

AN EXAMINATION OF GOALS FOR VIRGINIA'S COMMUNITY
COLLEGES AS PERCEIVED BY MEMBERS OF THE
VIRGINIA SENATE AND COMMUNITY COLLEGE PRESIDENTS

by

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(ABSTRACT)

This study compared the perceptions of members of the Virginia Senate to those of Virginia community college presidents concerning the importance of state funding of 14 community college goal areas clustered from 31 activity statements. The study sought to determine what differences existed between the two groups concerning these goals and the priorities of the two groups for funding the goals. The study also examined the effects of the urban/rural nature of a respondent's district or service region, the length of time as a legislator or president, the geographic location of a senator's district, political affiliation of a senator, and the size of a president's institution on the degree of importance for funding the goals.

The study found that presidents rated all goal areas higher than did senators. Both senators and presidents agreed that 13 of the 14 goal areas were important for funding. Of these 13, however, there were statistically

significant differences for 7 goal areas. Senators and presidents both disagreed that the remaining goal area was important for state funding; the difference was statistically significant. Only 2 of the goal areas showed significant differences between urban and rural respondents. Of the 31 activity statements, presidents and senators both agreed that 24 were important for state funding. On 5 of the activities senators disagreed with the importance for state funding while presidents agreed. Both senators and presidents disagreed with the importance of funding two activities. Other variables showed little effect on the responses. The rankings of goal areas and activity statements by senators and presidents showed a high positive correlation indicating congruence between the priorities for funding of the two groups.

The study concluded that there is much agreement and congruence between senators and presidents concerning goals for Virginia's community colleges, with greatest support for occupational/technical, developmental studies, and transfer programs.

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CHAPTER 1

INTRODUCTION

K. Patricia Cross (1981) described community colleges as being on a plateau between periods of high energy and clear goals. She suggested that, to move on to another period of high energy, community colleges must once again develop clear goals. Likewise, the members of the Commission on the Future of Community Colleges (1988) believed that the sense of purpose that drove the growth of community colleges two decades ago has eroded and, consequently, these institutions must now define their goals with increased clarity. However, in today's world of shrinking resources and changing demographics, such clarity is not easily achieved. Furthermore, the sources of input for developing goals may be changing. Traditionally, colleges have looked to their faculties, administrators, board members, and students for such input. However, development of goal priorities cannot be accomplished in an academic vacuum. Clark Kerr (1979) stated that, perhaps more than faculty and student power, colleges must consider public power in setting goals for themselves. One way that this public power can be represented is through state legislatures. Keller (1983) suggested that colleges should determine what legislators see as goals for them to enhance strategic planning. Therefore, it seems that, for colleges

to develop clear goals that will meet with public approval through legislative funding, they must know what legislators perceive the goals to be and how to negotiate when misperceptions appear. In Virginia, where most of the funds for community colleges come through legislative appropriations, it is important that community college leaders know what the perceptions and priorities of legislators are either to adapt the colleges' goals or to persuade legislators to change their goal priorities for community colleges.

Conceptual Framework

Whatever else they are, community colleges are organizations; and of great importance to organizations are goals. Gross (1969) suggested that, because organizations have goals, they can be distinguished from all other kinds of systems, and it is through their goals that one can best study organizations. Piccinin, Haider, and Duchesne (1976) believed that one of the most important issues was the question of the goals of universities and colleges, what they are and what they should be.

An organization must consider its external environment and constituencies when setting and assessing goals for itself. Thompson and McEwen (1958) viewed goal setting as mostly the defining of desired relationships between an organization and its environment. Pfeffer and Salancik

(1978) saw external groups, especially those who control the resources for an organization, as the most important factor in determining the focus and operation of that organization. They viewed organizational survival as dependent on how well the organization is able to manage the demands of these outside groups. In fact, they said the most critical activity of an organization could be building a coalition of outside support.

Like most organizations, community colleges do not exist in isolation but are part of a larger environment, which affects them and which they probably wish to affect. Martorana and Broomall (1983) believed that community colleges would always be influenced by forces outside the institutions. Gollattscheck (1983) asserted that relationships with external constituencies are as important as internal relationships to the success of the institution and felt that the survival of a community college may be dependent upon the quality of external relationships it cultivates.

Community colleges must know the goals their external constituencies have for them. Cross (1974) stated, "It is important to know what people think their colleges are doing and where they think they could improve" (p. 35). Maxwell (1984) said that goal achievement as well as organizational effectiveness increases when there is goal congruence among various constituencies. Hersey and

Blanchard (1977) and Connor (1980) also contended that greater consensus of goals among coalitions leads to greater organizational effectiveness in achieving goals.

Colleges may encounter problems if there is lack of congruence of goals with external constituencies. Richman and Farmer (1974) believed that, if the goals and priorities of external providers are not adequately considered, these external providers are not likely to sympathize with the leaders of the institutions. Breneman and Nelson (1981) cited the lack of agreement on goals as the basis of disputes over funding formulas between community college leaders and state legislators.

Community college leaders must discover what strategic external constituencies perceive as goals and priorities for their institutions to maximize goal congruence and to prevent possible harm that may result from the lack of it. External groups, such as state legislatures, exert a powerful influence on community college goals and programs through policy-making and budget allocations.

Gollattscheck (1983) said that knowledge of the goals and priorities of these groups is necessary to choose strategies that do not threaten them. Maxwell (1984) felt that knowing the goals and priorities that external forces, especially those providing fiscal support, have for community colleges is essential to eliminate incongruences that challenge policy and hinder effective management. If

Richardson and Doucette (1984) are correct that communication is essential to resolve problems of fiscal support, then it is also necessary to determine what similarities and differences exist with providers of such support to begin communicating with them.

Statement of the Study Problem

For most community colleges, one of the key external constituencies is the state legislature because of the control that legislatures have over community colleges in the area of finances. This fact is particularly true for Virginia's community colleges. The Virginia Community College System 1988-1989 Annual Report showed that 69.5% of the operating funds and 88.4% of the capital outlay funds were appropriated by the Virginia General Assembly. Survival of the community colleges in Virginia is dependent then on having positive relations with the legislature, especially through maintaining goal congruence. An essential first step toward eliminating possible problems in the future is identifying areas of disagreement between legislators and community college leaders on goals for Virginia's community colleges.

Prior to this study, little, if anything, was known about what members of the General Assembly believed to be appropriate goals and priorities for Virginia's community colleges. Nor was it known how these goals and priorities

compared to those of leaders of the state's community colleges. The problem of the study was to determine how members of the Virginia Senate and presidents of the state's community colleges viewed 14 goal areas clustered from 31 activity statements.

Purpose of the Study

The purpose of the study was to determine what differences, if any, existed between members of the Virginia Senate and Virginia community college presidents in the degree of importance for state funding that each group gave to the 14 goal areas and 31 activity statements of the Virginia Community Colleges Activities Survey. A further purpose was to determine what differences, if any, existed between urban senators and community college presidents and rural senators and presidents in the degree of importance for state funding of the 14 goals areas. Also, the study sought to determine if political affiliation, length of service in the legislature, and geographic location of district or if size of institution and length of time as a president affected the degree of importance for state funding of the 14 goal areas by senators or presidents. A final purpose was to determine if congruence existed between these two groups in their priorities for state funding of the 14 goal areas and 31 activity statements.

Research Questions

The following research questions were used to guide this study:

- (1) What differences exist between members of the Virginia Senate and Virginia community college presidents in the degree of importance for state funding that each group gives to the 14 goal areas of the Virginia Community Colleges Activities Survey?
- (2) What differences exist between members of the Virginia Senate and Virginia community college presidents in the degree of importance for state funding that each group gives to the 31 activity statements of the Virginia Community Colleges Activities Survey?
- (3) What are the differences between urban senators and community college presidents and rural senators and presidents in the degree of importance for state funding of the 14 goals areas?
- (4) Do political affiliation, length of service in the legislature, and geographic location of district affect the degree of importance for state funding of the 14 goal areas given by members of the Virginia Senate?
- (5) Do length of service as a president and the size of their institutions affect the degree of importance for state funding of the 14 goal areas given by Virginia community college presidents?

- (6) How much congruence exists between these two groups in their priorities for state funding of the 14 goal areas and the 31 activity statements?

Definitions

The following definitions are given for terms used in this study:

Activity statement: a statement that identifies a service to be provided by a community college, a clientele for whom the service is provided, and a rationale for providing the service and, thereby, contains an intention and a potential for measurement. (Doucette, Richardson, and Fenske, 1985)

External constituency: any group or individual outside an organization that has an interest in, is served by, or provides support to that organization.

Goal: an end, a desired result, a statement of continuing intent that gives an organization a reason for existence. (Hughes, 1965; Peterson and Uhl, 1977)

Goal area: a grouping of related activity statements.

Goal congruence: agreement between constituent groups of an organization concerning the importance of goals and the priorities of those goals for that organization.

Intensity: the degree to which a respondent agrees or disagrees that an activity or goal area is important to

support with state tax funds. A statistically significant difference between the scores of two groups would indicate a difference in intensity.

Assumptions

This study was conducted under the following general assumptions:

- (1) The Community College Activities Survey, developed by Richardson, Doucette, and Armenta (1982), was an appropriate instrument to use as the basis of an instrument to determine the goals for Virginia's community colleges.
- (2) The 31 activity statements and 14 goal areas of the Virginia Community Colleges Activities Survey were appropriate to the Virginia Community College System.

Limitations

- (1) The study was confined to the State of Virginia, its Senate, and the presidents of its community colleges.
- (2) Because data was collected only within Virginia, the results of the study are only generalizable to Virginia.

Justification for the Study

As community college leaders interact with external constituencies, especially state legislators, it is important to know what their goals and priorities for

community colleges are. Several writers, including Richman and Farmer (1974), Doucette (1982), Gollattscheck (1983), Keller (1983), and Maxwell (1984), stressed the need for increased knowledge of the goals and priorities of these groups. Cyert and March (1963), Richards (1978), and Connor (1980) felt that goals should serve as the criteria for decision making and as the basis for resource allocation decisions within organizations. If they are correct, then knowledge of the extent of constituent support for the goals of an organization becomes a crucial part of the organization's planning and assessment activities.

Peterson and Uhl (1977) believed that knowledge of the goal beliefs of public figures can help identify critical policy issues and areas of potential conflict between state representatives and educational leaders. Tillery and Wattenbarger (1985) warned that such conflicts inevitably lead to increased state control, as "...the state wins all the arguments" (p. 21). Therefore, if areas of disagreement can be identified and ameliorated, costly confrontations can be avoided.

Prior to this study, there was no information on the priorities for funding that members of the Virginia General Assembly had for goals of the state's community colleges. This study provides community college leaders with information that can fill this gap and enable them to plan

more effectively for the future of the Virginia Community College System by developing goals that can gain public support and legislative funding. It points out misconceptions concerning goals and, thereby, can assist college leaders in developing strategies that articulate their goals more clearly. Finally, the study identifies areas where the two groups disagree on funding priorities for goals for community colleges. Such information can enable college leaders to identify sources of possible confrontations with legislators and to forestall such conflicts by either adapting their own goals and priorities or convincing legislators to change theirs.

Organization of the Study

This study is organized in five chapters. The first chapter includes the introduction, conceptual framework, statement of the study problem, purpose statement, research questions, definitions, assumptions, limitations of the study, and justification for the study. Chapter 2 contains a comprehensive review of the literature relating to goals, external constituencies, and goals research. Chapter 3 describes the design of the study, the population, the instrumentation and pilot studies, the procedures for data collection, the dependent and independent variables, and the methods for analyzing data. Chapter 4 presents a report of the findings and answers to the research

questions. Chapter 5 includes the conclusions from the findings, recommendations, and observations based on the results of the study.

CHAPTER 2

REVIEW OF THE LITERATURE

The literature concerning goals for higher education and community colleges in particular comes from a wide range of sources. Although various approaches could be used to review the literature on this subject, this study will organize it into three main areas: (a) goal theory, including definitions, importance, and functions of goals; (b) external constituencies, including state legislatures; and, (c) goals research.

Goal Theory

Definitions

Before describing organizations and their relation to goals, it is first necessary to define the term "goal." Although much has been said about goals, Perrow (1970) felt that the concept of goal does not lend itself easily to precise and unambiguous definition. In spite of this difficulty, he said that a definition is necessary and unavoidable in goal analysis of organizations.

Several writers have provided definitions. Drabek and Chapman (1973) defined goals as "...ideas about purpose which guide policy decisions about internal structure and legitimate survival vis-a-vis powerful environment units" (p. 360).

Hughes (1965) gave the following as a definition: A goal is an end, a result, not just a task or a function to be performed. It is a place in space and time that describes the condition we want to achieve. It is a standard of achievement, a criterion of success, something tangible, measurable, and valuable that we are motivated toward. It is concrete and explicit, definitive and desirable and predetermined. It guides our actions and helps us plan as individuals and managers. (p. 8)

Peterson and Uhl (1977) said that goals indicate end conditions rather than functions that achieve or maintain those ends; that is, they are a statement of continuing intent. Referring specifically to postsecondary educational institutions, Peterson and Uhl also stated that, although an institution's goals may have different meanings in various settings, the conception of these goals gives the institution a reason for existence. Furthermore, it is necessary to determine what these goals are, even though the task is difficult.

Some writers have given more technical definitions, particularly in the field of education. Pratt and Reichard (1983), for example, defined the term in the traditional hierarchy of mission, goal, and objective:

The mission is a statement of educational philosophy, which may include a description of special populations

to be served. It changes infrequently and provides a long-term sense of identity to an institution. Goals, in contrast, provide a sense of direction for the shorter term. An institution may have several goals that guide its activity and efforts for periods of two or more years. Objectives are more specific statements, which describe activities and related outcomes for short periods of time, usually one year or less. (p. 53)

Although this type of definition is quite common, Fenske (1980) pointed out that rather than being different levels of the same concept, goals and objectives are fundamentally different in nature: goal statements are abstract while objectives are concrete. In response to the problem of creating a link within this hierarchy, Doucette, Richardson, and Fenske (1985) developed a conceptual framework that defined missions as groupings of specific activities. These activities were made up of both goals and objectives, specifying services performed, clientele served, and rationale. The authors felt such activities were useful in defining mission because they showed the intentionality of goals and the measurability of objectives.

Importance of Goals

Many writers have discussed the concept of goals in terms of their importance to an organization or

institution. First, goals are seen as important for the existence of organizations. Parsons (1960) and Gross (1971) suggested that it is the presence of goals that distinguishes organizations from all other kinds of systems. In the view of Gibb (1954), Cyert and March (1963), and Simon (1964), an organization would not exist without some common objective; thus, an organization has a goal or goals. Perrow (1970, 1972) described an organization as a tool that is shaped by goals. He believed that without firm goals the organization is a poor tool that accomplishes little and is subject to vagrant pressures and opportunistic forces from within and without. Hughes (1965), Albrecht (1978), and Lee (1981) further emphasized the importance of goals in the effective functioning of organizations. Richards (1978) felt that goals permeated the whole management process, giving direction, motivation, and control to an organization. He saw goals as basic features of all organized group activity and a critical element in whether or not people contribute to or participate in that activity.

Goals are also important in understanding an organization. Fenske (1980) stated that the need for studying and defining goals is one the few areas in which organizational theorists agree. Perrow (1970) saw goal analysis as providing the best information for understanding the character and behavior of an organization

as well as its uniqueness. Gross (1969) said that it is through their goals that one can best study organizations. Parsons (1961) indicated that the problem of goals and goal attainment has the highest priority for an organization. Hambrick (1976) asserted:

No aspect of an organization's strategy, structure, or operation policies can be intelligently discussed or rationalized without a firm understanding and analysis of the unit's goals. (pp. 45-46)

Tracing the interest in organizational goals to turn-of-the-century theorists such as Taylor and Weber, Bedeian (1984) stated that organizations are structural devices for accomplishing goals and that to understand organizations one must understand their goals. Richman and Farmer (1974) said that goal system analysis is the best and most meaningful way to get at the problems of colleges and universities.

Peterson and Uhl (1977) stated that the ideological unity of an academic institution is based on agreed-upon goals. Such goals provide more than an identity; they serve as a benchmark against which decisions can be made. They saw colleges and universities as different from business and other organizations because academic goals can be conceived in an infinite number of ways. As complex organizations, colleges and universities have multiple goals, some of which are precise and easy to measure,

others complicated and difficult. This multiplicity of possible goals may cause the fundamental difficulty in defining an institution's goals.

Functions of Goals

Goals also have functional value for organizations. According to Conrad (1974), goals serve as standards by which to judge an organization's success; define priorities and needs; serve as a source of legitimacy; define desired outcomes; identify clientele; and explain the nature of an organization's relationship with society. He further believed that the trend toward increased organizational accountability placed greater expectations for goal clarity on organizations. Corson (1975) stated that to be effective an organization must have clearly stated goals against which performance can be measured. Peterson and Vale (1973) described goals as necessary vehicles to respond to increasing calls for evidence of institutional effectiveness.

Goals are also important for organizational planning, implementation, and evaluation. Pratt and Reichard (1983) stated that goals must exist for planning to occur. Cyert and March (1963), Connor (1980), and Richards (1978) said that goals should direct the allocation of resources and should be the criteria for decision making within organizations. Richman and Farmer (1974) stated that adequately operationalized goal systems can do much to make

power, authority, and other role relationships clear. They also felt that examining goals and whether or not they are achieved can tell much about the troubles and conflicts within an institution and can form a useful basis for prediction and prescription. According to Thompson and McEwen (1958), goals are the standard for appraising organizational performance. Bedeian (1984) said that clearly defined goals are a basic part of job performance. Uhl (1978) felt that, rather than being an end in themselves, goals are of little value if they are not used in the decision-making process of an institution. Perrow (1972) asserted that good management and leadership are ensuring that technology, structure and goals are in harmony. Peterson and Uhl (1977) stated that analyzing goals systematically is a significant way to understand the operations of an organization and to plan intelligently for the future.

However, goals do not always remain constant. Changes both within and outside an organization may require that its goals be reassessed and changed on a periodic basis. According to Richman and Farmer (1974), an institution's goals should be in a dynamic rather than static state because changing conditions require changing priorities. Thompson and McEwen (1958) stated that reappraisal of goals is a recurring problem for organizations, but one that must be confronted.

External Constituencies

When setting and assessing goals for itself, an organization must also consider its external environment and constituencies. Thompson and McEwen (1958) viewed goal setting as mostly the defining of desired relationships between an organization and its environment. They also felt that the differences between effective and ineffective organizations may be in how well the organization reacts with its environment. In fact, they stated that an organization will not likely survive if goals are set without an awareness of their relationship to the environment.

Community Colleges and External Constituencies

Community colleges, like most organizations, do not exist in isolation. They are part of a larger environment, which affects them and which they probably wish to affect, and, therefore, they must be concerned about this environment. Richman and Farmer (1974) wrote that institutions of higher education are now mass institutions and have become important to many outsiders. As colleges have become more open, they have faced greater pressures from their external environments to clarify and change priorities. Richman and Farmer believed that state governments in particular would push for their own goal system and, because few colleges have goal systems that

match completely those of their external supporters, they would be forced to adapt to outside influences.

Martorana and Broomall (1983) contended that it is a fact of life that community colleges will be influenced by forces outside the institutions. Maxwell (1984) stated that in recent years external constituencies have grown in number and power and that, as a result, community colleges are looking closely at goals as part of the strategic planning process to identify goals that match those of the environment. Conrad (1974) wrote that external factors are a powerful force in the formulation of goals for higher education and the importance of these factors will continue to increase. He contended that the legal constraints and decisions of state governments and boards have major implications for college and university goals.

Gollattscheck (1983) asserted that relationships with external constituencies are as important as internal relationships to the success of the institution. In fact, he felt that the survival of a community college may be dependent upon the quality of external relationships cultivated by the organization. He further stated that the strategic management of these external relationships, by making them a part of planning, implementation, and evaluation, is an essential part of the overall management of the institution. Cosand (1983) wrote that external constituencies are involved in decisions and, therefore,

community colleges need to be constantly aware of who these people are and knowledgeable about their philosophies and attitudes concerning post-secondary education.

According to Peterson and Uhl (1977), taxpayers no longer have the confidence they once had in higher education. As a result, there is a greater demand not only for accountability and effectiveness, but also for activities that are clearly in the public interest. Alfred and Smydra (1985) contended that, in the 1990s, external constituencies will become even more involved in all phases of the decision-making process and administrators will find it increasingly difficult to make academic or administrative decisions in isolation. These administrators, concerned about the intensifying organizational dualism, will seek to develop sophisticated information systems to counteract the information used by external supporters. Unless faculty and administrators adapt to the reality that external constituencies will participate in decisions as well as provide resources, Alfred and Smydra believe there could be a loss of support for college programs and services.

An organization's relationships with external constituencies are important not only in establishing goals but also in assessing the organization's effectiveness. Romney and Bogen (1978) said that evaluation of goal achievement is in part due to demands for demonstrations of

accountability and performance made by external constituencies. Armenta (1982) stated that the effectiveness of an institution depends both on internal and external perceptions of it. He further defined institutional effectiveness as the "...extent to which internal priorities coincide with the priorities of the most important external groups" (p. 1). In making this statement, he echoed Pfeffer and Salancik (1978) who saw external groups, especially those who control the resources for an organization, as the most important factor in determining the focus and operation of that organization. They viewed organizational survival as dependent on how well the organization is able to manage the demands of these outside groups, particularly those that provide resources and support. In fact, they identified building a coalition of outside support as the most critical activity of an organization.

Organizational survival is at stake for another reason: external constituencies also provide resources that are necessary for survival. Parsons (1956) stated that because an organization used resources that could find alternative uses elsewhere in society, society continually evaluated the usefulness and legitimacy of the organization's activities. Ewell and Linsensky (1988) said that, for an institution to survive, it needs to acquire scarce and valued resources from its environment.

Therefore, an institution is primarily a resource-getting system, which must satisfy its clients and respond correctly to its environments to obtain some control over threats to institutional well being. Alfred and Weissman (1987) stated that as resource-acquiring institutions, colleges must understand that positive public attitudes are important because they affect the financial support of academic programs. Higher education institutions have no choice but to be aware of how they stand with external constituencies if they wish to maintain the confidence and support of the public.

Goal Congruence

It is important that an organization know the goals its external constituencies have for it. Richman and Farmer (1974) asserted that external constituencies are more likely to accept and support an institution enthusiastically if its goals are relevant to them. Maxwell (1984) said that goal achievement as well as organizational effectiveness increase when there is congruence of goals among various constituencies. Hersey and Blanchard (1977) and Connor (1980) also contended that greater consensus of goals among coalitions leads to greater organizational effectiveness in achieving goals.

On the other hand, lack of congruence or consensus of goals can cause problems for an organization. Knoell (1980) wrote that a constraint facing community colleges is

the lack of consensus among the various constituencies concerning priorities. Often community colleges have added constituencies without taking the time to identify their priorities. Gillo, Landerholm, and Goldsmith (1974) believed that such discrepancies indicate areas of conflict within organizations and signal issues for change. Breneman and Nelson (1981) cited the lack of agreement on mission and goals as the basis of disputes over funding formulas between community college leaders and state legislators. Richman and Farmer (1974) warned that unless institutions fall in line with those external constituencies providing financial support, they will be in deep trouble because the goals of insiders and supporters may become too diverse to allow compromise. Richardson (1980-81) echoed this idea:

Policy makers have been less enthusiastic about the "all things to all people" commitment and have consistently refused to provide funding commensurate with the aspirations of community college leaders. The result has been a growing disparity between the definition of mission and the funds available for implementation. (p. 52)

According to Richman and Farmer (1974), when universities were relatively inexpensive to operate, lack of goal consensus was not as important as it has now become

in an era of costly institutions. They said that more recently, however, outside supporters are demanding changes in goals. They believed that, if the goals and priorities of external providers are not dealt with adequately, these external providers are not likely to sympathize with the leaders of the institutions; indeed they may retaliate in a variety of ways. Armenta (1982) believed that an institution's survival is enhanced to the extent that its administrators carry out actions that are congruent with the goals of external supporters. Alfred and Weissman (1987) felt that conflicts caused by divergent goal perceptions can lead to the reduced stature of an institution.

Need for Information

To maximize goal consensus and to prevent possible harm that may result from the lack of it, community college leaders need to ascertain what strategic external constituencies perceive as goals and priorities for their institutions. External groups, including state legislatures, exert a powerful influence on community college goals and programs through policy-making and budget allocations. Gollattscheck (1983) felt that knowledge of the goals and priorities of these groups is necessary to choose strategies that do not threaten them. Doucette (1982) stated:

Having accurate information on the demands of the

external environment, including the priorities of various external constituent groups, can assist the leadership of community colleges--both at the state and institutional level--to manage that environment. Specifically, data on the perceptions and support of various constituencies for what community colleges do can provide the basis for priority-setting and decision-making that seems unavoidable given the current environment. (p. 2)

Alfred and Weissman (1987) wrote that colleges and universities need to focus research on the attitudes and opinions that both internal and external constituencies have about the institutions and the effects of such feelings. Because the stature of colleges and universities has been and will likely remain a prominent issue, they felt the leaders of these institutions have become accountable to many external agencies and groups, some of which do not automatically think of higher education as valuable. Because, according to Dowling and Pfeffer (1975), institutions of higher education generally seek congruence between the values of their activities and the values in the larger society, disparity can result in threats to their stature in the form of legal, economic, and social sanctions.

Maxwell (1984) also considered that knowing the goals and priorities that external forces, especially those

providing fiscal support, have for community colleges is essential to eliminate incongruences that challenge policy and hinder effective management. If it is true, as Richardson and Doucette (1984) believed, that communication is essential to resolving problems of fiscal support, then it is equally necessary to determine what similarities and differences exist with providers of such support in order to begin communicating with them.

Gollattscheck (1983) stated that those who are responsible for implementing change in an institution must know who the supporters and resisters of change are and work to build on the support and minimize the resistance. Thompson and McEwen (1958) felt that organizations need to judge the sources and amounts of support for a goal change and develop strategies for their mobilization.

State Governments

For most community colleges, one of the key external constituencies is the state government. The United States Constitution does not mention education, and the Tenth Amendment seems to reserve that power to the states and private citizens. Therefore, the basic responsibility for higher education remains in state or private hands. As the community college movement has progressed, that responsibility has shifted more and more to the states. Hines (1988) stated that traditionally decisions concerning higher education have been made on campus but today

governors and state legislators are more involved than ever and state-level decisions have become critical. Parrish (1979), Green (1981), and Millard (1987) conducted studies that showed increases in the number of states that have become involved in reviewing and approving programs in community colleges. Millard felt that this involvement was concerned with productivity and elimination of duplication. Research by the Center for the Study of Community Colleges (1978) indicated that the state was one of the three major external factors influencing the community college curriculum. Miner (1979) also examined how the Florida community college curriculum was affected by the state and found that control was often exercised through funding.

Cohen and Brawer (1982) traced the movement from local to state control of community colleges through the increase in state funding. They indicated that in the 1920s only 5 per cent of community college revenues came from the states, whereas by 1980 60 per cent of the operational funds of community colleges were state appropriations. For example, the Virginia Community College System 1988-1989 Annual Report showed that 69.5 per cent of the operating funds for community colleges were provided by the state. Because most funding for community colleges now comes from the states, state governments are extremely important external forces. Alfred and Smydra (1985) stated that the

budget always has been the primary means by which states have influenced community college education, serving to control spending, enable activities, and determine objectives. According to Millett (1984), educational leaders often have viewed increased state involvement as a threat to institutional autonomy. Despite such perceptions, he contended that leaders of public institutions need to recognize and accept the proposition that, in contemporary society, college and university governance must be reconciled with state government concerns about higher education.

Halstead (1983) wrote that there was much variation in the amounts of support given by state governments to higher education. He cited several important differences that affect state support: the proportion of students graduating from high school, the proportion of high school graduates enrolling in public colleges and universities, the kinds of institutions and programs, the tuition support provided, and the tax effort and tax capacity of the state.

Millet (1984) also saw that state governments vary in the support that they give to higher education. He felt that these variations were due to many factors including tradition, attitudes, and economic circumstances of the states. Also, he said that the varying abilities of academic leaders to persuade politicians has an impact on a state government's willingness to support colleges and

universities. Part of this ability to persuade comes from knowledge of and willingness to accept the external supporters' perceptions of the goals for the institution. Millet thought that such reconciliation was not easy and even speculated that the dynamic tension from divergence could be necessary or beneficial to higher education. He further contended that, because state governments will continue to reflect various social concerns and will provide the bulk of financial resources, colleges must perform in ways sensitive to public needs.

Hayward (1988) stated that in terms of this conflict, the state has the responsibility to make its expectations known and then to provide adequate funding. He further said, however, that community colleges have an equal responsibility to pay attention to their central mission. If they stray for what may be short-term gains, they could jeopardize their support. They must be aware of the needs of their clients and ultimately the taxpaying public.

Breneman and Nelson (1981) saw that in the decade of the 1980s the major decisions affecting higher education would be made at the state level as state officials confronted issues raised by falling enrollments. They also felt that as the amount and percentage of state support increased, the most searching questions for community colleges would come from state officials. Therefore, if colleges could not set limits on themselves or establish

and defend clear priorities among activities, they might see a decline in support from the state.

State Legislatures

Although other state agencies are important to community colleges, none is more important than the legislature because of the role it plays in providing financial resources. Legislatures have come to be viewed by higher education in general and community colleges in particular as exerting greater influence on and perhaps posing a threat to the autonomy of colleges and universities. Alfred and Smydra (1985) stated that the legislature is and will be a powerful constituency of community colleges because it has the capacity to change the resources available for activities and programs. Berdahl (1978), Millard (1978), and the Education Commission of the States (1979) cited legislative demands for increased accountability as evidence of this threat. Waldo (1970) saw greater influence by legislatures as a threat because of the differences between ideas and norms of the academic world and those of governmental politics. Rosenthal (1977) and Cope (1978) said that increased power and resources have allowed legislatures to seek more actively the attainment of their own goals in the field of education. A study by the Citizens Conference on State Legislatures (1971) showed that one-man one-vote rulings have increased the number of urban representatives who

favor more legislative activity. Another problem is that most legislators do not have experience in community colleges and, therefore, may lack an understanding of institutional mission and goals. According to McCabe (1984), this inexperience can result in legislative objectives that are often negative and focus on ways to save money. Not all observers of education have viewed legislative control as a new phenomenon. Fisher (1988) concluded from her study of education acts passed by state legislatures that involvement in higher education is not an increasing tendency but rather that the intrusion has always been there. She warned, however, that institutions must be aware of this trend to avoid further loss of autonomy.

Writing as a member of the Florida legislature, Gordon (1988) gave some insights into the thinking and attitudes of legislators toward community colleges. He realized that legislative activity often is viewed as a threat to both professionalism and academic freedom, but felt that the involvement was necessary because of fiscal responsibility. Even though faculty and administrators claim to have only the interests of students and the public as motives, Gordon was not certain of the accuracy of such claims. Because the legislators' constituencies include more students, parents, and taxpayers than faculty or administrators, he felt that no one should be surprised

that lawmakers are more concerned about knowing how public money is spent than in appeasing community college personnel. He also stated that with limited state budgets and competition for students by colleges to justify funding, legislators might well be expected to question basic traditional assumptions concerning educational institutions. Gordon concluded that legislators, as those accountable for the division of resources, will decide educational policy and budget matters based on their views of the needs of the community at large. Gordon's views echoed those of Folger (1980) who stated that the public's perception is critically important to state legislators. Therefore, these legislators have been trying to improve their public image by managing higher education in a more businesslike manner through increased involvement and control.

Community College Presidents and State Legislators

Because of the importance of state legislatures in institutional financing and operations, community college presidents must develop strong relationships with the legislators who represent the service regions of their colleges. Vaughan (1986) felt that, although working with external constituencies has always been part of the president's job, recently the external role has become extremely important, especially in working with legislators. His survey of community college presidents

revealed that most presidents considered working with legislators as a vital part of their job because of the financial resources these lawmakers provide their institutions.

Martorana and Smutz (1980) stated that potentially one of the most important strengths for community colleges could be the development of direct lines to numerous state legislators. They felt that, because of the new relationship between community colleges and the state, politics would play a greater role in the job of the president. They did, however, think that with a broad political base and direct lines to legislators community colleges can operate effectively in the political arena. Fisher (1984) wrote that "...politicians, public figures, and bureaucrats are important to the presidents of both public and private institutions. They needn't be catered to or feared, but they should certainly be respected and deliberately considered by the president" (p. 142).

Martorana (1983) warned that, even though community colleges have great advantages in dealing with the political nature of their environment, their leaders must be cautiously aware of what legislators are interested in and want to take action on. Presidents of community colleges must be fully engaged in governmental liaison and in the middle of legislative debate that might affect their institutions, not only during legislative sessions, but

also throughout the entire year.

Goals Research

Background

Investigation and consideration of the goals for higher education is not a new phenomenon. Peterson (1978) traced the discussion back to Plato and Aristotle who talked about "the proper tasks to be set" (p. 31). He also told of the ideas of Cardinal Newman and John Stuart Mills during the late nineteenth century concerning the role of humanities and the cultivation of the intellect.

Also in the nineteenth century, the Morrill Act (1862) established colleges, accessible to many, that taught agriculture and mechanical arts. This act created a new goal for higher education other than the study of liberal arts, theology, and law. Thus began the struggle and debate between the liberal arts and vocationalism that continues today (Brubacher and Rudy, 1976).

In 1947, the President's Commission on Higher Education published its report entitled Higher Education for American Democracy. The first volume of this five-volume report set forth goals for higher education in the United States. The goals were rather broad and seem quite contemporary. They concerned the role that colleges and universities should play in providing opportunity to all citizens and developing those citizens socially and intellectually.

Empirical Studies

Empirical research focusing on the goals of higher education emerged in the 1960s. The most well-known study was conducted by Gross and Grambsch (1968) and reported in their book, University Goals and Academic Power. The aim of the study was to analyze goals of universities in relation to internal power, institutional prestige, and other institutional characteristics. In 1964, the researchers surveyed faculty and administrators from 68 universities using an instrument consisting of 46 goal statements. Respondents were asked to give both "is" and "should be" ratings for each goal. This innovative method was later incorporated into other important goals inventories, including the Institutional Goals Inventory and the Community College Goals Inventory developed by Educational Testing Service. By using the "is" and "should be" response pattern, the researchers were also able to determine the discrepancy between respondents' "perceived" and "preferred" goal ratings. Gross and Grambsch (1974) replicated their study in 1971, discovering few if any changes in the goal perceptions at the universities from their earlier study.

Also in 1968, Nash reported on a study conducted by the Bureau of Applied Social Research at Columbia University. In this study, the academic deans of all colleges in the country were asked to indicate the extent

to which their college emphasized each of 64 goals. Although some goal statements were emphasized by all, the researchers found that different types of institutions had different goals. Factor analysis identified 5 goal domains: research and instruction, instrumental training, social development, participatory governance, and development of resources.

Another goal study, which was sponsored by the Danforth Foundation (1969), revised the Gross and Grambsch instrument for use in 14 liberal arts colleges. In this instance, the researchers found great emphasis on teaching and student activities, little emphasis on research, agreement among groups concerning goals, differences between perceived and preferred goals, and governance patterns that involved mostly administrators.

Martin (1969) used a questionnaire and interviews to survey students, faculty, and administrators of eight colleges and universities about institutional character. He found that there was little concern about institutional goals. There were, however, differences in this regard between newer and older colleges.

In 1971, Bushnell (1973) surveyed 2,500 faculty, 10,000 students, and 90 presidents from 92 public and private two-year colleges. Using a questionnaire of 26 items, he concluded that there was a great deal of agreement among community college administrators, faculty,

and students concerning the major goals of their colleges. He did find some differences: presidents emphasized community needs, faculty emphasized student development, and students emphasized access.

Bayer (1973) conducted another goals study in the winter of 1972-1973. He included a 16-part question about institutional goals as part of a more comprehensive questionnaire. The questionnaire was completed by over 42,000 teaching faculty at 301 colleges and universities. Bayer reported that in four-year colleges and universities the goal most often listed as essential or very important was the mastery of knowledge. In two-year colleges the most frequently cited goal was preparing students for employment after college.

Descriptive Studies

The Carnegie Commission on Higher Education (1973) analyzed the goals of colleges and universities for the early 1970s and the future. The first part of the report discussed the forces that brought about the reevaluation of the purposes of higher education and then identified the five major purposes for higher education for the remainder of the twentieth century. The five purposes dealt with opportunities for development of students, advancement of human capability, enlargement of educational justice, transmission and advancement of learning and wisdom, and critical evaluation of society for the sake of its

renewal. The second part of the report discussed the various functions performed to carry out the goals of higher education. The final part analyzed the historical and philosophical views concerning these goals and functions.

Bowen (1977) developed a catalog of goals that was based largely on a review of over 1500 goal statements taken from a variety of sources. His typology was divided into goals for students and goals for society. The goals for students followed three basic principles: attention to the whole person, recognition of individuality, and provision for accessibility. Societal goals indicated two conflicts: individualism versus collectivism and social change versus social stability.

In 1977, the Carnegie Foundation for the Advancement of Teaching issued Missions of the College Curriculum, which presented a comprehensive discussion of the issues concerning curriculum in higher education. The report dealt with the forces that shape curriculum; the topics of general education, the major, electives, and basic skills; education and vocation; the role of values and morality; and implementation of curricular policy. The report recommended that institutions develop concise mission or goal statements to guide leaders, inform students, and give those who evaluate the institution criteria for such evaluation.

The Institutional Goals Inventory

In 1972, Educational Testing Service (ETS) published the Institutional Goals Inventory (IGI) developed by Peterson, Uhl, Davis, Feldmesser, and Warren. The history of its development is traced by Peterson and Uhl (1977) and Peterson (1978). In conceptualizing the IGI, the authors followed two principles: they wanted a structure that was comprehensive enough for all kinds of institutions of higher education and specific enough to provide meaningful information. The IGI consisted of 80 goal statements that related to 20 goal areas (4 per goal area) and 10 miscellaneous goal statements that did not relate to the goal areas but were considered important enough to be included. Respondents were asked to rate the importance of each of these goal statements. The instrument used the "is" and "should be" concept originally developed by Gross and Grambsch. Two studies using preliminary and revised versions of the IGI served to field test the instrument: one sponsored by the Regional Educational Laboratory for the Carolinas and Virginia and another at North Carolina State University.

A third study, sponsored by Educational Testing Service and the California legislature, provided additional statistical data for the inventory. Peterson (1973) surveyed faculty, students, administrators, trustees, and community members of 116 private and public universities,

colleges, and community colleges in California. The sample included more than 20,000 individuals. The results showed that different institutions and their constituencies differed in the value they placed on various goals. Particularly, community colleges differed from other institutions in placing greater emphasis on vocational education. These data were used to develop a master plan for higher education in California.

In 1974, Bers (1975b) conducted a goals study at Oakton Community College in Illinois using the IGI. Full-time faculty and administrators participated and the results showed similar response patterns between the two groups concerning both perceived ("Is") and preferred ("Should Be") goal areas. Later she (1975a) compared the results from the Oakton study with IGI goal studies conducted at six other public community colleges throughout the country. Bers concluded that administrators and faculty members at Oakton were similar to administrators and faculty at the other community colleges, as no significant differences were found between the groups and their priority rankings of goal areas were also quite similar.

Brevard Community College used the IGI as part of a goal setting development project conducted in 1975. Brueder and King (1976-77) reported that the IGI was selected because it provided a means for numerous

individuals and constituent groups to participate in the college's goal-setting process. Respondents included all administrators and instructional faculty at the institution and a random sample of full- and part-time students and community residents. The goal area of vocational preparation was ranked first in both the current and preferred ratings of the total group.

Kerr (1981) conducted a study at Hostos Community College using the English/Spanish version of the IGI. Responses were solicited from five constituent groups of the college: administrators, faculty, students, local board members, and local elected officials. The purpose of the study was to identify and compare the perceptions of these groups regarding goals for the college. Goals preferred by administrators, faculty, and students were more similar to each other than to those preferred by board members and elected officials. Kerr concluded that the results of the study reflected goal divergence between the internal and external constituencies of the institution.

Konrad and McNeal (1984) conducted a study using the Canadian edition of the IGI to ascertain the goals for Canadian universities as perceived by presidents and board chairmen. In addition to comparing rankings of existing and preferred goals, the research also compared perceptions according to respondents' position and by region, age, and size of institution. Although some differences attributed

to region and size were observed, perceptions of university goals were quite uniform between the two groups. In general, process goals were perceived more highly than the traditional outcome goals of research, teaching, and service.

The Community College Goals Inventory

The use of the IGI by four-year colleges and universities for institutional goal studies continued to increase. However, as Cross (1974) indicated after reviewing both Bushnell's and Peterson's studies, community colleges have different goals than do senior institutions. Because of these differences, ETS, in cooperation with the American Association of Community and Junior Colleges, developed an adapted version of the IGI to fit the needs of community colleges more closely. The goal statements and goal areas of the IGI were changed: lifelong learning, developmental/remedial preparation, community services, counseling/advising, and accessibility were added; research, advanced training, and traditional religiousness were omitted. The basic format used in the IGI was retained. The Community College Goals Inventory (CCGI) was field tested by Patricia Cross and published by ETS in 1979 (Cross, 1981).

A number of goal studies have been conducted using the CCGI. In 1979, Northern Virginia Community College conducted a study using the CCGI as part of an

institutional objective to evaluate the effectiveness of its strategic planning process (Douglas, 1979). The results of the research were also used to help revise the college's mission and goal statements for the 1980s. Goals from the CCGI were compared with institutional goals and local items were developed for those instances where the inventory omitted or did not adequately cover a goal area. A random sample of permanent administrators and faculty and local board members participated in the study. The results were compared to the CCGI field test results. In general, the respondents from Northern Virginia held similar priorities for their institution as did the respondents in the ETS field study. Though the rank orders were different, the top five goal areas were the same: vocational/technical preparation, intellectual orientation, general education, developmental/remedial preparation, and college community.

Stetson (1980) used the CCGI to survey 121 administrators at 4 community colleges in a study to determine the relationship between systematic planning and goal agreement. Her results revealed that administrators at the two community colleges exhibiting more systematic planning efforts felt there was less discrepancy between actual and ideal institutional goals than did the administrators at the schools using less systematic planning.

Houston (1981) reported the results of a research study using the CCGI at Virginia Western Community College. The purposes of the study were to provide data for revising the college's long-range master plan and to gather information for use in an institutional self-study for the Southern Association of Colleges and Schools. Faculty, administrators, classified staff, board members, and advisory committee members were included in the study. Their responses were similar to both the Northern Virginia study and the ETS field test. Vocational/technical preparation, general education, accessibility, lifelong learning, and developmental/remedial preparation were the highest rated goal areas.

In 1981, Educational Testing Service issued a comparative report based on administration of the CCGI at 74 colleges between June 1979 and December 1980. These data did not include the 1979 field test responses. The top five "Should Be" goal areas remained the same as in the field study, although rank orders changed slightly.

During July and August of 1981, the Washington State Board for Community College Education conducted a statewide study using the CCGI (Story, 1981). The survey was administered to board members of all the state's community colleges, selected administrators and faculty, members and staff of the State Board, and selected state legislators. The results were similar to other studies except for one

feature: for several goal areas, legislators indicated that the perceived goals ("Is") were higher than they preferred them to be ("Should Be"), indicating disagreement with community college leaders.

In an effort to establish priorities for its long- and short-range planning processes, Palo Verde College administered the CCGI to all faculty and administrators, selected trustees, community residents, and students (Arter, 1981). Emphasis was placed on identifying those goal areas with the highest discrepancy ratings between existing and preferred conditions so that the college could undertake special activities in those areas. Vocational preparation, counseling, humanism/altruism, effective management, and basic skills instruction received the highest goal discrepancy ratings from respondents.

Maxwell (1984) conducted a study of goals for Washington community colleges. Using the CCGI, she surveyed administrators, full- and part-time faculty, students, board members, and community residents of four institutions, as well as members of the state legislature. The purpose of the study was to determine if there were significant differences between the goals perceived by internal and external constituencies. Results indicated differences in 13 of 20 current goal areas and in 15 of 20 preferred goal areas. In general, internal groups gave higher ratings than external groups. Legislators gave

lower ratings than all other respondents.

Harrison (1985) used the CCGI at a Baltimore County community college to conduct a study that compared the views of internal college groups (administrators, faculty, and students) with external groups (community residents and business/industry leaders) concerning 20 goal areas. The views of the groups were congruent 75 per cent of the time, differing only on the goals of lifelong learning, counseling/advising, and innovation. In each case, the internal groups had higher expectations in these areas.

Findt (1987) conducted a study to determine the extent to which agreement existed concerning goal statements from the CCGI between state community college administrators and board members and local community college administrators and board members in North Carolina. His findings indicated consensus among all the groups concerning the highest and lowest current and preferred goals. Vocational/technical preparation, general education, and accountability were rated high by all respondent groups. Humanism/altruism, social criticism, and cultural/aesthetic awareness were rated the least important goal areas.

Other Community College Goals Studies

Other goal studies in community colleges have been conducted using a variety of instruments and methods. Gillo, Landerholm, and Goldsmith (1974) used a self-designed questionnaire to determine actual and preferred

goals among administrators, trustees, and faculty in 26 Washington community colleges. All three groups expressed almost identical goal preferences for an institutional emphasis on vocational and paraprofessional education and a de-emphasis on open-door policy, academic training, and public interest programs.

In 1980, the Coast Community College District conducted a telephone survey to determine the priorities held by community constituents concerning the mission and goals of the college (Butler, 1981). Respondents rated seven mission areas on a four-point scale of importance and also indicated the importance of the goals to themselves personally and to the community as a whole. Significant differences were found between respondents' individual and social ratings, with lifelong learning rated as the most important personal goal and occupational training ranked highest on the social dimension. All mission areas were rated consistently higher on the community dimension, leading Butler to conclude that community college goal priorities might be unique to the communities served by the institutions and that statewide master plans might be inappropriate.

Barrington (1982) used a three-round policy Delphi to explore the perceptions of Alberta community college presidents and senior government officials of Alberta Advanced Education and Manpower regarding the influence of

environmental forces on the development of Alberta community colleges in the 1980s. The groups disagreed on only 2 of 16 major forces identified in the study. Barrington interpreted this finding as positive for future college-government relations because similar perceptions should facilitate both the planning and budgeting processes. She concluded that good communication was essential because a major portion of financial support for Alberta community colleges would continue to come from the government.

Dennison and Levin (1988) examined the goals of community colleges in Canada as perceived by two key groups: institutional chief executive officers and provincial government personnel responsible for college development. The primary purpose of the study was to determine the degree to which these groups agreed on the ratings and rankings of goals using an inventory that the authors developed. The results indicated that presidents and government officials showed a high level of agreement; however, a range of priorities existed within each group.

The Community College Activities Survey

In 1981, the State Board of Directors for Arizona Community Colleges conducted a study to define the missions of the colleges in specific operational terms and to assess the support for these missions by the constituencies of the institutions. Richardson, Doucette, and Armenta (1982)

from Arizona State University conducted the study and developed the Community College Activities Survey (CCAS) as the instrument for surveying state legislators, members of community college district governing boards, faculty, administrators, evening students, and a random sample of registered voters in one rural and one urban county. Their data indicated general agreement among all groups that transfer, occupational, and general education were the most important goal areas. Another important area was basic skills instruction. The study also revealed that rural respondents were more likely to view the community college as a multi-purpose institution than were urban respondents. Finally, the researchers concluded that external constituencies perceived the colleges in terms of clientele served rather than in terms of services provided, while internal groups saw the institutions in more traditional functional terms.

Richardson and Doucette (1984) and Doucette, Richardson, and Fenske (1985) discussed the conceptual background for the development of the CCAS. The researchers felt that the IGI and the CCGI were too abstract and philosophical to meet their needs adequately. They stated that, even though both instruments provided descriptive data and interesting insights into the value orientation of various constituencies, such information was difficult to apply to management decisions about the

allocation of limited resources. To overcome this difficulty, they constructed their instrument on a conceptual framework that considered activities as the concrete means of defining institutional goals or missions. In doing so, the researchers rejected the traditional hierarchy of missions, goals, and objectives. Instead, they chose to define missions in terms of groupings of specific institutional activities. These activities were defined in terms of the services performed, clientele served, and rationale.

The first version of the CCAS consisted of 90 activity statements generated from a comprehensive review of the professional literature and reviewed by community college leaders. Each statement included the concepts of service, clientele, and rationale. This pilot version was administered to students at five Arizona community colleges. Based upon the field test, the questionnaire was revised and shortened; some items were deleted and others were combined.

The revised version of the CCAS consisted of 60 activity statements. Respondents were asked to rate each item on a five-point scale in terms of the importance of the activity and their willingness to support it with tax dollars. After the administration of this version of the instrument, the descriptive data obtained were analyzed. Also, factor analysis was applied to the responses to

identify groupings of activities. The activities were found to cluster into 12 goal areas. These goal areas were defined as the operational missions of the Arizona community college system.

Summary

This review of the literature has focused on goal theory, external constituencies, and goals research. A number of definitions for goals have been provided by various writers. Most definitions characterize goals as ends that organizations wish to achieve. Doucette, Richardson, and Fenske (1985) defined goal statements in terms of activities specifying services performed, clientele served, and rationale.

Goals are important to organizations. They distinguish organizations from other kinds of systems. Goals also provide a basis for understanding organizations. Peterson and Uhl (1977) saw goals as the unifying features of academic institutions. They believed that colleges and universities had multiple goals that could be conceived in an infinite number of ways, thus differentiating academic institutions from businesses and other organizations.

As part of their importance, goals have a functional value for organizations. Goals define the needs and priorities for organizations, serve as a source of

legitimacy, define desired outcomes, identify clientele, and explain the organization's relationships with its environment. Goals are important for organizational planning, implementation, and evaluation. They can direct the allocation of resources and serve as a standard to measure effectiveness.

Another area of focus for this review was the relationship between organizations and their external constituencies. Numerous writers commented on the importance of external constituencies in establishing and redefining goals for community colleges. External constituencies should play a role in the planning, decision-making, and evaluation processes. In addition, institutional survival may depend on how effectively colleges deal with these groups.

In dealing with external constituencies, it is important for an institution to seek goal congruence with them. Lack of congruence can result in conflicts and reduced support for programs and services. Therefore, community colleges need to identify the goal perceptions and priorities of their external constituencies to prevent possible conflict.

Of the external constituencies of community colleges, one of the most important is state governments. State governments' control of higher education has increased primarily because of funding. Although some writers viewed

this control as a threat to institutional autonomy, most saw the trend as inevitable and felt that community colleges and their leaders must adapt.

State legislatures play an important role because they provide the bulk of financial resources for the operation of community colleges. The interest in community colleges by legislators has increased in proportion to the resources provided. Generally, this interest has resulted from the legislators' need for accountability in allocating limited funds. Because of the importance of legislators to community colleges, presidents need to interact regularly with them.

The final section of this review described the research on goals for higher education, and particularly community colleges. A number of empirical studies have been conducted, including the seminal study by Gross and Grambsch (1968). Their work formed the methodological basis for the development of the Institutional Goals Inventory and the Community College Goals Inventory by Educational Testing Service. These inventories were used in numerous goal studies at colleges, universities, and community colleges.

The Community College Activities Survey was developed by Richardson, Doucette, and Armenta (1982) to define the missions of Arizona community colleges and to assess the support for these missions by the constituencies of the

institutions. The instrument was based on a conceptual framework that considered activities as the concrete means of defining institutional goals. The CCAS served as the basis for the instrument used in this study.

Chapter 3

METHODS OF RESEARCH

This chapter describes the design of the study, the population, the instrumentation and pilot studies, the procedures for data collection, the dependent and independent variables, and the methods for analyzing data.

Design of the Study

The design of the study was descriptive research using survey data on the importance for state funding of 31 potential activities for community colleges in Virginia and demographic information on respondents. The respondents were asked to indicate the degree to which they agreed or disagreed that state tax funds should be provided to support each of the potential activities. The activity statements were combined to form 14 goal areas. The means for the degree of importance for state funding were calculated and analyzed for both the activity statements and the goal areas.

Population

The two groups surveyed in this study were the elected members of the Virginia Senate and the presidents of the 23 community colleges in Virginia. Virginia has a bicameral legislature, officially named the General Assembly,

consisting of the House of Delegates and the Senate. There are 40 Senators, each elected for four-year terms from single-member districts apportioned on population based on the 1980 census. At the time of this study there were 30 Democrats and 10 Republicans in the Senate. Of these, 3 were women and 37 were men. All members of the Senate were surveyed in the study. Of the 23 community college presidents, 3 were women and 20 were men. Each of the community college presidents was included in the study.

It was decided to use only the members of the Virginia Senate as the legislative group for several reasons. All of the members of House of Delegates were up for re-election, and therefore, the membership might have changed before the next session. Furthermore, involvement in their campaigns might have resulted in a lower response rate. On the other hand, the Senators were not standing for re-election until 1991, so they would continue in office as a group for at least two more years.

It was also decided to use only the 23 community college presidents as the leadership of Virginia's community colleges. Consideration had been given to including deans, provosts, the Chancellor, and other VCCS administrators in the leadership group. However, using the broader group could have added a variant that would have been difficult to control. The deans and provosts might have merely mirrored their presidents' views, and the

chancellor could have been considered a group of one. It was felt that with the chancellor's endorsement, an excellent response rate could be obtained from the presidents alone. Finally, presidents interact with legislators as part of their role, and therefore, the study would be comparing groups who communicate with one another regularly.

Instrumentation and Pilot Studies

The research instrument used in the study was the Virginia Community Colleges Activities Survey (see Appendix A), which was based on the Community College Activities Survey (CCAS) developed by Richardson, Doucette, and Armenta (1982) for a study of the missions of Arizona community colleges. Permission was obtained to adapt and use the CCAS from Dr. Richard C. Richardson (see Appendix B). The CCAS consisted of 60 activities in which community colleges might engage. Respondents to the instrument were asked to indicate their level of agreement or disagreement with the importance of and the need to fund with tax dollars each statement on a 5-point, Likert-type scale. Using factor analysis, the Arizona researchers found that 48 of the items fit into the following 12 goal areas:

- (1) providing courses and associate degree programs to students who are college age or older
- (2) providing entry-level vocational training

- (3) providing special support services and programs for students with high academic ability
- (4) providing instruction in basic skills
- (5) sponsoring student activities to complement the educational program
- (6) serving high school students
- (7) providing special assistance and programs for mentally and physically handicapped students
- (8) providing general interest courses and activities for senior citizens and other community members
- (9) serving non-high school graduates
- (10) providing special support services for minority groups
- (11) providing facilities and services for local community and business groups
- (12) providing facilities and services for non-residents of the local community.

Because there were different numbers of activity statements for each goal area, the score for each goal was calculated as the mean of all of the responses to the goal's related items. The activity statements used in the CCAS were derived from a comprehensive review of the professional literature concerning community colleges. The list was edited and then validated as representative and comprehensive by experts in community colleges. The researchers developed, pilot tested, and revised the

instrument prior to conducting their study. Also, the reliability of the CCAS was examined for all responses to the questions of importance of and tax dollar support. The alpha coefficients calculated for both questions across all respondent groups indicated a very high reliability of the responses to the survey. The alpha coefficient for importance was .948 and for tax dollar funding was .963. Alpha coefficients of this magnitude would commonly be interpreted to indicate that the survey elicited highly reliable responses.

Before arriving at a final version of the Virginia Community Colleges Activities Survey, several preliminary forms were developed. The first version altered the original instrument in five ways. First, instead of using a 5-point, summated rating scale, respondents were asked to indicate their preference among several methods for funding the activities. Also, one item that concerned providing instruction on Indian reservations was deleted because it was inappropriate for Virginia. In another item that concerned teaching courses to non-native speakers of English in their native languages, references to the Navajo language were omitted. In addition, the 12 items that were not found to relate to the goal areas were deleted. Finally, 13 items were added that related to 2 additional goal areas, economic development and basic literacy. These items were developed according to procedures used in the

original project and described by Doucette, Richardson, and Fenske (1985). Each activity statement specified the service performed, the clientele served, and the rationale for the service.

A pilot test was conducted on the first version. The questionnaire was distributed to three community college deans and two former members of the House of Delegates. The pilot test indicated several problems. One problem involved understanding the overall directions for the questionnaire. Another problem arose from the list of activities; respondents felt that some activity statements were not clear because of combinations of examples within. Also, the number of activity statements seemed excessive. The major problem for respondents was the funding response categories. All respondents indicated that the categories were very difficult to work with and were dissatisfied with the options. Their comments indicated that each had his own set of suggested funding combinations, none of which were the same. More seriously, the respondents' comments showed that they became more involved with the details of funding combinations and, therefore, their responses gave little indication of the relative importance of the activities in terms of funding priorities.

Based on this information, a new instrument was developed. This questionnaire had 31 rather than 60 items, but retained the essence of the original activity

statements and the original 14 goal areas (see Appendix C). New response choices that related to the importance of the activities in terms of their being supported with state tax funds were developed. Respondents were asked to use a 6-point, summated rating scale, ranging from "Strongly Disagree" to "Strongly Agree." The use of the 6-point scale forced a disagree or agree response by eliminating the midpoint. This version was pilot tested using two community college deans and one former delegate. The results showed that it was easier to understand, and the respondents indicated no difficulty with the response choices. With minor editing, this version was used in the study. The final questionnaire also contained items concerning demographic information. Senators were asked to indicate whether their districts were urban or rural, their political affiliation, the length of their service in the legislature, and the location of their districts. Presidents were asked to indicate whether the service region of their college was urban or rural, the size of their institution, and how long they had been a community college president.

Procedures for Data Collection

The study was conducted in the early summer of 1989. Endorsements for the study were received from Senator Daniel W. Bird of Wytheville and Dr. Johnas F. Hockaday,

Chancellor of the Virginia Community College System (see Appendix B).

The procedures used for mailing the questionnaires and the appropriate follow-up mailings were modeled after the method described by Dillman (1978) with some modifications: the second follow-up was sent at 2 weeks rather than 3 weeks and the third follow-up was done at 4 weeks rather than 7 in the form of a telephone call to nonrespondents. The following specific procedures were used:

- (1) On May 30, 1989, the survey instrument was mailed to the members of the Virginia Senate at their home offices and to the presidents at their community colleges. A cover letter indicating the purpose of the study and containing endorsements from Senator Bird and Dr. Hockaday was included. The cover letter also advised respondents that the questionnaires were coded to assist in follow-up mailings (see Appendix D).
- (2) On June 5, 1989, a post card was mailed to each senator and president to serve as a reminder for nonrespondents and a thank you note for respondents (see Appendix D).
- (3) On June 15, 1989, replacement questionnaires, along with a reminder of the nature of the study, were mailed to nonrespondents (see Appendix D).

- (4) On June 28, 1989, telephone calls were made to the senators who had not responded as of that date. No calls were necessary for the presidents, all of whom had responded by that time.
- (5) To ensure that the group of responding senators did not differ from the Virginia Senate as a whole, a goodness of fit test as described by Hinkle, Wiersma, and Jurs (1979) was applied in terms of political affiliation and type of district (urban/rural). The results of the tests showed no significant differences.

Dependent and Independent Variables

The dependent variables for the study were the ratings for the degree of agreement or disagreement with the importance for state funding of 31 potential activities for community colleges in Virginia. The independent variables were the status of the two groups, members of the Virginia Senate and presidents of Virginia's community colleges; the urban or rural nature of a respondent's district or region; the length of service in the legislature; the location of a senator's district; the size of a president's institution; and the length of time as a community college president.

Methods for Analyzing Data

The purpose of this study was to compare the levels of importance and priorities for state funding of goals of Virginia's community colleges between the two respondent groups. This comparison was achieved through an analysis of the data according to the research questions in Chapter 1.

Research question 1 was addressed by computing the means and standard deviations of all the scores in each of the 14 goal areas for both senators and community college presidents. These means were compared using two-way analysis of variance (ANOVA) to determine if any significant differences existed. The dependent variable in this test was the rating on each goal area. The two independent variables were the status of the respondents, senator or community college president, and type of district or service region, urban or rural.

Research question 2 was addressed by computing the means and standard deviations of the scores for each activity statement for both respondent groups. These means were then compared using t-tests to determine if any significant differences existed.

Research question 3 was addressed by comparing the means of the goal area scores of urban senators and presidents and rural senators and presidents by means of

two-way analysis of variance to determine if significant differences existed among the groups.

Research questions 4 and 5 were addressed by using the Chi-square procedure to determine if the goal area scores were affected by any of the specified variables.

Research question 6 was addressed by ranking the mean scores for each goal area and activity statement from highest mean to lowest for both respondent groups and then comparing the rank orders of goal areas and the rank orders of the activity statements of the two respondent groups by means of the Spearman's rank-order correlation to determine if congruence existed.

Summary

The design of the study was descriptive research using survey data. The population for this study consisted of two groups: the 40 members of the Virginia Senate and the 23 presidents of the community colleges in Virginia. The instrument used, the Virginia Community Colleges Activities Survey, was based on the Community College Activities Survey originally developed by Richardson, Doucette, and Armenta (1982). Two preliminary versions were pilot-tested, using community college deans and former legislators. The final version contained 31 activity statements and demographic questions. The activity statements related to 14 goal areas. The questionnaires

were distributed in a manner similar to that recommended by Dillman (1978). Follow-up post cards, letters, and telephone calls were used as needed. The data collected were analyzed according to the research questions. Means and standard deviations of scores were calculated and compared using two-way analysis of variance and t-tests to determine if significant differences existed. Other variables were compared with goal area scores using Chi-square procedures. Rankings of scores for goal areas and activity statements were compiled and compared using Spearman's rho.

Chapter 4

RESEARCH FINDINGS

This chapter reports the findings of the research study. It details the responses to the questionnaire and profiles the respondents. The chapter also presents and analyzes the data concerning the goal areas and activities of the Virginia Community Colleges Activities Survey.

Questionnaire Responses

The questionnaire was sent to a total of 63 respondents: 23 community college presidents and 40 senators. Table 1 presents the information on the response rates from the two groups. All of the 23 presidents returned a completed questionnaire, for a group response rate of 100 per cent. Responses were obtained from 25 of the senators, for a group response rate of 62.5 per cent. Of these, 1 respondent indicated that he did not complete questionnaires as a matter of policy, and another said that he did not know enough about Virginia's community colleges to feel competent to answer the questionnaire. In addition, during the telephone follow-up, 2 senators stated that they also did not respond to questionnaires as a matter of policy. As a result, there were 23 usable responses from the senators, for a usable group response rate of 57.5 per cent. This response rate exceeded both

Table 1
Response Rates to the
Virginia Community Colleges Activities Survey

Respondent Group	Surveys Sent	Total Returns	Usable Returns	Return Rate
Senators	40	25	23	57.5%
Presidents	23	23	23	100.0%
Total	63	48	46	73.0%

the Maxwell (1984) rate of 35 per cent from state legislators and the Richardson, Doucette, and Armenta (1982) rate of 47.8 per cent. The overall usable response rate for the study was 73 per cent.

Following the procedure outlined in Hinkle, Wiersma, and Jurs (1979), a goodness of fit test was applied comparing the group of responding senators to the complete Senate in terms of type of district (urban/rural) and political affiliation. The Chi-square obtained for type of district was .451, which did not exceed the critical value of 3.81 ($\alpha = .05$, df = 1); the Chi-square for political affiliation was .001, which also did not exceed the critical value of 3.81 ($\alpha = .05$, df = 1). From the results of this test, it was determined that the group of senators who responded was not significantly different from the entire Senate. Thus, it is reasoned that the respondents are representative of the population.

Profile of Respondents

As part of the survey, demographic information was collected on the senators and community college presidents. The demographic variables included type of district represented, political affiliation, length of service in the legislature, and location of district for senators. For the presidents, information was gathered concerning the type of region served by their colleges, the

size of their colleges in terms of annual full-time equivalent students, and the length of time each had served as a community college president.

Table 2 displays data profiling the responding senators. Concerning the type of district they represented, 52.2 per cent indicated urban, and 47.8 per cent rural. Democrats comprised 73.9 per cent of the group; Republicans 26.1 per cent. Most of the senators (65.2%) had served for more than six years in the General Assembly. The largest number of senators indicated they were from Northern Virginia (26.1%). Fourteen (60.9%) were from Northern, Eastern, and Central Virginia. This distribution reflects the population distribution pattern of the state.

The demographic information on community college presidents is presented in Table 3. Only 39.1 per cent of the presidents described their colleges' service regions as urban, while 60.9 per cent said their regions were predominantly rural. Although this pattern does not necessarily reflect the state's population distribution, it does reflect the concept that community colleges should be geographically accessible to residents in all areas of Virginia. In response to the question concerning the size of their institutions, 52.2 per cent of the presidents indicated an enrollment of 1000 to 2500 annual full-time equivalent students. Most (60.9%) had served more than

Table 2
Profile of Senators

Variable	Number	Percentage
Type of District		
Urban	12	52.2%
Rural	11	47.8%
Political Affiliation		
Democrat	17	73.9%
Republican	6	26.1%
Service in Legislature		
Less than 2 years	2	8.7%
2 to 4 years	2	8.7%
5 to 6 years	4	17.4%
More than 6 years	15	65.2%
Location of District		
Northern Virginia	6	26.1%
Western Virginia	3	13.0%
Eastern Virginia	4	17.4%
Southwestern Virginia	3	13.0%
Southside Virginia	3	13.0%
Central Virginia	4	17.4%

Table 3
Profile of Community College Presidents

Variable	Number	Percentage
Type of Service Region		
Urban	9	39.1%
Rural	14	60.9%
Size of College		
Less than 1000 AFTES	5	21.7%
1000 to 2500 AFTES	12	52.2%
2501 to 5000 AFTES	4	17.4%
More than 5000 AFTES	2	8.7%
Time as President		
Less than 5 years	9	39.1%
More than 5 years	14	60.9%

five years in the role of community college president.

Report and Analysis of Data

The data for this study were gathered using the Virginia Community Colleges Activities Survey (VCCAS), which asked respondents to indicate their degree of agreement or disagreement concerning the importance of providing state tax funds for each of 31 potential activities for Virginia's community colleges. Using a 6-point Likert-type scale, the possible ratings were as follows:

1 = Strongly disagree

2 = Disagree

3 = Tend to disagree

4 = Tend to agree

5 = Agree

6 = Strongly agree

This summated rating scale was treated as an interval scale for the statistical analysis in the study. Kerlinger (1973) supported the assumption of this type of scale as an equal and continuous measure. He further stated that such scales are routinely used in educational research.

The 31 activity statements from the Virginia Community Colleges Activities Survey were combined to form 14 goal areas (see Appendix C). The goal areas corresponded to the 12 goal areas developed in the Richardson, Doucette, and

Armenta (1982) study from the Community College Activities Survey. In addition, 2 goal areas on literacy and economic development were developed for the present study. The activity statements were numbered randomly so that they were not clustered on the questionnaire. The ratings or scores represented the level of agreement or disagreement with funding the activities with state tax dollars. The score for each goal area was the average of all the scores for its related activity statements. A score of 4 or above indicated agreement and a score below 4 represented disagreement with state tax funding. The data were compiled and analyzed according to the research questions identified in Chapter 1.

The statistical procedure used in analyzing the data for Research Questions 1 and 3 was two-way analysis of variance (ANOVA). This test compares the means of a dependent variable across two levels of two independent variables. Significant difference is indicated if the probability of obtaining the reported F value by chance is less than 5 per cent. The two-way ANOVA is used to avoid applying multiple t-tests, which could increase the possibility of a Type I error, that is, rejecting a true hypothesis. Although the two-way ANOVA procedure reports the mean scores of the four subgroups, it does not indicate whether there are significant differences among the subgroups. For this study, the independent variables used

in the ANOVA were the status of the respondents, senator or community college president, and the nature of their districts or service regions, urban or rural. The dependent variable was the scores computed for the 14 goal areas. Tables 4, 5, and 7 show the results of the two-way ANOVAs.

To analyze the data for question 2, the statistical procedure used was the t-test. The t-test compares the mean scores of a dependent variable between two groups. The means are significantly different if the probability of obtaining the computed t-score by chance is less than 5 per cent. Although the test indicates significant differences, it does not explain why the means are different. In this study the groups were members of the Virginia Senate and Virginia community college presidents. The dependent variable was the score on each of the 31 activity statements. Table 6 presents the results of these t-tests.

Goal Area #1

Statistically significant differences were found between senators and community college presidents in eight goal areas (see Table 4). The first goal area for which there was statistically significant difference was #1, providing courses and associate degree programs to students who are college age or older. The mean score of the senators was 4.826, while the mean score of the presidents was 5.797. Both groups, therefore, agreed that the goal

Table 4
Means for Goal Areas for
Senators and Presidents

Goal Area*	Senators \bar{X} $N = 23$		Presidents \bar{X} $N = 23$	
	\bar{X}	SD	\bar{X}	SD
** 1 Associate degree programs	4.826	0.744	5.797	0.566
** 2 Entry-level vocational training	4.891	0.929	5.761	0.449
3 Services for students with high academic ability	4.477	1.286	5.130	0.944
** 4 Developmental studies	4.848	0.845	5.848	0.351
** 5 Student activities	4.000	1.235	4.978	0.872
** 6 Serve high school students	4.159	1.051	5.000	0.866
7 Services for handicapped students	4.318	1.064	4.413	0.900
8 General interest courses for senior citizens and community residents	4.068	1.061	4.652	0.897
9 Serve non-high school graduates	4.614	0.975	5.174	0.996

* See Appendix C, page 156, for complete goal area statements.

**Significant at .05. See Table 5, page 80.

Table 4 (continued)
Means for Goal Areas for
Senators and Presidents

Goal Area*	Senators \bar{X} $N = 23$		Presidents \bar{X} $N = 23$	
	\bar{X}	SD	\bar{X}	SD
**10 Services for minority groups	4.205	0.959	5.500	0.544
11 Facilities and services for local groups	4.159	0.968	4.696	0.780
**12 Facilities and services for non-residents	2.696	1.095	3.457	0.940
**13 Economic development	4.522	0.858	5.435	0.598
14 Adult basic literacy	4.370	1.096	4.971	0.932

* See Appendix C, page 156, for complete goal area statements.

**Significant at .05. See Table 5, page 80.

Table 5
 Summary of Two-way Analyses of Variances
 of Goal Areas by Urban and Rural
 Senators and Presidents

Goal Area*		Senator/ President A	Urban/ Rural B	A x B	Within
1 Associate degree programs	MS	9.943	0.672	0.010	0.442
	F	22.500**	1.520	0.020	
2 Entry-level vocational training	MS	8.923	0.079	1.667	0.515
	F	17.310**	0.150	3.230	
3 Services for students with high academic ability	MS	4.009	1.058	0.000	1.530
	F	3.080	0.810	0.000	
4 Developmental studies	MS	11.233	0.141	0.361	0.427
	F	26.330**	0.330	0.850	
5 Student activities	MS	8.552	2.181	0.001	1.126
	F	7.590**	1.940	0.010	
6 Serve high school students	MS	6.644	1.396	0.001	0.931
	F	7.130**	1.506	0.107	

* See Appendix C, page 156, for complete goal area statements.

** Significant at .05

Table 5 (continued)
 Summary of Two-way Analyses of Variances
 of Goal Areas by Urban and Rural
 Senators and Presidents

Goal Area*		Senator/ President A	Urban/ Rural B	A x B	Within
7 Services for handi- capped students	MS	0.099	0.099	0.620	0.997
	F	0.100	0.100	0.62	
8 General interest courses for senior citizens and com- munity residents	MS	2.327	6.904	0.000	0.891
	F	2.770	8.210**	0.000	
9 Serve non-high school graduates	MS	3.771	0.029	0.994	0.994
	F	3.790	0.030	1.000	
10 Services for minority groups	MS	17.684	0.193	0.022	0.625
	F	28.310**	0.310	0.040	
11 Facilities and services for local groups	MS	2.613	2.001	0.912	0.736
	F	3.550	2.720	1.240	

* See Appendix C, page 156, for complete goal area statements.

** Significant at .05

Table 5 (continued)
 Summary of Two-way Analyses of Variances
 of Goal Areas by Urban and Rural
 Senators and Presidents

Goal Area*		Senator/ President A	Urban/ Rural B	A x B	Within
12 Facilities and services for non-residents	MS	4.184	8.164	2.213	0.849
	F	4.930**	9.620**	2.610	
13 Economic development	MS	8.890	1.063	0.458	0.536
	F	16.590**	1.980	0.850	
14 Adult basic literacy	MS	3.393	3.331	0.581	0.989
	F	3.430	3.290	0.590	

* See Appendix C, page 156, for complete goal area statements.

** Significant at .05

Table 6
Means for Activity Statements for
Senators and Presidents

Activity Statement*	Senators		Presidents		p value
	\bar{X}	SD	\bar{X}	SD	
# 1	5.087	1.083	5.826	0.834	.013**
# 2	5.174	0.887	6.000	0.000	.000**
# 3	4.500	1.472	5.174	1.072	.088
# 4	5.000	0.739	6.000	0.000	.000**
# 5	4.250	1.333	4.870	1.100	.103
# 6	4.455	1.224	4.565	1.273	.768
# 7	4.682	1.171	5.304	1.063	.068
# 8	4.864	1.037	5.304	0.926	.140
# 9	4.545	1.262	5.261	0.864	.033**
#10	4.091	1.192	5.222	0.593	.000**
#11	4.409	1.141	5.087	1.041	.043**
#12	4.364	1.049	5.043	1.461	.079
#13	4.522	1.275	5.130	0.869	.066
#14	4.545	1.224	4.957	1.022	.227
#15	4.870	0.694	5.957	0.209	.000**
#16	4.609	1.118	5.522	0.898	.004**
#17	4.455	1.471	5.091	1.151	.118
#18	4.696	1.105	5.696	0.703	.001**
#19	3.810	1.250	5.087	0.793	.000**
#20	3.864	1.356	5.435	0.843	.000**
#21	2.478	1.310	2.565	1.237	.818
#22	4.273	1.120	5.217	0.736	.002**
#23	4.391	1.158	5.348	0.885	.003**
#24	4.381	0.921	5.478	0.790	.000**
#25	3.905	1.261	4.304	0.822	.226
#26	3.864	1.246	4.087	1.345	.567
#27	4.652	0.885	5.864	0.351	.000**
#28	4.095	1.411	4.696	1.185	.133
#29	4.522	0.994	5.609	0.891	.000**
#30	3.000	1.095	4.348	1.265	.001**
#31	3.955	1.290	3.522	1.442	.294

* See Appendix C, page 156, for complete statements of activities.

** Significant at .05

area was important for state funding. The statistically significant difference in the means indicated that the presidents were more intense or showed greater strength in their support for the concept of state tax funding for this goal area than the senators.

Because the goal area indicated statistically significant difference between senators and presidents, the activities comprising this goal area were analyzed. In examining the component activities that make up goal area #1, statistically significant differences were found between the mean scores of senators and presidents for all three activities. These activity statements were #1, offer credit courses in the arts; the natural, physical, and social sciences; and other academic areas to students college age or older so that they can continue study in these fields at a four-year college or university; #15, offer credit courses and associate degree programs in various occupational areas to students college age or older to prepare for jobs in these fields; and #29, offer credit courses in arts, sciences, and other academic areas to students college age or older for their general educational and personal development. Both senators and presidents agreed that these activities were important for funding with state tax dollars. However, the significant differences in the means indicated that the presidents were more intense in their support for the concept of state tax

funding for these activities than were the senators.

Goal Area #2

The second goal area for which there was statistically significant difference was #2, providing entry-level vocational training. The mean score given by the senators was 4.891, while the mean score given by the presidents was 5.761. Both groups, therefore, agreed that the goal area was important for state funding. The statistically significant difference in the means indicated that the presidents were more intense in their support for the concept of state tax funding for this goal area than were the senators.

In examining the component activities that make up goal area #2, statistically significant differences were found between the mean scores of senators and presidents for both activities. These activity statements were #2, offer credit courses and certificates in entry level technologies and services to students college age or older to prepare them for jobs in these fields, and #16, offer basic hands-on skills training for semi-skilled jobs to students college or older to prepare them for immediate employment. Both senators and presidents agreed that these two activities were important for funding with state tax dollars. However, the statistically significant differences in the means indicated that the presidents were more intense in their support for the concept of state tax

funding for these activities than were the senators.

Goal Area #4

The third area for which there was statistically significant difference was #4, providing instruction in developmental studies. The mean score given by the senators was 4.848, while the mean score given by the presidents was 5.848. Both groups, therefore, agreed that the goal area was important for state funding. The statistically significant difference in the means indicated that the presidents were more intense in their support for the concept of state tax funding for this goal area than were the senators.

In examining the component activities that make up goal area #4, statistically significant differences were found between the mean scores of senators and presidents for both activities. These activity statements were #4, offer instruction in developmental reading, writing, and mathematics skills to students college age or older to prepare them for entry into academic and occupational programs, and #18, offer instruction in developmental reading, writing, and mathematics skills to adult students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for entry into academic and occupational programs. Both senators and presidents agreed that these two activities were important for funding with state tax dollars. The statistically significant

differences in the means indicated that the presidents were more intense in their support for the concept of state tax funding for these activities than were the senators.

Goal Area #5

The fourth goal area for which there was statistically significant difference was #5, sponsoring student activities to complement the educational program. The mean score given by the senators was 4.000, while the mean score given by the presidents was 4.978. Both groups, therefore, agreed that the goal area was important for state funding. The statistically significant difference in the means indicated that the presidents were more intense in their support for the concept of state tax funding for this goal area than were the senators.

An examination of the component activities of goal area #5 indicated that only one of the activities showed statistically significant difference between senators and presidents. That activity was #19, sponsor extracurricular activities such as film series, intramural sports, field trips, and concert series, for students to complement the educational program and assist their personal development. Senators disagreed that this goal was important for tax funding while presidents agreed that its funding was important. The other activity in goal area #5 was activity #5, sponsor student government organizations, student publications, and other activities or organizations for

students to complement the educational program and assist their personal development. Both senators and presidents agreed that this activity was important for funding, but the variability of responses within the groups was such that no statistically significant difference was indicated; thus there was no difference in the intensity of support.

Goal Area #6

The fifth goal area for which there was statistically significant difference was #6, serving high school students. The mean score given by the senators was 4.159, while the mean score given by the presidents was 5.000. Both groups, therefore, agreed that the goal area was important for state funding. The statistically significant difference in the means indicated that the presidents were more intense in their support for the concept of state tax funding for this goal area than were the senators.

An examination of the component activities of goal area #6 indicated that only one of the activities showed statistically significant difference between senators and presidents. That activity was #20, offer credit courses in arts, sciences, and other academic areas to high school age students with advanced standing so that they can earn credits toward a degree at a college or university. Senators disagreed that this goal was important for tax funding while presidents agreed that its funding was important. The other activity in goal area #6 was activity

#6, offer credit courses, certificates, and associate degree programs in various occupational areas to high school age students as part of their educational program. Both senators and presidents agreed that this activity was important for funding, but the variability of responses within the groups was such that no statistically significant difference was indicated; thus there was no difference in the intensity of support.

Goal Area #10

The sixth goal area for which there was statistically significant difference was #10, providing special support services for minority groups. The mean score given by the senators was 4.205, while the mean score given by the presidents was 5.500. Both groups, therefore, agreed that the goal area was important for state funding. The statistically significant difference in the means indicated that the presidents were more intense in their support for the concept of state tax funding for this goal area than were the senators.

In examining the component activities that make up goal area #10, statistically significance differences were found between the mean scores of senators and presidents for both activities. These activity statements were #10, organize special support groups and provide counseling and tutoring services to ethnic, racial, and other disadvantaged groups to assist them in benefiting from college courses and

programs, and #24, provide special tutoring services and counseling to students whose native language is not English to help them benefit from college courses and programs. Both senators and presidents agreed that these two activities were important for funding with state tax dollars. The statistically significant differences in the means indicated that the presidents were more intense in their support for the concept of state tax funding for these activities than were the senators.

Goal Area #12

The seventh goal area for which there was statistically significant difference was #12, providing facilities and services for non-residents of the local community. The mean score given by the senators was 2.696, while the mean score given by the presidents was 3.457. Both groups, therefore, disagreed that the goal area was important for state funding. The statistically significant difference in the means indicated that the senators were more intense in their disagreement with the concept of state tax funding for this goal area than were the presidents.

An examination of the component activities of goal area #12 indicated that only one of the activities showed statistically significant difference between senators and presidents. That activity was #30, provide bus or van transportation to campus for students who are unable to commute by private automobile or public transportation.

Senators disagreed that this activity was important for tax funding while presidents agreed that its funding was important. The other activity in goal area #12 was activity #21, operate residence halls for students who live beyond normal commuting distance from the college. Both senators and presidents disagreed that this activity was important for funding, but the variability of responses within the groups was such that no statistically significant difference was indicated; thus there was no difference in the intensity of disagreement.

Goal Area #13

The eighth goal area for which there was statistically significant difference was #13, participating in economic development efforts. The mean score given by the senators was 4.522, while the mean score given by the presidents was 5.435. Both groups, therefore, agreed that the goal area was important for state funding. The statistically significant difference in the means indicated that the presidents were more intense in their support for the concept of state tax funding for this goal area than were the senators.

In examining the component activities that make up goal area #13, statistically significant differences were found between the mean scores of senators and presidents for two of the three activities. These activity statements were #23, establish and operate economic development centers to

assist local businesses and industries to enhance their chances for success, and #27, provide college credit and non-credit workshops or other customized training programs for both supervisory and non-supervisory personnel of local businesses and industries and for small business leaders to improve and update their skills. Both senators and presidents agreed that these two activities were important for funding with state tax dollars. The statistically significant differences in the means indicated that the presidents were more intense in their support for the concept of state tax funding for these activities than were the senators. The other activity in goal area #13 was activity #13, provide pre-screening, skills assessment, and training for potential and new employees of new and expanding businesses and industries to promote economic expansion. Both senators and presidents agreed that this activity was important for funding, but the variability of responses within the groups was such that no statistically significant difference was indicated; thus there was no difference in the intensity of agreement.

Other Goal Areas

For six of the goal areas there were no statistically significant differences between the means of senators and presidents. These goal areas were #3, providing special support services and programs for students with high academic ability; #7, providing special assistance and

programs for mentally and physically handicapped students; #8, providing general interest courses and activities for senior citizens and other community members; #9, serving non-high school graduates, #11, providing facilities and services for local community and business groups; and #14, providing adult basic literacy to the community. In each of these goal areas, the means indicated that both senators and presidents agreed that the goal area was important to fund with tax dollars. However, the variability within the groups was such that no statistically significant difference was present; thus, there was no difference in the intensity of support for these goals.

Three of these goal areas contained activity statements that did show statistically significant differences between the senators and community college presidents. In goal area #8, providing general interest courses and activities for senior citizens and other community members, activity statement #22, offer short-term skills training, such as small appliance repair, tax preparation, and other services to senior citizens and other interested members of the community to provide them opportunities for self employment, indicated statistically significant difference between the means. In goal area #11, providing facilities and services for local community and business groups, activity statement #11, provide access to facilities such as meeting rooms and exhibition space to local businesses,

non-profit organizations and other community groups as a community service, indicated significant difference. In goal area #14, providing adult basic literacy to the community, activity statement #9, provide workplace literacy training for local businesses and industries to improve employees' work and everyday survival skills, indicated significant difference. Both senators and presidents agreed that these three activities were important to fund with tax dollars. The statistically significant differences between the means again indicated that community college presidents supported them with a greater intensity.

Overview of Goal and Activity Ratings and Other Variables

Presidents rated all goal areas higher than did senators. The greatest difference between the mean scores of senators and community college presidents was for goal area #10, providing special support services for minority groups. Senators rated the goal area at 4.205 and presidents rated it at 5.500, for a difference of 1.295. The smallest difference was for goal area #7, providing special assistance and programs for mentally and physically handicapped students. Senators rated the goal area at 4.318, while presidents rated it at 4.413, for a difference of 0.095.

The data suggest that the greatest difference in mean scores between the senators and presidents was for activity

statement #20, offer credit courses in arts, sciences, and other academic areas to high school age students with advanced standing so that they can earn credits toward a degree at a college or university. The senators gave a mean rating of 3.864, while the presidents gave a mean rating of 5.435, for a difference of 1.571. The smallest difference between scores was on statement #21, operate residence halls for students who live beyond normal commuting distance from the college. The senators gave a mean rating of 2.478, while the presidents gave a mean rating of 2.565, for a difference of 0.087.

Presidents rated all activities higher than did senators except for statement #31, offer instruction in basic skills and basic hands on training to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.

To determine if any of the differences in intensity for the 14 goal areas were attributable to other factors, the data were analyzed using other independent variables, including type of district or service region, political affiliation, length of time in the legislature, location of district, size of institution, and length of service as a community college president.

The first variable considered was the respondent's type of district or service region -- urban or rural

(Research Question 3). The mean scores for each of the 14 goal areas were calculated for urban senators and presidents as a group and for rural senators and presidents as a group. Table 7 displays these means. The means for the 14 goal areas of the urban and rural respondents were compared by means of two-way analysis of variance (ANOVA) to determine if significant differences existed (see Table 5).

Statistically significant differences were found between urban and rural groups in two goal areas. The first area was #8, providing general interest courses and activities for senior citizens and other community members. Urban respondents gave a mean score of 3.905, while rural respondents gave a mean score of 4.771. Urban respondents tended to disagree that the goal area was important for funding with state tax dollars. Rural respondents agreed that the goal area was important for state funding.

The second goal area for which there was statistically significant difference between urban and rural respondents was #12, providing facilities and services for non-residents of the local community. Urban respondents gave a mean score of 2.571, while rural respondents gave a mean score of 3.500. Both groups disagreed that the goal area was important for state funding. The statistically significant difference indicated that urban respondents

Table 7
Means for Goal Areas
for Urban and Rural Senators and Presidents

Goal Area*	Urban Senators/ Presidents \bar{X} $N = 21$ SD		Rural Senators Presidents \bar{X} $N = 25$ SD	
	1 Associate degree programs	5.111	.927	5.480
2 Entry-level vocational training	5.214	.995	5.420	.702
3 Services for students with high academic ability	4.595	1.338	5.408	.967
4 Developmental studies	5.214	.800	5.460	.828
5 Student activities	4.190	1.145	4.804	1.115
6 Serve high school students	4.333	1.165	4.813	.882
7 Services for handicapped students	4.310	1.005	4.417	.963
** 8 General interest courses for senior citizens and community residents	3.905	.903	4.771	.994
9 Serve non-high school graduates	4.881	1.060	4.917	.996

* See Appendix C, page 156, for complete goal area statements.

**Significant at .05. See Table 5, page 80.

Table 7 (continued)
Means for Goal Areas
for Urban and Rural Senators and Presidents

Goal Area*	Urban Senators/ Presidents \bar{X} $N = 21$ SD		Rural Senators Presidents \bar{X} $N = 25$ SD	
	10 Services for minority groups	4.690	.942	5.021
11 Facilities and services for local groups	4.167	.856	4.667	.905
**12 Facilities and services for non-residents	2.571	.912	3.500	1.041
13 Economic development	4.746	.971	5.173	.727
14 Adult basic literacy	4.333	1.090	4.953	.947

* See Appendix C, page 156, for complete goal area statements.

**Significant at .05. See Table 5, page 80.

showed a greater intensity of disagreement than the rural respondents.

The urban group gave the highest mean scores to goal areas #2, providing entry-level vocational training and #4, providing instruction in developmental studies, with a mean score of 5.214 for both goal areas. The rural respondents gave goal area #1, providing courses and associate degree programs to students who are college age or older, their highest mean score (5.480). Both groups indicated the lowest support for providing state funding for goal area #12, providing facilities and services for non-residents of the local community, with mean scores of 2.571 for urban respondents and 3.500 for rural respondents. Rural senators and community college presidents consistently gave higher scores to all 14 goal areas. The greatest difference between the urban and rural groups was for goal area #12, providing facilities and services for non-residents of the local community, 0.929. The smallest difference was for goal area #9, serving non-high school graduates. Urban respondents gave a mean rating of 4.881, and rural respondents 4.917 for a difference of 0.036.

To determine if any of the differences in intensity for the 14 goal areas might be attributable to a senator's political affiliation, length of service in the legislature, or geographic location of district, or the size of a community college president's institution or

length of service as a president, a Chi-square procedure was used (Research Questions 4 and 5). A Chi-square analysis compares the actual frequencies of the levels of two variables with the expected frequencies. The Chi-square value is the sum of the squares of the differences between the actual and expected frequencies. A large Chi-square in relation to the degrees of freedom involved indicates that the two variables are not independent of one another, thereby showing a relationship between them. The test does not demonstrate the exact nature of that relationship.

In only one instance was a Chi-square value significant at the .05 level, indicating a relationship between goal area #13, participating in economic development efforts, and the length of a senator's service in the legislature. In the case of the other variables in comparison to the scores on the 14 goal areas, none of the Chi-square values were large enough to be statistically significant, indicating that the variables were independent of each other.

Rankings of Goal Areas and Activities

To determine the degree of congruence between senators and community college presidents in their priorities for state funding of the 14 goal areas and the 31 activities, the mean scores of the two groups for each goal area and each activity were ranked (Research Question 6). The

highest means were assigned the 1st positions; the lowest were assigned the 14th and 31st positions. Tables 8 and 10 present a comparison of these rankings. Tables 9 and 11 show the goal areas and activities in rank order.

The goal area that received the highest mean score (4.891) from senators was #2, providing entry-level vocational training. The goal area receiving the lowest mean score (2.696) from senators was #12, providing facilities and services to non-residents of the local community. Community college presidents gave their highest mean score to goal area #4, providing instruction in developmental studies, with a mean score of 5.848. The goal area receiving the lowest mean score (3.457) was #12, providing facilities and services for non-residents of the local community. Both groups ranked goal areas #1, providing courses and associate degree programs to students who are college age or older, #2, and #4 in the top three positions, although not in the same order. Senators and presidents both ranked goal area #12, providing facilities and services to non-residents of the local community, in the lowest position. Goal area #8, providing general interest courses and activities for senior citizens and other community members, was ranked in the twelfth position by both groups. The greatest difference in rankings occurred for goal areas #7, providing special assistance and programs for mentally and physically handicapped

Table 8
Comparison of Rankings for
Goal Areas by Senators and Presidents

Goal Area*	Senators		Presidents	
	Rank	\bar{X}	Rank	\bar{X}
1 Associate degree programs	3	4.826	2	5.797
2 Entry-level vocational training	1	4.891	3	5.761
3 Services for students with high academic ability	6	4.477	7	5.130
4 Developmental studies	2	4.848	1	5.848
5 Student activities	13	4.000	9	4.978
6 Serve high school students	10	4.159	8	5.000
7 Services for handicapped students	8	4.318	13	4.413
8 General interest courses for senior citizens and community residents	12	4.068	12	4.652
9 Serve non-high school graduates	4	4.614	6	5.174

* See Appendix C, page 156, for complete goal area statements.

Table 8 (continued)
 Comparison of Rankings for
 Goal Areas by Senators and Presidents

Goal Area*	Senators		Presidents	
	Rank	\bar{X}	Rank	\bar{X}
10 Services for minority groups	9	4.205	4	5.500
11 Facilities and services for local groups	10	4.159	11	4.696
12 Facilities and services for non-residents	14	2.696	14	3.457
13 Economic development	5	4.522	5	5.435
14 Adult basic literacy	7	4.370	10	4.971

* See Appendix C, page 156, for complete goal area statements.

Table 9
 Rank Order of Goal Areas
 by Senators and Presidents

Rank	Senators Goal Area*	Rank	Presidents Goal Area*
1	# 2	1	# 4
2	# 4	2	# 1
3	# 1	3	# 2
4	# 9	4	#10
5	#13	5	#13
6	# 3	6	# 9
7	#14	7	# 3
8	# 7	8	# 6
9	#10	9	# 5
10	# 6	10	#14
10	#11	11	#11
12	# 8	12	# 8
13	# 5	13	# 7
14	#12	14	#12

* See Appendix C, page 156, for complete goal area statements.

Table 10
 Comparison of Rankings for Activity
 Statements by Senators and Presidents

Activity Statement*	Senators		Presidents	
	Rank	X	Rank	X
# 1	2	5.087	5	5.826
# 2	1	5.174	1	6.000
# 3	14	4.500	17	5.174
# 4	3	5.000	1	6.000
# 5	22	4.250	24	4.870
# 6	15	4.455	26	4.565
# 7	7	4.682	12	5.304
# 8	5	4.864	12	5.304
# 9	10	4.545	14	5.261
#10	24	4.091	15	5.222
#11	20	4.409	20	5.087
#12	19	4.364	22	5.043
#13	12	4.522	18	5.130
#14	10	4.545	23	4.957
#15	4	4.870	3	5.957
#16	9	4.609	8	5.522
#17	15	4.455	19	5.091
#18	6	4.696	6	5.696
#19	29	3.810	20	5.087
#20	27	3.864	10	5.435
#21	31	2.478	31	2.566
#22	21	4.273	16	5.217
#23	17	4.391	11	5.348
#24	18	4.381	9	5.478
#25	26	3.905	28	4.304
#26	27	3.864	29	4.087
#27	8	4.652	4	5.864
#28	23	4.095	25	4.696
#29	12	4.522	7	5.609
#30	30	3.000	27	4.348
#31	25	3.955	30	3.522

* See Appendix C, page 156, for complete statements of activities.

Table 11

Rank Order of Activity Statements
by Senators and Presidents

Senators		Presidents	
Rank	Activity Statement*	Rank	Activity Statement*
1	# 2	1	# 2
2	# 1	1	# 4
3	# 4	3	#15
4	#15	4	#27
5	# 8	5	# 1
6	#18	6	#18
7	# 7	7	#29
8	#27	8	#16
9	#16	9	#24
10	# 9	10	#20
10	#14	11	#23
12	#13	12	# 7
12	#29	12	# 8
14	# 3	14	# 9
15	# 6	15	#10
15	#17	16	#22
17	#23	17	# 3
18	#24	18	#13
19	#12	19	#17
20	#11	20	#11
21	#22	20	#19
22	# 5	22	#12
23	#28	23	#14
24	#10	24	# 5
25	#31	25	#28
26	#25	26	# 6
27	#20	27	#30
27	#26	28	#25
29	#19	29	#26
30	#30	30	#31
31	#21	31	#21

* See Appendix C, page 156, for complete statements of activities.

students, and #10, providing special support services for minority groups. Senators placed goal #7 in the 8th position; community college presidents ranked it 13th. Senators ranked goal #10 in the 9th position; presidents placed it 4th.

The three activities that received the highest scores from senators were statement #2, offer credit courses and certificates in entry level technologies and services to students college age or older to prepare them for jobs in these fields, with a mean of 5.174, statement #1, offer credit courses in the arts; the natural, physical, and social sciences; and other academic areas to students college age or older so that they can continue study in these fields at a four-year college or university, with a mean of 5.087, and statement #4, offer instruction in developmental reading, writing, and mathematics skills to students college age or older to prepare them for entry into academic and occupational programs, with a mean of 5.000.

The activities receiving the highest mean scores from community college presidents were statement #2, offer credit courses and certificates in entry level technologies and services to students college age or older to prepare them for jobs in these fields, and statement #4, offer instruction in developmental reading, writing, and mathematics skills to students college age or older to

prepare them for entry into academic and occupational programs. Both of these activities were unanimously given ratings of 6 (strongly agree) by the presidents. Statement #15, offer credit courses and associate degree programs in various occupational areas to students college age or older to prepare for jobs in these fields, was the third highest rated activity with a mean of 5.957.

The activities that received the lowest mean scores from senators were statement #21, operate residence halls for students who live beyond normal commuting distance from the college, with a mean score of 2.478; statement #30, provide bus or van transportation to campus for students who are unable to commute by private automobile or public transportation, with mean score of 3.000; and statement #19, sponsor extracurricular activities such as film series, intramural sports, field trips, and concert series, for students to complement the educational program and assist their personal development, with a mean of 3.810.

The presidents also gave the lowest mean score to statement #21, operate residence halls for students who live beyond normal commuting distance from the college, with a mean of 2.565; statement #31, offer instruction in basic skills and basic hands-on training to mentally handicapped persons to prepare them for entry into the work force or provide them with everyday life and survival skills, with a mean of 3.522; and statement #26, offer

courses and workshops in practical life skills, hobbies and crafts, and other general interest subjects to senior citizens or other interested members of the local community for their personal interest and recreation, with a mean of 4.087.

To determine the overall degree of congruence between the rankings of the two groups, a Spearman's rank-order correlation procedure was applied to the data. This correlation compares the rank orders of two groups and gives a coefficient that may range from -1.0 to +1.0. A +1.0 indicates a perfect one-to-one match in the rankings. A -1.0 indicates an exact reverse match. In this instance, a correlation coefficient of +0.796 was obtained for the goal areas, and a correlation coefficient of +0.763 for the activities. According to Huck, Cormier, and Bounds (1974) and Hinkle, Wiersma, and Jurs (1979), these coefficients indicate high positive correlations. These high positive correlations indicate that senators and community college presidents have a high degree of congruence in their priorities for state funding of the goals and activities.

Summary

The summary is organized to present data concerning demographics of the respondents, the findings concerning the 14 goal areas from the VCCAS, the findings concerning the 31 activity statements, the findings concerning the

relationship of the goal areas to selected variables, and the findings concerning the rankings of the goal areas and activity statements and the congruence between rankings of senators and community college presidents.

Demographic Data

Of the 63 respondents to whom the Virginia Community Colleges Activities Survey (VCCAS) was sent, a total of 46 usable questionnaires were returned, for an overall response rate of 73 per cent. The response rate from members of the Senate of Virginia was 57.5 per cent; from presidents of Virginia's community colleges, the response rate was 100 per cent.

Demographic information was collected from the senators and community college presidents. This information showed the responding senators were mostly from urban districts. A large majority of the senators were members of the Democratic party. Most had served for more than six years in the state legislature. More than half of the senators represented districts in Northern, Eastern, and Central Virginia, reflecting the pattern of population concentrations of the state. Most of the community college presidents indicated that the service regions of their colleges were predominantly rural. Over half of the presidents described their institutions as having enrollments of 1000 to 2500 annual full-time equivalent students. A majority of the presidents had served more

than five years as a community college president.

Goal Areas

The instrument used in this study was the Virginia Community Colleges Activities Survey (VCCAS), which consisted of 31 activity statements. Respondents were asked to indicate a level of agreement with the importance of funding each activity with state tax dollars. These activities were combined to form 14 goal areas. The mean score for each goal area was the mean of all the scores for the activities that comprised that goal area. A mean score of 4.000 or above indicated agreement that the goal area was important for state funding; a score below 4.000 indicated disagreement.

Of the 14 goal areas, both senators and community college presidents agreed that thirteen goal areas were important for state tax funding. These 13 goal areas were as follows:

- # 1 providing courses and associate degree programs to students who are college age or older
- # 2 providing entry-level vocational training
- # 3 providing special support services and programs for students with high academic ability
- # 4 providing instruction in developmental studies
- # 5 sponsoring student activities to complement the educational program
- # 6 serving high school students

- # 7 providing special assistance and programs for
mentally and physically handicapped students
- # 8 providing general interest courses and activities
for senior citizens and other community members
- # 9 serving non-high school graduates
- #10 providing special support services for minority
groups
- #11 providing facilities and services for local
community and business groups
- #13 participating in economic development efforts
- #14 providing adult basic literacy to the community.

There were, however, statistically significant differences between the mean scores of senators and presidents on seven of the goal areas, including #1, #2, #4, #5, #6, #10, and #13. Although both senators and presidents agreed that these seven goal areas were important for state tax funding, presidents were more intense in their agreement than were senators.

Both senators and community college presidents disagreed that goal area #12, providing facilities and services for non-residents of the local community, was important for funding with state tax dollars. There was, however, statistically significant difference between the means of senators and presidents, indicating that senators were more intense in their disagreement with state tax funding of this goal than were presidents.

Community college presidents gave higher mean scores to all 14 goal areas. The greatest difference between the mean scores of senators and presidents was for goal area #10, providing special support services for minority groups. The smallest difference between the mean scores of the two groups was for goal area #7, providing special assistance and programs for mentally and physically handicapped students.

Activity Statements

Of the 31 activity statements on the VCCAS, senators and community college presidents agreed that 24 were important for funding with state tax dollars. These activity statements were as follows:

- # 1 - offer credit courses in the arts; the natural, physical, and social sciences; and other academic areas to students college age or older so that they can continue study in these fields at a four-year college or university
- # 2 - offer credit courses and certificates in entry level technologies and services to students college age or older to prepare them for jobs in these fields
- # 3 - offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence
- # 4 - offer instruction in developmental reading, writing,

and mathematics skills to students college age or older to prepare them for entry into academic and occupational programs

- # 5 - sponsor student government organizations, student publications, and other activities or organizations for students to complement the educational program and assist their personal development
- # 6 - offer credit courses, certificates, and associate degree programs in various occupational areas to high school age students as part of their educational program
- # 7 - provide special assistance and adaptive equipment to deaf, blind, and other physically handicapped students to assure them equal access to college resources and programs
- # 8 - offer credit courses and programs in business and public services, agriculture, technologies, health services, and other occupational areas to adult students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for jobs in these fields
- # 9 - provide workplace literacy training for local businesses and industries to improve employees' work and everyday survival skills
- #10 - organize special support groups and provide counseling and tutoring services to ethnic, racial,

and other disadvantaged groups to assist them in benefiting from college courses and programs

- #11 - provide access to facilities such as meeting rooms and exhibition space to local businesses, non-profit organizations and other community groups as a community service
- #12 - offer credit courses in the arts, sciences, and other academic areas to adult students who have never graduated from high school nor earned a G.E.D. diploma so that they can continue study toward a bachelor's degree in these fields at a college or university
- #13 - provide pre-screening, skills assessment, and training for potential and new employees of new and expanding businesses and industries to promote economic expansion
- #14 - offer basic instruction in reading, writing, and computational skills to adult non-readers in the community to provide them with everyday life and survival skills
- #15 - offer credit courses and associate degree programs in various occupational areas to students college age or older to prepare for jobs in these fields
- #16 - offer basic hands-on skills training for semi-skilled jobs to students college or older to prepare them for immediate employment

- #17 - offer scholarships and other financial assistance to students of high academic ability to encourage them to attend community colleges
- #18 - offer instruction in developmental reading, writing, and mathematics skills to adult students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for entry into academic and occupational programs
- #22 - offer short-term skills training, such as small appliance repair, tax preparation, and other services to senior citizens and other interested members of the community to provide them opportunities for self employment
- #23 - establish and operate economic development centers to assist local businesses and industries to enhance their chances for success
- #24 - provide special tutoring services and counseling to students whose native language is not English to help them benefit from college courses and programs
- #27 - provide college credit and non-credit workshops or other customized training programs for both supervisory and non-supervisory personnel of local businesses and industries and for small business leaders to improve and update their skills
- #28 - serve as a clearinghouse, referral, and volunteer-training agency for adult basic literacy programs in

the community

#29 - offer credit courses in arts, sciences, and other academic areas to students college age or older for their general educational and personal development

Of these 24 activity statements, statistically significant differences were found between senators and presidents for 14 of them, indicating that presidents were more intense in their support for state funding of these activities. The activities for which there were statistically significant differences were #1, #2, #4, #9, #10, #11, #15, #16, #18, #22, #23, #24, #27, and #29.

Both senators and presidents disagreed that activity statements #21, operate residence halls for students who live beyond normal commuting distance from the college, and #31, offer instruction in basic skills and basic hands-on training to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills, were important for state tax funding. On activity statements #21 and #31 the variability was great enough so that there were no statistically significant differences between the means of the two groups, indicating that senators and presidents were aligned similarly on these issues.

On five of the activity statements, senators disagreed with the importance of state funding while community college presidents agreed that the activities were

important for state funding. These activities were #19, sponsor extracurricular activities, such as film series, intramural sports, field trips, and concert series, for students to complement the educational program and assist their personal development; #20, offer credit courses in arts, sciences, and other academic areas to high school age students with advanced standing so that they can earn credits toward a degree at a college or university; #25, provide applied research and consulting services within limits of faculty and staff expertise to local non-profit groups as a community service; #26, offer courses and workshops in practical life skills, hobbies, and crafts, and other general interest subjects to senior citizens and other interested members of the local community for their personal interest and recreation; and #30, provide bus or van transportation to campus for students who are unable to commute by private automobile or public transportation. There were statistically significant differences between senators and community college presidents for activity statements #19, #20, and #30, indicating true disagreement between the two groups on the importance of funding them with state tax dollars.

Community college presidents rated 30 of the activities higher than did senators. Only on activity statement #31, offer instruction in basic skills and basic hands-on training to mentally handicapped persons to

prepare them for entry into the work force or to provide them with everyday life and survival skills, did senators give a higher rating than did presidents.

Relationship of Goal Areas to Other Variables

When the means of the 14 goal areas were compared by dividing the respondents into urban and rural groups, for only 2 goals were there statistically significant differences. These were goal area #8, providing general interest courses and activities for senior citizens and other community groups, and #12, providing facilities and services for non-residents of the local community. Urban respondents disagreed that goal area #8 was important for funding with state tax dollars, while rural respondents agreed with the importance of state funding for this goal. Both urban and rural respondents disagreed that goal area #12 was important for state funding; however, urban residents showed a greater intensity of disagreement.

The scores for all goal areas for senators were shown to be independent of their party affiliation and the geographic location of their district. A relationship was indicated between the scores for goal area #13, participating in economic development efforts, and the length of service that a senator had in the legislature. All other goal areas were independent of this variable. The scores for all goal areas for presidents were independent of the size of their institutions and their

length of time in the role of a college president.

Rankings and Congruence

The mean scores for each of the goal areas for senators and community college presidents were ranked from highest score to lowest score to determine the priorities of each group. The highest ranked goal area for senators was #2, providing entry-level vocational training; the highest ranked goal area for presidents was #4, providing instruction in developmental studies. The lowest ranked goal area for both senators and presidents was #12, providing facilities and services for non-residents of the local community. Goal areas #1, providing courses and associate degree programs to students who are college age or older, #2, and #4 appeared in the top three positions of both groups, but not in the same order. Both groups ranked goal area #8, providing general interest courses and activities for senior citizens and other community members, in position 12 and goal area #12 in position 14. The two goal areas showing the greatest disparity in priorities were #10, providing special support services for minority groups, ranked 9th by senators and 4th by presidents, and #7, providing special assistance and programs to mentally and physically handicapped students, ranked 8th by senators and 13th by presidents. Applying Spearman's rank order correlation procedure produced a correlation coefficient of 0.796. Such a high positive coefficient indicates a high

degree of congruence between the priorities of senators and community college presidents for state funding of the 14 goal areas.

The scores of activity statements for senators and community college presidents were also ranked, and these rankings were compared using the Spearman's rank order correlation procedure. A correlation coefficient of 0.763 was obtained. This high positive coefficient indicates a high degree of congruence between senators and presidents concerning the funding priorities for potential activities of Virginia's community colleges.

Although there was a high degree of congruence between senators and presidents for the activity statements, there were three activities for which there was a large disparity between the rankings of the two groups. The first of these was activity statement #6, offer credit courses, certificates, and associate degree programs in various occupational areas to high school age students as part of their educational program, which senators ranked 15th and presidents ranked 26th. Another was activity statement #14, offer basic instruction in reading, writing, and computational skills to adult non-readers in the community to provide them with everyday life and survival skills, which senators ranked 10th and presidents ranked 23rd. The third was activity statement #20, offer credit courses in arts, sciences, and other academic areas to high school age

students with advanced standing so that they can earn credits toward a degree at a college or university, which senators ranked 27th and presidents ranked 10th.

Chapter 5

CONCLUSIONS, RECOMMENDATIONS, AND OBSERVATIONS

The primary purpose of this study was to determine if differences existed between members of the Virginia Senate and Virginia community college presidents in the degree of importance that each group gave for state funding of goals for Virginia's community colleges and in the priorities each group had for state funding of these goals. Such a comparison may identify areas of disagreement that, according to Richardson and Leslie (1980) and Breneman and Nelson (1981), could lead to problems of securing resources for community colleges from the legislature.

This chapter presents conclusions based on the findings of chapter 4, offers recommendations, both for actions based on the conclusions and for areas of possible further research, and makes observations on the study in general.

Conclusions

This section presents the conclusions drawn from the findings of the study. First, the general conclusions are given; then, the conclusions concerning specific goal areas and activities are presented.

General Conclusions

Since both senators and community college presidents

agreed that 13 of the 14 goal areas were important for funding with state tax funds and since both disagreed that the same goal should be funded, it can be concluded that the two groups generally shared the same attitude toward goals for Virginia's community colleges. Also, because the rankings of both the goal areas and activities of the two groups showed a high positive correlation, it can be concluded that the priorities for funding the goals were congruent. Furthermore, the general agreement on the importance of goals and the congruence of priorities indicated that there were few conflicts between senators and community college presidents over what goals and activities were important for state funding. The results of this study did not support Knoell's (1980) contention that there is a lack of clarity and consensus among constituency groups concerning goals and priorities for community colleges. The study did confirm the findings of Harrison (1985) and Findt (1987) that there was consensus among internal and external constituencies of community colleges concerning priorities for goals.

Because the presidents gave higher scores to all goal areas and 30 of 31 activity statements, it can be concluded that community college presidents supported state funding of the goals and activities more strongly than did senators. This conclusion parallels those of Richardson, Doucette, and Armenta (1982) and Maxwell (1984). Both of

these research studies found that internal constituencies of community colleges supported goals more strongly than did external constituencies. The conclusion also reflects the fact that there is increased competition among agencies for state funding and legislators are keenly aware of the need to decide among these competing priorities.

Because there were statistically significant differences between urban and rural respondents indicated for only two goal areas, one can conclude that the urban/rural variable did not affect the overall support for goals of community colleges. This conclusion also parallels those of Maxwell (1984) and Richardson, Doucette, and Armenta (1982).

Likewise, because the goal area scores were independent of other variables with the exception of one variable and one goal area, it can be concluded that the most important factor in determining the level of support for goals was the status of the respondent, state senator or community college president.

Conclusions Concerning Specific Goals and Activities

Because vocational preparation, academic degree programs, and developmental studies received high scores from senators and presidents and were in the top three rankings of both groups, it can be concluded that support for state funding of these goals is strong. That these goals have strong support seems appropriate as they are

part of the traditional core curriculum of community colleges and are expressed components of the VCCS mission statement.

The findings support the conclusion that the provision of developmental studies would receive strong support as part of a legislative agenda from both internal and external constituency groups of Virginia's community colleges. In this study, both senators and presidents gave the goal area a higher priority than did the respondents in the Richardson, Doucette, and Armenta (1982) study who ranked it fourth among twelve. This strong support may reflect an increased recognition of the need for remedial work by many community college students. It is also in keeping with Breneman and Nelson's (1981) conclusion that developmental studies programs in community colleges provide sufficient public benefit to warrant complete funding by the state.

The findings of this study led to the conclusion that there was little support for providing services to non-residents of the local community. This lack of support came mostly from the inclusion of the activity statement concerning operating residence halls. Both senators and presidents disagreed that residence halls should be supported with tax dollars. However, presidents supported providing state funds for transportation services for students, while senators did not support this activity.

That presidents supported this activity is not surprising, as several Virginia community colleges, particularly those located in rural areas, already have transportation services for their students. Also the new VCCS long-range plan, Toward the Year 2000: The Future of the Virginia Community College System (1988), recommended that each community college develop transportation alternatives for students to ensure geographic accessibility to higher education.

Another finding of the study was that, although both senators and presidents supported community colleges' offering general interest courses and activities for community residents, the goal area received more support from rural respondents than from urban ones. Greater rural support for this goal area also was indicated in the study by Richardson, Doucette, and Armenta (1982). They concluded, therefore, that rural respondents were more likely to see community colleges as multi-purpose institutions that provide many different services and resources beyond classroom instruction. The findings of this study confirmed that conclusion.

The goal area concerning the sponsorship of student activities received a high ranking from all respondent groups in the Richardson, Doucette, and Armenta (1982) study; however, in this study, both senators and presidents ranked it low in their priorities for funding. In fact,

senators disagreed that extracurricular activities should be supported with state funds. It can be concluded that support for student activities has declined even though student activities traditionally have been viewed as a component of student development that is a part of the VCCS mission statement. This decline is also reflected in the lack of emphasis on the future of student activities in the recent long-range plan of the VCCS.

The findings indicated that both senators and presidents supported serving high school students. Senators, however, disagreed with funding community colleges' offering traditional transfer courses for high school students although they did support offering vocational courses for them. In view of their high ranking and support for vocational courses in community colleges, it can be concluded that senators may see a duplication of services in having vocational training offered at both levels and may be ready for a major reorganization of the way vocational education is delivered in Virginia. Such a restructuring would allow high school students to take vocational courses at the community college while being enrolled at both schools. Another conclusion drawn from this finding was that senators tended to perceive community colleges primarily as vocational institutions rather than comprehensive institutions.

A finding of the study was that, even though both

groups supported the funding of support services for minorities, the greatest disparity in intensity of support as well as the greatest difference in priorities occurred in this area. It can be concluded that the incongruence between senators and community college presidents in their support for funding special services to minorities may lead to confrontations, especially considering the emphasis given to this area in the VCCS long-range plan and special VCCS budget initiatives focusing on expanded student affirmative action programs.

Both senators and presidents ranked the goal area concerning participating in economic development activities as fifth in their priorities for funding. Such a high ranking by both led to the conclusion that economic development activities had strong support from both groups and would be favorably received as part of a legislative funding agenda. Although it is not a directly stated component of the VCCS mission, economic development was given much emphasis in the system's new long-range plan.

Recommendations

This section offers recommendations based on the conclusions of the study. It also offers recommendations for further research.

Recommendations Based on Conclusions

The degree of support for state funding of goals for

Virginia's community colleges and the general consensus on priorities for these goals between senators and presidents speaks well of the communication between the VCCS and the Virginia General Assembly. However, there are areas where increased information to legislators may be necessary. The following recommendations are indicated by the conclusions of this study:

1. If the VCCS wishes to implement the recommendation from its recent long-rang plan concerning providing transportation alternatives for students, it should provide more information to legislators on the need for such services as well as their effect on college attendance and, ultimately, the state's economy.
2. In recent years cooperative efforts between Virginia's community colleges and secondary schools have increased. One area of notable expansion has been in the provision of dual credit courses so that academically talented students can earn college transfer credit while still in high school. The VCCS should increase its efforts to educate legislators concerning these programs to build support for them.
3. The VCCS should take steps to offer dual credit in vocational programs for high school students. It should also investigate ways to combine high school vocational programs with its own occupational/technical offerings to minimize duplication of services and expenditures.

4. The VCCS should increase its efforts to make legislators aware of the comprehensive nature of Virginia's community colleges, reemphasizing the transfer function.
5. In light of the low priority given student activities by both senators and community college presidents, the VCCS should reexamine the role of student activities in the community college and seek ways to reemphasize their importance in the overall development of students.
6. The VCCS should provide more information to legislators on the role of community colleges in providing access to higher education for the state's minority populations.
7. The VCCS should continue to increase its involvement in economic development activities. Furthermore, the VCCS should consider revising its mission statement to include a commitment to economic development as a core function of Virginia's community colleges.

Recommendations for Further Research

The following recommendations, which are drawn from the data and the researcher's observations and knowledge of the problem, are proposed for further research:

1. Similar studies using other constituency groups should be conducted. Such groups might include members of the Virginia House of Delegates, members and staff of the State Council of Higher Education for Virginia, members of the State Board for Community Colleges, local boards of supervisors, local community college board members, other

- administrators, faculty, students, and community residents.
2. Qualitative research methods might be used to help understand the reasons for differences found in this study in the intensity of support for various goal areas.
 3. Studies such as this one might prove useful to community college systems in other states.
 4. Research should be conducted to determine the best delivery system for vocational education for high school students in Virginia to avoid unnecessary duplication of services and expenditures between area vocational schools and local community colleges.
 5. This study should be repeated periodically to identify changes and trends in the support of goals for community colleges in Virginia.

Observations

After one has considered the findings and conclusions of this study, perhaps its greatest value lies in the overall picture it presents of the Virginia Community College System and its relation to the Virginia General Assembly. The study allows one to look at this relationship as if it were a freeze-frame of a continuing picture. It points out how much in alignment community college leaders and state elected officials are on a legislative funding agenda for the VCCS. This sense of agreement indicates that there has been excellent

communication between the two groups. It would appear that community college presidents in Virginia have developed direct lines to state legislators. Thus, they have built a broad political base that Martorana and Smutz (1980) stated was necessary to operate effectively in the political arena.

K. Patricia Cross (1981) described community colleges as being on a plateau between periods of high energy and clear goals. She felt that community colleges needed to develop clear goals once again so that they could move to a period of high energy. In Virginia, it would seem that certain goals are clear and strongly supported by all constituencies. These goals focus on the traditional aims of the community college: transfer education, vocational/technical education, and developmental education. As long as the VCCS continues to make these three goals the centerpiece of its legislative agenda, it should remain congruent with the funding priorities of legislators.

In addition to these core goal areas, economic development appears to be emerging as an important function of Virginia's community colleges. Increased publicity in this area, as well as its popularity as a political theme, seem to give it strong support from legislators. That the importance of economic development is also recognized by community college leaders is evident by the emphasis it is

given in the new VCCS long-range plan. This goal area may well provide the impetus for the high energy that Cross called for. Because most programs and services of a community college can be linked to the overall economic development activities of a region, involvement in this area may translate into increased support for the total community college mission.

Although support for these goals is strong among leaders and legislators, there are some troublesome areas. One area of concern is the provision of special services for minority students. Because community colleges provide many minorities with their only access to higher education, it is important for community colleges to give them the greatest chance possible for academic success. When legislators and community college leaders are not aligned in their support for such programs, special services for minority students are placed at risk, thereby, reducing access to higher education for these students. If, however, legislators can be made aware of the economic advantages of higher education for minorities, they may then give such programs greater support. Community college leaders in Virginia should, therefore, strive to inform and educate legislators about the advantages of providing special services to minority groups.

The purpose of this study was to identify areas of disagreement and incongruence concerning goals and

priorities for Virginia's community colleges between community college leaders and state legislators. The major observation from the findings and conclusions was, however, that there was much agreement and congruence between the two groups. Such alignment indicates strong lines of communication and a willingness to discuss openly issues facing the Virginia Community College System. Strong agreement is derived from clarity of goals and purpose, which, in turn, leads to strong community colleges. In Virginia, community colleges are strong. Perhaps that strength has grown from the positive efforts made by presidents and legislators to communicate effectively. Furthermore, if Armenta (1982) is correct that institutional effectiveness can be defined as the extent to which the priorities of internal and external constituencies of community colleges coincide, then the Virginia Community College System can consider itself as an effective institution.

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APPENDIX A

Virginia Community Colleges Activities Survey

VIRGINIA COMMUNITY COLLEGES ACTIVITIES SURVEY

Directions: Below are listed 31 potential activities for community colleges. Check the ONE response that most correctly represents how important you feel the activity is in terms of its being funded with Virginia state tax dollars. You should assume the current state of the economy.

It is important that Virginia state tax funds be provided to Virginia's community colleges to . . .	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
1. Offer credit courses in the arts; the natural, physical, and social sciences; and other academic areas to students college age or older so that they can continue study in these fields at a four-year college or university.						
2. Offer credit courses and certificates in entry level technologies and services to students college age or older to prepare them for jobs in these fields.						
3. Offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence						
4. Offer instruction in developmental reading, writing, and mathematics skills to students college age or older to prepare them for entry into academic and occupational programs.						
5. Sponsor student government organizations, student publications, and other activities or organizations for students to complement the educational program and assist their personal development.						
6. Offer credit courses, certificates, and associate degree programs in various occupational areas to high school age students as part of their educational program.						
7. Provide special assistance and adaptive equipment to deaf, blind, and other physically handicapped students to assure them equal access to college resources and programs.						
8. Offer credit courses and programs in business and public services, agriculture, technologies, health services, and other occupational areas to adult students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for jobs in these fields.						
9. Provide workplace literacy training for local businesses and industries to improve employees' work and everyday survival skills.						

It is important that Virginia state tax funds be provided to Virginia's community colleges to . . .	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
10. Organize special support groups and provide counseling and tutoring services to ethnic, racial, and other disadvantaged groups to assist them in benefiting from college courses and programs.						
11. Provide access to facilities such as meeting rooms and exhibition space to local businesses, non-profit organizations and other community groups as a community service.						
12. Offer credit courses in the arts, sciences, and other academic areas to adult students who have never graduated from high school nor earned a G. E. D. diploma so that they can continue study towards a bachelor's degree in these fields at a college or university.						
13. Provide pre-screening, skills assessment, and training for potential and new employees of new and expanding businesses and industries to promote economic expansion.						
14. Offer basic instruction in reading, writing, and computational skills to adult non-readers in the community to provide them with everyday life and survival skills.						
15. Offer credit courses and associate degree programs in various occupational areas to students college age or older to prepare them for jobs in these fields.						
16. Offer basic hands-on skills training for semi-skilled jobs to students college age or older to prepare them for immediate employment.						
17. Offer scholarships and other financial assistance to students of high academic ability to encourage them to attend community colleges.						
18. Offer instruction in developmental reading, writing, and mathematics skills to adult students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for entry into academic and occupational programs.						
19. Sponsor extracurricular activities, such as film series, intramural sports, field trips, and concert series, for students to complement the educational program and assist their personal development.						
20. Offer credit courses in arts, sciences, and other academic areas to high school age students with advanced standing so that they can earn credits toward a degree at a college or university.						

It is important that Virginia state tax funds be provided to Virginia's community colleges to . . .	Strongly Disagree	Disagree	Tend to Disagree	Tend to Agree	Agree	Strongly Agree
21. Operate residence halls for students who live beyond normal commuting distance from the college.						
22. Offer short-term skills training, such as small appliance repair, tax preparation and other services to senior citizens and other interested members of the community to provide them opportunities for self-employment.						
23. Establish and operate economic development centers that assist local businesses and industries to enhance their chances for success.						
24. Provide special tutoring services and counseling to students whose native language is not English to help them benefit from college courses and programs.						
25. Provide applied research and consulting services within limits of faculty and staff expertise to local non-profit groups as a community service.						
26. Offer courses and workshops in practical life skills, hobbies and crafts, and other general interest subjects to senior citizens and other interested members of the local community for their personal interest and recreation.						
27. Provide college credit and non-credit workshops or other customized training programs for both supervisory and non-supervisory personnel of local businesses and industries and for small business leaders to improve and update their skills.						
28. Serve as a clearinghouse, referral, and volunteer-training agency for adult basic literacy programs in the community.						
29. Offer credit courses in arts, sciences, and other academic areas to students college age or older for their general educational and personal development.						
30. Provide bus or van transportation to campus for students who are unable to commute by private automobile or public transportation.						
31. Offer instruction in basic skills and basic hands-on training to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.						

If you are a community college president, skip to question 36.

If you are a member of the Virginia General Assembly, please answer questions 32-35.

32. How would you characterize the district you represent?

Urban Rural

33. What is your political affiliation?

Democrat Republican

34. How long have you served in the legislature?

Less than 2 years 5 - 6 years
 2 - 4 years More than 6 years

35. Where is your district located?

Northern Virginia Southwestern Virginia
 Western Virginia Southside Virginia
 Eastern Virginia Central Virginia

If you are a community college president, please answer questions 36-38.

36. How would you characterize the service region of your college?

Urban Rural

37. What is the size of your college in AFTES?

less than 1000 AFTES 2501 to 5000 AFTES
 1000 to 2500 AFTES greater than 5000 AFTES

38. How long have you been a community college president?

Less than 5 years More than 5 years

*Thank you for completing this survey.
 Please return in the enclosed envelope or mail to*

Phyllis C. Ashworth
 Administrative Assistant to the President
 Wytheville Community College
 1000 E. Main Street
 Wytheville, VA 24382

Code Number: _____

APPENDIX B
LETTERS OF PERMISSION AND ENDORSEMENT



 NATIONAL CENTER FOR POSTSECONDARY GOVERNANCE AND FINANCE

RESEARCH CENTER AT ARIZONA STATE UNIVERSITY
 College of Education
 Tempe, Arizona 85287-1611 (602) 965-4946
 Richard C. Richardson, Jr., Associate Director

Executive Office
 University of Maryland
 Room 4114, CSS Building (224)
 College Park, MD 20742-2435

February 21, 1989

Richard P. Chast
 Executive Director

Ms. Phyllis C. Ashworth, Administrative
 Assistant to the President
 Wytheville Community College
 1000 E. Main Street
 Wytheville, Virginia 24382

Russell Edgerton
 Chairman
 National Advisory Board

RESEARCH CENTERS AT:

Arizona State University

University of Maryland,
 College Park

Teachers College,
 Columbia University

Dear Ms. Ashworth:

You have my permission to use the Community College
 Activities survey as the basis for the development of
 your own survey instrument.

Good luck with your research.

Sincerely, A

Richard C. Richardson, Jr.
 RCR:aes

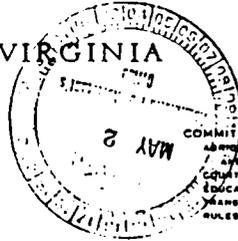
COMMONWEALTH OF VIRGINIA

DANIEL W BIRD JR
16TH SENATORIAL DISTRICT
BLAND, GILES, PULASKI,
TAEERWELL AND WYTHE COUNTIES
425 W MAIN STREET
P O BOX 420
WYTHEVILLE VIRGINIA 24382
17031 830 8106



SENATE

May 1, 1989



Mrs. Phyllis C. Ashworth
Administrative Assistant to
the President
Wytheville Community College
1000 East Main Street
Wytheville, Virginia 24382

Dear Phyllis:

Thank you kindly for your recent letter advising me of your worthwhile project in obtaining your Doctorate in Community College Education at Virginia Tech.

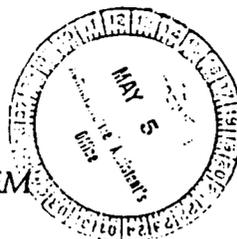
You may rest assured that I support your research concerning the goals of our Community College System in Virginia and the attitudes of state legislators and college and university presidents with reference to funding, etc.

I would like to take this opportunity to encourage active participation from my colleagues and college presidents concerning this research project. Please know that my office will be willing to assist you in this important project for the future of higher education in Virginia.

With warmest personal regards, I am

Sincerely,

Daniel W. Bird, Jr.



VIRGINIA COMMUNITY COLLEGE SYSTEM

Office of the Chancellor

Jeff Hockaday
Chancellor

April 28, 1989

Ms. Phyllis C. Ashworth
Administrative Assistant to the President
Wytheville Community College
1000 East Main Street
Wytheville, VA 24382

Dear Phyllis:

It looks like you are making good progress toward your Doctor of Education degree at Virginia Tech. I am pleased that the Chancellor's Fellowship program is producing such positive results.

At my request, Dr. Don Puyear and Dr. Elmo Roesler have looked over your proposed survey instrument and they both tell me that it looks good. I am pleased to endorse your study and I most emphatically encourage the active participation of those to whom you send the instrument. It is a fascinating study and the results could be of material benefit to the Virginia Community College System.

You have my warmest best wishes for the successful completion of your research and dissertation. I would love to witness your graduation before I leave here next year.

Sincerely,

Jeff Hockaday

APPENDIX C
GOAL AREAS AND RELATED ACTIVITY STATEMENTS

G O A L A R E A S

- I. Providing courses and associate degree programs to students who are college age or older**
1. Offer credit courses in the arts; the natural, physical, and social sciences; and other academic areas to students college age or older so that they can continue study in these fields at a four-year college or university.
 15. Offer credit courses, and associate degree programs in various occupational areas to students college age or older to prepare them for jobs in these fields.
 29. Offer credit courses in arts, sciences, and other academic areas to students college age or older for their general educational and personal development.
- II. Providing entry-level vocational training**
2. Offer credit courses, and certificates in entry level technologies and services to students college age or older to prepare them for jobs in these fields.
 16. Offer basic hands-on skills training for semi-skilled jobs to students college age or older to prepare them for immediate employment.
- III. Providing special support services and programs for students with high academic ability.**
3. Offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence.
 17. Offer scholarships and other financial assistance to students of high academic ability to encourage them to attend community colleges.
- IV. Providing instruction in developmental studies**
4. Offer instruction in developmental reading, writing and mathematics skills to students

college age or older to prepare for entry into academic and occupational programs.

18. Offer instruction in developmental reading, writing, and mathematics skills to adult students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for entry into academic and occupational programs.

V. Sponsoring student activities to complement the educational program

5. Sponsor student government organizations, student publications, and other activities or organizations for students to complement the educational program and assist their personal development.
19. Sponsor extracurricular activities, such as film series, intramural sports, field trips, and concert series, for students to complement the educational program and assist their personal development.

VI. Serving high school students

6. Offer credit courses, certificates, and associate degree programs in various occupational areas to high school age students as part of their educational program.
20. Offer credit courses in arts, sciences, and other academic areas to high school age students with advanced standing so that they can earn credits toward a degree at a college or university.

VII. Providing special assistance and programs for mentally and physically handicapped students

7. Provide special assistance and adaptive equipment to deaf, blind, and other physically handicapped students to assure them equal access to college resources and programs.
31. Offer instruction in basic skills and basic hands-on training to mentally handicapped

persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.

VIII. Providing general interest courses and activities for senior citizens and other community members

- 26. Offer courses and workshops in practical life skills, hobbies and crafts, and other general interest subjects to senior citizens and other interested members of the local community for their personal interest and recreation.
- 22. Offer short-term skills training, such as small appliance repair, tax preparation, and other services to senior citizens and other interested members of the community to provide them opportunities for self-employment.

IX. Serving non-high school graduates

- 12. Offer credit courses in the arts, sciences, and other academic areas to adult students who have never graduated from high school nor earned a G.E.D. diploma so that they can continue study toward a bachelor's degree in these fields at a college or university.
- 8. Offer credit courses and programs in business and public services, agriculture, technologies, health services, and other occupational areas to adult students who have never graduated from high school nor earned a G.E.D. diploma to prepare them for jobs in these fields.

X. Providing special support services for minority groups

- 10. Organize special support groups and provide counseling and tutoring services to ethnic, racial and other disadvantaged groups to assist them in benefiting from college courses and programs.
- 24. Provide special tutoring services and counseling to students whose native language is not English to help them benefit from college courses and programs.

XI. Providing facilities and services for local community and business groups

11. Provide access to facilities such as meeting rooms and exhibition space to local businesses, non-profit organizations and other community groups as a community service.
25. Provide applied research and consulting services within limits of faculty and staff expertise to local non-profit groups as a community service.

XII. Providing facilities and services for non-residents of the local community

21. Operate residence halls for students who live beyond normal commuting distance from the college.
30. Provide bus or van transportation to campus for students who are unable to commute by private automobile or public transportation.

XIII. Participating in economic development efforts

13. Provide pre-screening, skills assessment, and training for potential and new employees of new and expanding businesses and industries to promote economic expansion.
27. Provide college credit and non-credit workshops or other customized training programs for both supervisory and non-supervisory personnel of local businesses and industries and for small business leaders to improve and update their skills.
23. Establish and operate economic development centers that assist local businesses and industries to enhance their chances for success.

XIV. Providing adult basic literacy to the community

14. Offer basic instruction in reading, writing and computational skills to adult non-readers in the community to provide them with everyday life and survival skills.

28. Serve as a clearinghouse, referral, and volunteer-training agency for adult basic literacy programs in the community.
9. Provide workplace literacy training for local business and industries to improve employees' work and everyday survival skills.

APPENDIX D
INITIAL AND FOLLOW-UP LETTERS

May 30, 1989

The Honorable {1}
{2}
{3} {4}

Dear Senator {5}:

We are conducting a study on goals for Virginia's community colleges. In particular, we plan to compare how members of the Virginia Senate and Virginia community college presidents view the goals and priorities for our colleges in terms of funding with state tax dollars. The results of the study should lead to improved communication between the colleges and the legislature and better planning on the part of the Virginia Community College System.

You can greatly assist us by completing the enclosed questionnaire and returning it in the enclosed addressed envelope by June 11, 1989. Senator Danny Bird of Wytheville and Dr. Johnas F. Hockaday, Chancellor of the Virginia Community College System, have both endorsed the study and encourage your active participation.

You may be assured of complete confidentiality. All data collected will be numerically aggregated, and all responses will be totally anonymous. The questionnaire has a code number so that we may check your name off the mailing list when the questionnaire is returned. Your name will never be placed on the form itself.

You may receive a summary of the results by writing "copy of results requested" on the back of the return envelope and printing your name and address below it. Please do not put this information on the questionnaire itself. If you have questions, please call (Ms. Ashworth: ; Dr. Vogler:).

Thank you for your assistance in this important matter.

Sincerely,

Phyllis C. Ashworth
Doctoral Candidate

Daniel E. Vogler
Research Advisor

May 30, 1989

Dr. {1}, President
{2} Community College
{3}
{4} {5}

Dear Dr. {6}:

We are conducting a study on goals for Virginia's community colleges. In particular, we plan to compare how members of the Virginia Senate and Virginia community college presidents view the goals and priorities for our colleges in terms of funding with state tax dollars. The results of the study should lead to improved communication between the colleges and the legislature and better planning on the part of the Virginia Community College System.

You can greatly assist us by completing the enclosed questionnaire and returning it in the enclosed addressed envelope by June 11, 1989. Dr. Johnas F. Hockaday, Chancellor of the Virginia Community College System, and Senator Danny Bird of Wytheville have both endorsed the study and encourage your active participation.

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You may receive a summary of the results by writing "copy of results requested" on the back of the return envelope and printing your name and address below it. Please do not put this information on the questionnaire itself. If you have questions, please call (Ms. Ashworth: ;
Dr. Vogler: .

Thank you for your assistance in this important matter.

Sincerely,

Phyllis C. Ashworth
Doctoral Candidate

Daniel E. Vogler
Research Advisor

June 5, 1989

Last week, we sent you a questionnaire seeking information on activities for Virginia's community colleges. If you have already completed and returned it to us, please accept our sincere thanks. If not, please do so today. Because we sent the questionnaire only to Virginia community college presidents and members of the Virginia Senate, your response is extremely important if the study is to represent these groups accurately.

If by some chance you did not receive the questionnaire or it has been misplaced, please call me immediately at _____ and I will mail you another one today. Thank you.

Phyllis C. Ashworth

June 15, 1989

The Honorable {1}
{2}
{3}
{4}
{5} {6}

Dear Senator {7}:

We need your help. About two weeks ago, you were sent a survey seeking information concerning goals for Virginia's community colleges. As of today we have not received your completed questionnaire.

We are conducting this study to compare how members of the Virginia Senate and Virginia community college presidents view the goals and priorities for the colleges in terms of funding with state tax dollars. The results of the study should lead to improved communication between the colleges and the legislature and better planning information for the community college system.

We are writing you again because of the significance that each questionnaire has to the usefulness of this study. Since there are only 40 members of the Virginia Senate, it is essential for each senator to return the survey in order for the results to represent the thinking of that group accurately. At this time, the response rate from the Senate is inadequate; therefore, we ask that you take a few minutes and complete the questionnaire and return it to us by June 23.

In the event that your questionnaire has been misplaced, a replacement is enclosed. Your cooperation in returning it is greatly appreciated.

Sincerely,

Phyllis C. Ashworth
Doctoral Candidate

Daniel E. Vogler
Research Advisor

June 15, 1989

Dr. {1}, President
{2} Community College
{3}
{4} {5}

Dear Dr. {6}:

We need your help. About two weeks ago, you were sent a survey seeking information concerning goals for Virginia's community colleges. As of today, we have not received your completed questionnaire.

We are conducting this study to compare how members of the Virginia Senate and Virginia community college presidents view the goals and priorities for the colleges in terms of funding with state tax dollars. The results of the study should lead to improved communication between the colleges and the legislature and better planning information for the community college system.

We are writing you again because of the significance that each questionnaire has to the usefulness of this study. Since there are only 23 community colleges, it is essential for each president to return the survey in order for the results to represent the thinking of that group accurately. We ask that you take a few minutes and complete the questionnaire and return it to us by June 23.

In the event that your questionnaire has been misplaced, a replacement is enclosed. Your cooperation in returning it is greatly appreciated.

Sincerely,

Phyllis C. Ashworth
Doctoral Candidate

Daniel E. Vogler
Research Advisor

**The vita has been removed from
the scanned document**