observer bias is always a possibility in an observational study, no matter how the observer tries to control for it. Perhaps the safest way to use structured observation is in combination with at least one other method of gathering data.

Time Management

The present study revolved around "time" and "priorities." Time management relates to both of these factors in that establishing priorities is a first step in managing time. "The administrators then must establish priorities in order to get the job done. Administrative effectiveness is a function of the relationship between goals and outcomes, both of which are conditioned by time" (Brieve, 1978, p. 14).

There is a mountain of literature on "time management"; however, few research studies directly relate to the population of this study--community college continuing education administrators. This section of the review of the literature was limited to those studies that address the population of the present study. It was the author's intention to present information on how time management relates to the time on task and priority aspects of the present study.

Brieve (1978) stated that "administrators should purposely schedule their time so that priorities can be accomplished and administrivia does not take a preferred place in the allocation of time" (p. 14). He offered several suggestions to adult education administrators concerning time management:

1. Reserve the beginning of each work day for yourself.
2. The rest of the day (when you're not away from the office) can be spent with people and appointments.
3. Administration and leadership are at opposite ends of the continuum. [Therefore administrators should be] scheduling those leadership responsibilities at the "front end" of a specified time frame.
4. Evenings and weekends may need to be used for reading, sorting, and other forms of paperwork.

(pp. 14-15)

In deciding what to do when, Brieve said that "the Adult Education administrator must continuously develop, formulate, and perfect criteria for determining priorities for use of time" (p. 27). Since time is so important to the educational administrator, Brieve suggested that "time studies on yourself conducted at various times in the work

year will give a realistic picture of how actual time spent compares with how it ought to be spent" (p. 31).

Many studies of time management develop classifications of "time." Born (1979) believed one useful way of looking at time management is to divide time into three different areas:

1. "Boss-imposed time" consists of activities that the boss requires of you which you cannot disregard without direct and swift penalty.
2. "System-imposed time" comprises those requests for active support from other administrators. This assistance must also be provided lest there be penalties of some form, though not always direct or swift.
3. "Self-imposed time" includes those projects that you originate or agree to do. (p. 229)

Analyzing these three categories, the only area administrators have control over is "self-imposed time." Born (1979) further offered information on delegation of tasks as a time management tool and suggested that campus administrators must organize their time.

Time management programs can help educational administrators to make better use of their time. Scharf (1982) conducted a study of 50 school administrators in Scottsdale, Arizona. Using the "Time Systems" time

management program, she found that those administrators taking the four-hour, "Time Systems" training showed improvement in planning and decision-making skills.

In developing a time management framework SDS [Self/Organization/Scheduling], Rees (1986) determined two types of tasks:

1. Type A tasks are non-routine activities, rather complex, and hence demand periods of quiet reflection rather than constant interruptions for their successful completion.
2. Type B tasks are more routine, perhaps even mundane, and have become a normal or integral part of work. (pp. 10-11)

After learning about SDS and determining whether a task is an "A" or "B," a continuing education administrator can more effectively plan and prioritize activities.

Priority Setting

One of the foci of the present study was how continuing education administrators prioritize tasks. In a study of three groups of continuing education administrators at community colleges and four-year public and private institutions, Layman (1980) investigated priorities assigned to functions and responsibilities. The three groups rank ordered the functions in a similar manner, providing strong

positive correlations in prioritizing the functions. This indicated that the three groups prioritized in a similar manner. Where there was a significant difference in prioritizing, the community college continuing education administrators differed in most cases from the public and private four-year college respondents by assigning a higher degree of priority to the function than the other two groups.

Priority setting is necessary primarily because resources are limited. If adequate resources were available, all programs could be funded, providing services to all individuals and all geographic areas of the community (Kemerer, 1984). Arguing for a method of rank ordering, Kemerer (1984) devised a system of the way he saw priority setting unfold.

Input The input to a priority setting procedure is clearly defined items, be they needs or programs designed to meet those needs.

Process The process of priority setting involves three subcomponents: person(s) included in the process, judgment and criteria.

Person(s) This could be one person or a group of people.

Judgment Judgment is defined as the mental or intellectual process of forming an opinion or evaluation of discerning or comparing.

Criteria A criterion is a standard on which a decision or judgment may be based.

Output The output of a priority setting procedure is a list of items in rank order. (pp. 7-8)

This particular system is important to the present study because it is a premise of the study that prioritizing is a process. Although prioritizing everyday administrative tasks may not be quite so complex, administrators use some method or system to decide which tasks take priority over others. The present study was intended to provide some insight into the process used by continuing education administrators in prioritizing administrative tasks.

Research Studies Related to the Research Methods

Research methods and techniques used in this study included the Delphi technique to gather the tasks that continuing education administrators perform or delegate, and a combination of survey research, card sort, face-to-face interviews, and on-site data collection. By using several research methods to collect data, the researcher hoped to attain "triangulation," which refers to situations in which the hypotheses can sustain the rigors of several complementary methods of testing. "The usual emphasis is on combining methods" (Fielding & Fielding, 1986, p. 24). According to Hammersley and Atkinson (1983):

Data-source triangulation involves the comparison of data relating to the same phenomenon but derives from different phases or the fieldwork, different points in the temporal cycles occurring in the setting, or . . . the accounts of different participants (including the ethnographer's) involved in the setting. (p. 198)

The shadowing technique was used by most of the researchers cited in this literature review who employed structured observation (Kmertz & Willower, 1982; Martin & Willower, 1981; Pitner & Ogawa, 1981). This technique is quite useful in ascertaining exactly what a subject does and how that individual allocates time.

The Delphi technique was used to compile the tasks that continuing education administrators perform. "Delphi is a structured process for eliciting and refining group judgments or opinions. It has proved useful in obtaining a consensus among forecasters and administrators on trends and/or the purposes of an organization" (Glass & Andrew, 1979, p. 11). This process employs successive iterations or rounds of a questionnaire or survey. The participants in this segment of the study are given information between each round on the responses of the other participants. The anonymity of the respondents protects the group from an emerging leader, who might influence the other respondents in some way (Glass &

Andrew, 1979). In obtaining information from community college administrators on what they thought about the role of CS/CE, Glass and Andrew (1979) used the Delphi process and found that "the role of continuing education is still ambiguous, that it is something less than a major program and that it may very well be a 'step child' to other programs" (p. 13). Other studies that used the Delphi in researching community college issues are Bushnell (1973) and Raines and Myran (1980).

The card sort method was used to determine which tasks Maryland community college continuing education administrators perform or delegate, to estimate the amount of time they spend on each task, and to gather data on the process of prioritizing tasks. Griggs (1987) developed a card sort method whereby he listed each administrative task on a 5" x 8" index card. He then asked each participant during the face-to-face interview to sort the cards into eight categories depending on the frequency with which each task was performed. At this time, the respondent was asked to report who established the task priority.

Griggs developed his card sort method from Miller, Schroeder and Hotes (1982). In a study to develop a method for determining the duties of continuing education administrators, Miller et al. (1982) used a device called the "Administrative Q'Sort." They modified the Q'Sort created

by French and Associates (1957) to set curriculum priorities and applied it to continuing education administrators' responsibilities. Utilizing the Q'Sort, the dean or director presents a general description of his job. The next phase requires the subject to list every duty pertaining to the job that he or she can think of. A total of 60 items are listed in order to fit into the priority stacks illustrated by French in the Curriculum Q'Sort. The final phase involves the arrangement of these items in priority order, 1 through 60. The Delphi in the present study began with the second phase cited by Miller et al. (1982): "List every duty pertaining to his job that he can think of" (p. 18). By proceeding in this manner, the information from the Delphi was then incorporated into the card sort for use with the Maryland continuing education administrators.

Summary

Continuing education and community services in American community colleges have an impressive history dating back almost 40 years. Bogue (1950) believed that continuing education was of primary importance to the community college mission. Thornton (1960) stated that the emphasis placed on community services by an institution determined whether a junior college could make the transition to a "community college." Community services and continuing education are

elusive concepts; and it appears that each state, indeed each college, must decide for itself what the concepts mean for community colleges (Atwell et al., 1982).

The population in the present study was Maryland community college continuing education administrators. Community college continuing education programs in Maryland receive funding for noncredit courses at approximately the same level as credit courses. Dating back to 1972, the Maryland SBCC established guidelines for the support of noncredit courses excluding recreational and avocational courses. Today, almost one third of the state funding for community colleges is generated through continuing education FTEs.

Studies having implications for the present one included that by Griggs (1987) of continuing education administrators in four-year, private liberal arts colleges. Expanding on Griggs' (1987) methods, the present study differed from his in population, how tasks were gathered, and emphasis on priorities. Several studies have been conducted on continuing education administrators in academic institutions and how they spend their workday. Springfield and Hoffman (1984) found that the most needed skill reported by CS/CE administrators in Texas was planning. Keim (1988) also researched how CS/CE administrators spent their time and found that the greatest amount was spent on administration.

The study of managerial behavior in education has been the focus of several studies using Mintzberg's (1973) structured observation technique. Martin and Willower (1981) conducted a study on high school principals, as did Hartley (1987). Kmertz and Willower (1982) used elementary school principals as their subjects. In all three studies, the researchers found the pace of the principals was quite hectic, often causing them to do two things at once.

Time management is an important concept to this study as it implies planning or priority setting. Brieve (1978) observed that adult education administrators must continuously reevaluate their criteria for setting priorities in using their time wisely. Born (1979) offered three categories of time for administrators--"boss-imposed time," "system-imposed time," and "self-imposed time." He described "self-imposed time" as the category over which administrators have true control.

The research methods that were used in the present study included the Delphi technique; and a combination of survey research, card sort, face-to-face interviews, and on-site data collection. The Delphi technique was used on CS/CE administrators in Pennsylvania and New Jersey to gather their continuing education tasks. The final phase of the study entailed a card sort method used by Griggs (1987) and adopted from Miller et al.'s (1982) Administrative Q'Sort.

Chapter III

Methodology

General Objective

The general objective of this study was to identify tasks for which continuing education administrators in Maryland community colleges are responsible and to determine the amount of time they spend on them. Included were all tasks for which the administrators are responsible, even those totally or partially delegated. An additional focus of the study was on the process of prioritizing tasks.

Using the research questions as a framework for the study, the results included:

1. Identification of tasks.
2. Estimations of time on these tasks.
3. A determination of the relationship between certain demographic variables and time on task.
4. Investigation of the process in the prioritization of tasks. The sequence of the present study is shown in Figure 1.

Research Methods

The Delphi technique was used with a select panel of continuing education administrators from New Jersey and Pennsylvania to gather information relating to Research

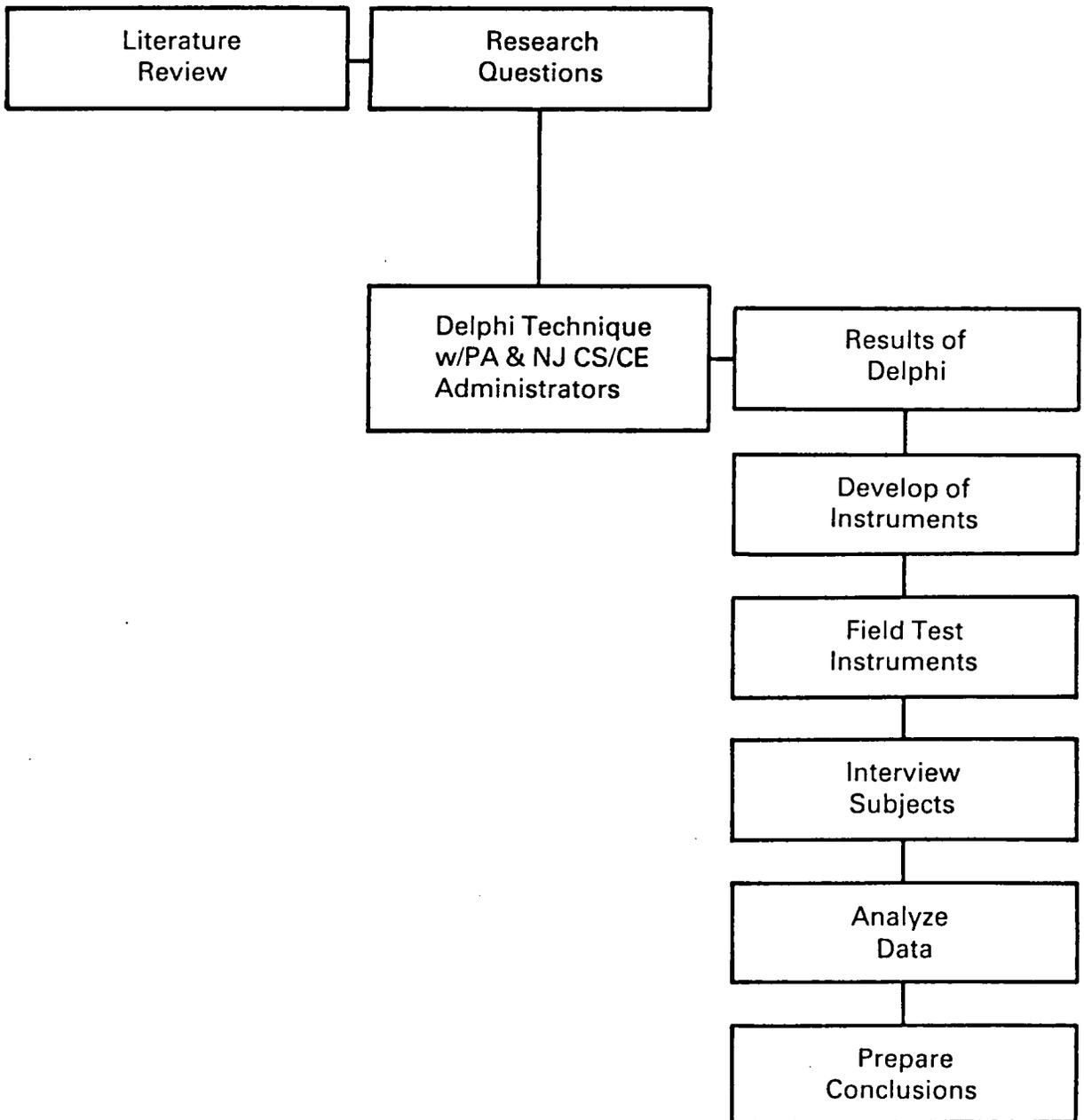


Figure 1. Research study flow chart.

Question 1 (identification of tasks). After these tasks were specified through the Delphi technique, a card sort method was employed with the Maryland continuing education administrators to obtain information concerning estimated time on task (Research Question 2 -- time on task, see Appendix A). The method of gathering data for Research Question 3 (determining the relationship between demographic variables and time on task) included the instrument shown in Appendix B. Most of the items in Appendix B were taken from Griggs' (1987) "List of Demographic Variables."

Research Question 4 (process of prioritization) was answered by synthesizing the information from Research Questions 1 through 3. During the face-to-face interviews, open-ended questions were asked to delve further into priority issues and processes as needed. For the purposes of data analysis, some of this information was displayed via event-state networks as described by Miles and Huberman (1985). The researcher generated a list of "events" and a list of "states" to develop a network among them. The network consists of a diagram displaying the relationships among the various "states" and "events" (1985). The use of networks added depth to the study and confirmed data gathered in Research Questions 1 through 3.

Supportive data for Research Question 4 was also developed by information gathered through a pilot case study

conducted by the researcher in the spring of 1987. The case study focused on the continuing education director at New River Community College, Dublin, Virginia. The purpose of the case study was to gather information concerning time spent on administrative tasks and provide a general frame of reference for the current research. Thus a shadowing technique was employed to gather the data.

Bounding the Data

All 17 continuing education administrators at community colleges in Maryland comprised the sample for the study with the exception of Hagerstown Junior College. The researcher was employed by Hagerstown Junior College, worked closely with the Office of Continuing Education, and believed that it would not have been possible to gather objective data from this institution. Hagerstown Junior College, however, was used to field test the instrumentation and research methods.

Parameters

Setting: Continuing education departments or divisions within Maryland community colleges.

Population: Deans, directors, or coordinators (the administrator with the highest authority) of continuing education programs.

Events: Performance and occurrences of tasks.

Process: Priority setting related to tasks--what are the priorities of these tasks and what process does the continuing education administrator use in determining these priorities?

Data Collection

Delphi Technique

The Delphi technique was used to compile a list of tasks submitted by continuing education administrators from New Jersey and Pennsylvania. A total of eight subjects were used in this phase of the study. These subjects were selected from New Jersey and Pennsylvania because in these two states continuing education is funded similarly to that in Maryland. Using the 1986 Community, Technical, and Junior College Directory (Mahoney, 1986), and The National Council on Community Services and Continuing Education 1985-86 Directory, two subjects were chosen from large institutions and two from small institutions in each state, for a total of eight subjects. Large institutions included those reporting enrollments of between 8,500 and 17,000. Small institutions included those with enrollments of between 1,000 and 4,700.

The Delphi technique is well suited for attaining consensus on issues, scoping problems, or, in this case, obtaining group agreement on tasks for continuing education

administrators. "Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (Linstone & Turoff, 1975, p. 3). Lauffer (1982) describes the process as:

. . . a method of eliciting expert opinion through the use of successive questionnaires administered to individual panelists who are selected on the basis of their perceived expert knowledge or opinion. . . . The results of individual responses are tabulated and fed back to all the panelists in a succeeding questionnaire. This feedback takes the form of a summary of the points of agreement or disagreement among the experts. Where differences of opinion are identified, the Delphi design team probes for the reasons for these differences through refinement of the statements presented for panel response. (p. 93)

The tasks used in this study were gathered via a paper-and-pencil version of the Delphi technique through the mail, as opposed to a face-to-face Delphi conference. Linstone and Turoff (1975) refer to the paper-and-pencil version as the conventional Delphi.

The list of tasks gathered through the Delphi technique included those that administrators perform themselves and

also tasks for which they are responsible and may delegate. Two specific questions were also asked of the Delphi respondents: "What is your definition of a priority?" and "How do you determine priorities?" The information gathered from these two questions was used in a descriptive manner to frame the study.

Three rounds were required in order to obtain a complete list of tasks. The researcher began by calling prospective participants on the telephone to solicit participation in the study. After obtaining the participant's consent, a letter was mailed to confirm participation. A sheet of instructions which accompanied the letter contained the following:

Please list all the administrative tasks that you are responsible for as the continuing education administrator for your institution, including those tasks that you delegate. You may need to use more than one sheet of paper.

One of the participants dropped out before returning the first round.

The results of round one were as follows: Seven participants provided a total of 160 tasks. Duplicates were eliminated. The 160 tasks were sorted by the researcher into 11 categories:

1. Off Campus Tasks
2. Planning Tasks.

3. Program Development Tasks.
4. Student-Related Tasks.
5. General Administrative Tasks.
6. Faculty and Staff Tasks.
7. Budget and Finance Tasks.
8. Grant Tasks.
9. College Representation and Meetings.
10. Advertising and Public Relations.
11. Miscellaneous.

Most of the tasks listed in the first round by the respondents were similar to the tasks listed by Griggs (1987) in his study of adult and continuing education administrators of four-year, private liberal arts colleges; although there were some differences. One or two of the respondents reported responsibility for tasks that were unique to the individual, for instance: (a) "Direct the operation of the campus child care center and serve as technical consultant for community based day care operations and family day care initiatives." (b) "Host a radio program." (c) "Serve as executive director for the college foundation." Some of the colleges had unionized faculties and the continuing education administrator had responsibility for handling grievances and union-related matters.

To prepare the list of tasks for the second round, the researcher eliminated duplicates, however, those tasks that

were similar but worded differently were retained. As part of the second round, participants were given the list of 140 tasks and directed to circle those that they performed or delegated. They were also asked to comment on the clarity of the wording in the tasks and the categorization of the tasks. All seven participants returned the second round.

In preparing the second round, the tasks were sorted again and all those receiving five or more votes were retained in the list of tasks. Some tasks were consolidated and duplicates were eliminated. When the third round was sent to the participants, the list contained 85 tasks. Participants were asked to comment on the clarity of the wording and the categorization of the tasks. All seven participants returned the third round. The tasks were sorted; and if five of the seven subjects responded that they either performed or delegated a task, it was retained in the final list. The final list contained 75 tasks.

Coding and Categorizing the Data

Since the data had to be categorized or coded before they could be analyzed, the researcher employed a method of establishing agreement among subjects as to the codes used with the list of tasks. The method employed by the researcher is referred to as inter-rater agreement. Using three upper-level administrators working at Hagerstown Junior

College, inter-rater agreement was calculated on the codification in the following manner. The tasks were printed on individual cards, one card for each task. The three administrators were asked to sort the cards into several stacks. Griggs' (1987) categories were adopted to force the three administrators to use similar terms in categorizing. A few of Griggs' categories were renamed or combined to more accurately reflect the community college tasks. The results of each administrator's sorting of the cards were analyzed and compared. From this information, the researcher obtained objective data to categorize the tasks. Griggs (1987) used this card sort method to establish the codes in his study. The Delphi panel was also used to refine the codes or provide information to identify discrete codes.

The original list of tasks used in the second round of the Delphi contained 11 categories. As a result of the sorting by the administrators, the following list of tasks emerged with seven categories. That list was used in the study of Maryland continuing education administrators.

1. Staffing and staff development.
2. Program supervision and maintenance.
3. Program development.
4. Budget and finance.
5. Communications.
6. Planning and institutional mission.

7. General administration.

The number of tasks included in each category varied. For instance, the category with the most tasks was "Communication" with 15 tasks. The category with the fewest tasks was "Planning and Institutional Mission" with six tasks.

Task performance was coded in the following manner:

1. Perform task.
2. Do not perform task.
3. Delegate and monitor.
4. Delegate and do not monitor.

Frequency of the time on task was measured in hours and minutes according to how often the task was performed--daily, weekly, monthly, etc. (see Appendix A). Then the time was converted to a weighted yearly time (see Appendix D). This part of the research followed the Griggs (1987) study closely, and the data were analyzed in much the same way using mean, standard deviation, and range.

Survey Research, Card Sort, and On-site Data Collection

This study included a combination of survey research, card sort, face-to-face interviews, and on-site data collection as research methods. Maryland community college continuing education administrators comprised the population used in the study. The list of tasks gathered through the

Delphi technique was incorporated in a card sort similar to the one used by Griggs (1987) (see Appendices A and E). The actual cards were modified according to tasks, as dictated by the Delphi, but also in relation to information gathered in reference to priority. Another focus of the study was on the process of prioritizing tasks. The data were collected from the sample, primarily through face-to-face interviews with the individual subjects.

To solicit participation in the study, the researcher appeared at the bi-monthly meeting of the Maryland community college continuing education administrators. She was given a brief amount of time to explain her study orally and to reinforce what she said, presented the continuing education administrators with a descriptive handout (see Appendix F). For those individuals who were unable to attend the April 29 meeting, the researcher wrote to each one requesting participation in the study (see Appendix G). All of those requested to participate in the study agreed to cooperate. The researcher called each subject to schedule an appointment for the interview. The phone call was followed by a letter confirming the appointment time (see Appendix H).

On-site, face-to-face interviews were the primary data-gathering method. Study subjects were given a stack of 75 task cards and asked to sort them into various categories, indicating whether or not they performed the task and the

frequency in which they performed them. At this point, the researcher recorded estimates of time spent on each task in minutes and hours. The subjects also engaged in a priority setting activity and filled out a survey instrument identifying Influential Factors in priority setting.

When calculating the estimated time on task into minutes and hours per year, and for the purposes of uniform comparison, the time spent on task was converted into a weighted yearly time. The weighted yearly time conversion chart was provided by the United States Department of Labor (Griggs, 1987) and is shown in Appendix D. For example, using the Department of Labor's formula, if a subject responded that he or she spent one hour each day on a task, to calculate a yearly rate, one would multiply one hour times 236 working days or 236 hours per year. Responses were recorded in minutes and hours each year.

The face-to-face interviews and card sort method proceeded as follows: At the beginning of the interview, each Maryland continuing education administrator was given the stack of cards containing the 75 tasks taken from the Delphi study. The researcher instructed each subject to sort the cards into four categories; (a) those tasks the subject performed, (b) those tasks the subject did not perform, (c) those tasks the subject delegated and monitored, and (d) those tasks the subject delegated and did not monitor. After

sorting the cards into four categories, the researcher had the subject sort the cards placed in the "perform" pile into five more categories: tasks performed daily, weekly, monthly, by semester, or yearly. Upon completing this segment of the interview, the researcher asked the subject to estimate the time spent on the task performed (i.e., for a task performed on a daily basis, did it take 20 minutes or two hours a day?).

The next part of the interview centered around tasks that were "delegated and monitored." The subject was again asked to estimate the amount of time spent delegating and monitoring the task. During this period of the interview, when the subject was estimating time on tasks (performed or delegated and monitored), the researcher was tape recording the subject's comments concerning the tasks and the time spent on them.

Subsequently, the researcher asked the subject to fill out a demographic survey (see Appendix B) if it had not been completed prior to the interview. Each subject was also asked to fill out an Influential Factors sheet (see Appendix C). This form was designed to ascertain information concerning priority setting.

While the subject was working on these forms, the researcher calculated the yearly time spent on the 10 tasks requiring the most time and the 10 tasks requiring the least

time. The subject was then asked to sort the 20 task cards into three piles, with the following directions: "If you had these tasks to perform in one day, which ones would you do first, which ones would you do second, and which tasks would you do only if you had time?"

Finally, the researcher queried the subject about the responses to the Influential Factors sheet using open-ended questions (e.g., "On your Influential Factors sheet, you indicated that your supervisor's personality was very influential in your priority setting. Could you tell me a little about how you see that?") Again, the responses were tape recorded.

At the end of the interview, the researcher asked the subject if any important tasks or duties had been left out of the card sort. These responses were also recorded and the interview was concluded.

Reliability of Card Sort Method

Griggs (1987) used the test-retest method to obtain reliability for his card sort. Using 12 subjects, he administered the instrument to this group twice within a time interval of ten working days. The paired scores from the instrument were correlated on each task item for each frequency and time priority. He obtained a reliability coefficient of .89.

To check the reliability of the card sort in the present study, the investigator also employed the test-retest method. Ten days after the initial interviews with the first three subjects, the researcher requested through the mail that each subject again indicate time on task and frequency of performance. The retest was performed on the ten tasks indicated in the interview as requiring the most time per year. The paired scores were correlated on each task for time spent. A coefficient of .84 was obtained for subject #1, .66 for subject #2, and .82 for subject #3.

Subjects #1 and #3 approached the job of placing a time on task in approximately the same manner. While assigning a time to the tasks designated "perform" during the interview, they looked at each task (one at a time) and gave the investigator a time for it. Subject #2 approached the assignment of time on "performed" tasks in a different manner. Unlike subjects #1 and #3, he took the stack of cards designated as "perform," and arranged them all on his desk face up, so that he could read each one. He then got out his calculator and assigned times to the tasks based on an eight-hour day. He made adjustments in the times to fit exactly into an eight-hour day, if need be. Therefore, rather than looking at the tasks individually as subjects #1 and #3 did, he looked at the tasks as a group, which might fit into his eight-hour day. However, when subject #2 was

asked to assign times to the 10 tasks a second time, he probably assigned the times in much the same manner that subjects #1 and #3 did. The investigator speculated that this is the reason for the lower correlation of subject #2.

Data Analysis

A commercial statistical software program (SPSS PC+) was used in calculating the statistical analysis. Statistical techniques and data analysis included the following:

Research Question 1

The 75 tasks were compiled through the Delphi technique and served as a basis for the other segments of the study.

Research Question 2

Research Question 2 related to the amount of time spent on tasks. The estimated time was recorded in minutes and hours. The mean was calculated to show the average number of hours spent on individual tasks or categories of tasks. The standard deviation was calculated to show variability among the subjects and time spent on tasks.

Research Question 3

The demographic survey (Appendix B) was developed to determine how selected demographic variables relate to time

on task. The information obtained from this instrument was correlated to ascertain the relationships among the selected variables (age of administrator, size of continuing education program, the number of FTEs generated by the continuing education program, etc.), and the relationship these variables play in time spent on task, as perceived by the subjects.

Research Question 4

The final research question was addressed through a synthesis of the information gathered from responses to the first three questions. Data obtained through the face-to-face interviews and the Delphi technique were included here. These data were presented in a descriptive, qualitative manner, as opposed to a quantitative approach.

The primary research method used in this study was a modified survey approach. The survey method was tailored to include face-to-face interviews in combination with a card sort deck. This modification was necessary because of the nature of the data's being an estimate of the amount of time spent on each task and the priority given that task. Face-to-face interviews were thought to be the most effective manner of gathering such data.

In this study descriptive statistics were reported for Research Questions 2 and 3. These data included frequencies,

means, percents, correlations, and crosstabulations.

Research Question 1 served as a means to gather data for the other three research questions. The final research question provided a synthesis of the information gathered through the first three research questions.

Summary

The purpose of this study was to identify tasks for which Maryland community college, continuing education administrators have responsibility and to determine the amount of time they spend on those tasks. Research methods included (a) a Delphi technique to gather a list of tasks, (b) a card sort method using face-to-face interviews with the study subjects to obtain information concerning time on task, and (c) a demographic survey to assess the relationship between demographic variables and time on task. The data gathered using this instrument were correlated and crosstabulated. The process of prioritization was addressed by synthesizing the data gathered through the Delphi technique, the card sort, the face-to-face interviews, and the demographic survey.

CHAPTER IV

Results of the Study

In this study, the Delphi technique was used to compile a list of tasks that was presented to the study subjects. Survey research, card sort, face-to-face interviews, and on-site data collection were combined to collect data concerning time on task. Data were gathered on priority setting through an influential factors instrument (see Appendix C). More extensive data on priority setting were gathered by using an exercise that included the ten tasks designated as requiring the most time and the ten tasks designated as requiring the least time. Job descriptions were collected by the researcher and analyzed as well.

Research Questions and Data Analysis

Research Question One: What tasks do continuing education administrators report responsibility for in Maryland community colleges?

The Delphi technique was used in this study to achieve a consensus on the tasks that continuing education administrators typically perform or delegate. The seven continuing education administrators from New Jersey and Pennsylvania who participated in round one provided a total of 160 tasks. In preparing the list of tasks for the second

round, those tasks that received five or more votes were retained, as were those tasks that were similar but worded differently. The tasks were sorted by the researcher into 11 categories similar to those used by Griggs (1987). The list of tasks in round two contained 140 tasks.

After the participants returned round two, the researcher again sorted the tasks, retaining those with five or more votes. When the third round was sent to the Delphi participants in New Jersey and Pennsylvania, the list contained 85 tasks. Participants were asked to comment on the clarity of the wording and the categorization of the tasks. All seven subjects returned the third round, which culminated in a final list of 75 tasks.

Three upper-level administrators from Hagerstown Junior College sorted the tasks into seven categories, using the inter-rater agreement method described in Chapter III. The result was a list of 75 tasks divided into seven categories (see Appendix E).

Research Question Two: What is the estimated time spent on each task reported by continuing education administrators?

The researcher collected data on two different dimensions in reference to time spent on task. Data were gathered on the performance of the task, that is, whether the subject actually performed the task or delegated it. The

other dimension was the actual amount of time a subject estimated spending on each individual task, recorded in minutes and hours per year.

A formula, developed by the U.S. Department of Labor, was used to provide a uniform comparison among the colleges in this study (see Appendix D). At the time of the interviews, responses were recorded in hours per year or fractions of an hour per year. To convert a given figure from daily to yearly, multiply by 236. For example, a task requiring one hour per day would equal 236 hours per year.

Quantitative Analysis

Performance of Tasks

The investigator began the interview with each subject using the card sort to determine which tasks were performed and which ones were delegated. The following codes were used for the performance dimensions: perform, do not perform, delegate and monitor, and delegate and do not monitor. An estimate of time spent (in minutes and hours) was collected from the subjects when they indicated either that they performed the task or delegated and monitored the task. No time estimates were collected when the subjects indicated that they delegated and did not monitor the task or did not perform the task.

Task performance is an indication of its importance in relation to the other tasks. If all or most of the subjects personally performed a specific task, then the researcher could conclude the particular task to be significant in the role of continuing education administrators. The researcher analyzed and compared those tasks that were not performed by all or or most of the subjects. The analysis was conducted by task categories.

Staffing and staff development. The category of Staffing and Staff Development contained 14 tasks. In performing these tasks, 14 (88%) of the 16 subjects reported that they personally conducted staff meetings (Task 8), as shown in Table 1. Thirteen (81%) of the 16 administrators supervised and provided leadership to all continuing education staff (Task 11). Not one subject personally notified instructors of cancellations (Task 13) or evaluated faculty performance (Task 14).

Program maintenance and supervision. The Program Maintenance and Supervision category contained seven tasks. Thirteen (81%) of the 16 subjects assisted in the development of the marketing plan (Task 17) and completed planning documents (Task 18), as shown in Table 2. None of the subjects personally set time, place, and cost of programs and courses (Task 16).

Table 1

Performance of Tasks by Category: Staffing and Staff Development

Task	Percent of responses			
	Perform	Do not perform	Delegate & monitor	Delegate & do not monitor
1. Develop job descriptions.	56	0	44	0
2. Interview and hire support staff.	31	0	56	13
3. Recruit, interview, and hire noncredit faculty.	13	0	50	37
4. Hire program supervisors and administrators.	63	6	31	0
5. Make recommendations for full-time administrative staff.	75	13	12	0
6. Supervise clerical staff and operations.	44	6	31	19
7. Conduct administrative and clerical staff development.	63	6	25	6
8. Conduct staff meetings.	88	0	6	6
9. Coordinate staff workload and deployment (professional staff).	56	0	44	0
10. Hire and supervise part-time coordinators for various sites.	13	31	37	19
11. Supervise and provide leadership to all continuing education staff.	81	0	19	0
12. Resolve problems with instructors.	12	0	63	25
13. Notify instructors of cancellations.	0	0	12	88
14. Evaluate faculty performance.	0	0	75	25

Table 2

Performance of Tasks by Category: Program Maintenance and Supervision

Task	Percent of responses			
	Perform	Do not perform	Delegate & monitor	Delegate & do not monitor
15. Generate all necessary paper work to get a course into our system.	6	0	50	44
16. Set time, place, and cost of programs and courses.	0	0	81	19
17. Assist in development of marketing plan.	81	0	13	6
18. Complete planning documents.	81	6	13	0
19. Coordinate with administrative staff to develop grant proposals.	63	6	25	6
20. Guide curriculum development.	44	0	44	12
21. Evaluate programs.	13	0	81	6

Program development. The Program Development category, which consisted of 12 tasks, had the greatest number of tasks (four) that one of the subjects personally performed (see Table 3). Not one subject reported personally performing the surveying of training recipients (Task 24), developing noncredit training for business and industry (Task 27), developing and coordinating off-campus programs (Task 28), or developing and implementing older adult programs (Task 30).

Budget and finance. There were eight tasks in the Budget and Finance category. All subjects (100%) reported that they personally prepared a budget for the division (Task 35), as shown in Table 4. Fourteen (88%) of the subjects performed the tasks of supervising payroll administration (Task 34) and developing, administering, and monitoring budgets (Task 38). None of the subjects reported personally generating necessary paper work to get an instructor paid (Task 37).

Communications. The Communications category contained the greatest number of tasks, 15 (see Table 5). Two tasks in this category were performed by all of the continuing education administrators. All 16 (100%) reported that they attended professional association meetings (Task 45) and wrote reports to supervisors (Task 50). There were no tasks in this category that were not performed by at least one

Table 3

Performance of Tasks by Category: Program Development

Task	Percent of responses			
	Perform	Do not perform	Delegate & monitor	Delegate & do not monitor
22. Contact business and industry for customized training.	6	0	81	13
23. Do needs assessments.	6	6	63	25
24. Survey potential training recipients.	0	6	56	38
25. Research potential programs and courses.	25	13	56	6
26. Develop programs with community agencies.	31	0	63	6
27. Develop noncredit training for business and industry.	0	0	81	19
28. Develop and coordinate off-campus programs.	0	0	88	12
29. Develop training programs and courses for JTPA.	25	0	62	13
30. Develop and implement older adult programs.	0	6	69	25
31. Supervise the development of noncredit programs.	56	0	25	19
32. Write course descriptions.	6	0	63	31
33. Write proposals for training programs.	31	0	56	13

Table 4

Performance of Tasks by Category: Budget and Finance

Task	<u>Percent of responses</u>			
	Perform	Do not perform	Delegate & monitor	Delegate & do not monitor
34. Supervise payroll administration, (e.g. developing salary scales, etc.)	88	12	0	0
35. Prepare a budget for the division.	100	0	0	0
36. Generate necessary paper work to pay the rental on a facility.	0	0	63	37
37. Generate necessary paper work to get an instructor paid.	0	0	63	37
38. Develop, administer, and monitor budgets.	88	0	13	0
39. Negotiate rental agreements and leases for classroom spaces.	38	6	56	0
40. Supervise purchase of equipment and supplies.	50	0	44	6
41. Generate FTEs and income as directed by the president.	37	44	19	0

Table 5

Performance of Tasks by Category: Communications

Task	Percent of Responses			
	Perform	Do Not Perform	Delegate & Monitor	Delegate & Do Not Monitor
42. Work with college departments on internal work flow.	63	6	31	0
43. Prepare reports for the Board of Trustees.	81	19	0	0
44. Attend the regular college-level, administrative executive meetings.	88	12	0	0
45. Attend professional association meetings.	100	0	0	0
46. Sit on college-wide committees.	81	0	13	6
47. Resolve problems with students.	6	0	69	25
48. Work on solutions to internal and external problems.	81	6	13	0
49. Handle miscellaneous correspondence, phone calls, and complaints.	44	0	37	19
50. Write reports to supervisors.	100	0	0	0
51. Notify owners of facilities of planned courses.	6	13	31	50
52. Plan advertising.	44	0	50	6
53. Distribution of tabloids, brochures, and flyers.	6	6	38	50
54. Work with nonprofit and governmental agencies.	69	0	25	6
55. Serve on community agency boards and attend meetings and functions.	75	6	13	6
56. Serve on state and regional advisory boards.	81	6	13	0

subject; however, three tasks were performed by only one subject (6%). Only one of the subjects reported resolving problems with students (Task 47); notifying owners of facilities of planned courses (Task 51); and distributing tabloids, brochures, and flyers (Task 53).

Planning and institutional mission. Planning and Institutional Mission was the category with the fewest number of tasks, six, as shown in Table 6. However, one of the tasks was performed by all subjects (100%), making recommendations to the presidents for modifications of programs and services (Task 60). Four of the tasks in this category were performed by 15 (94%) of the 16 subjects. The tasks included developing and redefining divisional mission, goals, and objectives (Task 57); providing expertise and direction to special projects as requested by the president (Task 59); working on campus-wide planning sessions (Task 61); and preparing short-term and long-term divisional plans (Task 62). Twelve (75%) of the 16 administrators personally performed the task of identifying new trends in the field (Task 58).

General administration. The category of General Administration contained 13 tasks (see Table 7). Twelve (75%) of the 16 subjects reported that they coordinated with other college offices (Task 72). None of the administrators indicated that they personally coordinated the acquisition

Table 6

Performance of Tasks by Category: Planning and Institutional Mission

Task	<u>Percent of responses</u>			
	Perform	Do not perform	Delegate & monitor	Delegate & do not monitor
57. Develop and redefine divisional mission, goals, and objectives.	94	6	0	0
58. Identify new trends in the field.	75	6	13	6
59. Provide expertise and direction to special projects as requested by the president.	94	6	0	0
60. Make recommendations to president for modifications of programs and services.	100	0	0	0
61. Work on campus-wide planning sessions.	94	0	6	0
62. Prepare short-term and long-term divisional plans.	94	0	6	0

Table 7

Performance of Tasks by Category: General Administration

Task	Percent of responses			
	Perform	Do not perform	Delegate & monitor	Delegate & do not monitor
63. Maintain data.	25	0	63	12
64. Supervise on-campus noncredit day and evening programs.	13	0	75	12
65. Supervise off-campus noncredit day and evening programs.	13	0	75	12
66. Compile status reports on enrollments.	44	12	38	6
67. Conduct registration for evening noncredit programs.	6	13	31	50
68. Order materials and supplies.	6	0	50	44
69. Guide instructors' orders of textbooks.	6	0	19	75
70. Assign appropriate classrooms for instruction and resolve problems with facilities.	6	0	38	56
71. Coordinate the acquisition of textbooks and materials for noncredit programs.	0	0	25	75
72. Coordinate with other college offices.	75	0	19	6
73. Make decisions on class cancellations.	19	0	50	31
74. Notify students of cancellations.	0	6	13	81
75. Have certificates printed and given to classes.	6	0	31	63

of textbooks and materials for noncredit programs (Task 71); or notified students of cancellations (Task 74).

Of the 75 tasks, not one was reported by all 16 subjects as being delegated and monitored. Nor was a single task reported solely as being delegated and not monitored by all 16 subjects.

Time on Task

After the researcher had determined whether or not the subject performed or delegated the task, the subject was asked to estimate time spent on task. The codes along the time dimension were daily, weekly, monthly, by semester, or yearly. The code "by semester" was clarified to mean two semesters a year. An individual working 40 hours per week for 50 weeks per year will work a total of 2,000 hours per year.

Most time spent on tasks. On the 75 tasks, the researcher analyzed and compared those requiring the most time and those requiring the least time. Maryland continuing education administrators spent the most time, an average of 456.44 hours per year (see Table 8) or 24% of a work year (see Appendix D) on Task 11 (supervise and provide leadership to all continuing education staff). The standard deviation for this task was 240.36, and the range of time was 3 to 944 hours per year.

Table 8

Time Spent on Tasks by Number of Hours per Year

	Mean	SD
Task 1	13.00	13.48
Task 2	12.56	15.28
Task 3	31.19	61.39
Task 4	45.13	43.79
Task 5	23.94	30.93
Task 6	86.88	115.10
Task 7	11.19	7.97
Task 8	43.44	38.95
Task 9	130.88	154.74
Task 10	19.06	34.65
Task 11	456.44	240.36
Task 12	15.50	15.78
Task 13	2.25	6.53
Task 14	25.44	39.23
Task 15	22.50	29.27
Task 16	34.00	73.14
Task 17	47.12	95.08
Task 18	21.75	19.30
task 19	37.38	47.58
Task 20	55.88	41.16
Task 21	41.88	43.74
Task 22	54.13	54.81

Table 8 (Cont'd.)

Time Spent on Tasks by Number of Hours per Year

	Mean	SD
Task 23	19.56	27.28
Task 24	15.44	27.84
Task 25	42.44	61.66
Task 26	43.56	40.30
Task 27	72.38	98.61
Task 28	77.38	120.72
Task 29	123.19	156.61
Task 30	53.81	121.62
Task 31	179.06	173.02
Task 32	15.56	24.07
Task 33	40.44	52.09
Task 34	46.81	68.51
Task 35	50.59	57.11
Task 36	5.81	10.14
Task 37	39.19	49.23
Task 38	115.94	95.90
Task 39	7.37	6.45
Task 40	41.63	59.61
Task 41	140.13	280.89
Task 42	97.50	101.49
Task 43	7.75	6.77
Task 44	102.25	80.07

Table 8 (Cont'd.)

Time Spent on Tasks by Number of Hours per Year

	Mean	SD
Task 45	71.88	48.27
Task 46	74.50	88.61
Task 47	12.06	17.01
Task 48	237.13	176.20
Task 49	173.13	183.69
Task 50	43.00	55.47
Task 51	17.06	58.54
Task 52	28.56	30.05
Task 53	7.44	13.58
Task 54	96.00	110.99
Task 55	58.75	54.08
Task 56	71.75	74.96
Task 57	21.63	22.64
Task 58	54.50	61.66
Task 59	109.50	131.60
Task 60	35.25	40.78
Task 61	42.81	36.63
Task 62	49.56	72.16
Task 63	80.13	85.99
Task 64	41.50	40.62
Task 65	32.56	29.50

Table 8 (Cont'd.)

Time Spent on Tasks by Number of Hours per Year

	Mean	SD
Task 66	48.56	62.49
Task 67	26.25	55.18
Task 68	22.37	28.90
Task 69	1.13	3.10
Task 70	13.75	22.99
Task 71	61.38	220.84
Task 72	192.75	131.22
Task 73	18.19	31.13
Task 74	6.00	18.59
Task 75	16.50	37.63

The task reported as requiring the second greatest amount of time, 237.13 hours per year, was Task 48 (work on solutions to internal and external problems). The standard deviation for Task 48 was 176.20, and the range was 0 to 480 hours per year.

For all 75 tasks, subjects reported a range of 0 to 944 hours per year. Task 31 (supervise the development of noncredit programs) was reported as having the second greatest range, 0 to 508 hours per year.

Task 41 (generate FTEs and income as directed by the president) had the largest standard deviation at 280.89. This was attributed to the fact that seven subjects reported they did not perform Task 41, therefore contributing to the greatest variance in time among the administrators for any single task.

Least time spent on tasks. Maryland continuing education administrators spent the least amount of time, an average of 1.13 hours per year (see Table 8) or less than 1% of their work year (see Appendix D), on Task 69 (guide instructors' orders of textbooks). The task reported as having the lowest range was also Task 69 (0 to 12 hours per year), with a standard deviation of 3.10. Only one subject personally performed the task of guiding instructors' orders of textbooks. The other subjects responded that they

delegated and monitored or delegated and did not monitor the ordering of textbooks.

The subjects reported spending the second least amount of time on Task 13 (notify instructors of cancellations), an average of 2.25 hours per year. Task 13 had a range of 0 to 24 hours per year and a standard deviation of 6.53. Only one continuing education administrator did not perform this task, and the other 15 subjects always delegated and monitored or delegated and did not monitor the task.

Size of College

Using the data presented in Table 9, the researcher compared time on task and size of college. For the purposes of analysis, the researcher designated those colleges with FTEs between 508 and 1,213 as small, those with FTEs between 1,635 and 3,122 as medium, and those with FTEs between 5,828 and 10,219 as large (see Table 9). Eight administrators reported spending the greatest amount of time on tasks in the Communications category, four of whom were affiliated with large colleges (see Table 10). Seven administrators (two from small schools, three from medium schools, and two from large schools) reported spending the least amount of time on Planning and Institutional Mission. Six administrators (one from a small school, four from medium schools, and one from

Table 9

Full-time Credit and Noncredit Enrollment for State AidMaryland Community Colleges--Fiscal Year 1987

Size	Total FTEs: credit and noncredit	Noncredit FTEs	Noncredit percent of total FTEs
Small Colleges			
Garrett	508	275	54
Wor-Wic Tech	623	249	40
Cecil	915	345	38
Chesapeake	1,213	374	31
Medium Colleges			
Allegany	1,635	345	21
Frederick	1,732	207	12
Charles	2,310	457	20
Howard	2,435	749	31
Dundalk	3,086	1,855	60
Harford	3,122	1,186	38
Large Colleges			
Baltimore City	5,828	2,314	40
Essex	6,383	2,085	33
Anne Arundel	6,503	1,687	26
Catonsville	7,856	2,943	38
Prince George's	8,869	2,554	28
Montgomery	10,219	699	7
Totals	62,237	18,324	(Average) 29

Table 10

Time Spent on Tasks by College Size and Category of Tasks

Subject	Staffing and Staff Development		Program Supervision and Maintenance		Program Development		Budget and Finance		Communications		Planning & Institutional Mission		General Administration	
Small Colleges	3	570	158	322	60	708	176	264						
	4	700	500	600	100	550	80	220						
	6	846	102	365	362	1,046	162	463						
	16	461	79	492	363	305	48	306						
	Mean	644	210	445	221	652	117	313						
Medium Colleges	1	428	137	246	129	784	112	246						
	2	505	181	296	323	959	207	310						
	7	700	336	600	400	500	218	400						
	8	897	134	300	110	559	300	200						
	14	596	284	690	167	375	81	213						
	15	740	117	307	302	528	506	250						
	Mean	644	198	407	329	618	237	270						
Large Colleges	5	526	348	868	156	490	820	144						
	9	570	224	238	295	1,262	35	651						
	10	84	170	398	660	792	776	144						
	11	1,014	186	302	376	1,048	110	456						
	12	1,212	48	438	278	1,032	72	214						
	13	721	144	218	330	1,168	438	380						
	Mean	688	187	410	349	965	375	332						

a large school) spent the greatest amount of time on tasks in the Staffing and Staff Development category.

Estimates of Time on Task by Subjects

Because of the original method of gathering data in this study (primarily through an interview with each subject) and the manner in which the interview was structured, the original time given on individual tasks was overestimated by nine subjects. After all interviews were completed and when the researcher added the time estimates for all 75 tasks, these nine subjects estimated that they worked more than 3,600 hours per year. However, these individuals had estimated an average work week of 50 to 55 hours or an average work year of 2,500 to 2,750 hours on the demographic survey (see Appendix B). Therefore, in August 1988, the researcher wrote to each of the nine subjects requesting that they reconsider the times given, suggesting the revised data more closely reflect the information given on the demographic survey. The subjects were asked to estimate either by individual task or by category of tasks. Most of the subjects provided the new data by category of tasks.

The data presented in Table 11 show the original figures given to the researcher during the interviews. The new data gathered in August 1988 are shown in Table 12. For both sets of data (Tables 11 and 12), times are given by category of

Table 11

Figures for Time on Task by Category as Given in Interviews

Subject	Staffing and Staff Development	Program Supervision Maintenance	Program Development	Budget & Communications Finance	Planning & Institutional Mission	General Administration	Total
1	873	347	510	257	1,576	168	4,411
2	505	181	296	323	959	207	2,781
3	570	158	322	60	708	176	2,258
4	993	580	926	180	900	108	4,207
5	526	348	868	156	490	820	3,352
6	846	102	365	362	1,046	162	3,346
7	1,023	336	1,544	678	1,080	218	5,937
8	897	134	530	210	854	714	3,678
9	570	224	238	295	1,262	35	3,275
10	84	170	398	660	792	776	3,024
11	1,214	186	402	376	1,248	110	4,092
12	1,212	48	438	278	1,032	72	3,294
13	1,265	144	218	466	1,796	438	4,707
14	1,704	811	1,971	478	1,070	232	6,874
15	740	117	1,007	1,227	1,678	606	5,825
16	1,648	282	1,758	1,296	1,089	170	7,551
Total	14,670	4,168	11,791	7,302	17,580	5,012	68,612
Average	916	260	736	456	1,098	313	4,288

Table 12

Figures for Time on Task by Category as Given in August 1988

Subject	Staffing and Staff Development	Program Supervision Maintenance	Program Development	Budget & Communications Finance	Planning & Institutional Mission	General Administration	Total
1	428	137	246	129	784	112	2,082
2	505	181	296	323	959	207	2,781
3	570	158	322	60	708	176	2,258
4	700	500	600	100	550	80	2,750
5	526	348	868	156	490	144	3,352
6	846	102	365	362	1,046	162	3,346
7	700	336	600	400	500	218	3,154
8	897	134	300	110	559	300	2,500
9	570	224	238	295	1,262	35	3,275
10	84	170	398	660	792	776	3,024
11	1,014	186	302	376	1,048	110	3,492
12	1,212	48	438	278	1,032	72	3,294
13	721	144	218	330	1,168	438	3,399
14	596	284	690	167	375	81	2,408
15	740	117	307	302	528	506	2,750
16	461	79	492	363	305	48	2,054
Total	10,570	3,148	6,680	4,411	12,106	4,141	45,917
Average	660	196	417	257	756	258	2,869

tasks. When interpreting these data, caution should be used as the number of tasks in each category varied (see Appendix E).

Even though the subjects adjusted the figures, the ranking of the categories did not change from the figures given in the original interviews (see Table 11). As shown in Table 12, the 16 administrators spent the most time on the Communications category, an average of 756 hours per year, and the least time on the Program Supervision and Maintenance category, an average of 196 hours per year.

Average number of hours spent on a category of tasks is one way of determining importance. However, another way of looking at the data is the importance of individual tasks to the group of continuing education administrators as a whole. A particular task that all 16 subjects spend time on may be an indication of its relative importance. When comparing categories of tasks, less time was spent on Planning and Institutional Mission than on any other category excluding Program Supervision and Maintenance (see Tables 11 and 12). Although the category of Planning and Institutional Mission contained only six tasks, the subjects reported the greatest percent of "perform" responses for this category of tasks. It should be noted that every single subject indicated that he or she personally spent time performing or delegating three of the six tasks in this category. Consequently, it

is significant that all of the subjects spent time on these three tasks.

Qualitative Analysis

During the card sort, subjects' comments on the tasks and their performance of them were tape recorded. Some of the comments were one or two sentences; others were more lengthy. The researcher encouraged subjects to discuss the tasks and how they accomplished them within the framework of the particular institutional setting involved. At times, the researcher asked questions in response to comments to confirm information or elicit a more detailed response. The following comments relate to the tasks mentioned under quantitative analysis.

Leadership

Leadership in community colleges, and particularly in continuing education, is a topic of great concern. The leadership role of continuing education administrators continues to change as their programs become more valuable to the college and the community. Simerly (1987) said that continuing education leaders are most effective when they are acting as a human resources developer within their institution. Simerly's concept of leadership was prevalent in the comments of many Maryland continuing education

administrators. One administrator noted that "the second largest chunk of time would probably be spent in supervision and providing leadership to continuing ed staff, not direct supervision. A lot of of times I spend time in one-on-one conversation with program directors, one-on-one conversation with the office manager, or involvement with maybe two or more staff members--public or faculty involved in program development issues." This administrator observed that "most of my daily interactions are with people on my staff primarily, then secondly with customers or clients, and thirdly, faculty."

Again the emphasis on leadership was reinforced by another administrator from a small college who said, "Much of my time during regular working hours is spent with staff. I get very little of my own work done until after the regular people are gone. I spend at least 25% of my day on this."

Supervisory responsibilities "can vary from week to week or month to month depending on what's going on." This same administrator stated, "That's a large part of my job if I define the terms the way you do. I'd say 25% of my job is spent with people saying 'Let's do it this way.' 'How are things going?' 'Let's try it that way.'" Leadership to him meant "imparting my influence."

The breadth of leadership was assessed by a dean of a large college. "Because of the type of operation we have, I

have no assistant dean yet; everyone who administers a program reports to me. I have an open-door policy, which sometimes is done at the expense of my own workload. This is why I have to come in weekends to get documents done. I don't want to deny these people access when they need a decision--'Should we do this?' 'Should we move in with this employer?' 'Can you get me a VCR for an apprenticeship program?' So that takes more time than anything else I do."

Typical of many administrators, one observed that "I probably spend a good half of my normal workday under that generic responsibility [leadership] . . . , providing leadership for the division and the people that work in it."

"I guess I see providing leadership as an on-going thing that we do. In so many aspects, it's in everything that we do, while direct supervision may be something different. I would say maybe 40% of what I do in a day is hopefully providing some sort of leadership." Such an analysis again gives credence to the role leadership plays in the daily efforts of continuing education administrators.

One administrator summed up the importance of leadership, saying, "I assume my role as associate dean . . . is a leadership position, so everything I do is providing leadership by being a role model, by the way I manage, by the way I allow people flexibility."

Development of Noncredit Programs

Supervising the development of noncredit programming (Task 31) was reported as a major responsibility for the subjects of this study. Most of them noted that they did some program development themselves. Individuals in smaller institutions tended to have greater responsibility for program development than those in the larger colleges having larger continuing education staffs. Comments on supervising the development of noncredit programs followed the same theme to varying degrees.

"That [develop noncredit programs] I do all the time. Everything I do is connected to the development of noncredit programs."

"For new development, I'm not as involved. But everybody's always stopping in with a question. It's a part of supervising staff."

"Supervising development of noncredit programs--really that's a daily task. Everyone else is responsible for specific programs."

"I do some program and course development, but most of that is done by somebody else."

Generating FTEs and Income

The topic of "generating FTEs and income" brought out the most emotionally charged responses. Until recently, Maryland community colleges had been under a state funding formula that was primarily FTE driven. From the comments made by the respondents, it is clear that some presidents view the continuing education program as a vehicle to bail out and support credit programming. Often the continuing education administrator was given a mandate to generate income in an academic setting designed to provide a traditional college program. At times, conflicts between making a profit and providing quality instruction arose. The following comments reflect a wide range of philosophies concerning the issue of FTE generation and income.

"In a way, generating FTEs and income is the main thing this office does. . . ."

"This [generating FTE and income] is something I do on a yearly basis, but we monitor it on a semester basis. And that's generally when we are doing our state aid reports."

"Now, the generation of FTE as directed by the president, at the meeting today, he asked 'Where are you?', but I don't get those pressures."

"Generate FTE as directed by the president--I delegate that in the sense that the program directors are responsible for their programs. I worry about it more on a semester

basis. I don't actually generate FTEs myself, but I do some programming."

"That's everything I do. Ultimately we're geared to that. I don't generate any FTE. Everyone on my staff does. It's just the way you interpret it. You have to generate FTE. It fits under this category of 'delegate and monitor.'"

Most subjects were quite vocal about generating FTEs, as noted by the following comments. "This is an ongoing constant activity. Time spent on that task . . . I would say that almost all of my activities or maybe half of my activities includes this."

"Generate FTE; this we do everyday, 85 hours a day. There isn't anything that we do that isn't connected to that [FTE generation]. If it doesn't generate FTE and income, I don't do it. I can say that I have probably done one project last year that wasn't attached to FTE. Absolutely everything I do is toward that end. That's what they hired me to do."

An administrator from a large college had another view of FTE generation. "Generate FTEs as directed by the president--my interpretation of this is that it is an outcome, not a directive. I do not have a directive to reach 'X' FTEs. I have a directive to provide quality instructional programs. If I was in that mode, I wouldn't be here. We provide an instructional program but not for the

purpose of generating FTEs. The purpose is to deliver the programs. It results in 'X' number of FTEs."

"I tell him [the president] what I think I'm going to do. I tell him what I'm going to do based on the needs of the community. He doesn't call me up and say your target for next year is 'X'."

A different approach to this problem was posed by a large-college administrator. "On the generating FTEs, I guess I was thinking of reporting on and the coalescing of. I guess we generate them every day. How many hours would I spend in a semester generating FTEs? I don't teach at all, so I guess in that sense I don't generate any. This is a strange one because it's everything I do, and what it results in is FTE. Let's put it in the column of things that I don't do. That's kind of a hypothetical construct, a result of what I do."

A small college administrator made a final comment. "This encompasses everything I do all day. That I do eight or nine hours a day. Everything falls under the generation of FTEs and the income because without income, you wouldn't have courses."

Solutions to Internal and External Problems

Subjects spent the second greatest amount of time working on solutions to internal and external problems. Obviously, this task is all-encompassing and has a great deal

of impact on the amount of time continuing education administrators can spend on other tasks that they may deem more important to the college mission.

"Working on solutions to internal and external problems [takes the largest share of time on a daily basis]--that's usually responding to emergencies that come up during the day. They might range from everything like problems with instructors to staffing--things that need to be resolved in the office or campus-wide issues or state-wide issues that are impacting on continuing education."

"Solving internal and external problems is becoming a major portion of what I do."

The problems confronting continuing education administrators were wide ranging. Solving "internal and external problems takes probably as much as three hours a week. Plus we have so many problems that we haven't resolved. Some of them are vexatious, like whether to take credit cards, whether to accept phone-in registrations, what to do with bad checks."

"Once again these internal and external problems only relate to noncredit, it's hard for me to separate. Frankly, this is where I spend most of my time [with internal and external problems]."

One administrator noted that internal and external problems deal not only with noncredit, but that "there are a

lot of other types of problems that I have to get involved with. I spend 25% of my day on this."

From the perspective of a medium-sized college dean, problem solving related to the role of leadership. "Work on solutions to internal and external problems--wow! That's my whole life. I think the leadership aspect is going to filter throughout all these because how you do that [solve internal and external problems] sets the tone for leadership. I spend 20% of my time doing this."

Research Question Three: How do selected variables, such as age, years of experience, and educational attainment, relate to time on task?

To provide information for Question Three and to assist the reader to better understand the nature and characteristics of the subjects, demographic data were gathered. The data gathered through the demographic survey (see Appendix B) provided information related to the individual institutions where the subjects were employed. Information concerning personal characteristics, such as age, gender, level of education, etc., were also collected through the demographic survey. The demographic variables included in this study were:

1. Job title.
2. Institution name.

3. Age.
4. Gender.
5. Level of education attained.
6. Specific education or training related to present position.
7. Number of part-time professional staff working in noncredit continuing education program.
8. Number of full-time professional staff working in noncredit continuing education program.
9. Number of part-time support staff working in noncredit continuing education program.
10. Number of full-time support staff working in noncredit continuing education program.
11. Percent of total college budget for noncredit continuing education program.
12. Number of years of experience in the field of continuing education.
13. Number of years of experience in current position.
14. Number of hours in a typical work week.
15. Number of noncredit FTEs funded by Maryland in FY '87.
16. Size of college.

Profile of a Maryland Continuing Education Administrator

The average continuing education administrator in this study was 43 years old. Fifty percent of the sample was female. The average administrator in Maryland worked at a large or medium-sized institution (see Table 9), and had eight full-time professional staff members, three part-time professional staff members, six full-time and two part-time support staff members. His or her title was most often reported as associate dean of continuing education. This individual had been in the field of continuing education an average of 11.75 years and in his or her present position an average of 6.8 years. He or she held a master's degree in an educational area directly related to the job of continuing education administrator, i.e., a degree in continuing education, adult education, etc. Spending the most time in communication with others (an average of 756.5 hours per year), this individual estimated an average work week at 50.8 hours. On average, 9.8% of the total college budget was invested in the noncredit continuing education operation.

Demographic Characteristics

Titles

The title of the position can reveal much about the power and influence that individual may or may not have. Titles offer clues as to where the position fits in the

institutional hierarchy. For instance, if the continuing education function is under a dean, then one might assume that individual reports to the president. An associate dean most likely reports directly to another dean. Keim (1988) found that 51% of the continuing education administrators in her study reported to a vice president or dean.

Of the 16 subjects in this study, three of them had the title of dean (see Table 13). All three of these individuals also held a doctorate. The one individual who was employed by a multicampus institution had the title of provost. She also held a doctorate as well. Ten subjects reported having a title of associate dean. Three of those individuals also had a doctorate. The other seven held master's degrees. One individual reported the title of assistant dean and one had the title of director. Both of these individuals had master's degrees, and the assistant dean was working on a doctorate.

Nine subjects held a master's degree while seven had doctorates. Two individuals who had master's degrees indicated post-master's work. Subjects were asked if they had specific education or training that related to their present position (a degree in continuing education, adult education, etc.). Nine indicated that they did, and seven said they did not (see Table 14). Subjects who indicated

Table 13

Demographic Variables: Title by Level of Education

Title	Master's Degree	Doctorate Degree
Provost	0	1
Dean	0	3
Associate Dean	7	3
Assistant Dean	1	0
Director	1	0
Total	9	7

Table 14

Demographic Variables: Title by Specific Education or Training
Related to Present Position

Title	Specific Education	
	Yes	No
Provost	1	0
Dean	3	0
Associate Dean	5	5
Assistant Dean	0	1
Director	0	1
Total	9	7

having education or training specifically related to their job, explained:

1. "Ed.D. Higher Education (Adult and Continuing Education as area of concentration.)"

2. "Master's in Public Administration (MPA). It relates to the administrative portions of my job, but not to the Adult & Cont'g Ed portion of the job."

3. "M.S. Ed. in Educational Administration, concentration in Community Education."

Beyond the hierarchical designator, titles can reflect institutional commitment to various educational movements. Such titles as adult education, community services, or continuing education are prevalent throughout the country (Keim, 1988). The name of the division or office that houses the noncredit program in Maryland community colleges most often included "continuing education." Thirteen of the subjects reported their title as provost, dean, associate dean, assistant dean, or director of continuing education. Many were dean or associate dean of continuing education and something else, i.e., associate dean of continuing education, career programs and community services; associate dean of continuing education and instructional support; or dean of continuing education and extended learning programs. Three subjects reported a title that included "continuing education and community services."

Ages

The ages of the subjects ranged from 33 to 54, although one male subject gave his age as 49+ (see Table 15). The youngest subject was female, as was the oldest subject. The mean age was 43.38; the median age was 44.5. Fifty percent of the subjects were female. The three deans (ages 35 to 49+) in the study were all males. One female subject (age 42) reported her title as provost. Six males and four females (ages 36 to 54) had the title of associate dean. One female subject (age 33) reported her title as assistant dean and one male (age 48) stated that his title was director.

Number of Professional and Support Staff

The subjects reported a range of 0 to 14 part-time professional staff (see Table 16). The administrator who reported having 14 part-time professional staff members was employed at a large college. The five subjects who reported no part-time professional staff were from small, medium, and large schools. The number of full-time professionals who staffed the continuing education program in Maryland ranged from 4 to 22. The administrator who reported 22 full-time professional staff worked for a large institution. The five subjects who indicated that they employed four full-time professionals worked for small and medium-sized institutions.

Table 15

Demographic Variables: Age of Subjects by Gender

Age	Female	Male
33	1	0
35	0	1
36	2	0
41	1	0
42	0	1
43	1	0
44	0	1
45	0	2
46	1	0
47	0	1
48	0	1
49+	0	1
50	1	0
54	1	0
Totals	8	8

Table 16

Demographic Variables: Number of Staff Positions by
Time on Tasks in Hours Per Year

Hours Per Year	Part-time Professional Staff	Full-time Professional Staff	Part-time Support Staff	Full-time Support Staff	Full-time* Equivalent Staff
2,054	0	4	1	3	7.5
2,082	0	4	2	3	8.0
2,258	4	4	0	2	8.0
2,406	4	8	1	5	15.5
2,500	6	6	3	6	16.5
2,750**	0	4	0	3	7.0
2,750	0	7	3	6	11.5
2,781	3	4	2	4	10.5
3,024	3	19	2	16	37.5
3,154	0	6	2	6	13.0
3,275	2	14	4	4	21.1
3,294	2	5	2	7	14.0
3,346	6	8	3	4	16.5
3,352	1	7	2	10	18.5
3,399	5	22	5	14	41.0
3,492	14	6	1	2	15.5

*For the purposes of this table, all part-time staff were assumed to work half-time or approximately 20 hours per week.

**Two administrators reported spending 2,750 hours per year on the 75 tasks.

The number of part-time support staff ranged from 0 to 5. Again, the dean of a large institution reported five part-time support staff, and the associate dean of a small institution reported none. Full-time support staff reported by the subjects ranged from 2 to 16. The associate dean at one of the larger colleges reported 16 full-time support staff, and the director at the smallest college reported two.

To clarify the data presented in Table 16, the investigator calculated a "full-time equivalent" figure for staff. All part-time staff were assumed to work half-time and were counted as such in the "full-time equivalent staff" column.

Miscellaneous Statistics

The percent of the total college budget allocated for the noncredit continuing education operation ranged from 5% to 20%. The subjects reported working in the field of continuing education between 3 and 25 years. Two individuals had been in their present position one year, the shortest amount of time. The continuing education administrator with the longest tenure had been in her present position 15 years. The number of hours in a typical work week ranged from 38 to 70. The individual who had been in the field the longest (25 years) worked the most hours (70) in a typical work week.

Time on Task and Demographic Variables

The amount of time spent on the tasks in this study could indicate either the importance of individual tasks--that a particular task was very time-consuming--or the dedication of an individual to the job of continuing education administrator. This section of the study dealt with the relationship between the total amount of time the subjects spent on the 75 tasks and the demographic variables.

Title, Gender, Age, and Education

Of the three subjects who indicated that they spent the most time on all 75 tasks, two had the title of dean and one was the provost. The individual who reported spending the least amount of time on the tasks held the title of associate dean.

The 16 subjects reported spending an average of 2,869 hours per year on the tasks involved in this study (see Table 12). Female administrators indicated that they spent an average of 2,804 hours per year, while the male administrators spent an average of 2,936 hours per year on the 75 tasks. The individual who spent the least amount of time on the tasks was a female (2,054 hours per year), and the subject who spent the most time on the tasks was a male (3,492 hours per year), as shown in Table 17.

Table 17

Demographic Variables: Gender by Time on Tasks in
Hours per Year

Hours Per Year	Gender
2,054	F
2,082	M
2,258	M
2,406	F
2,500	F
2,750*	F
2,781	M
3,024	M
3,154	M
3,275	F
3,294	M
3,346	F
3,352	F
3,399	M
3,492	M

*Two female subjects reported 2,750 hours per year.

The youngest subject (33) reported spending 2,406 hours per year on the tasks, while the oldest subject (54) spent 2,750 hours. The correlation coefficient between age and time spent on the tasks per year was .14, $t = .658$, $p. = NS$ (not significant). A sample size of 16 ($n = 16$) was used in all correlations unless otherwise noted.

Those individuals who held doctorate degrees spent the greatest number of hours on the 75 tasks, and the individuals who held master's degrees spent the least amount of time on the tasks (see Table 18). The subjects who spent the greatest amount of time on the tasks also indicated that they had specific education or training directly related to their present position (see Table 19). Those administrators who reported that they did not have specific education or training related to their present position spent the least amount of time on the tasks in this study.

Staffing

Staffing patterns can offer clues as to how an administrator accomplishes the tasks involved and what kinds of resources, including professional or support staff, an administrator may have available. The administrator of one of the smaller institutions spent the least amount of time on the 75 tasks (2,054 hours per year) and had no part-time professional staff (see Table 16). However, the

Table 18

Demographic Variables: Level of Education by Time on Tasks
in Hours per Year

Hours Per Year	Master's Degree	Doctorate Degree
2,054	1	0
2,082	1	0
2,258	1	0
2,406	1	0
2,500	1	0
2,750	1	1
2,781	0	1
3,024	1	0
3,154	0	1
3,275	1	0
3,294	0	1
3,346	1	0
3,352	0	1
3,399	0	1
3,492	0	1
	9	7

Table 19

Demographic Variables: Specific Education or Training Related to Present Position by Time on Tasks in Hours per Year

Hours Per Year	Specific Education or Training	
	Yes	No
2,054	0	1
2,082	0	1
2,258	0	1
2,406	0	1
2,500	0	1
2,750	2	0
2,781	1	0
3,024	1	0
3,154	1	0
3,275	1	0
3,294	0	1
3,346	0	1
3,352	1	0
3,399	1	0
3,492	1	0
	9	7

administrator of a large institution who spent the most time on the tasks (3,492 hours per year) reported 14 part-time professional staff. The correlation coefficient between number of hours spent on the tasks per year and the number of part-time professional staff was .38, $t = 1.543$, $p. < .10$.

The administrator who reported spending the least amount of time (2,054 hours per year) on the tasks was also one of four individuals indicating that they had only four full-time professional staff. Twenty-two full-time professional staff were reported by the administrator who spent 3,399 hours per year on the tasks. This was the second highest amount of time spent per year (see Table 16). The correlation coefficient for number of full-time professional staff and number of hours spent per year on the tasks was .46, $t = 1.954$, $p. < .05$.

The least number of part-time support staff (one) was reported by the subject who spent the least amount of time on the tasks. However, two other subjects also reported having only one part-time support staff member. The administrator reporting the most part-time support staff members also reported the second highest amount of time spent on the tasks (3,399 hours per year). The correlation coefficient for the number of part-time support staff members and the number of hours per year spent on the tasks was .37, $t = 1.429$, $p. < .10$, $n = 15$. Two administrators reported

employing two full-time support staff. One of these individuals spent 2,258 hours per year on the tasks, and the other spent the greatest amount of time on the tasks, 3,492 hours. The subject who reported having the greatest amount of professional staff members (16) spent 3,024 hours per year on the tasks. The correlation coefficient between the number of full-time support staff and the number of hours spent per year on the tasks was .40, $t = 2.493$, $p. < .025$.

Budget

The percentage of the budget that a college is willing to allocate to a program or division may be indicative of the level of commitment. The continuing education administrators who reported spending the least amount of time (2,054 hours per year) and the greatest amount of time (3,399 hours per year) stated that their institutions devoted 5% of the total college budget to noncredit continuing education operation (see Table 20). Three subjects indicated that their college allocated 20% of the budget for continuing education. The correlation coefficient between the percent of the college budget used for continuing education and the number of hours spent on the tasks per year was $-.40$, $t = 1.326$, $p. = NS$, $n = 13$.

Table 20

Demographic Variables: Percent of Budget Allocated to the Continuing Education Operation by Time on Tasks in Hours per Year

Hours Per year	Percent of Budget
2,054	5
2,082	8
2,258	20
2,406	20
2,500	20
2,750	5
2,781	5
3,024	10
3,154	7
3,275	5
3,294	6
3,346	11
3,399	5

Note: N = 13 Three subjects did not report percent of budget on the demographic survey.

Continuing Education Background

Experience in one's field may suggest the efficiency with which an administrator performs his or her tasks or duties. The subject who spent the least amount of time (2,054 hours per year) on the tasks in this study had ten years' experience in the field of continuing education (see Table 21). The administrator who spent the greatest amount of time (3,492 hours per year) on the tasks had six years' experience in continuing education. The individual with the most experience in the field of continuing education (25 years) spent the second greatest amount of time on the tasks (3,399 hours per year). The correlation coefficient for the number of years in the continuing education field and the time spent on the tasks per year was $.13$, $t = .490$, $p. = NS$.

The number of years an individual has spent in his or her current job is another variable that may provide clues to the efficient manner with which an administrator performs job tasks. The subject who indicated spending the least amount of time on the 75 tasks (2,054 hours per year) had been in her position two years (see Table 22). The administrator who reported spending the greatest amount of time (3,492 hours per year) had been employed in his position one year. The correlation coefficient between time spent on the tasks per year and the number of years the subjects were employed in their present positions was $-.17$, $t = .644$, $p. = NS$.

Table 21

Demographic Variables: Years in the Field of Continuing Education by Time on Tasks in Hours per Year

Hours Per Year	Years in the Field
2,054	10
2,082	10
2,258	13
2,406	3
2,500	14
2,750*	14
2,750	17
2,781	8
3,024	8
3,154	18
3,275	24
3,294	8
3,346	4
3,352	6
3,399	25
3,492	6

*Two subjects reported spending 2,750 hours per year on the tasks.

Table 22

Demographic Variables: Years in Present Position by Time on Tasks in Hours per Year

Hours Per Year	Years in Present Position
2,054	2
2,082	10
2,258	13
2,406	3
2,500	9
2,750*	6
2,750	12
2,781	2
3,024	8
3,154	11
3,275	15
3,294	8
3,346	4
3,352	4
3,399	1
3,492	1

*Two subjects reported spending 2,750 hours per year on the tasks.

Hours on the Job, FTEs, and Size of College

The number of hours per week required to complete the tasks in this study may serve as an indicator of the complexity of the job of continuing education administrator. The subject who reported spending the least amount of time per year on the tasks (2,054 hours) also indicated working a total of 42 hours per week (see Table 23). The administrator who spent the greatest amount of time per year on the tasks (3,492 hours) worked 65 hours per week. The administrator who spent the second greatest amount of time per year on the tasks (3,399 hours) worked 70 hours per week. The correlation coefficient for time spent on the tasks per year and the number of hours worked per week was .45, $t = 1.882$, $p. < .05$.

The continuing education administrator who indicated spending the least amount of time per year on the tasks (2,054 hours) also reported generating 374 noncredit FTEs for fiscal year (FY) '87 (see Table 24). The individual who indicated spending the greatest amount of time per year on the tasks (3,492 hours) generated 2,328 noncredit FTEs for the same period. The administrator who generated the least amount of noncredit FTEs for FY '87 (207) spend 2,082 hours per year on the tasks, and the individual who generated the most noncredit FTEs in FY '87 (2,951) reported spending 3,024 hours per year on the tasks. The correlation coefficient for

Table 23

Demographic Variables: Hours Worked per Week by Time on
Tasks in Hours per Year

Hours Per year	Number of Hours Worked Per Week
2,054	42
2,082	50
2,258	45
2,406	48
2,500	50
2,750*	55
2,781	40
3,024	50
3,154	50
3,275	38
3,294	50
3,346	55
3,352	50
3,399	70
3,492	65

*Two subjects reported spending 2,750 hours per year on the tasks.

Table 24

Demographic Variables: Noncredit FTE for FY '87 by Time on Tasks in Hours per Year

Hours Per Year	Number of FTEs
2,054	374
2,082	207
2,258	275
2,406	457
2,500	749
2,750*	249
2,750	1,855
2,781	345
3,024	2,951
3,154	1,186
3,275	2,554
3,294	2,085
3,346	345
3,352	699
3,399	1,687
3,492	2,328

*Two subjects reported spending 2,750 hours per year on the tasks.

the time spent on tasks per year and the number of noncredit FTEs generated for FY '87 was .59, $t = 2.733$, $p < .01$.

In trying to determine what variables may influence time on tasks, the size of the college would seem to be an important factor. An administrator at a small college may not have the resources available to him or her that an administrator at a large school might have. The subject who reported spending the least amount of time on the tasks worked for a small institution (see Table 25). The subject who indicated spending the greatest amount of time was employed by a large school. The correlation coefficient for time spent on the tasks per year and size of college was .62, $t = -2.956$, $p < .01$.

The size of a college has a great affect on the number of FTEs produced by that college. In most cases, the large colleges produced the greatest amounts of FTEs (with the exception of Montgomery College--see Table 9). The correlation coefficient between college size and FTEs was .76, $t = 4.44$, $p < .01$.

Research Question Four: What is the process that continuing education administrators use to prioritize these tasks?

The amount of time spent on a task may designate importance. However, the tasks that an administrator assigns

Table 25

Demographic Variables: Size of College by Time on Tasks in Hours per Year

Hours Per Year	Small	Medium	Large
2,054	1	0	0
2,082	0	1	0
2,258	1	0	0
2,406	0	1	0
2,500	0	1	0
2,750*	1	1	0
2,781	0	1	0
3,024	0	0	1
3,154	0	1	0
3,275	0	0	1
3,294	0	0	1
3,346	1	0	0
3,352	0	0	1
3,399	0	0	1
3,492	0	0	1

*Two subjects reported spending 2,750 hours per year on the tasks.

priority may also indicate the relative significance of individual tasks. A secondary focus of this study was to explore the process of prioritizing tasks and the factors involved.

Setting Priorities

The researcher used several methods to gather data on priority setting:

1. During the on-site interviews, each subject was asked to fill out an Influential Factors instrument (see Appendix C).

2. Upon completion of the card sort segment of the interview, the researcher determined the ten tasks designated as requiring the most time and the ten tasks designated as requiring the least time. Each subject was then directed to sort those cards into three stacks with the following instructions: "If you had these tasks to perform in one day, which ones would you do first, which ones would you do second, and which tasks would you do only if you had time?"

3. Finally, the researcher interviewed the subjects about their responses on the Influential Factors instrument and the manner in which they sorted the 20 cards into the three stacks. This segment of the study reviewed these data gathered from the Influential Factors instrument, the sorting

of the 20 cards into the three stacks, and the subsequent interviews.

Influential Factors in Priority Setting

As shown in Appendix C, the variables on the Influential Factors instrument included:

1. Supervisor's personality and/or management style.
2. Timelines or deadlines.
3. College size.
4. Size of continuing education program.
5. Need to generate FTEs.
6. Experience working in continuing education.
7. Personal interests.
8. Personal values.
9. Private sector requests.
10. Public sector requests.
11. Local government influences.
12. State government regulations and influences.

The codes used on the Influential Factors instrument to measure the value or weight given a variable were set up as a Likert scale from 1 to 5, with 1 = little influence or importance, 3 = average importance, and 5 = very influential or important.

Public and private sector requests were the two factors reported as most influential in priority setting on this

instrument, with mean values of 4.5 and 4.4, (on the Likert scale) consecutively (see Table 26). Personal interests were ranked least influential at 3.1 on the Likert scale. Nine subjects (56%) reported that their supervisor's personality was influential (a rating of 4 on the Likert scale) in setting priorities. Personal values were rated as influential (a rating of 4) by 11 (69%) of the subjects, in setting priorities. For nine subjects (56%) private sector requests were most influential (a rating of 5 on the Likert scale), as were public sector requests for ten subjects (63%). Eight individuals (50%) indicated that local government influences were important (a rating of 4) in their priority setting.

To obtain further information concerning priority setting, the researcher used probes and open-ended questions with the subjects following the completion of the Influential Factors instrument. These comments directly relate to the factors mentioned above.

In relation to the influence of his supervisor's personality, one dean of a large college stated, "The personality of the president is extremely important given his background in continuing education, his influence on this particular operation, and his need to be informed, kept apprised, and to take part in it. His personality also comes to bear in terms of his excellent external relations with the

Table 26

Frequencies of Variables on Influential Factors in
Priority Setting, Average by Rank

Variable	<u>Number of Subjects Reporting a Value for Each Variable</u>					Average
	Least Influential			Most Influential		
	1	2	3	4	5	
Public sector requests.	0	1	0	5	10	4.5
Private sector requests.	0	1	0	9	10	4.4
Local government influences.	0	1	1	8	6	4.2
Timelines or deadlines.	0	0	4	5	7	4.2
State government influences.	0	1	4	7	4	3.9
Experience in continuing education field.	1	3	3	4	6	3.9
Need to generate FTEs.	0	2	3	6	5	3.9
Personal values.	0	0	4	11	1	3.8
Size of continuing education program.	1	2	3	5	5	3.7
College size.	3	2	3	3	6	3.6
Supervisor's personality.	1	1	4	9	1	3.5
Personal interests.	0	4	7	5	0	3.1

county council, the county executive, the local delegates and senators. He's very politically astute and influential, so his strengths in that particular area help us greatly in terms of getting programs up and running that we otherwise would probably have real difficulty in justifying in the regular budget process."

On the other hand, an administrator at a medium-sized college felt that her supervisor's personality was one of the least influential factors in her priority setting. "My supervisor has a very low-key, supportive, but noninterventive style. He does not have a big ego. I'm in an ideal situation. I'm left alone to do my job, which I prefer. But if I need support, I go and I get support. That's why I rated it [supervisor's personality] so low. My previous supervisor, I would have had to rate him as very influential."

The values that one holds personally played a major role in priority setting for the greatest number of subjects. These values were also influenced somewhat by the community college mission. "I'm very interested in certain types of programs," explained a dean at a large college. "I am extremely interested in the welfare population and getting programs that will help people get off of welfare and into the workforce. This is a personal value of mine. I'm very involved with literacy training. I'm on the state-wide task

force to come up with literacy training and to house that training in community colleges. And I have been involved for years with ESOL (English as a second language) training and senior citizens programming, in particular for those in nursing homes. So I think my own personal values in helping those kinds of people are reflected in the priorities that I established for the division."

Private and public sector requests and state and local government influences all seemed to be interrelated in the minds of the continuing education administrators in this study and directly related to the community college mission. An associate dean at one of the larger institutions in Maryland felt that "one of our missions is to support the community, whether that be through private sector or government requests or whatever. And if there is a need that has been identified, either through a contact that we've made or a contact that one of those agencies has made with us, and they are looking for some type of assistance, that is a priority. It is really a part of our mission, and we would respond as quickly as possible."

The associate dean of a small college expressed her philosophy this way: "Any time we can provide education and training that comes through a public sector invitation, that's a priority. Whether it's something that we charge for

or we give people a room to hold a meeting in, it's a priority."

Another administrator from a small college stated, "A lot of what we do here in continuing education is directly driven by those three primary external factors [public and private sector and governmental influences] in terms of the courses that we offer, in terms of the politics of the way we do things, so that we have to be very receptive and open in hearing those requests and then responding directly to them. They may not necessarily be big issues, but if left undone, they can become big headaches. So it's very important to be sensitive to what is happening in those three areas."

A subject from a medium-sized college said that calls from the public and private sector or state and local government agencies were "top priority. That doesn't mean that I'll drop everything, but it means if I got a call from some company right now, that would go to the top of the list of things I have to do. The point is to be responsive to the local community, and I try to do that. It's a part of the college's mission."

The issue of college size elicited many comments from the subjects in this study. The administrators of the small colleges felt strongly that it was a major factor in priority setting. At the larger colleges, the administrators held a

wide range of views as to whether or not size influenced priority setting.

An administrator of a small college spoke of her frustrations. "The size of the college influences what we can do in terms of resources that we can allocate, in that we serve the largest geographic area in Maryland. It's five counties. We've got more square miles than anybody. We also have very diverse populations, and we're only in one place with a very small staff. So college size, meaning the number of dollars I have to put to work and the number of people I have, plays a large role in how we can accomplish our mission. My share of that small pie is a crucial indicator in whether or not I can accomplish my goals."

The associate dean at one of the largest institutions stated that "in terms of setting priorities, I don't really understand how the size of the college would influence me."

However, for the larger institutions, size seems to be an advantage. The dean of a large college stated, "Because we are large, we have a large continuing education program. We are comprehensive, and the size greatly influences our goal to respond quickly in developing programs. I have enough support and program staff to add new programs with ease, where a smaller school wouldn't be able to. So I think that because I am at a large institution that is very

successful financially, it makes it easier for us to get involved in new programs."

The generation of FTEs seemed to be dependent on size and also to be tied into a new funding formula for FY '89. The dean of one of the larger colleges felt strongly about these interrelated issues. "With our new funding formula, the State Board (for Community Colleges) has set up a size category. If we were to grow next year at the same rate as we have this year, we would cross through a magic number, and we could possibly lose state aid equivalent to \$200,000. To reach a net gain, the numbers would really have to jump. So size is very important."

In a medium-sized college, the associate dean felt that FTEs and size had a direct influence on priority setting. "At this college, we generate over 60% of the FTEs. There's no way I cannot consider the college size in developing these activities that generate FTEs. There is a great need to generate FTEs. I try to keep that below the surface and look toward service, but the FTEs are an overriding factor. If a program does not generate FTEs, it goes lower on the list than one that does. There is little choice."

Some feel a tremendous responsibility for generating FTEs. The administrator at one of the smallest schools reported that "last year 50% of the college's funding came from continuing education. So what that does, is make the

college very dependent on continuing education's generation of FTEs for revenue. If things are wrong for continuing education, it's wrong for the whole college. The impact is college-wide. That makes me very conscious of the need to have the numbers coming in."

Tasks and Priority Setting

To gather data concerning priority setting during the face-to-face interviews, the investigator sorted the ten tasks designated as requiring the most time and the ten tasks designated as requiring the least time. Each subject was then asked to sort the 20 task cards into three stacks with the following directions: "If you had these tasks to perform in one day, which ones would you do first, which ones would you do second, and which tasks would you do only if you had time?" The objective of this activity was to determine if those tasks requiring the most time were also given top priority. The tasks were reported by category.

In the category of Staffing and Staff Development, Task 11 (supervise and provide leadership to all continuing education staff) received the greatest number of "first-priority" responses, with a total of ten or 63% (see Table 27). Furthermore, of the 75 tasks, Task 11 also was reported as having the highest priority by the 16 respondents. This same task also had the highest mean

Table 27

Frequencies for Priority of Individual Tasks in Staffing and Staff Development Category

Task	First Priority	Second Priority	Only if I Had Time	*No Priority
1. Develop job descriptions.	2	3	3	8
2. Interview and hire support staff.	0	2	2	12
3. Recruit, interview, and hire noncredit faculty.	0	0	0	16
4. Hire program supervisors and administrators.	1	2	1	12
5. Make recommendations for full-time administrative staff.	4	0	2	10
6. Supervise clerical staff and operations.	1	3	0	12
7. Conduct administrative and clerical staff development.	0	2	4	10
8. Conduct staff meetings.	1	0	4	11
9. Coordinate staff workload and deployment (professional staff).	5	0	0	11
10. Hire and supervise part-time coordinators for various sites.	1	0	0	15
11. Supervise and provide leadership to all continuing education staff.	10	3	0	3
12. Resolve problems with instructors.	0	0	0	16
13. Notify instructors of cancellations.	0	0	0	14
14. Evaluate faculty performance.	0	0	0	16

*Was not selected by the subjects as one of the 20 tasks in this activity

(456.44) for the number hours spent per year of all 75 tasks (see Table 8).

Task 17 (assist in the development of the marketing plan), in the category of Program Maintenance and Supervision, was a first or a second priority for seven subjects (44%) (see Table 28). However, insofar as time on tasks, the subjects reported only an average of 47.12 hours per year for this task (see Table 8).

Fifty percent (eight) of the administrators reported supervising the development of noncredit programs (Task 31) in the category of Program Development, as a first or second priority (see Table 29). The average time on Task 31 was 179.06 hours per year.

Under the category of Budget and Finance, supervising payroll administration (Task 34) was a first or second priority for 44% (seven) of the subjects in this study (see Table 30). The average amount of time spent on this task by the administrators was 46.81 hours per year.

Two tasks were considered high priority in the category of Communications. Eleven (69%) of the subjects indicated that preparing reports for the board of trustees (Task 43) was a first or second priority (see Table 31). However, very little time was spent on this task, only an average of 7.75 hours per year. Task 48 (work on solutions to internal and external problems) was designated as a top priority for 56%

Table 28

Frequencies for Priority of Individual Tasks in Program Maintenance
and Supervision Category

Task	First Priority	Second Priority	Only If I Had Time	*No Priority
15. Generate all necessary paper work to get a course into our system.	0	0	0	16
16. Set time, place, and cost of programs and courses.	0	0	0	16
17. Assist in development of marketing plan.	2	5	4	5
18. Complete planning documents.	1	3	5	7
19. Coordinate with administrative staff to develop grant proposals.	2	2	1	11
20. Guide curriculum development.	2	3	0	11
21. Evaluate programs.	1	0	0	15

*Was not selected by the subjects as one of the 20 tasks in this activity.

Table 29

Frequencies for Priority of Individual Tasks in Program
Development Category

Task	First Priority	Second Priority	Only If I Had Time	*No Priority
22. Contact business and industry for customized training.	1	0	0	15
23. Do needs assessments.	0	0	0	16
24. Survey potential training recipients.	0	0	0	16
25. Research potential programs and courses.	1	0	0	15
26. Develop programs with community agencies.	1	0	1	14
27. Develop noncredit training for business and industry.	0	0	0	16
28. Develop and coordinate off-campus programs.	0	0	0	16
u9. Develop training programs and courses for JTPA.	2	0	0	14
30. Develop and implement older adult programs.	0	0	0	16
31. Supervise the development of noncredit programs.	5	3	1	7
32. Write course descriptions.	0	0	0	16
33. Write proposals for training programs.	1	0	0	15

*Was not selected by the subjects as one of the 20 tasks in this activity.

Table 30

Frequencies for Priority of Individual Tasks in Budget
and Finance Category

Task	First Priority	Second Priority	Only If I Had Time	*No Priority
34. Supervise payroll administration (e.g. developing salary scales, etc.)	2	5	7	2
35. Prepare a budget for the division.	2	3	2	9
36. Generate necessary paper work to pay the rental on a facility.	0	0	1	15
37. Generate necessary paper work to get an instructor paid.	0	0	0	16
38. Develop, administer, and monitor budgets.	2	2	5	7
39. Negotiate rental agreements and leases for classroom spaces.	1	1	4	10
40. Supervise purchase of equipment and supplies.	0	3	3	10
41. Generate FTEs and income as directed by the president.	4	0	0	12

*Was not selected by the subjects as one of the 20 tasks in this activity.

Table 31

Frequencies for Priority of Individual Tasks in the
Communications Category

Task	First Priority	Second Priority	Only If I Had Time	*No Priority
42. Work with college departments on internal work flow.	2	3	2	9
43. Prepare reports for the Board of Trustees.	7	4	0	5
44. Attend the regular college-level administrative executive meetings.	4	4	1	7
45. Attend professional association meetings.	0	0	7	9
46. Sit on college-wide committees.	1	3	3	9
47. Resolve problems with students.	1	0	0	15
48. Work on solutions to internal and external problems.	9	1	0	6
49. Handle miscellaneous correspondence, phone calls, and complaints.	2	1	2	11
50. Write reports to supervisors.	2	4	4	6
51. Notify owners of facilities of planned courses.	1	0	0	15
52. Plan advertising.	0	2	2	12
53. Distribution of tabloids, brochures, and flyers.	0	0	0	16
54. Work with nonprofit and governmental agencies.	4	1	1	10
55. Serve on community agency boards and attend meetings and functions.	2	1	5	8
56. Serve on state and regional advisory boards.	1	1	5	9

*Was not selected by the subjects as one of the 20 tasks in this activity.

(nine) of the subjects. This task also had the second highest mean for time spent on task per year, 237.13 hours (see Table 8).

In the category of Planning and Institutional Mission, Task 60 (make recommendations to president for modifications of programs and services) was listed as first or second priority for six individuals (38%) (see Table 32). The subjects spent an average of 35.25 hours per year on this task.

Coordinating with other college offices (Task 72) was designated as a first or second priority for nine (56%) subjects (see Table 33) in the category of General Administration. The mean for Task 72 was 192.75 hours per year, the third greatest time spent on all 75 tasks.

Event-State Networks and Priority Setting

An event-state network is a picture or diagram of states and events that assists the researcher and the readers in conceptualizing how the factors in a research study get together or act in concert (Miles & Huberman, 1985). For this study, the researcher chose to use event-state networks to show how the various events and states work together in the continuing education administrator's workplace to influence priority setting. An example of a "state" is the supervisor's personality or management style. An example of

Table 32

Frequencies for Priority of Individual Tasks in Planning and
Institutional Mission Category

Task	First Priority	Second Priority	Only If I Had Time	*No Priority
57. Develop and redefine divisional mission, goals, and objectives.	1	2	7	6
58. Identify new trends in the field.	1	4	3	8
59. Provide expertise and direction to special projects as requested by the president.	2	2	2	10
60. Make recommendations to president for modifications of programs and services.	3	3	4	6
61. Work on campus-wide planning sessions.	1	1	3	11
62. Prepare short-term and long-term divisional plans.	2	3	4	7

*Was not selected by the subjects as one of the 20 tasks in this activity.

Table 33

Frequencies for Priority of Individual Tasks in General
Administration Category

Task	First Priority	Second Priority	Only If I Had Time	*No Priority
63. Maintain data.	1	1	0	14
64. Supervise on-campus noncredit day and evening programs.	0	0	0	16
65. Supervise off-campus noncredit day and evening programs.	0	0	0	16
66. Compile status reports on enrollments.	0	4	1	11
67. Conduct registration for evening noncredit programs.	0	0	0	16
68. Order materials and supplies.	0	0	0	16
69. Guide instructors' orders of textbooks.	0	0	0	16
70. Assign appropriate classrooms for instruction and resolve problems with facilities.	0	0	0	16
71. Coordinate the acquisition of textbooks and materials for noncredit programs.	1	0	0	15
72. Coordinate with other college offices.	3	6	1	6
73. Make decisions on class cancellations.	0	0	0	16
74. Notify students of cancellations.	0	0	0	16
75. Have certificates printed and given to classes.	0	1	0	15

*Was not selected by the subjects as one of the 20 tasks in this activity.

an "event" is a business or industry contacting the continuing education office for a training program. To further clarify the event-state networks, the investigator categorized the data by college size. The factors examined in this study that dealt with priority setting were limited to those listed on the Influential Factors instrument (Appendix C) and the comments made by the subjects.

Small colleges. The administrators at the small colleges expressed great concern about the size of the institution and the need to generate FTEs (see Figure 2). The small colleges generated from 31% to 54% of the FTEs for their institutions during FY '87 (see Table 9). For all of the colleges included in the study, the figures for the small colleges are higher than the average of 29%. The subjects employed by small colleges stated that given the college size, the major role they play in generating FTEs to support the total institution, and the resources available for developing programs and courses, their priorities had to be influenced by these states and events. Community needs were also events that could rearrange priorities. In this respect, they saw themselves as the entrepreneurial arm of the college.

Capturing the emotion of interviews with subjects from small colleges, one of the administrators reported, "We went from 30% last year to 33% of the institution's FTEs. So we

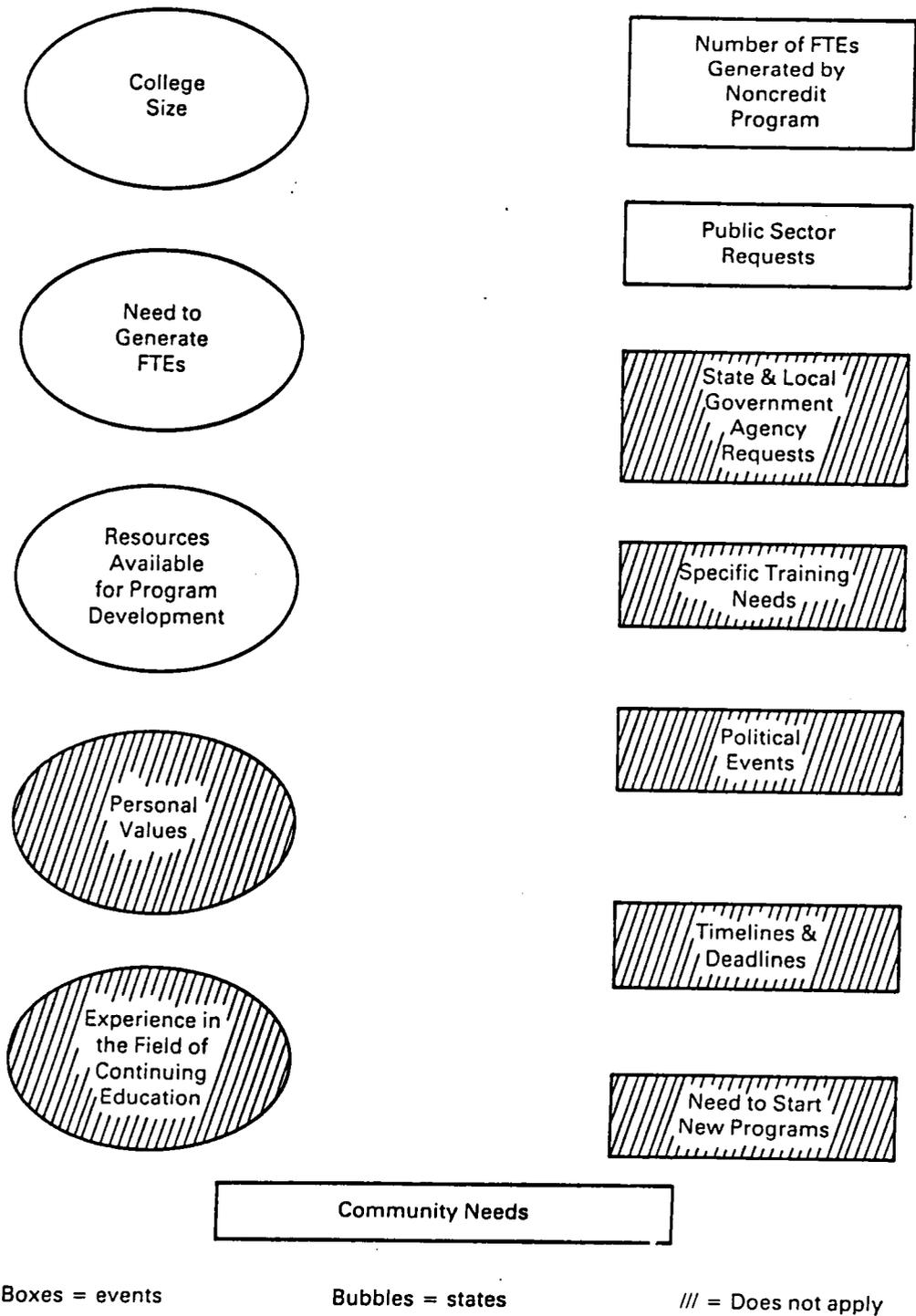


Figure 2. Event-state network: factors influencing priority setting in small colleges.

are the life blood of the institution. That is why FTEs are so important." Another subject from a small college expressed that, although he did not feel pressured, "I am more internally driven in terms of what I do to the college, rather than externally driven by the college."

Medium-sized colleges. Although generating FTEs was important to the administrators of medium-sized colleges, it did not have as much of an overriding influence on priority setting as it did for the subjects at the small colleges (see Figure 3). One administrator stated, "'I've tried not to get in a situation where we always make everyone aware of the fact that we generate 'X' percent of the college's FTEs. I try to downplay that and not get into that game with people. And the college size really has not been an influence because continuing education here tends to function so autonomously." The administrators at the medium-sized colleges seemed to be more relaxed about FTEs and college size. The size of the college was seen as important, but not restrictive insofar as resource allocation. Another administrator reported, "The way we are set up here at the college, our evaluation is based almost entirely on FTE production. I just say to my staff, produce this many FTEs, don't break any laws, don't do anything immoral, and give me this bottom line. How you do it is up to you."

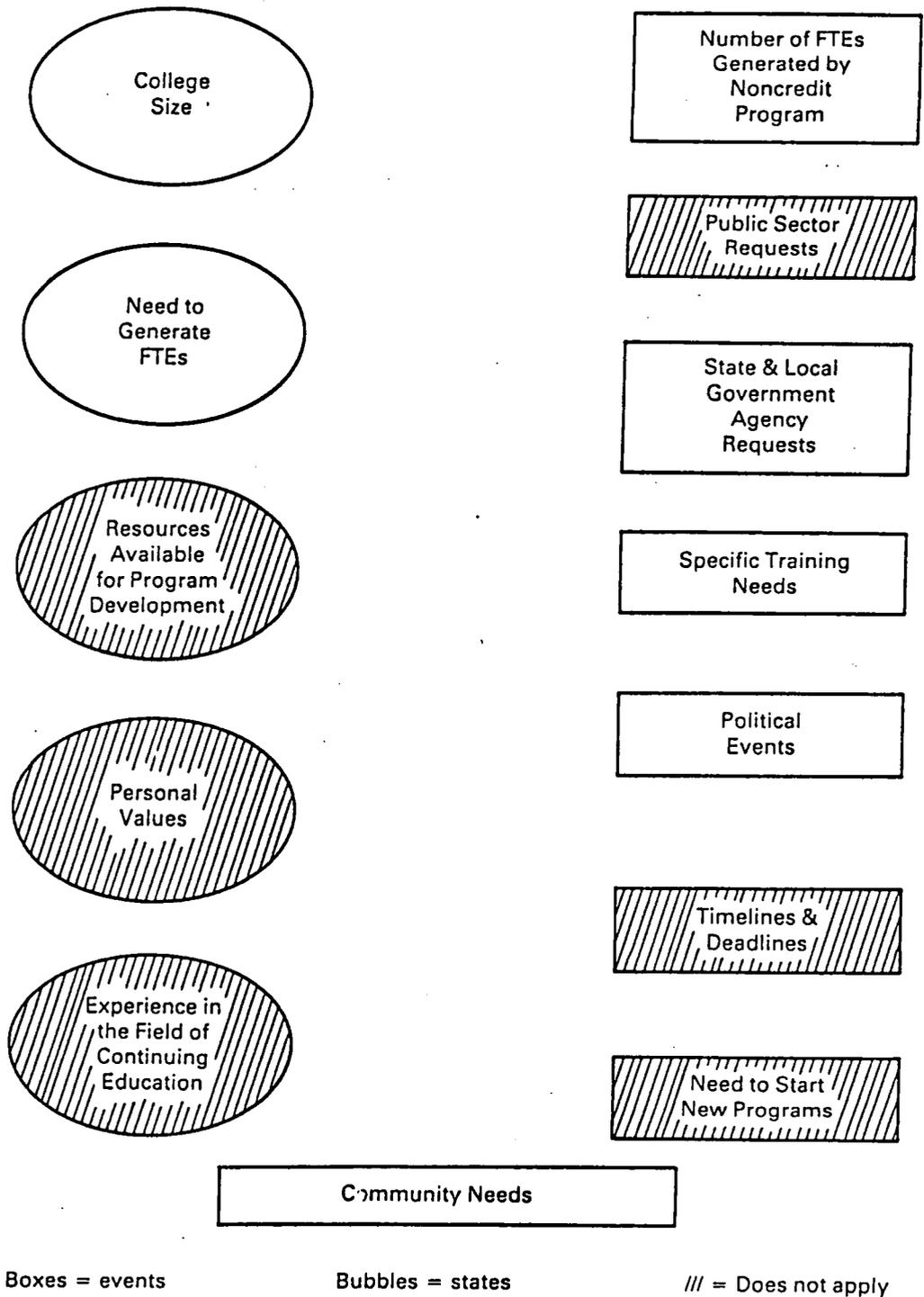
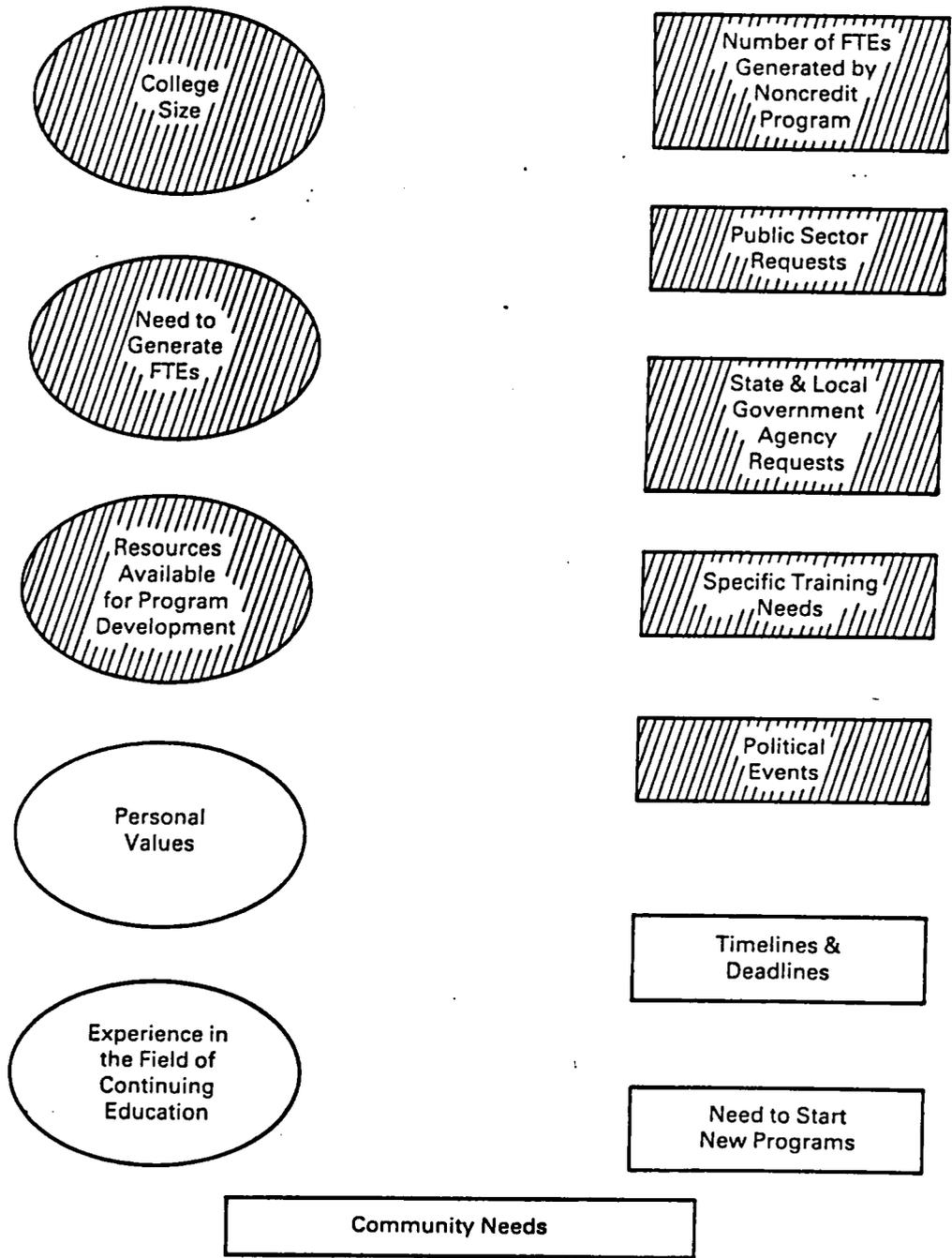


Figure 3. Event-state network: factors influencing priority setting in medium-sized colleges.

The administrators of the medium-sized institutions felt that private- and public-sector requests were more influential in their priority setting, as were political events. "There is no way I cannot set a priority to work with government agencies," explained an associate dean. Another subject stated, "If I get a call from any of those agencies, I make that top priority."

Large colleges. For subjects working at large colleges, experience in continuing education and personal values guided their priority setting (see Figure 4). The associate dean from one of the largest institutions explained, "I think having been at this institution as director of counseling, in charge of all the career programs on the campus, as well as the diversity of continuing education just gives me a breadth and depth that I find in few of my peers around the state and in this college."

Personal values were also involved in priority setting. "I can see how my own personal values influence what I do," stated the provost at the largest community college in the state. "In my case, it's a very strong entrepreneurial bent; however, the quality of the program is my first objective. The other thing is balancing the community services needs against the profit-making ventures. If there is really not a strong community service or public service need, then it goes down a notch."



Boxes = events

Bubbles = states

/// = Does not apply

Figure 4. Event-state network: factors influencing priority setting in large colleges.

The subject with the most experience in continuing education worked at one of the large colleges. He felt that his previous experiences were quite influential in setting priorities. "I have worked with adult students and continuing education for 25 years. I started off at the university and worked overseas for three years. My early experiences were with the military, all evening and all adult students. I think that as a result of that experience, I have an unusually broad perspective to bring to this job. I am not intimidated by a program area because it is something that is unfamiliar to me. I think it makes me very receptive to ideas and to try new things."

Timelines and deadlines were also among the factors that the administrators at the large colleges felt influenced their priority setting. "In the case of deadlines--it's probably something that most people would check as having a high priority. If someone has given me a deadline or if I have established my own deadline, it is important to me to meet that deadline" stated an associate dean. Another subject added, "That's [timelines and deadlines] what keeps you employed."

The "events" that seemed to tie all the "states" together for the three groups of subjects were community needs. Subjects in all three groups (small, medium-sized and large colleges) mentioned the importance of community needs

in priority setting. Some administrators had very sophisticated strategies for setting priorities; however, when community needs arose, the community college had to respond to them--specifically the continuing education division. These needs ranged from retraining workers laid off from a plant that had just closed, to contract training for the private sector and short courses in child development and early childhood education for family day care providers. When community needs arose, priorities previously established were shifted downward.

Analysis of Job Descriptions

The investigator requested a copy of the current job description from each subject. One subject did not have a job description, and three subjects promised to send one to the investigator, but did not. The following analysis is based on 12 job descriptions, which ranged from two to seven pages. Most of the job descriptions contained the following elements:

1. Job title.
2. Duties and responsibilities, general and specific.
3. Qualifications.
4. Immediate supervisor.
5. Dates job descriptions were written.

Although the subjects were requested to give their titles on the demographic survey, some of the titles were different on the actual job descriptions. They included:

1. Two associate deans for continuing education.
2. A director of continuing education.
3. An associate dean of community and continuing education.
4. A provost for community services.
5. An associate dean for continuing education and community services.
6. An associate dean of community services.
7. A head, career programming, continuing education and community services.
8. A dean of continuing education and community services.
9. An associate dean of instruction, continuing education and instructional resources.
10. (no title) continuing education and community services.
11. A dean of continuing education and extended learning programs.

One job description appeared to be more of an evaluation form than a job description. It contained criteria for evaluating an employee and was titled "job expectations."

Six of the job descriptions contained qualifications or position requirements for the job. Some stated minimum as well as additional qualifications. The qualifications listed on the various job descriptions included:

1. M.P.A., M.B.A., or M.Ed. (Adult Education preferred).
2. An earned doctorate from an accredited institution in adult education or administration.
3. Master's degree in an academic field.
4. Master's degree in related field required (Ph.D. or Ed.D. preferred).
5. Master's degree plus 30 credit hours desirable.
6. Minimum of five years' experience in continuing education administration, or management.
7. Evidence of administrative potential.
8. Demonstrated skill in written and oral communication.
9. College training and community college experience preferred.

All of the job descriptions required a minimum of three to five years' experience in the field of education and/or continuing education.

Most of the specific job duties were included in the list of 75 tasks in the present study. A few that were unique or were not included in that list were:

1. Be responsible for articulation procedures and activities with operating and development of new courses.
2. Develop internal procedures to assure that policies adopted by the Board of Trustees, or requirements from the State, are implemented.
3. Supervises the Cultural Events Assistant and provides guidance for conducting the Cultural Events Program.
4. Serve as academic dean of summer school and special sessions instruction.

One of the job descriptions included a list of 14 duties, however, they were prefaced with "illustrative only." Seven of the 12 job descriptions contained the catch-all phrase "performs other duties as assigned."

According to their job descriptions, the subjects in this study reported to a variety of individuals. The associate deans and the director reported to a dean. The provost reported to the president; however, one of the deans reported "to the president through the chancellor."

Some of the job descriptions included the date they were written or updated last. These dates ranged from May 1978 to March 1988.

Summary

This chapter included a report on data gathered for this research study. The data that were presented included:

1. The identification of tasks that continuing education administrators perform in Maryland community colleges.

2. Estimations of time spent of these tasks.

3. A determination of the relationships between demographic variables and time spent on tasks.

4. An exploration of the process of priority setting.

5. An analysis of job descriptions.

CHAPTER V

Conclusions, Discussion, and Recommendations

The problem addressed in this study was the lack of data available on those individuals administering continuing education programs. Over the past decade, noncredit continuing education programs have accounted for an increasing percentage of FTEs in Maryland community colleges. A review of the literature revealed that few studies have been conducted in any part of the country on continuing education administrators. Specifically, the purpose of this study was to determine which tasks continuing education administrators are responsible for and how they allot their time among those tasks. A secondary focus of the study was to explore the process that these administrators use to prioritize tasks. The Delphi technique was used to identify the tasks. A combination of survey research, card sort, face-to-face interviews, and on-site data collection were the methods used to gather the data.

This chapter contains conclusions drawn from the data, a discussion of the conclusions, and recommendations for further study. The chapter is organized as follows: identification of tasks, time on tasks, demographics, relationships between time on tasks and demographic variables, a comparison of this study with Griggs' (1987)

study, the process of priority setting, and a discussion of job descriptions.

Identification of Tasks

Using the Delphi technique to compile the list of tasks proved to be most effective as no single task in the list of 75 was reported in the category of "do not perform" by all (100%) of the 16 subjects. Four of the tasks were performed by all 16 subjects (see Tables 4, 5, and 6). There were also four tasks (in the Planning and Institutional Mission category) that were performed by all but one (94%) of the subjects (see Table 6). No single task was reported by all 16 subjects as "delegate and monitor." Nor was a single task reported solely as "delegate and do not monitor" by all 16 subjects.

The four tasks performed by all of the subjects were scattered in three different categories. However, the four tasks performed by 94% of the subjects were in one category (Planning and Institutional Mission). The researcher, therefore, concluded that most of the tasks in the category of Planning and Institutional Mission were significant since they were personally performed by the continuing education administrator.

Time on Tasks

Data were gathered to include two dimensions: task performance and time spent on tasks in minutes and hours. The tasks were organized further into seven categories.

Performance of Tasks

The results of this study show that many of the subjects do not have to be concerned with the routine tasks involved in running a continuing education program. None of the subjects personally notified instructors of cancellations (Task 13) or evaluated faculty performance (Task 14). However, all of the subjects acknowledged that they were responsible for these tasks and that the tasks were delegated. This would indicate the presence of a sufficient number of staff to relieve the dean or director of the more mundane responsibilities in the day-to-day operation of the program.

There were several other tasks that the subjects primarily delegated (see Tables 1 - 7). Among these were four tasks in the category of Program Development. In the interviews, this was an area where many subjects indicated they would like to be more involved; however, their programs had grown or changed, which in turn changed their job duties and the manner in which they spent their time. The administrator of a medium-sized institution lamented, "I do

some program and course development, but most of that is done by somebody else. I don't do much of that anymore."

An administrator from one of the larger colleges explained, "There are some programs that I handle myself, that I have not delegated to program staff. Those programs are with non-profit social agencies. It keeps my hand in the programs."

The dean at a large urban institution commented, "Everybody [his staff] is responsible for specific programs. For instance, we have one of the largest apprenticeship programs in the state. So I'm responsible for supervising all of those people."

It seemed that as programs grew and changed, many of the administrators were in a position to delegate tasks. Some subjects found a way to retain some of the tasks they enjoyed doing; others were not so fortunate. Although many administrators played a minor role in program development, most of them were quite involved with assisting in the development of the marketing plan (Task 17) (see Table 2). Perhaps, the subjects were involved at some level in program development through the marketing of programs.

In contrast to the delegation of program development, the category with the greatest percentage of tasks personally performed by the subjects was in the Planning and Institutional Mission category (see Table 6). However, some

of the subjects did not perceive themselves as spending enough time planning.

The dean of a medium-sized college stated, "We don't do as much as I'd like in terms of short-term planning throughout the year. That tends to be because I can't get all the people together."

Another administrator explained her involvement in planning. "Planning is part of being on the administrative staff and president's council. I'm on the planning committee, too. We actually plan by semester, but then the president's council is always monitoring [the planning process].

Other tasks performed by all subjects were preparing a budget for the division (Task 35), and two tasks in the Communications category--attending professional association meetings (Task 45) and writing reports to supervisors (Task 50). The Maryland continuing education deans and directors meet on a monthly basis and, in essence, have formed their own professional association. This group discusses pertinent state issues affecting all the Maryland community colleges, as well as regional and national issues. In conjunction with Pennsylvania, West Virginia, Virginia, and Delaware, they hold a yearly conference for the purpose of professional development. Hence, all subjects responded that they personally attended professional association meetings. Some

of the subjects also belong to and are quite active in national organizations, such as the National Council on Community Services and Continuing Education (NCCSCE).

Leadership

Subjects spent the most time, an average of 456.44 hours (see Table 8), on supervising and providing leadership to all continuing education staff (Task 11). In the interviews, subjects spoke mostly about leadership rather than supervision. They expressed a variety of views on leadership.

"I see providing leadership as on-going," said the administrator of a medium-sized college. **"In so many aspects, it's in everything that we do. While direct supervision may be something different. Maybe 40% of what I do in a day is hopefully providing some sort of leadership."**

Their sense of leadership emanated from a concept of followership and how they lead and direct those working under them. **"It's [leadership] a continuous process all day long; and I assume that in my role as associate dean, I provide leadership by being a role model, by the way I manage, by allowing my staff flexibility."**

Their comments echoed Simerly's (1987) in reference to continuing education administrators' being most effective when they are developers of human resources for their

institutions. They do not see themselves as "bosses" cracking the whip over their workers. They view themselves as leaders, guiding the continuing education staffs at their institutions. "A lot of times I spend time in conversation, in one-on-one with program directors, or one-on-one conversations with the office manager. I don't see this as direct supervision. I hope it's more leadership interaction," stated the associate dean at a medium-sized college.

Considering the amount of time spent on leadership and supervision and the comments made in the interviews, the researcher concluded that leadership is a primary force in the way continuing education programs in Maryland are managed and operated. This would be true for the day-to-day operations, as well as the overall planning and design of programs. This emphasis on leadership seems to stem from personal values and philosophies.

The subjects from the larger institutions were quite vocal about personal values and philosophies that influenced their programs. One individual was very involved in programs for welfare-to-work, literacy, and programs for senior citizens. He felt his personal values in helping "those kinds people" were reflected in the priorities that he set for his division. Another administrator of a large college stated, "Definitely, the quality of the program is my first

objective. Another thing is balancing the community service needs against the profit-making ventures. If there's really not a strong community service or public service need, it goes down a notch."

The philosophical bases that guided the subjects in their work activities were reflected in their definition of what their jobs entailed. One administrator at a large college put it most succinctly, "Our responsibility is programming and the delivery of services." Another explained the basis for his drive and energy. "I got into this field with some missionary zeal."

Maryland continuing education administrators feel strongly about their role as leaders. They do not necessarily see themselves as providing "supervision" but more likely as assuming leadership roles. Furthermore, their roles as leaders extend beyond their immediate institutions into the communities that they serve.

Solutions to Internal and External Problems

Administrators reported spending the second greatest amount of time on Task 48 (work on solutions to internal and external problems). The subjects interpreted this to mean everything from "responding to emergencies" to handling minor day-to-day problems, such as having two events scheduled in the same room. An administrator at a medium-sized

institution defined this task as including "anything from problems with instructors to staffing--things that need to be resolved in the office or campus-wide issues or state-wide issues that are impacting on continuing education." Many of the items discussed in conjunction with this task were major, global issues. However, the subjects were also involved in small problems that might take five minutes to solve but, if neglected, could develop into big problems. The main point subjects brought out about this task in the interviews was that finding solutions to internal and external problems was very time consuming, whether they involved very minor or major issues.

Routine Tasks

The tasks that the subjects spent the least time on were the routine tasks that they felt comfortable delegating. These included guiding instructors' orders of textbooks and notifying instructors and students of cancellations--items that could be delegated to other administrators, program development staff, or clerical and support staff. Even in the smallest schools, Maryland continuing education administrators appear to have sufficient staff and can delegate responsibility for routine tasks.

Demographics

Comparison of Profiles of Continuing Education Administrators

The demographic variables collected in this study add another source of data to compare with other profile studies. In a recent national study of 247 chief community services and continuing education (CS/CE) administrators at publicly supported institutions, Keim (1988) found that the average CS/CE administrator was male, Caucasian, and between the ages of 40 to 49. He held a master's degree, had seven years of experience in his current position, and had six years of experience in a previous position. The ethnic background of the subjects included 90% Caucasian and 10% minorities. These data showed that 71% of the respondents were male and 29% were female. Keim's study gathered data concerning time spent on college functions as opposed to the present study's emphasis on time on tasks. She found that male administrators spent a greater percentage of time (37.5%) on college functions than did women (33.8%).

Similarly, the Maryland data showed that the male subjects spent more hours per year on the tasks involved in this study than did the female subjects. All the subjects were Caucasian in the present study. In contrast, the Maryland sample of continuing education administrators was more evenly distributed insofar as gender, with 50% being

female. Seven of the participants held doctorates and nine had master's degrees. The average continuing education administrator in Maryland was 43 years old, had been in the field of continuing education for 11.75 years, and in his or her present position for 6.8 years.

Although the Maryland sample is very small when compared with Keim's national study, it would seem that women have a greater chance of becoming a top CS/CE administrator in this state than in the country as a whole. However, minorities are very much under-represented in the Maryland sample. The two studies show that continuing education administrators nationally and those in Maryland have spent approximately the same amount of time in their present positions, about seven years.

Titles

The researcher examined two different factors in titles. First was the designation of place in the institution's hierarchy--dean, associate dean, director, etc., and second was descriptive factors such as continuing education, community services, community education, etc.

In reference to the hierarchical designator, the researcher found that the sample contained one provost, three deans, ten associate deans, one assistant dean, and one director. The continuing education administrator's

supervisor was not included as a part of the demographic survey. However, job descriptions were a part of the data base, and all 12 of those contained the supervisor of the continuing education administrator. Four of the subjects reported to the president, seven reported to a dean, and one reported to the academic vice president. Many of these individuals were responsible for large programs (almost 3,000 FTEs) which generated up to 60% of their college's FTEs. Yet, the majority of them were reporting to a dean rather than directly to the chief executive officer.

From these data, the researcher concluded that Maryland community colleges may be at times ambivalent about what they want to accomplish through their continuing education programs. Although these large continuing education programs generate on average 29% of the institution's FTEs, the individual responsible for the program's success may be too far down in the hierarchy to be as effective as he or she could be. Because of the institutional bureaucracy, the administrative hierarchy may be handicapping continuing education administrators by imposing too many levels for them to negotiate to accomplish their jobs. Further research is needed in this area to draw any firm conclusions. A useful study would include presidential perceptions of where continuing education fits in the institutional organization and mission.

The variety of descriptive designators for the titles in this sample lent support to the notion of institutional ambivalence about continuing education programs. These designators included continuing education, community services, community education, extended learning programs, community development, outreach services, institutional support, and career programs. Many titles were "dean or associate dean of continuing education and community services." The words "continuing education" appeared most often in titles and were coupled with other terms, e.g., "continuing education and community development."

The finding that most titles contained "continuing education" is directly linked to a policy of the Maryland State Board for Community Colleges. In 1976, the State Board began a continuing education course evaluation system and issued its first manual (1985), defining the difference between "continuing education," which is eligible for state aid, and "community services," which is not eligible for state aid.

The State Board for Community Colleges defines continuing education as regularly scheduled community college courses offered not for academic credit but designed to meet the needs of part-time and returning students. Community services is defined . . . as activities, other than formal

courses, that are developed for the growth, education, development, or enrichment of Maryland citizens and groups. (p. 3)

Until the State Board made the distinction between "continuing education" and "community services," the title of the administrator at Hagerstown Junior College was "Dean of Community Services." Some time after the State Board designated "continuing education" as a funded activity, this title was changed to "Dean of Continuing Education." Although the researcher did not specifically ask each subject why "continuing education" was included in the title, one might speculate that the State Board's action played a part in title preference. A study further examining titles would certainly add to the literature base.

Time on Task and Demographic Variables

One of the purposes of this study was to determine the relationship between certain demographic variables and time on tasks. The researcher crosstabulated and correlated a total amount of time on tasks, yearly, with the demographic variables mentioned in Chapter IV.

The subjects in this study indicated that they spent an average of 2,869 hours per year on the 75 tasks. This is 869 more hours per year than a 40-hour per week, 50-week year (a total of 2,000 hours). When the researcher interviewed the

subjects individually, many of the estimates were quite high (see Tables 11 and 12). Estimates ranged from 2,258 to 7,551 hours per year. There are 8,760 hours in a 365-day year. Therefore, the researcher asked nine of the subjects to revise their estimates (see Chapter III).

Many of the subjects in this study had difficulty determining whether an activity was performed on their personal time or work time. The administrator of a large college expressed it in these terms: "I spend a lot of time playing a role in the community. I'm active in kids' sports. That takes a lot of my time. I can't say whether it's related to the job or not, but being involved in the community is something we like our staff to do, and that includes church, community groups, whatever." This is true for continuing education administrators and also for professionals in any field--business, education, etc. Perhaps, because community service is a major part of their jobs, the subjects of the study had a difficult time distinguishing between work-related community services and personal community service.

Age, Education, and Experience

In reference to time on tasks, it is interesting to note that the youngest subject reported spending the least amount of time on the tasks. Also, individuals who held doctorates

spent the greatest amount of time on the tasks, while those with master's degrees spent the least time. The individual who spent the second greatest amount of time on the tasks (3,399) had a doctorate and the most experience in the continuing education field. The researcher would have hypothesized that age, education, and experience would have enabled those individuals to perform their jobs with less effort, hence in less time. Yet the results of this study contradict that hypothesis. The coursework and process of completing a doctorate should provide one with the tools to perform differently than an individual with a master's degree. Perhaps it does, but not necessarily more quickly. Another explanation might be that having a doctorate plus being older and more experienced offers job opportunities and positions that are far more complex than those opportunities afforded individuals with master's degrees. Here again is an interesting area for further study.

Staff

There was a direct relationship between size of college, number of staff and time spent on the tasks. Administrators employed by large institutions had the greatest number of staff and usually spent the most time on the tasks. In contrast, continuing education administrators at small

colleges employed the smallest number of staff and on average, spent the least time on the tasks in this study.

It seemed logical to the researcher that the size of the staff affects the manner with which an administrator supervises and is able to provide leadership. Supervising and providing leadership to a large staff would seem to be quite different from working with a small group. Certainly, the individual in charge could be more personally involved with a small staff. However, if the division were understaffed and the workers overworked, the supervisor may be so harried that he or she only has time to manage, not lead.

FTEs and College Size

One of the smallest colleges produced the fewest noncredit FTEs (see Tables 9 and 24); and logically, the institution that produced the greatest number of noncredit FTEs was a large college. Yet, the largest college with three campuses derived only 7% of its FTEs from noncredit programs and courses. However, on average, 29% of the FTEs came from the noncredit programs. All of the small colleges generated a greater than average percentage of FTEs, with a range of 31 to 54%. A strong relationship was shown when a correlation coefficient was calculated between college size and noncredit FTEs.

Correlation coefficients were calculated on most of the demographic variables and time on tasks. The strongest relationship was shown between college size and time on tasks. The second strongest relationship was shown between noncredit FTEs and time on tasks. Correlation coefficients on all other demographic variables and time on tasks were below .59.

Comparison with Griggs' (1987) Study

Griggs (1987) conducted a study on 14 adult and continuing education administrators of four-year, private liberal arts colleges. He gathered the tasks from the literature and collected data concerning time on tasks, priority placed on individual tasks, and relationships between time on task and demographic variables. Although his population was different from that in the present study, and his methods varied somewhat, the studies are close enough to merit a comparison.

Griggs found that his subjects spent the greatest amount of time preparing reports and written communications (339.79 hours per year), while the present study found that Maryland continuing education administrators spent the most time on supervising and providing leadership to all continuing education staff (456.55 hours per year). The least amount of time (4.30 hours per year) was spent conducting

professional development needs assessment for faculty and staff by the four-year, liberal arts administrators, and the Maryland group spent the least time (1.13 hours per year) on guiding instructors' orders of textbooks. The subjects in Griggs' study worked an average of 59.2 hours per week; the Maryland administrators worked an average of 50.8 hours per week. Although Griggs' study included demographic variables, his methods differed, thus negating further comparison. Information on Griggs' data concerning priority setting is discussed in the following section.

Priority Setting

The investigator employed three methods to collect data concerning the process of priority setting: (a) an Influential Factors instrument, (b) a card sort, and (c) verbal responses and comments made during this segment of the research (for greater detail see Chapter IV). Because this segment was a small part of the study, the researcher's purpose was to provide baseline data and a starting point for another, more extensive study on priority setting. When reviewing the literature, the researcher found a limited number of studies on priority setting by higher education administrators. No studies were found that related to continuing education administrators in community colleges.

Influential Factors

The results of the data collected from the Influential Factors instrument showed that public sector requests received the highest priority, an average of 4.5 (see Table 26) on a Likert scale of 1 as low and 5 as high. This was evident in the comments made by the subjects throughout the interviews. An associate dean at a small college stated, "Any time that we can provide education and training that comes through a public sector invitation, that's a priority." Private sector requests were the second highest priority, with an average of 4.4, and local government influences were ranked third, with an average of 4.2. In their comments, many subjects lumped these three factors (public and private sector requests and local government influences) together, probably because they were seen as influences external to the college environment. "One of our missions is to support the community, whether that be through private sector or government request or whatever," explained the associate dean of a large college.

By Maryland law, one third of the funding for community colleges is supposed to come from the state, one third from local government, and one third from the student. The researcher found it interesting that these same elements also turned out to have the highest priorities. The question

remains exactly how much influence does funding have on priority setting?

The factor with the fourth highest priority, an average of 3.9, was the need to generate FTEs, again directly related to funding. The issue of generating FTEs was the most emotionally charged. Although a variety of comments were made and views expressed about FTEs, feelings were strong and comments often emotional. At times, the researcher felt that the subjects were defensive about this issue. The smaller colleges seemed to feel the FTE burden more so than the medium-sized or large colleges. The administrator of a small college said, "Last year 50% of the college's funding came from continuing education. That makes the college very dependent on continuing education's generation of FTEs for revenue."

One institution was set up in an entrepreneurial framework, almost as a private business. The administrator of the college explained, "Our evaluation is based almost entirely on FTE production. I just say to my staff, produce this many FTEs, don't break any laws, don't do anything immoral, and give me this bottom line. How you do it is up to you."

An administrator at one of the larger schools seemed to have a different philosophy of FTE generation, "All schools need to generate FTEs. You have to make up your budget. So

it's unrealistic to say that there is no consideration there, but it has to be put in some kind of perspective. When you are driven by FTEs, you lose sight of what you are supposed to be about. That should not be the goal in continuing education, to generate FTEs. That's just the result of it." Several of the administrators felt that FTEs were the result of what they accomplished rather than the driving force; nearly all who expressed this view were from the larger colleges.

Perhaps the need to generate FTEs is so great at the small institutions that they do not have the luxury of the philosophy of the larger colleges. Many smaller colleges are just getting by. Every year there are rumors that either this small college or that one is going under and may become a part of another college. If expressed honestly, the reality for the average community college concerning FTEs is probably somewhere between "It's the result of what we do" and "It's everything we do."

Tasks and Priority Setting

After reading Griggs' (1987) study, a question that the researcher wanted to answer was "Do those tasks requiring the most time also have top priority?" A comparison was made of the data gathered and the task requiring the most time--Task 11 (supervise and provide leadership to all continuing

education staff). Indeed Task 11 received the greatest number of top priority responses (10) in the list of 75 tasks (see Table 27). Also, Task 48 (work on solutions to internal and external problems), the task requiring the second greatest time, received the second greatest number (9) of first-priority responses (see Table 33). Task 43 (prepare reports for the Board of Trustees), was reported as having the third greatest time, received seven first-priority responses (see Table 31).

Griggs (1987) found that the subjects in his study placed the highest priority on developing a public relations campaign; however, his subjects spent only an average of 68.83 hours per year on the task. The two tasks requiring the most time in the Griggs study (preparing written communications, which resulted in an average of 339.79 hours per year, and conversing on the phone with others, 314.14 hours per year) were not given a high priority by his study subjects.

Having read Griggs' study, the researcher hypothesized that if a task had a high priority, it might not necessarily take a lot of time. However, the results of this study forced the researcher to reconsider her position. Because the two studies contradict each other, this is an area recommended further indepth research.

Event-State Networks

The event-state networks (see Figures 2-4) offer the reader a visual conceptualization of how Maryland community college continuing education administrators are different and yet the same when discussing factors affecting priority setting. The common element in priority setting for all subjects in this study was community needs. Over and over again, subjects expressed great concern in meeting community needs and that community needs were top priority. The small- and medium-sized colleges had considered the college size, the need to generate FTEs, and the number of FTEs generated by the noncredit program as factors influencing priority setting. It is essential that continuing education administrators in Maryland scrutinize their programs individually and as a group. If they are perceived by the public and ultimately by the legislature as not offering quality educational programs directly tied to the community college mission, then the funding situation they have enjoyed for the last decade may be changed. The group needs to find a way to regulate and support each other in this endeavor. Thus far, this has not been a major problem, most likely because of the individual integrity of the administrators and the State Board. However, with costs of providing quality programming rising and increasing pressures to keep tuition

costs down, the temptation to stray from good, solid educational programs could be great.

College size and funding are issues that have been debated for years. Breneman and Nelson (1981), in their book on community college financing, suggest that states have for many years recognized that the small schools may require a higher per-unit cost to address student needs. However, Breneman and Nelson stated that the element of economies of scale should be taken into consideration when developing funding formulas. There can be a cost problem for the larger colleges if they become too large. A study of California community colleges showed that beyond an optimal size of 12,830 average daily attendance, attention should be focused on diseconomies of scale and higher per-unit costs for larger institutions as well as for small colleges. At the present time, this does not seem to be a problem in Maryland. However, for some of the large urban colleges, this may become a factor in the next decade and could merit further study.

From the event-state networks, the researcher concluded that the common element in priority setting for most Maryland community colleges is community needs. The small and medium-sized colleges have several factors in common when addressing priorities. The larger Maryland colleges used a completely separate set of factors to set priorities.

Job Descriptions

A copy of the job description was requested from each subject, and 12 of the 16 subjects complied. Most of the documents contained job title, duties, qualifications, immediate supervisor, and dates that job descriptions were written.

Information was also gathered on the demographic survey concerning job title. A comparison of these two items showed some discrepancy in the title. For instance, one of the subjects listed his title on the demographic survey as "Associate Dean of Continuing Ed and Community Services," yet his job description read, "Head, Continuing Education and Community Services." "Head" seems to be a rather strange way of designating the title of an individual. Another subject provided the hierarchical designator (dean or director) on her demographic survey, but her job description read "Job Expectations, Continuing Education & Community Services." Finally, one individual left off the "community services" designator on the demographic survey, even though it was clearly stated in the job description. Therefore, this was not counted among the job titles including "community services" in the section on demographic variables in Chapter III.

Many of the demographic surveys were hand written, probably by the administrator, himself or herself. Some of

the subjects filled out the demographic survey while the researcher was in the room, so the information is not inaccurate insofar as "clerical errors."

The diversity of the qualifications required for the job of continuing education administrator was astounding. Although most required a master's degree, some wanted college teaching experience, a doctorate, evidence of "administrative potential," and five years' experience in continuing education administration or business.

It was interesting to note that most of the job duties listed in the job descriptions were included in the 75 tasks of the present study. This adds another source of credibility to the tasks in this study.

Conclusions

From the data gathered in this study, the researcher made the following conclusions:

1. The tasks in the category of Planning and Institutional Mission were significant since most of these tasks were personally performed by the continuing education administrator.

2. Maryland continuing education administrators have a sufficient number of staff to relieve them of the more mundane and routine tasks in the day-to-day operation of their programs.

3. Leadership is a primary force in the way Maryland continuing education programs are managed and operated.

4. Maryland community colleges may be ambivalent at times about what they want to accomplish through their continuing education programs. Although the continuing education programs generate on average, 29% of the colleges' FTEs, the titles of the administrators indicate that they may be placed too far away from the administrative power base to influence the institution.

5. The tasks requiring the most time are the tasks assigned the highest priority.

6. The common element in priority setting for most Maryland community colleges is community needs. The small- and medium-sized colleges have several factors in common when addressing priorities. The larger Maryland colleges used a completely separate set of factors to set priorities.

Recommendations for Further Study

In the present study, the researcher used several methods to gather data. All of the methods used were descriptive in nature. A good research study answers questions but also produces many questions and ideas for further research. Therefore, the researcher makes the following recommendations:

1. A national study should be conducted to determine the tasks that continuing education administrators perform across the country and how they allocate their time among those tasks. This data would be useful to universities in developing education and training programs for continuing education administrators. If one of the main tasks performed by these individuals is providing leadership to their staffs, then leadership training needs to be included in their professional development.

2. Several state studies could be useful concerning the time on tasks to compare size of programs in different states and how funding mechanisms affect time on tasks. Perhaps professional organizations like NCCSCE could analyze the studies and recommend funding mechanisms that promote the educational image and mission of community colleges.

National and state data could be useful to those individuals serving on search committees who may be unfamiliar with the kinds of tasks that continuing education administrators perform. This data may be useful in providing information concerning the specific skills needed to perform the tasks involved in the job.

3. All of the data in the present study was "self-report" data. A study using an observer to assess time on task could be a real asset to the literature.

4. Further research is needed in priority setting. The scope of this subject is so broad and yet so little has been done with continuing education administrators. Structured observation might be used to determine how priorities change day-to-day or even hour-to-hour.

This study of continuing education administrators identified their tasks and estimated time spent on them. A secondary focus of the study was the process of prioritizing these tasks. During the last 20 years, continuing education and community services has become a valid function and an integral part of the community college mission (Keim, 1988). With the growth of continuing education, the administrators of these programs at community colleges in Maryland and throughout the country have been placed in leadership roles in their communities as well as in their colleges. Their communities look to them for assistance with issues ranging from literacy to lifelong learning to high tech training. Further research is needed to determine what the job of continuing education administrator involves and how the educational community can assist in better preparing these emerging leaders.

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Appendix A

Example of Tasks - Card Sort

(side A)

Task: DEVELOP JOB DESCRIPTIONS.

(side B)

TASK NO. 1

INSTITUTION:

DO NOT PERFORM

DELEGATE AND MONITOR

DELEGATE AND DO
NOT MONITOR

ESTIMATED AMOUNT OF TIME SPENT ON TASK:

DAILY

WEEKLY

MONTHLY

SEMESTER

YEARLY

Appendix B

DEMOGRAPHIC SURVEY

- 1. Full name:
- 2. Title:
- 3. Institution name:
- 4. Mailing address:
- 5. Age:
- 6. Level of education attained: (circle one)

BA/BS MA/MS EdD/PhD

- 7. Do you have specific education or training that relates to your present position (a degree in continuing education, adult education, etc.)? Yes No

If yes, please list degree title or area of concentration.

- 8. Number of staff working in noncredit continuing education program (excluding faculty):

- A. Part-time, professional staff: _____
- B. Full-time, professional staff: _____
- C. Part-time, support staff: _____
- D. Full-time, support staff: _____

- 9. Percent of total college budget for noncredit continuing education operation: _____
- 10. Number of years of experience in the field of continuing education: _____
- 11. Number of years of experience in current position: _____
- 12. Number of hours in a typical work week: _____

Appendix C

INFLUENTIAL FACTORS

When setting priorities in your current position and at your institution, how influential or important are the following factors? Rate on a scale of 1 to 5, with 1 = little influence or importance, 3 = average importance, and 5 = very influential or important.

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Supervisor's personality and/or management style. |
| 1 | 2 | 3 | 4 | 5 | Timelines or deadlines. (This task is high priority because it is due or runs out in "X" days , i.e., end of year reports, boss's deadline, faculty needs.) |
| 1 | 2 | 3 | 4 | 5 | College size. (Small, medium, or large, and how the size relates to state FTE funding formula.) |
| 1 | 2 | 3 | 4 | 5 | Size of continuing education program relative to the size of the college. (Large college with a small program, small college with a large program, etc.) |
| 1 | 2 | 3 | 4 | 5 | Need to generate FTEs. |
| 1 | 2 | 3 | 4 | 5 | My experience working in the continuing education field. |
| 1 | 2 | 3 | 4 | 5 | My own personal interests. |
| 1 | 2 | 3 | 4 | 5 | My own personal values. |
| 1 | 2 | 3 | 4 | 5 | Public sector requests from the community (business and industry). |
| 1 | 2 | 3 | 4 | 5 | Public sector requests from the community (public and private nonprofit agencies). |
| 1 | 2 | 3 | 4 | 5 | Local government influences (requests from local government agencies and officials who may also provide funding for your institution). |
| 1 | 2 | 3 | 4 | 5 | State government regulations and influences (requests and directives from state agencies and officials who may also provide funding for your institution). |

Appendix D

Conversion Formulas

236 work days per year

48 work weeks per year

2 semesters per year

12 months per year

1 work day = 8 hrs.

1 work week = 40 hrs.

1 work month = 160 hrs.

1 work year = 236 days X 8 hrs. or 1888 hrs.

U. S. Department of Labor, Conversion Formulas.

Appendix E

Categories of Tasks

A. Staffing and Staff Development

1. Develop job descriptions.
2. Interview and hire support staff.
3. Recruit, interview and hire noncredit faculty.
4. Hire program supervisors and administrators.
5. Make recommendations for full-time administrative staff.
6. Supervise clerical staff and operations.
7. Conduct administrative and clerical staff development.
8. Conduct staff meetings.
9. Coordinate staff workload and deployment (professional staff).
10. Hire and supervise part-time coordinators for various sites.
11. Supervise and provide leadership to all continuing education staff.
12. Resolve problems with instructors.
13. Notify instructors of cancellations.
14. Evaluate faculty performance.

B. Program Maintenance and Supervision

15. Generate all necessary paper work to get a course into our system.
16. Set time, place and cost of programs and courses.
17. Assist in development of marketing plan.
18. Complete planning documents.
19. Coordinate with administrative staff to develop grant proposals.

20. Guide curriculum development.

21. Evaluate programs.

C. Program Development

22. Contact business and industry for customized training.

23. Do needs assessments.

24. Survey potential training recipients.

25. Research potential programs and courses.

26. Develop programs with community agencies.

27. Develop noncredit training for business and industry.

28. Develop and coordinate off-campus programs.

29. Develop training programs and courses for JTPA.

30. Develop and implement older adult programs.

31. Supervise the development of noncredit programs.

32. Write course descriptions.

33. Write proposals for training programs.

D. Budget and Finance

34. Supervise payroll administration, (e.g. developing salary scales, etc.).

35. Prepare a budget for the division.

36. Generate necessary paper work to pay the rental on a facility.

37. Generate necessary paper work to get an instructor paid.

38. Develop, administer and monitor budgets.

39. Negotiate rental agreements and leases for classroom spaces.

40. Supervise purchase of equipment and supplies.

41. Generate FTEs and income as directed by the President.

E. Communications

42. Work with college departments on internal work flow.

43. Prepare reports for the Board of Trustees.

44. Attend the regular college-level, administrative executive meetings.

45. Attend professional association meetings.

46. Sit on college-wide committees.

47. Resolve problems with students.

48. Work on solutions to internal and external problems.

49. Handle miscellaneous correspondence, phone calls and complaints.

50. Write reports to supervisors.

51. Notify owner of facilities of planned courses.

52. Plan advertising.

53. Distribution of tabloids, brochures and flyers.

54. Work with nonprofit and governmental agencies.

55. Serve on community agency boards and attend meetings and functions.

56. Serve on state and regional advisory councils.

F. Planning and Institutional Mission

57. Develop and redefine divisional mission, goals and objectives.

58. Identify new trends in the field.

59. Provide expertise and direction to special projects as requested by the president.

60. Make recommendations to president for modifications of programs and services.

61. Work on campus-wide planning sessions.

62. Prepare short-term and long-term divisional plans.

G. General Administration

63. Maintain data.

64. Supervise on-campus noncredit day and evening programs.

65. Supervise off-campus noncredit day and evening programs.

66. Compile status reports on enrollments.

67. Conduct registration for evening noncredit programs.

68. Order materials and supplies.

69. Guide instructors' orders of textbooks.

70. Assign appropriate classrooms for instruction and resolve problems with facilities.

71. Coordinate the acquisition of textbooks and materials for noncredit programs.

72. Coordinate with other college offices.

73. Make decisions on class cancellations.

74. Notify students of cancellations.

75. Have certificates printed and given to classes.

Appendix F

Appendix G

Appendix H

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**The two page vita has been
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