A COMPARISON OF GOAL PERCEPTIONS AT COMMUNITY COLLEGES
AND COMMUNITY COLLEGE COMPONENTS OF
FOUR-YEAR INSTITUTIONS IN WEST VIRGINIA

by
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DEDICATION

This dissertation is dedicated to the five persons who have provided the encouragement and support over the years of study leading to this milestone in education for me; my wife, Ann, my son, David, my daughter, Carol Ann, and my parents, James Thomas and Isabel Mills.

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Chapter I

INTRODUCTION

The Board of Regents of West Virginia in 1970-71 made a concentrated effort to obtain legislation establishing a state-wide system of community colleges. Failing in their efforts, the Board, acting on previous enabling legislation of 1971, converted existing branches of Marshall University, West Liberty State College and West Virginia University into separate comprehensive community colleges, reporting directly to the Board of Regents, and established community colleges administratively organized as institutional components on the campuses of Fairmont State College, Shepherd College, Marshall University and West Virginia Institute of Technology (A Plan for Progress: West Virginia Higher Education in the Seventies, 1972).

Early in its existence, the Board of Regents established two operating policies which depict its philosophy of governance and state-level administration of higher education. One policy, designed to promote institutional autonomy, delegated to each president maximum responsibility for the administration and operation of the institution within the framework of broad state system guidelines. The other, designed to insure a clear line of communication between the Board and several constituent members of the higher education community, namely; students, faculty and administrators, was the creation of a comprehensive system of advisory councils and committees (Board of Regents Minutes, August 1969).
The dual system for providing community college type programs and activities implied two administrative organizational structures, one for the separate community colleges and another for community college components of the four-year institution or university.

The separate community colleges, Parkersburg, Southern West Virginia, and West Virginia Northern, developed similar internal administrative organizational structures. The four-year institutions, Fairmont State College, Shepherd College, and Marshall University, however, acting within the first of the Board's policies cited above, each formulated their own and, therefore, different administrative organizational structures for providing community college programs and activities. These organizational structures will be discussed more fully later in this chapter under "Background."

STATEMENT OF THE PROBLEM

Four-year colleges and community colleges historically have had different sets of goals, organizational systems, and perceptions of student needs.

The decision and action of the Board of Regents of West Virginia to establish community colleges as components of four-year institutions prompted the problem for this study: Would a community college organized as a component within a four-year institutional structure be able to accomplish the generally accepted specialized goals of a community college?

Although the terminology and number of functions used to describe the community college vary with authors, the literature
suggests that the philosophy of a community college centers around generally accepted goal areas, such as: (1) popularization of education; (2) offering transfer programs; (3) offering occupational and technical career training programs; (4) adult and continuing education; (5) guidance and counseling; and (6) community services (Fields, 1962; Brick, 1964; Carnegie Commission, June 1970; Monroe, 1972; Palinchak, 1973).

The concept of an institutional goal is just that -- a concept -- a state of affairs the organization endeavors to bring about (Peterson, 1970; Etzioni, 1964). But, as a conceptual tool, a goal can be enormously useful in deliberating, determining and evaluating policy, philosophy or ideology, and practice in educational organizations (Peterson, 1970).

Two kinds of evidence are necessary, however, for anyone to assert confidently that a goal is actually present in an organization. These evidences are "intentions" and "activities." "Intentions" refer to what participants see the organization as trying to do: what they believe the organization goals to be, and what direction the organization is taking. "Activities" refer to what the organization is in fact observed as doing: how they are spending their time and how resources are being allocated (Gross and Grambsch, 1968).

One way to judge the effectiveness of an organization is by its relative success in attaining or moving towards a goal or its readiness to move towards a goal (Gross, 1968).

Because the goals of the institution must be reached through the cooperative efforts of its people, the manner in which the participants view these goals is of importance.
In an ideal organization, there is the probability that the personal values and the organizational values would be similar. This assumption cannot be made for most organizations; however, it must be recognized that various goals will always be present in the minds of certain individuals. Even though the organizational goals and the personal goals of a particular person are not necessarily the same, organizational goals and, thus, the organization philosophy will be reflected by the assertion of its members saying what they think are or should be the goals of the organization (Gross and Grambsch, 1968).

The various goals of multi-purpose organizations often make incompatible demands on the organization and its personnel; therefore, certain types of conflict are unavoidable (Etzioni, 1964). Conflict may occur at any level -- between individuals, between individuals and groups, and between groups (Leavitt, Dill and Eyring, 1973). Conflict may arise over the amount of means, time and energy allocated to each goal (Etzioni, 1964). Conflict is often costly, leading to internal turmoil that jeopardizes individual and organizational welfare (Leavitt, Dill and Eyring, 1973). There is also the danger that one goal may completely subordinate another and sometimes more primary goal, so that the latter is no longer served effectively (Etzioni, 1964).

Concern exists on several educational administrative levels in West Virginia as to whether public community colleges administratively organized as institutional components of senior institutions
of higher education would be able to accomplish the generally accepted specialized goals of a community college. Several of the concerns of the chief administrators of the institutions directed to establish institutional components and those specifically charged with implementation were related to the investigator in personal interviews conducted during the summer of 1975. These concerns appeared to center around the question as to how this new institutional goal of providing community college programs and activities would be accepted by incumbent administrators, faculty members and student personnel workers.

Some of these concerns paralleled the conclusions of Richman and Farmer (1974) who analyzed university goals and the subcultures that grow up around them and concluded that these subcultures contribute to many of the goal and other conflicts that arise in universities. Moreover, such conflicts tend to increase as resources get scarcer and priority choices are made. These concerns were expressed further by Richman and Farmer's conclusions that:

If a significant majority of faculty members and administrators -- especially many of those who are highly influential for various reasons -- in a given institution favor, say, a liberal arts orientation over a career or practical training orientation, they are likely to win. The business or engineering school might be expanded somewhat if this is clearly essential to institutional viability, but significantly more practical or applied training is not likely to occur in programs dominated by individuals who have strong liberal arts preferences. In fact, even the expansion of the business or engineering school may often be thwarted, even though there may be considerable external demand and need for such an expansion. Similarly, if a
majority of the faculty is strongly against the creation or expansion of various kinds of part-time or extension programs for adults, such programs are likely to be thwarted, even though they would serve an important community need and desire. (p. 102)

Absolute consonance may never be reached, nor is it necessarily desirable that it ever be accomplished. However, there should be clarity as to what the institution means and intends to do once it has "charted its course" (Gould, 1968; Etzioni, 1961).

As previously stated, the philosophy of any educational institution is expressed primarily through the actions and attitudes of its members (Gross and Grambsch, 1968; Palinchak, 1973). Therefore, the previously cited concerns and lack of previous studies pertaining to the perception of incumbent administrators, faculty and student personnel workers of four-year institutions directed to establish community college components in West Virginia suggested a definite need for and the purpose of this study.

**PURPOSE OF THE STUDY**

The purpose of this study was to determine if differences existed in the perceptions of administrators, full-time faculty members and student personnel workers in three separate community colleges and three other community colleges administratively organized as components of four-year institutions in West Virginia, and among staff groups of the two types of institutions as to the extent the generally accepted community college goals "should be" and "were" emphasized.
The study sought to answer two major research questions from which two hypotheses were developed to guide the collection and analyses of the data. These research questions were:

1. Do differences exist between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals (a) should be emphasized and (b) are emphasized in their institutions?

2. Are there differences in perceptions among administrators, full-time faculty members and student personnel workers (a) in four-year institutions or (b) in two-year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent these goals are emphasized?

To answer these two major research questions, the following two hypotheses were tested:

**Hypothesis Number One.** There was no statistically significant difference between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals (a) should be emphasized or (b) were emphasized.

**Hypothesis Number Two.** There was no statistically significant difference in perceptions among administrators, full-time faculty members and student personnel workers (a) in four-year institutions or (b) in two-year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent these goals were emphasized.
SIGNIFICANCE OF THE STUDY

The study will provide a basis on which decisions may be made as to whether or not modifications of the present administrative and organizational plans for community college-like operations within senior four-year institutions of higher education in West Virginia should be made in order to facilitate further development.

The study is perceived as a contribution to administrative organization and practice.

ASSUMPTIONS

This study was conducted under the following basic assumptions:

1. The degree to which there is consensus on the goals of an institution is an important aspect affecting the functioning of the institution.

2. A valid procedure of ascertaining goal congruence within a given institution is to obtain the perceptions of the individuals having influence on or being influenced by goals of the institution.

3. The goal statements selected from the literature and previous studies form the basis for the development of the instrument used in this study. It is assumed that these statements, with accord of five community college educators who were members of the graduate faculty of the College of Education at Virginia Polytechnic Institute and State University, reflect a valid summation of community college goals.
4. Goals analysis, using an instrument such as the one developed for this study, can be valuable for information gathering, as well as dissident identification for use in self-studies, decision making and as part of a management approach.

LIMITATIONS OF THE STUDY

This study included six institutions of higher education in West Virginia; three discrete community colleges -- Parkersburg, Southern West Virginia, and West Virginia Northern; and three four-year institutions of higher education having community colleges administratively organized as institutional components -- Fairmont State College, Marshall University and Shepherd College. Generalization to colleges in other states or colleges having other organizational patterns may not be warranted.

BACKGROUND

The Board of Regents

The West Virginia Legislature in 1969 created the Board of Regents to:

... establish a state agency to be known as the West Virginia Board of Regents which will have the general determination, control, supervision and management of the financial, business, and educational policies and affairs of all state colleges and universities. The Board’s responsibilities shall include, without limitation, the making of studies and recommendations respecting higher education in West Virginia; allocating among the state colleges and universities specific functions and responsibilities and submitting budget requests for the state
Assessment of the Two-Year College Need in West Virginia

In an effort to assess the two-year college needs in West Virginia, the Board of Regents requested the Southern Regional Education Board to assign a team of consultants to study the state's two-year college needs. The team was appointed in May 1970, and conducted its study during the summer months of that same year.

The Committee, in its Report, Assessment of Two-Year College Need in West Virginia (1970), submitted to the Board of Regents in August 1970, pointed out that responsibility for post-secondary education in West Virginia was split between (1) two-year programs at four-year colleges, and (2) vocational education programs under the State Department of Education. The two-year offerings were limited in range, tended to be numerically unproductive, had little status on campus and were ineffectively distributed in the state. Enrollments in the post-secondary vocational education programs were inadequate and post-high school opportunities in the state needed to be extended and enlarged.

The major recommendation of the report was that the West Virginia Board of Regents adopt as a long-term objective the organization of a comprehensive community college system, that it immediately begin preparation of enabling legislation necessary for initiating such a system, and that its decisions in guiding higher education in
West Virginia in the immediate future be designed to harmonize with the creation of such a system.

The comprehensive community college, according to the consultant team, was recommended because this approach combined in one system responses to all post-secondary needs short of the baccalaureate level; namely, education (1) of young people recruited upon graduation from high school, (2) of persons in need of upgrading required by business and industry due to technological change, and (3) of unskilled persons, regardless of educational background, who require training prior to gainful employment.

The Committee emphasized that:

1. West Virginia could ill afford to support separate and competing educational systems designed to meet these needs, simply for reasons of its limited tax revenue potentials.

2. There should be a legal clarification which would establish that the responsibility for all post-high school education be assigned to the Board of Regents and the Board of Regents should have the responsibility of defining appropriate community college districts, of appointing local boards to oversee development and operation of post-secondary programs responding to community needs.

3. The community college system developed under the Board of Regents should offer (a) technical-vocational programs of varying length (leading to certificates and associate degrees) that prepare for employment at all
semi-skilled and semi-professional levels, (b) programs of general and liberal education comparing generally to freshman and sophomore years at four-year colleges, and (c) programs of continuing education.

4. No community college could be authorized in West Virginia until (a) it was determined that the transfer level division of a proposed college would enroll a head-count of at least 500 students no later than the third fall term following the opening of the institution, and (b) that the proposed college would have a potential head-count of at least 1,000 students in all degree and certificate programs no later than the fifth fall term after the opening of the institution.

Concurrently with a decision on long-term development of a comprehensive community college system, the committee recommended that the Board of Regents develop a state plan in order to provide specifications of educational needs at all levels beyond the high school and to delineate the role and scope of each unit of the state's educational system, taking into account the contribution and potential of the private as well as the public sector.

In particular, the committee observed that the Board needed to undertake a thorough analysis of enrollment projections in the state's colleges and universities over the next decade and recommended that those colleges and universities which could not show potential for continued service should be converted to purposes other than higher
education at the senior college or university level. The committee recommended that no additional extension centers, branches, or other new installations should be authorized while the role and scope of existing institutions were studied and while a comprehensive community college system was planned.

Creation of Community Colleges

At the encouragement of the Board of Regents, the Legislature, by House Concurrent Resolution No. 16 adopted March 1971, directed the Board of Regents:

... to formulate and recommend to the Governor and the Legislature not later than November 1, 1971, a state plan for the establishment, operation and maintenance of a state system of comprehensive community colleges, which, as a part of the higher educational system of the state, will provide post high school programs of two years or less duration, including career technical-occupational programs leading to certificates or associate degrees, college parallel or transfer programs of two years or less duration, credit and non-credit general education, continuing education and cultural development offerings, work-study or cooperative education programs and specialized industry training programs. (p. 1015)

The Legislature in 1971 authorized and empowered the Board of Regents to designate branches and off-campus locations of state universities and colleges to be established as community colleges responsible directly to and subject to the governance of the Board of Regents. (Acts of the West Virginia Legislature, 1971; Chapter 165:861-864.)

In addition, the 1971 Legislature also clarified the Board of Regents' responsibilities with the passage of legislation empowering the Board to make rules and regulations for the accreditation of all colleges, universities, and other institutions of higher education and
to determine the minimum standards for the conferring of degrees. (Acts of the West Virginia Legislature, 1971; Chapter 164:861).

The Board moved rapidly to exercise the authority granted it by the 1971 law to create community colleges from existing branches of state colleges and universities. Acting on formal resolution of the Advisory Board of the Parkersburg Branch of West Virginia University requesting that the institution be converted into a community college, the Board created the first community college in West Virginia to be effective July 1, 1971 (Board of Regents Minutes, April 1971). Branches of Marshall University at Logan and Williamson were combined into Southern West Virginia Community College to be effective July 1971 (Board of Regents Minutes, May 1971). The Wheeling Campus and the Hancock County Branch of West Liberty State College were designated a dual campus of West Virginia Northern Community College effective July 1, 1972 (Board of Regents Minutes, May 1972).

A Plan for Comprehensive Community College Education in West Virginia

Pursuant to House Concurrent Resolution No. 16 adopted by the Legislature in March 1971, the Board employed a consulting team consisting of Dr. Louis W. Bender, Professor of Higher Education at Florida State University and former Director of the Pennsylvania Bureau of Community Colleges; Dr. Norman C. Harris, Professor of Higher Education and Coordinator of Community College Development at the University of Michigan; and Dr. James L. Wattenbarger (Chairman), Professor and Director of the Institute of Higher Education at the
University of Florida and former Director of the Florida Junior College Board.

Wattenbarger, Bender and Harris (1971), in A Plan for Comprehensive Community College Education in West Virginia released in March of 1971, described the comprehensive community college as having four basic purposes: (1) occupational education with special attention to those students whose career goals center around the middle manpower occupations; (2) academic, liberal arts, and pre-professional education for baccalaureate degree bound students; (3) general education for all; and (4) continuing education and other community services. Implementation of the plan was to make community college opportunities available to citizens of all sections of the state. Although college transfer courses would be offered in all areas, particular emphasis was placed on vocational-occupational education that would prepare adequately trained middle manpower workers.

Three basic educational problems were addressed in the development of the study, as follows:

1. There was inadequate access to higher education. Some sections of the state had opportunities which were not available to persons who resided in other sections. The community college plan was, however, to make a higher education opportunity available to all areas of the state.

2. At that time, there was insufficient opportunity for career education within West Virginia. A comprehensive community college system would provide associate degree and
other manpower training and retraining programs that would enable West Virginians to achieve the occupational competence necessary to enter the constantly changing job market.

3. A third problem that the consultants noted, which should be eliminated with the implementation of the Regents' community college plan, was the developing dual system of post-secondary vocational education. Post-high school vocational education was available in area vocational-technical schools operated by county boards of education and was also offered by existing community colleges and some of the four-year institutions. The Regents' plan called for the creation of a Board of Occupational Education that would assign the responsibility for all post-secondary education to the Board of Regents in order to avoid the costly, competitive and duplicative system of post-secondary vocational education.

The plan outlined ten regions that were designated as comprehensive community college education service regions and two approaches to be used to provide the community college programs. In four regions, two of which included the already established Parkersburg and Southern West Virginia Community Colleges, a separate independent institution would be responsible for providing comprehensive community college education for an entire region. In addition to the two then-existing institutions, community colleges would be developed in the northern and
eastern panhandle regions. Existing facilities, faculty and staff would be utilized in order to begin a community college system with the least possible cost.

In the remaining six regions, community college programs would be established as a separate division of an existing four-year college or university. A regional director for community college education was to be responsible for providing the programs necessary to meet the educational needs of the region. Both organizational alternatives would make maximum use of existing facilities and resources. Courses and programs could be offered in locations other than the main campuses through the use of rented facilities, portable units, or by contracted services with other existing colleges, public and private.

The comprehensive community college education program was to offer educational programs to citizens in an age range from 17 to 70 and a range of educational needs from correction of previous educational difficulties through remediation, career education, part-time education, and job upgrading to the more traditional freshman and sophomore education.

Board of Regents Support for a Community College System

In the letter of transmittal from Mr. Amos A. Bolen, President of the Board of Regents to the Honorable Arch A. Moore, Jr., Governor of West Virginia, and members of the Legislature of the State of West Virginia, dated November 1, 1971, Mr. Bolen stated that it was the conclusion of the Board of Regents that the most critical higher educational need in West Virginia was an expanded program of technical,
occupational, continuing education, industry training and college transfer offerings of two years or less duration and endorsed the study team's proposal and recommended its prompt implementation.

Opposition to the Proposed Community College System

The proposal was submitted to the Education Committee of the Legislature in 1972. Opposition to the proposed authorization to establish community colleges came from two sources: secondary education officials who feared that the Board of Regents would take over all vocational-technical classes; and from a minority of students and others associated with the college branches. In addition, some legislators thought that the Board already had the powers to establish community colleges in the six regions without a community college as part of existing colleges and, therefore, had the authority to do what was requested. Also, if the Legislature specifically authorized the Board to establish community colleges, it could reasonably be expected to provide additional funding. The Bill was not reported out of the Education Committee of the Legislature (Marsh, 1972).

A Plan for Progress

In December 1972, the Board of Regents adopted A Plan for Progress: West Virginia Higher Education in the Seventies, setting forth the Board's long-range (1972-1980) developmental state plan for higher education and adopted the following premises to aid it in its responsibilities for the development and maintenance of a high quality, diversified state system of higher education and for the general
determination, control, supervision, and management of public higher education in West Virginia:

1. Higher education in West Virginia of a variety of types must be available to the citizens thereby promoting full development of their abilities, talents and interests and enhancing the public good.

2. Higher education in West Virginia must be provided at times, places, and cost levels which will encourage the maximum number of citizens of all ages to participate and benefit therefrom.

3. Higher education in West Virginia must be planned and developed in close coordination with secondary education.

4. Higher education in West Virginia must be planned and developed as a cooperative venture of the public and private higher education sectors, recognizing the strengths and potentialities of each.

5. Higher education in West Virginia must be planned and developed with the recognition that education is properly a continuous, life-long process achieved through flexible and diverse approaches.

6. Higher education in West Virginia must be planned and developed to provide excellence in all elements and to insure the efficient utilization of resources.

7. Higher education in West Virginia must be reviewed and evaluated continuously to insure responsiveness to the changing needs of the State and its citizens.

8. Higher education in West Virginia must have adequate financial support and must be accountable to those who support it. (p. 13.)

The Board realized that West Virginia had not been among those states which had been setting the pace in coming to grips with the new expectations. A Plan for Progress: West Virginia Higher Education in the Seventies, setting forth the Board's long-range (1972-1980) developmental state plan for higher education, was approved December 5, 1972,
in an effort to correct this situation (Board of Regents Minutes, December 1972).

Acting on the previous enabling legislation granted them, the Board, using *A Plan for Comprehensive Community College Education in West Virginia* as a guideline, concluded that community college education programs would be made available throughout the State through a combination of discrete community colleges and community college components within certain four-year colleges and Marshall University. The Board, in 1971 and 1972, created three discrete community colleges from existing branch institutions, and through *A Plan for Progress: West Virginia Higher Education in the Seventies*, directed Fairmont State College, Marshall University, Shepherd College and West Virginia Institute of Technology to establish community college components.

The Board of Regents, consistent with the Premises enunciated on page 19 of this paper, supported a system of higher education organized on several levels, each carefully and thoroughly articulated with one another. The Board felt that such a system, when fully developed, should provide higher educational opportunities at all levels ranging from non-degree and associate degree community college programs within commuting distance of most citizens, to doctoral and post-doctoral programs in a comprehensive university (*A Plan for Progress*, p. 21).

To accomplish this system of higher education, the Board in 1972, through *A Plan for Progress: West Virginia Higher Education in the Seventies*, stipulated the role and mission of each public
institution of higher education in West Virginia. With the overall emphasis of each community college and each community college component of other institutions upon occupational-technical programs for which there are unmet manpower needs and employment opportunities in West Virginia, the role and mission of the six institutions included in this study are summarized as follows:

The three community colleges, Parkersburg, Southern West Virginia and West Virginia Northern, were to continue to develop program activities commensurate with the educational needs of the region and funds available to support quality programs. These would include certificate and associate degree level career programs in business, data processing, health and engineering technologies; associate degree college-parallel programs which enable students to transfer as juniors to four-year colleges and universities; and extensive community service offerings and appropriate certificate and associate degree programs, especially in engineering, health and public service technologies. These courses were to be offered at the college during both the day and evening and throughout the region served by the college (A Plan for Progress, p. 21-23).

Fairmont State College, Shepherd College, and Marshall University were to provide similar educational opportunities as were listed above through a community college administratively organized as a component within the institution. In addition, Fairmont State College was to maintain its thrust at the baccalaureate level and Shepherd was to expand its baccalaureate business and government programs in order
to serve the industrial and governmental needs of the area and to capitalize on the proximity to the resources in the Washington area (A Plan for Progress, p. 26-29).

Marshall University was expected to develop new and expanded two-year career technical programs in a number of fields such as business and public service technologies through a distinct community college component within the university. Marshall was also:

1. to broaden its role as an urban-oriented state university while serving students throughout West Virginia and other states.

2. to increase attention directed to scheduling of both undergraduate and graduate offerings to accommodate employed persons who may wish to pursue studies on a part-time basis.

3. to double its graduate enrollment during the 1970's.

4. expected to reach the desired enrollment growth in the Master's degree offerings and initiate a limited number of selected certificate of advanced study and doctoral degree offerings, particularly in professional education, by 1978.

5. to expand its service to the region through the establishment of a Center of Community Services to promote and sponsor conferences, seminars, and a variety of in-service and experience for citizens, community organization, business and industry. Internship and work experience for the students would be incorporated in many phases of this activity (A Plan for Progress, p. 35-6).
Organizational Structure for Community College Programs and Activities

Separate Community College Structure. As previously stated, the separate community colleges developed similar internal administrative organizational structures, whereas, each of the four-year institutions implemented different plans for providing community-type programs and activities.

The chief administrator, or president, of the separate community college is appointed by and reports to the Board of Regents through the Chancellor. There is a separate college budget and the president appoints faculty and staff personnel. An Administrative Organizational Chart appears in Appendix A for the separate community colleges (Parkersburg, West Virginia Northern and Southern West Virginia).

The president of each separate community college nominates a local advisory board which is appointed by the Board of Regents and serves in an advisory capacity only to the president (Personal interview, Morton).

Community College Component Structure. Fairmont State College, Shepherd College and Marshall University formulated different organizational structures for providing community college-type programs and activities (see Organizational Charts in Appendix A). These administrative organizational plans are briefly described as follows:

Fairmont State College. The president and other administrators of Fairmont State College, in order to assure proper growth and development for a community college component,
felt it was essential to structure the new unit administratively in such fashion as to give it maximum opportunity for independence. It was recognized at the outset that the new component, although a vital part of the Fairmont State College academic program, must have a unique character and a structure in keeping with the community college philosophy and mission. To insure these aims, an administrative office was established to administer the entire community college program. The chief administrative officer of the community college component, designated as Dean of the Community College, has the responsibility of developing and directing all activities of the component. He is a major administrative officer of Fairmont State College and reports to the chief academic officer of the institution. He is responsible for coordinating the associate degree programs with the respective institutional division chairmen, arranging for physical facilities, necessary equipment and supplies, library resources, and adequate student counseling services. In addition to the dean, the administrative structure of the component includes directors in the areas of health, business and industry, and public service technologies to coordinate the various program elements. During the initial stage of establishing the community college, one staff member in the field of regional recruitment and career counseling was made available by a Title III Developing Institutions National Education
Act Grant. There is also a director of the off-campus center in Clarksburg.

The community college component includes some faculty members who teach exclusively in two-year programs, i.e., faculty in the Department of Nursing. It also includes some faculty who are members of baccalaureate level divisions, but who serve on a part-time basis in specific community college programs. In addition, it involves some faculty in baccalaureate level divisions who provide services to the community college by teaching general studies courses for associate degree programs. Another faculty group includes persons from outside the institution who teach part-time in community college programs. It is expected that the number of permanent full-time faculty in the community college will be relatively small, according to the Dean of the Community College Component. The career-technical orientation of many programs make it advantageous to use community professionals in certain fields on a part-time basis. This also provides flexibility in the case of programs which may be phased in and phased out as specific occupational needs dictate. When appropriate, some part-time faculty hold adjunct lecturer status at the college. Some full-time faculty members of the new community college may have experience and educational backgrounds substantially different from
baccalaureate level faculty, but they have all the rights, privileges, and responsibilities of their colleagues.

The community college has established its own policy-making body which formulates procedures and practices in such areas as admissions and records, faculty evaluation and promotion, and curriculum planning and development. Recommendations from community college policy-making groups are transmitted to the appropriate senior officer of the college and/or to appropriate committees of the institution's faculty senate.

There is a faculty advisory committee to the community college. The functions of this committee are to:

1. serve as an advisory committee for the associate degree programs, continuing education and community services

2. make recommendations to the committee on admissions and records, and the curriculum committee concerning the community college

3. insure evaluation of associate programs as to their effectiveness and continued justification

4. make recommendations concerning priorities for library acquisitions

5. implement and continuously reassess career counseling, cooperative education and on-the-job experience and placement

6. assist in formulating transfer of credit articulation between other institutions and associate degree students
7. make general recommendations concerning the community college as needed.

The committee consists of the following: Director of the Community College, chairman; chairman of each academic division or unit which offers associate degrees or a representative from each associate degree program (selected by the division chairman); representatives of part-time faculty instructing within and/or advising within the various continuing education and community service courses and auxiliary faculty selected by the Dean of the Community College; and four students enrolled in associate degree programs (selected by the Student Government).

A regional citizens advisory committee, made up of representative citizens of the geographic region served by the community college, has been established. It is the purpose of this committee to advise and make recommendations to the community college as needed and to serve as an effective liaison between the community college and the various segments of the region (Personal interviews, Edwards; Hardway; Turner).

Shepherd College. After a careful study of the alternatives, the administration concluded that Shepherd College could best fulfill the Board's mandate within the existing administrative structure. It was their belief that community college type programs could be integrated successfully into existing
divisions. It was the intention of the administration that there never be an entity called Shepherd Community College or some variation of that name. Rather, the desires of the Board of Regents with respect to program design and implementation should be carried out by Shepherd College, essentially as it was then constituted, but with added administrative and faculty support necessary to take on requisite additional tasks.

The overall responsibility for the creation of a new community college type program fell on the office of the academic dean.

An Associate Dean of Community Services was added as a staff position to maintain a close continuing relationship with every variety of community within the region for which Shepherd College was responsible (Personal interview, Butcher; Schlossberg; Turner).

Marshall University. Marshall University elected to organize and operate its community component in a similar manner as Fairmont State College. The chief administrator of the community college component at Marshall University, however, has the title of Vice President for the Community College and reports directly to the President of the University.

Advisory committees to the community college are appointed by the vice president of the community college, are advisory only to the college officials and have no administrative
functions. The purposes of the advisory committees are:

1. to establish direct lines of communication with clientele being served
2. to assist in the identification of need
3. to assist in decision making regarding program implementation and revision
4. to offer advice with regard to the formulation of program policies and procedures
5. to assist in program evaluation
6. to assist in public relations and information
7. to gain active support for educational programs.

Instructional programs are the responsibility of the director of instructional services. Programs and courses are usually offered through the university departmental structure utilizing departmental faculty members (Personal interview, Hayes; Hatton; Smith).

DEFINITION OF TERMS

For the purposes of this study, the terms below were defined so as to have the meaning here ascribed to them when used in the general context of the study.

1. Academic Programs -- those courses or curricula offered in a two-year college which are considered equivalent to freshman and sophomore courses offered in four-year colleges or
universities and which are designed to constitute part of a baccalaureate program when transferred to such institutions.

2. Adult Education -- courses or programs of a personal enrichment, non-vocational and usually non-credit nature offered by a two-year college to the adults of the area served by the institution.

3. College Transfer Programs -- synonymous with academic programs.

4. Community College Component -- a community college administratively organized as an integral part of a baccalaureate degree-granting institution of higher education.

5. Goal (Objective) -- these terms are used interchangeably throughout the study and they refer to a desired state of affairs which the organization attempts to realize.

6. Occupational Programs -- an inclusive term which usually includes technical programs, vocational programs and/or any other sequence of courses designed to prepare one for entry into the world of work at less than the baccalaureate level.

7. Perceived Goals -- the existing ("is" dimension) institutional goals as perceived by the respondents in this study.

8. Preferred Goals -- the ideal ("should be" dimension) institutional goals as viewed by the respondents in the study.
9. Technical Programs -- programs which are considered the equivalent of academic programs in depth of subject matter content, but which are designed to prepare one in the theory and practice of a particular field for the purpose of entering into a job or a cluster of jobs upon completion of a curriculum rather than to prepare for transfer to a four-year institution for the purpose of completing a baccalaureate degree. Technical programs are ordinarily two academic years in length.

10. Trade Programs -- programs designed to prepare one for entry into a skilled job in business or industry. Such programs usually include only the theory necessary to understand the job and emphasize the acquisition of a skill, and they are often a year or less in length.

11. Vocational Programs -- often used synonymously with trade programs, but usually including more categories of training such as agriculture, health occupations, and distributive education (merchandizing).

OVERVIEW

This study is divided into five chapters, as follows:

Chapter I contains a general introduction, a statement of the problem and purpose of the study, the basic assumptions, the potential significance, the limitations,
background information, definition of terms and the organization of the study.

Chapter II contains a review of selected literature and research pertaining to the stages of development and related concepts, the generally accepted goals of the public community college of today, and a section on goal conflict and congruence.

Chapter III describes the design and methodology, the population, the instrument and its development, data collecting, and analysis procedures.

Chapter IV deals with the analysis of the data.

Chapter V contains the summary of the study, conclusions and recommendations.
Chapter II

REVIEW OF LITERATURE

The community-junior college movement developed in stages. Each stage of growth displayed significantly different concepts concerning the fundamental role of the community-junior college in society. A brief summary of these stages and their related concepts is presented to help the reader understand the composition of the generally accepted goals of the public comprehensive community college of today.

IDEA AND FORMATIVE DEVELOPMENT

No public two-year junior college is known to have existed at the beginning of the twentieth century, yet the idea behind such an institution had been fully developed, with the major impetus in the early beginning of the movement coming from the university. Three aspects of university education explain the universities' concern with the junior college idea: the functions conceived as proper to the university, the plight of the universities in the late nineteenth and early twentieth centuries, and the ideas of the university people in regard to the primary purpose of the first two years of college (Fields, 1962).

The Functions Conceived as Proper to the University

In the early 1850's, a feeling among American university educators was gradually developing that the work being done by the
first two years was not well fitted to the university. Many university educators felt that the freshman and sophomore work was distinctly secondary in character and different in purpose, content, organization, and method from the scholarly specialization, professional preparation, and pure research of the university (Eells, 1931).

Henry P. Tappan was one of the first American leaders in higher education to call attention to and to urge reorganization of university education. In his inaugural address as president of the University of Michigan in 1852, Tappan suggested the advisability of transferring to the high schools that part of the work of the university which he felt was distinctly secondary in character (In Koos, 1925; Palinchak, 1973).

William Watts Folwell, according to Eells (1931), in his inaugural address as president of the University of Minnesota in 1869, echoed the idea of Tappan by suggesting the desirability of transferring the "body of work for the first two years in our ordinary American colleges" to the secondary schools (p. 45).

Edmund J. James, in his inaugural address at the University of Illinois in 1905, stated:

My own idea is that the university ought not to be engaged in secondary work at all, and by secondary work I mean work which is necessary as a preliminary preparation for the pursuit of special professional, that is, scientific study. Consequently, our secondary schools, our high schools, and our colleges will be expected to take more and more of the work which is done in the lower classes of the different departments of the university as at present constituted, until we shall have reached a point where every student coming into the university will have a
suitable preliminary training to enable him to take up, with profit and advantage, university studies in a university spirit and by university methods. (In Eells, 1931, p. 46)

One of the university functions had long been acknowledged to be the dissemination of knowledge. With the amount of man's knowledge steadily increasing and the university centering its attention on advanced knowledge and preparing professional workers, the university became concerned with attracting as students potential scholars and researchers (Fields, 1962).

According to Fields (1962):

These functions drove the university to the definition of the student as: a person ready for specialization and capable of preparing for a career as a scholar, researcher, or professional worker. This definition implied that the individual's general or liberal education was basically finished, that he was "ready." (p. 17)

The Plight of the Universities in the Late Nineteenth and Early Twentieth Centuries

Although university educators were desirous of selecting only a few earnest students who were capable of preparing for a career as a scholar, researcher, or professional worker, the number of persons aspiring for higher education resulted in the universities being deluged with applicants. Thus, the universities in the last quarter of the nineteenth century began to feel the pressure of numbers. Large classes were resented and university professors frequently commented or complained about the unreadiness of the students for specialization and intensive work (Fields, 1962).
The Ideas of the University People in Regard to the Primary Purpose of the First Two Years of College

The desire for order and efficiency on the part of university presidents of the nineteenth and early twentieth centuries was the paramount factor which stimulated the efforts of the early advocates of the junior college.

The theory and practice traditional in western continental Europe, exemplified in the German gymnasium and the French lycée, institutions which led directly into specialization at the university, stimulated American university presidents to move their own institutions away from the English-Scottish-American tradition of general or liberal education and character building and toward the German-type university.

Early twentieth century American educators such as Henry Tappan at Michigan, William Walter Folwell at Minnesota, William Rainey Harper at Chicago, and David Starr Jordan at Stanford, occupied their lives importing the basic structure of the German system and adapting it to a democratic society. This system, more than any other system in the world, reflected a concern for order and efficiency (O'Banion, 1972).

These educators felt that if the college and university could be freed from the necessity to provide these capstone years of secondary education, they might then become, in the words of Henry A. Tappan, "purely universities without any admixture of collegial tuition" (Tappan, 1851, p. 45).
They advocated an institution paralleling the German Gymnasium, which would provide a place to educate academic-minded youngsters in the liberal arts, and as a place to discard those functions not truly a part of the "higher learning." When applied to the American system of higher education, the point of separation comes between the sophomore and junior years of the four-year college course. At that point the student could enter specialized study at the university or professional school or he could begin a career (O'Banion, 1972).

In other words, these educators advocated what was termed the "bifurcated university," a university in which work of the freshman and sophomore years would be turned over to the secondary schools and the university would thus begin its work at the beginning of the junior year.

Neither Tappan nor Folwell succeeded either in eliminating the "secondary" years of their own universities, or in encouraging the widespread development of extended programs in high school (Thornton, 1966).

Various attempts were made in separation of the upper and lower divisions; however, almost a half century passed before anything significant was done toward separating the first two years of the American universities from the second two years. The first real separation came with the opening of the University of Chicago in 1892 under William Rainey Harper, sometimes called the "father of the community college movement" (Eells, 1931).
Harper, in 1892, separated the first and last two years of the University of Chicago into the "Academic College" and the "University College." Four years later these titles were changed to "Junior College" and "Senior College" (Eells, 1931). According to Eells (1931), this was the first known use of the term "Junior College," the completion of which being marked by the title "Associate in Arts."

Noffsinger (1935) summed up the beginning of the community college movement thus. "The universities incubated the junior college idea that President Harper hatched" (p. 396).

Monroe (1972) concluded that Harper not only wished to rid the university of the lower undergraduate years, but he was also concerned with the improvement of educational opportunities for many students who would never complete four-year college programs.

The advantages of junior colleges according to Harper (1900) were:

1. The money now wasted in doing the higher work superficially could be used to do the lower work more thoroughly.

2. The pretense of giving a college education would be given up and the college could become an honest institution.

3. The student who was not really fitted by nature to take the higher work could stop naturally and honorably at the end of the sophomore year.

4. Many students who might not have the courage to enter upon a course of four years' study would be willing to do the two years of work before entering business or the professional school.

5. Students capable of doing the higher work would be forced to go away from the small college to the university. This change would in every case be most advantageous.
6. Students living near the college whose ambition it was to go away to college could remain at home until greater maturity had been reached -- a point of the highest moment in these days of strong temptation. (p. 37)

Upward Extension of the High School

The public community college, however, was born in the image of the public school and was founded on the principles and traditions of: (1) universal opportunity for a free public education for all persons without distinction based on social class, family income, and ethnic, racial or religious backgrounds; (2) local control and support of free, non-tuition educational systems; and (3) a relevant curriculum designed to meet both the needs of the individual and those of the nation.

Fields (1962) describes the upward extension of the high school as follows:

By the latter part of the nineteenth century, the high school was clearly established as the typical secondary school of this country and had begun to attract larger and larger numbers. Its rise affected higher education in several important ways. The steady increase in the number of young people finishing high school meant that gradually colleges could upgrade their admission requirements and could establish the completion of high school as a standard. This, in turn, affected the age of the entering college student.

... during that period occurred a systematic shifting downward of college courses; that is, upper division courses were shifted to the sophomore and freshman years, and freshman and sophomore courses were shifted to the preparatory period and established as entrance requirements. Professional schools, both within and without the university, also upgraded their admission requirements.

As a result of these changes the colleges became more "collegiate" in their functions and practices, and preparatory departments were dropped. As more students
attended and graduated from high school, there was a corresponding increase in the number who by this experience were motivated to seek a college education. Where opportunities for college work did not exist or were too remote geographically or too expensive, some students returned to high school to take additional work. In some high schools "postgraduate" courses were established for those students, and thus the upward extension of the high school into junior college was begun. (pp. 24-25)

There seems to be agreement among junior college writers that the earliest two-year college was Decatur Baptist College in Texas (1897), that the first public junior college established in connection with a high school was at Goshen, Indiana (later discontinued), and Joliet Junior College in Illinois (1902) is credited as being the oldest public junior college still in existence (Thornton, 1966).

In describing the early development of the junior college, Brick (1965) states:

The junior college is intimately related to the entire American educational enterprise. Studies of the junior college's origin and history demonstrate that this institution is descended from the secondary school on the one hand and from the college and university on the other. The secondary school founders of the junior college hoped to extend the educational opportunity of youth through two additional years. The colleges conceived the new institution as chiefly a selective agency to restrain all but the strongest of the rapidly increasing numbers who sought admission to the college and university, thereby, providing partial relief to the overburdened parent. (pp. 8-9)

EXPANSION OF TERMINAL EDUCATION

Leonard V. Koos, Walter C. Eells and Doake S. Campbell, among others, defined and propagated the junior college during the 1920's and 1930's. These men accepted the important role of the
junior college in preparing students for the university, but their main energies were devoted to the importance of "terminal education" - the proper preparation of junior college students entering the world of work and the role of a citizen (Koos, 1925; Eells, 1931; Campbell, 1930).

The public community college, therefore, had its roots in the public school system and developed informally through the upward extension of the high school.

Fretwell (1954) described the informal development of Joliet Junior College, which was typical of the informal development of many early junior colleges, as an upward extension of the public high school, as follows:

As the present century opened, the superintendent of the new high school in Joliet, Illinois fostered the expansion of what he believed to be a new and powerful idea: postgraduate courses that would enable recent students of his institution to enter four-year colleges with advanced standing. Out of the gradual development of this plan grew what is now considered to be the oldest existing public junior college in the United States, and hand in hand with transfer program developed attention to the post high school needs of students who could not continue their formal education beyond the expanded local high school.

The name "Junior College" was not generally applied to this budding organization until shortly before 1917, the year Joliet Junior College was accredited by the North Central Association of Colleges and Secondary Schools. Although the new college's first twenty years were characterized by slow, gradual and evolutionary growth, the young institution emerged as a full-fledged junior college by 1920. (p. 11)

Junior colleges developed similarly in different sections of the country, each in its own way, working out its plan for the extension of the high school to include the first two years of college.
O'Banion (1972) concludes, despite the conviction of Koos, Eells, Campbell and others:

... that terminal education was necessary for a strong economy and an improved society, junior college students persisted in following the American dream of success, a dream that increasingly included a four-year baccalaureate degree. Terminal programs were developed in junior colleges which were "ideal" in the minds of their creators, but the educational consumers -- the students -- still selected university parallel programs. Educators placed more and more reliance upon guidance workers to lead students to more "realistic" choices. Then as now, however, guidance workers achieved only minimal success in wakening students from the American dream. (p. 6)

The American Association of Junior Colleges, at its second annual meeting in 1922, adopted the definition of the junior college as being "an institution offering two years of instruction of strictly collegiate grade" (Eells, 1940, p. 3).

Three years later at its fifth annual meeting, according to Eells (1940), a more comprehensive definition was adopted by the Association:

The junior college is an institution offering two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year college; in which case these courses must be identical in scope and thoroughness with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates. (p. 3)

Although Harper encouraged the Chicago area high schools to offer college level courses, two Californians, Alex F. Lange, Dean of the School of Education of the University of California and
David Starr Jordan, President of Stanford University, were most responsible for the early development of the junior college movement (Monroe, 1972).

Like other university leaders, these two educators were motivated by the desire to protect the integrity of the university by channeling less academically able students into junior colleges. They went one step further, however, by seeking legislation to permit California high schools to assume the additional responsibilities for grades thirteen and fourteen.

Lange went further than other university leaders in viewing the junior college as a fulfillment of the goal of universal education. He viewed the junior college as the means by which young adults could upgrade themselves by having the opportunity for both a general education and a vocational education. (See Bogue, 1950, pp. 331-377, for an extensive account of Lange's contribution to the junior college movement.)

In an address before the University of Chicago Conference on secondary schools, Lange, according to Bogue (1950), in 1917 described the program of the junior college, as follows:

Accordingly, the junior college in order to promote the general welfare, which is the sole reason for its existence, cannot make preparation for the university its excuse for being. Its courses of instruction and training are to be culminal rather than basal (p. 356).

Influence of the Great Depression, the Smith-Hughes Act and World War II

Three events during this period influenced and gave great
impetus to the occupational programs in junior colleges and the junior college movement in the United States: The Smith-Hughes Act or the Vocational Education Legislation in the 1920's; the reaction to the pressing economic needs growing out of the Great Depression of the 1930's; and World War II which stimulated and fostered implementation of the comprehensive community college (Medsker and Tillery, 1971).

**The Smith-Hughes Act.** The passage of the Smith-Hughes Act of 1917 gave Federal support for vocational education at the secondary school level and led to the development of occupational programs in the junior colleges.

**The Great Depression.** The depression limited occupational choices to the extent that many young people remained in school. Local school districts responded by adding the thirteenth and fourteenth grades.

**World War II.** Post World War II provided a tremendous increase in the number of students who, with financial assistance provided by the G. I. Bill, were willing and able to pursue a college education. This prompted the establishment of a large number of new community colleges and a philosophical broadening, which included an expanded curriculum as a response to the great diversity of student aims.

A significant contributing factor to this expanded function was that the returning veterans were in need of a wide-range of "practical" and comprehensive occupational and vocational programs.

World War II, therefore, was not only a contributor to the increase in colleges, it also marked a major turning point in the
two-year college movement. It was at this time that public junior colleges were being transformed into "community colleges" by the addition of "terminal, adult education and community service curricula" and the community college concept was gaining wider acceptance among American educators.

GENERAL EDUCATION; COMPREHENSIVENESS; SPUTNIK

After World War II, community college leaders developed a preoccupation with general education as a part of a continued emphasis upon citizenship in terminal education without the negative connotations of finality of education at any point in life (O'Banion, 1972).

Students who were flocking to the junior colleges had strong interests in practical studies leading to good careers. They were, therefore, unwilling to enroll in programs which had dubious transferability to a baccalaureate degree granting institution.

The Soviet Union's launch of the first Sputnik interrupted the emphasis on transferable general education or life adjustment programs, as Americans insisted that their schools and colleges pay more attention to fostering technical and scientific expertise.

Rather than molding the diversity of community college students into a common citizenry, the colleges began to develop programs to meet the needs of student bodies, the goal being that each student would be able to develop those skills which would allow him/her to contribute his/her maximum productive capability to society. The ideal curriculum was, therefore, one which would assess varying
potentials of students and train these students accordingly. Increasing numbers of adult students were offered continuing education programs to assist their career development, their home management, and their recreational interest.

Students with records of low achievement were offered remedial programs. Guidance programs were extended to help each student to find his or her efficient level of instruction as well as realistic goals. Thus, the claim of an "open door" philosophy of the community college made comprehensiveness a necessity as well as a goal (O'Banion, 1972).

REVIEW OF LITERATURE ON GOALS

Goal Congruence and Conflict

Goals serve many functions. They provide orientation by depicting a future state of affairs which the organization as a collectivity strives to realize (Etzioni, 1964). Goals set guidelines for organizational activity and constitute a source of legitimacy which justifies the activity and the existence of the organization. In addition, goals serve as standards by which members of the organization and outsiders can judge the effectiveness and efficiency of the organization (Etzioni, 1964).

Two kinds of evidence are necessary, however, if one can confidently assert that a goal is actually present in an organization. According to Gross and Grambsch (1968) these are "intentions" and "activities." Intentions refer to what participants see the
organization as trying to do, what they believe the organizational goals to be, and what direction the organization is taking. Activities refer to what the organization is in fact observed as doing, how it is spending its time, and how resources are being allocated.

Goal attainment is a defining characteristic which serves to distinguish an organization from other social systems and is a crucial factor for the survival of an organization (Parsons, 1960). One of the major problems of any organization, however, is that of integrating the various parts to insure effective overall performance and achievement of goals.

Etzioni (1964) states that:

Within multi-purpose organizations, certain types of conflict are unavoidable. The various goals often make incompatible demands on the organization. There may be conflict over amount of means, time and energy to be allocated to each goal. . . . Furthermore, serving a plurality of goals may create strains on personnel. . . . There is also the danger that one goal may completely subordinate the other and sometimes more primary one, such that the latter is no longer served effectively. (pp. 15-16)

Clark Kerr (1963) recognized the existence of internal conflict in the university when he stated:

. . . these several competing visions of the true purpose, each relating to a different layer of history, a different web of forces, cause much of the malaise in the university communities of today. The university is so many things to so many different people that it must, of necessity, be partially at war with itself. (pp. 8-9)

There is a basic incongruence between self actualization of the mature person and the formal organization which varies in
relation to the amount of agreement between the needs of the individual and the requirements of the formal organization (Argyris, 1964).

There is some disagreement, however, among organization theorists regarding whether a state of high integration of individual needs or goals with organizational goals is possible to achieve, or whether it is desirable even if attainable.

The lack of congruence between the individual and formal organizational goals will often result in conflict and develop unintended consequences. These "unintended activities" may include the energies of the participants being diverted to non-productive functions, the participants feeling a sense of uncomfortableness over which they have no control, and top management receiving distorted feedback of the organization's effectiveness (Argyris, 1964).

Even though organizational roles demand only certain limited activities from each person, it is the whole person who comes to work. He brings with him many attitudes, feelings, and perceptions which are not anticipated by the organization and which do not clearly fit into the plans of the organization.

Many of the feelings and attitudes of the participants in the organization develop as a result of their association with other members of the organization and informal procedures develop to cope with the problems which the formal procedures and regulations fail to cover. These feelings and attitudes may lead to a growing loyalty to the sub-unit to which the person belongs. As he identifies with
this sub-unit, his self-esteem begins to be tied to its performance and it becomes difficult for him to understand and empathize with the problems of other organizational units and the organization as a whole. He may, therefore, work for his own unit and become indifferent or hostile to the others (Schien, 1970).

Contradiction between the major purposes of the organization and the sub-groups of the organization may result in what Scott (1967) calls "dysfunctions of subordinate groups." This "dysfunction" prompts members of the sub-groups to seek goals that are different from those established by the top administrators. As a result, a conflict arises between the special interest groups. If the sub-groups are able to establish goals for the total organization, the "formal center of power," moves away from the administrator toward the sub-groups. The organization then becomes the tool for special interest groups rather than a proficient apparatus for achieving social goals. (Scott, 1967)

Selznick (1961) states that an organization has need for security, stable lines of authority and communication, stable informal relationships, and concludes that:

The minimization of disaffection requires a unity derived from a common understanding of what the character of the organization is meant to be. When this homogeneity breaks down, as in situations of internal conflict over basic issues, the continued existence of the organization is endangered. (p. 146)

Consonance or perfect adjustment within an organization will never be reached, nor is it desirable that it ever be accomplished (Gould, 1968; Blau, 1969; Etzioni, 1961; and Simon, 1960). The very
practice instituted to enhance adjustment in some respect often disturbs it in others (Blau, 1969). Too much homogeneity of purpose tends to reduce the flexibility that is necessary for an organization to survive (Gouldner, 1961).

Some heterogeneity in the organization is needed, according to Gouldner (1961) to "... find the tools and flexibility to cope with changes in its environment and an organization based on security, continuity, and stability will find that survival is impossible" (p. 81).

There should be, however, clarity as to what the institution means and intends to do once it has "charted its course" (Gould, 1968).

The organization attempts to maintain a sense of compatibility between organizational goals and those of the participants (Cyert and MacCrimmon, 1968). One method of maintaining this equilibrium is by incorporating the individual's goals as the goals of the organization.

Another method of resolving an incompatibility of goals is for the individual to leave the organization. By replacing these individuals with others who readily conform to the organizational goals, the stability of the organization can be maintained. This, however, can bring about inbreeding, resulting in a stagnant, rigid organization (Cyert and MacCrimmon, 1968).

Formal and informal structures reinforce one another in a healthy organization, the informal providing the connecting link between individual personnel and the formal structure. This adaptive capacity permits the organization to encompass the change process
and aids in the accomplishment of common goals (Gibson and Hunt, 1965).

The success of a bureaucracy is determined by its attainment of "a high degree of reliability of behavior, an unusual degree of conformity with prescribed patterns of action" (Merton, 1961, p. 146). Effectiveness of a bureaucracy will depend upon the group participants being infused with the "appropriate attitudes and sentiments" (p. 146).

Internalization of the goals of an organization by its members will result in a high degree of organizational effectiveness (Katz and Kahn, 1966). The internalization of goals usually takes two forms: (1) when a person whose professional goals coincide with that of the organization, but are not necessarily unique with a particular organization or (2) through the internalization of the goals of a sub-system of an organization. This sub-group identification can work for organizational objectives only if there is agreement between group norms and the goals of the organization (Katz and Kahn, 1966).

The main emphasis of recent research supports the view that organizational behavior, in a general way, can be seen as a function of an interrelationship between the needs of the individual person and the needs of the organization as they are expressed by demands on the individual (Owens, 1970).

Although the precise nature of this interrelationship is not fully understood, a number of theoretical and conceptual models have been developed. Among these is the "Getzels-Cuba Model."
This model describes the interconnection between the nomothetic, or organizational, dimension and the ideographic, or personal, dimension.

The normative dimension consists of institution, role and role expectations, each being the analytic unit for the term preceding it. The social system is defined by its institutions, each institution by its constituent roles and each role by the expectation attaching to it.

The personal dimension consists of individual, personality and need-disposition, again each term serving as the analytic unit for the term preceding it.

Accordingly, a given act is seen as deriving simultaneously from the normative and personal dimensions, and performance in a social system as a function of the interaction between role and personality.

Getzels and Guba (1957) expressed this interaction with the general equation \( B = f(RXP) \) where \( B \) is observed behavior, \( R \) is given institutional role defined by expectations attaching to it, and \( P \) is the personality of the particular role encumbent defined by his need-dispositions.

As stated above, there is some disagreement among organization theorists regarding whether a state of high integration of individual needs or goals with organization goals is possible to achieve or whether it is desirable, even if attainable (Etzioni, 1964; Simon, 1950; Gould, 1968; and Blau, 1969).
Some minimal level of integration of individual and organizational goals would, however, appear to be necessary for an organization to exist, if membership is at all voluntary (Barrett, 1970).

Organizational goals have been defined as any state of affairs which contributes to the creation of an organization's primary outputs or to the fulfillment of its purposes or functions. An individual goal has been defined as any state of affairs which contributes to the fulfillment of an individual's needs, motives or desires. Members of the organization commit themselves spontaneously to the pursuit of individual goals. They do not, however, necessarily commit themselves spontaneously to the pursuit of organizational goals. Organizational administrators and theorists must, therefore, develop mechanisms through which the goals of individuals and the organization can be integrated so that the action on the part of an organizational member will lead to the attainment of both his personal goals and the organization's goals or objectives.

Conflict and differences of opinion always exist in a healthy, virile organization. For it is usually from such differences that new and better objectives and methods emerge. Differences are essential to progress; but bitter, unresolved differences can immobilize an organization. The central problem, consequently, becomes not how to reduce or eliminate conflict, but how to deal constructively with it (Likert, 1961, p. 117).
The university administrator is ultimately charged with managing the integration of many different, and at times conflicting, interests (Simon, 1966).

Restructuring and operationalizing goal systems and priorities and getting from perceived goals to "should be" goals, according to Richman and Farmer (1974):

... requires truly effective, creative and often courageous institutional leadership and management. The faculty is not going to do this on its own; nor is any other constituency. Top management must somehow get enough of a consensus among key constituencies and external fund and other resource providers to do this. Much genuine innovation and change is likely to be required, as well as serious and sound planning and control, effective information systems, proper staffing and organizational design, and finally relatively effective and efficient implementation of the desired changes related to the desired goals. Considerable faculty resistance must be overcome, particularly at schools faced with acute financial problems, and where the faculty is preoccupied with protecting their personal interest, jobs, benefits, incomes and rights. (p. 103)

In summary, people join together to form an organization to accomplish some purpose they could not efficiently accomplish alone. However, when two or more individuals join together, at some time differences of opinion are likely to develop which may conflict. Conflict may result in a positive or negative influence on the achievement of the goals for which the group was created.

Administrators, working with other personnel in the organization must find the mesh which will best assure the accomplishment of the goals of the organization.
Community College Goals

This portion of the review of related literature lists the community junior college goals as proposed or reviewed by various writers on this topic. A matrix compiling the goal statements of each of the writers is shown in Appendix B. This pool of goal statements was used in the development of the survey instrument for this study.

Koos (1925), after reviewing and analyzing the literature on the junior college, transmitted what the articles and bulletins designated as the "advantages of," "opportunities of," "values of," "arguments for," etc. into twenty-one distinct "special purposes," of the junior college. Koos grouped these twenty-one special purposes into five groups:

**Group I - Purposes Affecting Especially the Two Years Under Consideration**

1. Offering two years of work acceptable to colleges and universities.

2. The provision of opportunities for rounding out the general education for those who are "not going on."

3. Preparation for occupations, the final training for which would be given during the junior college years, in other words, training for semi-proessions.

4. Popularizing higher education -- lowering the cost of education on this level and bringing it nearer the home of the student.

5. Continuing home influences during immaturity.

6. Attention to the individual student, (a) one aspect of which may be termed the social control of individuals in small groups and (b) the predominant aspect which concerns individual attention during instruction.
7. Offering better opportunities for training in leadership. The idea that the small college with a smaller enrollment than the university, gives all students better opportunity for experiences which constitute "laboratory work" in leadership.

8. Offering better instruction in these school years.


Group II - Purposes Affecting the Organization of the School System (all of which point toward reorganization of the school system by urging the upward extension of the secondary school)

10. Placing in the secondary school all work of secondary school grade.

11. Those who proposed the second purpose of this group complained that the four-year high school covered only a portion of the full period of adolescence, and recommended that in order to adapt the organization to the periods of change in the nature of youth, the secondary school must begin earlier and at the other end, must include two additional school years.

12. The third purpose in this group stresses the historical fact that the extension at the top and that the next "logical" step in its evolution, would be the addition of the freshman and sophomore years of college.

13. Economizing time and expenses by avoiding duplication.

14. Making a place for service performed by smaller and weaker colleges in the system of education.

Group III - Purposes Affecting the University

15. Relieving the university of the work of the freshman and sophomore level.

16. Making possible real university functioning (specialization and research).

17. Those who propose this purpose looked to see an improvement in the preparation of students for university work.
Group IV - Purposes Affecting Instruction in the High School

18. The establishment of the junior college will affect high school instruction favorably.

19. This purpose refers to the better opportunity of serving the interest of the more capable student who arrives at his fourth year in high school with less than four units of credit to earn before graduation. With the junior college work offered in the high school, he could progress without loss of time.

Group V - Purposes Affecting the Local Community

20. Offer courses adapted to local needs such as vocational or social.

21. This purpose anticipated that the establishment of a junior college would affect the level of cultural interests of the local community. (pp. 16-28)

Eells (1931) grouped the functions of the junior college in five categories: the popularizing function; the preparation function; the terminal function; the guidance function; and other functions under which he included the research functions, the instructional function, the cultural function, and the reorganizational function in its relation to the American educational system (pp. 190-350).

Campbell (1930) examined the literature of a wide distribution of educational writers, as well as the catalogs of 343 junior colleges for the school year 1928-29. These catalogs represented all types of junior colleges: 22 state, 116 public, 65 private, and 140 listed as denominational.

Campbell lists thirty statements of purpose found in the literature and five additional goal statements in the catalogs of 343 junior colleges in the United States. These are listed as follows:
1. Preparatory for College or University
2. Provide Individual Attention
3. Economy of Time and Expense
4. Provide Smaller Classes
5. Continue Home Influence
6. Provide Occupational Training
7. Moral and Religious Training
8. Suitable Tryout for College
9. Develop Leadership
10. Further Training of High School Graduates
11. Meet Local Needs
12. Superior Instruction
13. Popularizing Higher Education
14. Offer Completion Education
15. Opportunity for Adults
16. Relieve Universities
17. Opportunity Self-Help
18. For Non-recommended Group
19. Better Vocational Direction
20. Democratization of Higher Education
21. Fewer Social Temptations
22. Keep Local Money at Home
23. Fit School to Adolescence
24. General Statement
25. Complete Secondary Education
26. Affect Culture of Community
27. Exploration and Orientation
28. Better Social Opportunity
29. Make up High School Deficiencies
30. Make Better School Spirit
31. Influence on High School
32. Stimulate Further Study
33. Save Individual Student
34. Value of Graduation in Junior College
35. Function of Small College (p. 16)

Bogue (1950) visualized the functions of the comprehensive community college in the following manner:

By examination of life situations, of identifiable problems that need solution on national, state and local levels, we arrive at conclusions regarding the basic functions of community colleges. They are guidance and counseling for all students and for the people of the community; general education for all students regardless of vocational objectives, technical and other vocational training, and that on a continuing basis, for students who will not advance to upper-division collegiate studies; the further democratization
of higher education by surmounting barriers of geography and family financial difficulties; the popularization of higher education by breaking down family traditions and creating greater personal interest and motivation; adult education and university-parallel studies for those students who should continue formal education. (p. 64)

Medsker (1960) regarded the comprehensive community college as one which:

1. offers a variety of educational programs of an academic and occupational nature, day and evenings, for full-time and part-time students.

2. provides an opportunity for students to make up educational deficiencies.

3. has a liberal admission policy.

4. emphasizes a well-developed guidance program.

5. performs a variety of special services to the community.

6. insists on its rights to dignity on its own merits without attempting to resemble a four-year college. (p. 203)

Ralph R. Fields (1962), in listing characteristics of community colleges, speaks of the institution as being:

1. Democratic: having as a chief characteristic their "accessibility" or "non-selectivity" with regard to admission policies, thus making college work available for those students who otherwise would not have the opportunity. Student costs are low or in some states, free. The institution is accessible geographically and socially to the citizens of the community. It provides educational opportunities at many varied levels of ability and interest for citizens of the community. In addition, the community college aspires to be not only democratic in its purposes, but democratic in its operation in that there is a broad base of involvement of students, faculty, administrators and citizens in policy development, decision-making, and planning (a philosophy of both external and internal democracy).

2. Comprehensive: The community college typically aspires to fulfill such purposes as to prepare certain
students for advanced study; to prepare other for technical and semi-professional occupations appropriate to the area served; to provide functional general education for all students; to improve the community by offering appropriate learning opportunities for adults and by performing various community services.

3. Community centered: The college is responsive to the desires and needs and ambitions of the residents of the region. Programs evolve out of specific community needs, but the college staff must see to it that they evolve also out of traditional conception'of the meaning of higher education. Community resources are utilized and they seek to improve the community through research and planning.

4. Lifelong learning: The college programs embrace the needs of adults, both young and old.

5. Adaptable: As new purposes are undertaken, new programs are developed; as individuals with great differences are served, additional offerings are developed, old programs are modified. Whether the community problem is civic or social, or personal or group, vocational or cultural, if education can help, the community college should be able to assist. (pp. 63-95)

The Carnegie Commission on Higher Education, in its third report entitled The Open Door Colleges: Policies for Community Colleges (1970), reviewed the role of the community college, its purposes and policies for its future development. The Commission made several recommendations pertaining to community colleges. These are listed here as goal statements under eight categories:

1. Open Access: To provide admission to public community colleges of all applicants who are high school graduates or are persons over 18 years of age and are capable of benefiting from continuing education.

2. Preserving the Two-Year Institution: To insist that the comprehensive public community college has a unique and important role to play in higher education and that public two-year colleges should be actively discouraged by state planning and financing policies from converting to four-year colleges.
3. Meaningful Options: (a) To support state plans for the development of two-year institutions of higher education which should provide for comprehensive community colleges, which will offer meaningful options for all college-age students and adults among a variety of educational programs, including transfer education, general education, remedial courses, occupational programs, continuing education for adults, and cultural programs designed to enrich the community environment. (b) To assure that within this general framework there will be opportunities for varying patterns of development. (c) To encourage the provision of particularly strong specialties in selected colleges.

4. Opportunities for Degrees: (a) To award an Associate of Arts or Associate of Applied Science degree to all students who satisfactorily complete a two-year prescribed curriculum. (b) To provide opportunities for students who enter with adequate advanced standing to have the option of earning the Associate degree in less than two years. (c) To confine non-degree credit courses to short-term courses and to training of the skilled craftsman type, for which certificates should be provided and for remedial work.

5. Transfer Programs: (a) Provide programs and develop policies to facilitate the transfer of students from community colleges to public four-year institutions. (b) To assure that whenever public four-year institutions are forced, because of inadequacies of budgets, to reject students who meet their admission requirements, top priority should be given to qualified students transferring from community colleges within the state. (c) To insist there should be no discrimination against students transferring from community colleges in the allocation of student aid.

6. Occupational Programs: (a) To encourage coordinated efforts at the federal, state, and local levels to stimulate the expansion of occupational education in community colleges and to make it responsive to changing manpower requirements. (b) To provide continuing education for adults, as well as occupational education for college age students.

7. Guidance: (a) To provide adequate resources for effective guidance, including not only provision for adequate professional counseling staff but also provision for involvement of the entire faculty in guidance of students enrolled in their courses. (b) To provide for effective
coordination of community college guidance services with those of local high schools and for coordination of both counseling and placement services with those of the public employment offices and other appropriate agencies.

8. Remedial Education: (a) To provide remedial education that is flexible and responsive to the individual student's needs, that such programs be subject to continual study and evaluation, and that community colleges seek the cooperation of other educational institutions in providing for remedial education. (b) To provide an individualized "foundation year" be made available on an optional basis to all interested students.

In 1970 the W. K. Kellogg Foundation made funds available for a nationwide study of the community college now known as Project Focus, the purpose of which was to determine where community colleges were headed, how likely they were to achieve their objectives, and what alternative strategies should be considered. It was hoped that the study would aid those responsible for directing the nation's efforts in achieving the unique goals set for these institutions. In other words, the primary purpose of the study was to determine the extent to which community and junior colleges were actually enrolling a broad cross section of students through such mechanisms as an open-door policy, occupational education programs, career guidance services, college transfer programs, and community outreach efforts.

In 1971 David S. Bushnell of Project Focus administered statements of institutional goals to samples of faculty, students and presidents of 92 public and private two-year colleges. As a result of this study, Bushnell concluded that students, faculty and administrators showed a growing degree of consensus on the goals to be served by a comprehensive community junior college program.
These are briefly summarized as follows:

1. The university parallel program provides a full range of academic offerings paralleling the lower division undergraduate programs of four-year colleges. Such courses should be fully transferable on completion of an Associate of Arts degree and should be equal in every way to college courses at other institutions.

2. The general education program gives enrolled students the opportunity to obtain a broad general education, equivalent to the traditional concept of a liberal education. A graduate should possess the learning skills and study habits which will aid him during his adult years. Basic and intermediate level courses in the arts, humanities, and sciences should be studied, with the intent of developing a full range of intellectual skills.

3. Occupational or career education programs should be provided, offering students the opportunity to develop entry-level job skills which match the employment needs of the larger community. Cooperative education programs, work/study programs, and placement services should acquaint students with the environmental conditions and background requirements if a qualified graduate is to enter and advance in his chosen career field. Part-time and continuing education students should have access to upgrading and retraining opportunities designed to enhance their success as they attempt to climb a career ladder.

4. The open-door philosophy of the community college should ensure that students of widely varying interests, motivations, and ability levels will be served. Most public community colleges limit entrance qualifications to a high school diploma or equivalent, and for the most part require little or no tuition. Developmental or compensatory education programs should be provided for those who need remedial assistance.

5. The lifelong learning and community service function of a community college should clearly be geared to the special requirements and needs of the community. Most community colleges recognize this requirement by providing college-level courses during the evening hours, cooperative programs with industry for career upgrading, special programs for low income groups, and non-credit courses for those wishing to pursue avocational or cultural interests.

6. Cutting across all the previously mentioned goals
should be a continuous program of career counseling. Viewed as an essential part of the comprehensive college program, the counseling and guidance function should serve the student from pre-registration through graduation or beyond. (pp. 72-78)

Bender, Harris and Wattenbarger (1971), realizing that the goals and purposes of community colleges are diverse because the needs of communities are diverse, listed eleven statements they considered as descriptive of most public comprehensive community colleges:

1. Tuition charges are nominal -- in a few states entirely absent.

2. Admission standards are not restrictive. In many states the "open door" policy is in effect -- any high school graduate or any person over the age for attending high school (18) may be admitted to the college. (Admission to specific courses or programs, however, is most often limited to those whose prior preparation would promise some degree of success.)

3. A lower division program of arts and sciences (the transfer or "college parallel" program) is offered for students whose goal is the eventual completion of a baccalaureate degree, and whose demonstrated aptitude is commensurate with college-level work in these fields.

4. A comprehensive program of one-year and two-year curriculums in occupational education is offered. In addition, a wide variety of occupational courses is offered for anyone in the community who wants to enroll either as a full-time or part-time student in the day or evening.

5. Considerable emphasis is placed on general education, both in the college-parallel program, and in the two-year occupational programs.

6. The associate degree is awarded upon completion of both the college-parallel and the occupational education programs, provided general education requirements and credit hour requirements (usually 60 semester hour credits minimum) are met.

7. Guidance and counseling services are provided for all students -- youth and adults, day and evening, full-time and part-time.
8. A program of continuing education and community services is offered. Frequently, this program involves greater numbers of persons in day and evening classes and other part-time activities than are enrolled in the regular day degree and certificate programs.

9. There is generally a commitment to providing opportunity to all who can profit from post high school education and training.

10. The institution relates to the community it serves by development programs and services in response to the needs, opportunities and resources of the area served.

11. The college is accessible to students; i.e., classes and other activities are carried out in locations as near as possible to the population served. (pp. 3-4)

Monroe (1972) discusses objectives and functions on which community college leaders agree as follows:

1. To offer a comprehensive curricula which will serve a wide variety of potential students, young and old, of varying intellectual abilities, and with different educational goals.

2. To adhere to an open-door principle which means that any person who is an adult citizen (over eighteen) is welcome to attend a community college.

3. To assure that admission to the college does not depend on intelligence, grades, religion, race, background or economic circumstances.

4. To provide open-door admissions, however, this does not guarantee that a person will be admitted to any or all of the programs of the college simply because he expresses a desire to enter that course or program.

5. To offer financial aid to worthy students to the fullest extent possible.

6. To assure that tuition charges should be as close to zero as possible.

7. To help the student to succeed.

8. To "reach out" for the low income student. To show them what the college can do for them.
9. To be community oriented -- to meet the needs of the community served.

10. To provide a Transfer Curricula to prepare students to transfer to a four-year institution.

11. To provide citizenship and general education designed to meet the humanistic and citizenship needs which all persons living in a society have in common.

12. To provide occupational training which trains persons for entry into an ever widening number of skilled jobs. Jobs requiring increasingly sophisticated, technical knowledge.

13. To retrain employees for new jobs as old jobs become obsolete.

14. To provide training to upgrade workers on their present jobs and make them ready to transfer to better positions.

15. To provide General Education courses for all students.

16. To provide adult and continuing education programs.

17. To provide Remedial Programs to help remedy certain skill deficiencies which students have when they enter college to prepare them for future college success.

18. To provide guidance and counseling for all students.

19. To perform a salvage function. In addition to giving low level (remedial) students assistance, it guides the non-motivated but intellectually able student.

20. To perform a screening function.

21. To perform goal-finding and cooling-out function, which provides a student more freedom to choose his future vocational career and the time and opportunity to explore different educational programs than does the four-year college or university.

22. To perform a custodial function. It is a means by which people in certain age or class groups are kept somewhat occupied until they can be assimilated by the labor force or retirement.

23. To provide a full co-curricula of student activity program.
Breuder (1974), Director of Special Projects at Brevard Community College, and Consortium Project Officer for Central Florida Community College Consortium, described the results of the field testing of the Institutional Goals Inventory (I.G.I.), developed by Educational Testing Service, during the period December 15, 1973 through February 1, 1974 at Brevard Community College.

The I.G.I. instrument is composed of ninety goal statements and also permits the use of up to twenty additional goal statements prepared by the local college.

The I.G.I. was administered to a sample of a population consisting of trustees (N=5), administrative personnel (N=46), and full-time instructional faculty (N=190). A random sample of 300 Brevard Community College students and 300 Brevard County residents were also included, for a total of 840 participants.

The fifteen goal statements receiving the highest "should be" mean are listed below:

1. To provide students an opportunity for training in specific careers -- accounting, nursing, etc.

2. To provide continuing educational opportunities for local area adults -- on part-time basis.

3. To provide the most effective learning resources.

4. To maintain a climate of mutual trust and respect among students/faculty/administrators.

5. To provide opportunities for students to prepare for specific vocational and technical careers.

6. To help students identify their own personal goals and develop means of achieving them.
7. To insure that students who graduate achieve some level of reading/writing/math competency.

8. To create an environment characterized by high morale and dedication among the staff, faculty, and administration.

9. To provide academic, vocational, avocational and personal counseling services for students.

10. To develop educational programs geared to new and emerging career fields.

11. To assist students in deciding upon a vocational career.

12. To provide retraining opportunities for individuals whose job skills are out of date.

13. To maintain a climate of open/candid communication throughout the organizational structure.

14. To be concerned about the efficiency with which college operations are conducted.

15. To help students develop a sense of self-worth/self-confidence and a capacity for important events.

Mills, McMullen and Rosenquist (1975) administered the I.G.I. to the College Board, the administrators, the instructional faculty, the student personnel workers, the support staff, the curriculum advisory committees, and a random sampling of students of Lord Fairfax Community College in Virginia.

Following are shown the 28 goal statements receiving the highest mean rating and lowest standard deviation.

1. To provide the highest quality teaching in order to give students training in problem solving and critical thinking skills which will aid them in reaching their personal and educational goals and will improve their self concepts.

2. To provide opportunities for students to prepare for specific occupational careers.

3. To create an environment characterized by high morale
and dedication among the staff which is conducive to personal, professional, and institutional growth and development.

4. To develop long-range, intermediate-range, and short-range plans so that the college may develop in an orderly pattern, making the most efficient use of its resources and providing the maximum services to the community.

5. To offer the highest quality general education, transfer, pre-professional, and occupational-technical education which will transmit a portion of man's collected knowledge and prepare the student for effective citizenship and life-time learning.

6. To maintain a climate of mutual trust and respect among students, faculty, and administrators, and in which communication throughout the organizational structure is open and candid, and in which differences of opinion can be aired openly and amicably.

7. To offer the highest quality career programs which provide students with the knowledge and skills required in a specific field.

8. To assist students in deciding upon a vocational career.

9. To allocate funds in accordance with priorities to meet established needs.

10. To develop students' ability to synthesize knowledge from a variety of sources.

11. To develop educational programs geared to new and emerging career fields.

12. To provide retraining opportunities for individuals whose job skills have become out-of-date.

13. To provide the highest quality student personnel services to the student, with the program reflecting the philosophy and objectives of the comprehensive community college.

14. To provide comprehensive evaluation of the academic and non-academic environment, programs, services and costs, as well as institutional policies and procedures.

15. To provide short courses, institutes, seminars, workshops, adult education programs, as well as full-time evening
courses providing a variety of goal-oriented activities for individuals and/or groups who wish to continue their education in either a formal or informal manner on a local and regional basis.

16. To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution.

17. To maximize opportunities to change programs.

18. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis.

19. To hire personnel dedicated to student learning.

20. To help students identify their own personal goals and develop means of achieving them.

21. To be concerned about the efficiency with which college operations are conducted.

22. To regularly provide evidence that the institution is actually achieving its stated goals.

23. To foster adequate pre-service and implement a training program for in-service administrative, teaching faculty, and staff development.

24. To maintain or work to achieve a reputable standing for the institution with the academic world (or in relation to similar colleges).

25. To provide the most effective learning resources (library, audio-visual, television) in order to insure that the college achieves its various educational goals.

26. To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers.

27. To create a climate in which students and faculty may easily come together for informal discussion of ideas and mutual interests.

28. To create a climate in which systematic evaluation of college programs is accepted as an institutional way of life.
Williams and Snyder (1974) conducted a national survey of follow-up studies of former occupational-technical students at community colleges. To determine whether the community college follow-up studies were designed to measure attainment of educational goals, Williams and Snyder constructed an educational goals inventory instrument of 44 goal statements. The 44 goal statements were derived from community college catalogs, the literature of post-secondary education, and ideas of the project staff and consultants. The goal statements are arranged in six categories, as follows:

1. To Benefit the Service Area Generally, by Providing Increased Educational Opportunities, Contributing to Manpower Development and Stimulating Financial Growth.

   To provide an opportunity for post-secondary education for all those who can profit from such education, with special emphasis on persons who might not meet traditional selective entrance requirements.

   To provide instruction at a time and place which makes it possible for students to attend.

   To provide instruction at a cost to students which is modest enough to present no barrier to enrollment.

   To meet local manpower needs in government, business, agriculture, industry and service organizations.

   To promote the economic development of the service area.

2. To Recognize Differences in Meeting the Needs of the Community.

   To meet individual student educational interests.
To meet the re-training needs of workers whose skills have become obsolete or whose career field is declining in importance.

To meet the need for upgraded skills among workers whose training is not adequate to allow them to advance in their careers.

To meet training needs of students who must acquire career-entry skills.

To provide equal opportunity for racial and ethnic minority group persons who are members of the service area.

To provide special opportunities for physically handicapped persons in order to help them become productive citizens.

To improve learning skills of persons who have not benefited adequately from preparatory education.

To provide special services for members of the community who face a variety of enrollment barriers. For example, campus nurseries for mothers and student financial aid for students with financial need.

3. To Help Students Understand Themselves in Relation to Possible Educational and Career Alternatives so That They Can Make Appropriate Decisions.

To help students understand their abilities.

To help students understand their aptitudes.

To help students understand their interests.

To carefully screen and advise students in such a way that program suitability will insure program completion on schedule by substantial numbers of students.

To insure that as many students as possible who withdraw from the college will be those who do so for positive rather than negative reasons.

To help students understand their future needs and expectations.
To help students become aware of a broad range of career opportunities.

To help students become familiar with working conditions of a range of career opportunities. For example, hours, wages, vacations, etc.

To make students aware of the impact of social and technological change on occupations.

4. To Provide Students With Employment Skills and Attitudes Which Will Enable Them to Obtain Employment, to Perform Their Assignments Properly, and to Advance With Experience.

To provide students with the manipulative skills and technical knowledge necessary to perform their assignments.

To provide students with the training needed to advance in their careers with experience.

To develop effective student work habits.

To develop positive student attitudes toward work.

To develop effective student human relations skills.

To enable students to successfully complete their career certification or licensing examinations, if required.

To enable students to gain entry into their appropriate career-related association, society or union.

To provide students with job-seeking skills.

To provide students with a knowledge of job safety practices.

To provide students with those general education competencies which are most closely related to employment success.
5. To Make Possible a More Rewarding Life for the Students in Its Community.

To provide opportunities for student satisfaction during his period of training.

To provide an opportunity for socio-economic mobility.

To provide students with an opportunity to obtain skills which will result in a reliable and adequate income.

To provide students with an opportunity to choose and obtain employment from which they can derive occupational satisfaction.

To help students develop skill in the use of leisure time.

To help students develop social skills and meet new friends.

To help students develop the capacity to cope with disturbing situations such as personal failure or economic problems.

To help students become knowledgeable consumers and skillful money managers.

6. To Assist Students in Becoming Self-Sufficient, Responsible Citizens.

To develop students' leadership skills.

To develop a knowledge of and a respect for democratic principles.

To develop student respect for a just, yet orderly society.

To develop in students a sense of civic pride and community involvement.
Summary

In this chapter the investigator has presented a brief summary of the stages of community college development, the related concepts, a section on goal congruence and conflict, and listings of community college goals found in selected literature and research. These concepts and goal statements were used in the development of the survey instrument for this study.

Observation of the matrix (Appendix B) developed from the review of goal statements included, indicated that nine broad goal areas have received continuous mention in the literature and previous research. In broad terms they are the provision of transfer or university parallel programs; occupational-technical and pre-professional programs; citizenship or general education; guidance and counseling; continuing or adult education; open admission; upgrading or retraining opportunities; remedial or developmental programs; and the permeating idea of flexibility to meet the needs of the local community.
Chapter III

DESIGN AND METHOD OF RESEARCH

The purpose of this study was to determine if differences existed in the perceptions of administrators, full-time faculty members and student personnel workers between three separate community colleges and three other community colleges administratively organized as components of four-year institutions in West Virginia, and among staff groups of the two types of institutions as to the extent the generally accepted community college goals "should be" and "were" emphasized.

The study sought to answer two major research questions from which two hypotheses were developed to guide the collection and analyses of the data. These research questions were:

1. Do differences exist between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals (a) should be emphasized and (b) are emphasized in their institutions?

2. Are there differences in perceptions among administrators, full-time faculty members and student personnel workers (a) in four-year institutions or (b) in two-year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent these goals are emphasized?
To answer these two major research questions, the following two hypotheses were tested:

**Hypothesis Number One.** There was no statistically significant difference between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals (a) should be emphasized or (b) were emphasized.

**Hypothesis Number Two.** There was no statistically significant difference in perceptions among administrators, full-time faculty members and student personnel workers (a) in four-year institutions or (b) in two year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent these goals were emphasized.

The survey method using a questionnaire was selected to determine how the respondents felt toward the perceived ("as practiced") and preferred ("as should be") goals for the respective institutions included in this study.

Babbie (1975) makes the following statements regarding the survey method:

Survey research is probably the best method available to the social scientist interested in collecting original data for purposes of describing a population too large to observe directly (p. 259).

Survey research, a popular social research method, is the administration of questionnaires to a sample of respondents selected from some population (p. 278).

Van Dalen (1966) in describing survey studies states:

They collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving them (p. 207).
Kerlinger (1973) states:

Survey research studies large and small populations (of universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelations of sociological and psychological variables (p. 410).

DESCRIPTION OF THE POPULATION

The population in this study consisted of six groups:

1. The professional administrators, excluding student personnel workers, of three separate community colleges in West Virginia (Parkersburg, West Virginia Northern and Southern West Virginia).

2. The professional administrators, excluding student personnel workers, of three four-year institutions of higher education in West Virginia having community colleges organized as components of the college or university (Fairmont State College, Shepherd College and Marshall University).

3. All full-time instructional faculty of the separate community colleges included in the study.

4. All full-time instructional faculty of the four-year institutions included in the study.

5. Professional student personnel workers of the three separate community colleges. These included such personnel as Vice Presidents and/or Deans of Student Services, Registrars, Directors of Student Development Centers, Directors of Student Activities, Counselors, and other related professional student workers.
6. Professional student personnel workers of the four-year institutions included in this study. This included persons holding similar positions as those listed in number five.

The above described population was selected as it was the opinion of the researcher that the individuals making up the population were in positions to influence significantly the accomplishments of institutional goals.

INSTRUMENTATION

A pool of community college goals was developed from a review of related literature to include the findings of and instruments used in previous community college goals studies. Chapter II contains a complete listing of these goal statements by author or investigator. A matrix (Appendix B) was developed from the review of goal statements included in Chapter II. Observation of the matrix indicated that nine broad areas had received continuous mention in the literature and previous research. In broad terms they were the provision of transfer or university parallel programs; occupational-technical and pre-professional programs; citizenship or general education; guidance and counseling; continuing or adult education; open admission; upgrading or retraining opportunities; remedial or developmental programs; and the permeating idea of responsiveness to meet the needs of the local community.

The investigator selected from the pool twenty-three community college goal statements which appeared to be representative of the
nine areas previously identified for inclusion in questionnaire used in this study. (See Appendix C.)

First, each participant was asked to identify his college and status (administrator, full-time faculty, student personnel worker).

Section two of the questionnaire, in addition to the twenty-three items identified in the literature as generally accepted community college related goal statements, included four items identified in the literature as being related primarily to four-year institutions (3, 4, 18, and 21). The scoring on items three, four, eighteen and twenty-one was reversed from the original scoring to make the response correspond with the other statements in the questionnaire, which were in the direction of the two-year institution. In considering these statements, it will be necessary, therefore, for the reader to rephrase the statement with the negative "not" included. For example, item number four should be considered as reading, "The primary purpose of this institution is not just to prepare students in programs leading to the baccalaureate degree." When the reversion is considered, all four statements become oriented toward the two-year community college philosophy.

Each respondent was asked to rate each of the twenty-seven items on a four-point "importance" scale, with each item rated in terms of both (1) the perceptions of the existing goal structure and (2) what the institution's goals ought to be (i.e., they gave "as practiced" and "as should be" responses). The rankings of both "as practiced" and "as should be" responses were: of no importance, of
low importance, of high importance, of extremely high importance. A middle or undecided response was not included in the scale to reduce the problem of response set in the middle of the scale. The deletion of a neutral response also has the advantage of forcing the respondent to reflect an opinion rather than avoiding a decision. Items twenty, twenty-nine and thirty through thirty-five were included in the questionnaire to provide additional information to be used by appropriate educational administrators in West Virginia but were not included in this study.

The questionnaire was designed in such a way that it could be marked and returned with a minimum of effort on the part of the respondents.

To add support to the face validity of the goal-related statements included, a preliminary questionnaire was submitted to five community college educators who were members of the graduate faculty of the College of Education of Virginia Polytechnic Institute and State University who were asked to comment on organization, clarity and content. Appropriate revisions were made to the questionnaire. The questionnaire was then submitted for comment to a graduate class on research methodology and design at Virginia Polytechnic Institute and State University. The questionnaire was also submitted to six selected members of the faculty and administrative staff of a public community college in Virginia for their comment. The instrument was again revised in accordance with suggestions of these groups. Efforts were made to eliminate duplications and unclear or ambiguous statements in the questionnaire.
DATA COLLECTION

On February 23, 1976, a letter from the Chancellor of the West Virginia Board of Regents sanctioning the study and urging participation was sent to the presidents of each of the participating institutions. (See Appendix D.)

During the period between February 23, 1976, and March 1, 1976, the investigator obtained listings of incumbent full-time administrators, faculty members and student personnel workers from the participating institutions. The investigator was also able to obtain a volunteer who would serve as the investigator's representative on campus for the purpose of distributing and collecting the questionnaires.

During the period between March 5, 1976, and March 15, 1976, a questionnaire packet was distributed to each full-time administrator, faculty member and student personnel worker of the six institutions included in the study. The packet consisted of: a 9 x 12 manila envelope addressed to the participant; a letter from the investigator and the study supervisor explaining the purpose of the study and requesting participation in the study; a copy of a letter from the president of the respective institution endorsing the study and urging participation (See Appendix E); a copy of the questionnaire; and an envelope addressed to the investigator's representative on campus.

Although the questionnaire provided space for the respondent to indicate the appropriate group to which he belonged (administrator, faculty member or student personnel worker) and a place for the name
(optional) to facilitate and insure maximum returns, a three digit number was used to identify each questionnaire. Each participant was assigned a numbered questionnaire.

Respondents were asked to place the completed questionnaire in the return addressed envelope provided, seal it and forward it through the respective college campus mail system, to the investigator's representative on campus.

Two weeks later the participants, by memorandum through the normal college information system, were reminded to send in their completed questionnaires.

During the fourth week after sending out the first questionnaire, a second questionnaire and a return stamped envelope was sent to those who had not responded to the first one, along with a personal letter from the investigator explaining the importance of their opinions. Responses received after June 9, 1976 were not included in the data.

DISTRIBUTION OF RESPONDENTS

A total of 917 questionnaires was distributed, 697 to four-year institutions and 220 to two-year institutions. Of these, 574 useable responses were returned; 413 from four-year institutions and 161 from two-year institutions. The percentage return rate for four-year institutions was 61.69 and for two-year institutions, 73.18, or a total percentage return rate of 62.60. The highest percentage of responses for both two-year and four-year institutions was from
administrators and student personnel workers. The return rate from
two-year institutions for each subgroup was higher than those from
 corresponding subgroups of four-year institutions. The percentage
response rate for the subgroups (total) was: administrators, 86.36;
full-time faculty, 56.87; and student personnel workers, 88.37.

In addition, approximately 25 responses, primarily from
Marshall University, were received in the form of notes on the
questionnaire, or personal notes indicating that the participant
was a newcomer to the institution, was not involved in and familiar
with the total institutional activities, or was not knowledgeable
about the subject of a community college on campus, and therefore,
could not give an honest or meaningful response. In the opinion of
the investigator, twenty-three did not respond to enough items on the
questionnaire to be included in the data.

Tables I and II show the distribution of respondents according
to type of institution and subgroups and the total response rate,
and Table III shows the distribution of responses by college and
response group.

**TREATMENT OF THE DATA**

A principal components factor analysis with orthogonal
varimax rotation and oblique varimax rotation using Dixon's Bio-
medical BMD08M computer program (1973) was performed on the twenty-
seven goal statements of the questionnaire. Items twenty and twenty-
nine and thirty through thirty-five were included in the questionnaire
TABLE I

DISTRIBUTION OF RESPONSES
BY RESPONDENT GROUPS

<table>
<thead>
<tr>
<th>RESPONDENT GROUP</th>
<th>NUMBER OF QUESTIONNAIRES</th>
<th>Sent</th>
<th>Returned</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td></td>
<td>132</td>
<td>114</td>
<td>86.36</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td></td>
<td>742</td>
<td>422</td>
<td>56.87</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td></td>
<td>43</td>
<td>38</td>
<td>88.37</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>917</td>
<td>574</td>
<td>62.60</td>
</tr>
</tbody>
</table>
### TABLE II

**DISTRIBUTION OF RESPONSES BY RESPONDENT GROUP**

**TWO-YEAR AND FOUR-YEAR INSTITUTIONS**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>NUMBER OF QUESTIONNAIRES</th>
<th>Sent</th>
<th>Returned</th>
<th>Percent Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year Colleges (Total)</td>
<td></td>
<td>220</td>
<td>161</td>
<td>73.18</td>
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<tr>
<td>Administrators</td>
<td></td>
<td>49</td>
<td>44</td>
<td>89.79</td>
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<tr>
<td>Full-time Faculty</td>
<td></td>
<td>155</td>
<td>102</td>
<td>65.80</td>
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<tr>
<td>Student Personnel Workers</td>
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<td>16</td>
<td>15</td>
<td>93.75</td>
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<td>4-Year Colleges (Total)</td>
<td></td>
<td>697</td>
<td>413</td>
<td>61.69</td>
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<tr>
<td>Administrators</td>
<td></td>
<td>83</td>
<td>70</td>
<td>86.74</td>
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<tr>
<td>Full-time Faculty</td>
<td></td>
<td>587</td>
<td>320</td>
<td>57.07</td>
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<td>Student Personnel Workers</td>
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<td>27</td>
<td>23</td>
<td>85.18</td>
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<td>GRAND TOTAL</td>
<td></td>
<td>917</td>
<td>574</td>
<td>62.59</td>
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<tr>
<td>INSTITUTION</td>
<td>REFERENCE GROUP</td>
<td>NUMBER OF QUESTIONNAIRES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sent</td>
<td>Returned</td>
<td>Percent Returned</td>
</tr>
<tr>
<td>Fairmont</td>
<td>Administrators</td>
<td>25</td>
<td>24</td>
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<tr>
<td>State</td>
<td>Full-time Faculty</td>
<td>152</td>
<td>105</td>
<td>69.08</td>
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<td>College</td>
<td>Student Personnel Workers</td>
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<td>7</td>
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<tr>
<td>Total</td>
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<td>73.51</td>
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<tr>
<td>Shepherd</td>
<td>Administrators</td>
<td>21</td>
<td>16</td>
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<td>College</td>
<td>Full-time Faculty</td>
<td>90</td>
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<td></td>
<td>Student Personnel Workers</td>
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<td>9</td>
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<tr>
<td>Total</td>
<td></td>
<td>121</td>
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<td>Marshall</td>
<td>Administrators</td>
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<td>University</td>
<td>Full-time Faculty</td>
<td>345</td>
<td>166</td>
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<td>Student Personnel Workers</td>
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<td>7</td>
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<tr>
<td>Total</td>
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<td>391</td>
<td>203</td>
<td>51.92</td>
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<td>Total for Four-Year Institutions</td>
<td></td>
<td>697</td>
<td>413</td>
<td>59.25</td>
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<td>INSTITUTION</td>
<td>REFERENCE GROUP</td>
<td>NUMBER OF QUESTIONNAIRES</td>
<td>Sent</td>
<td>Returned</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
<td>------</td>
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</tr>
<tr>
<td>West Va. Northern Community College</td>
<td>Administrators</td>
<td>18</td>
<td>18</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>Full-time Faculty</td>
<td>50</td>
<td>30</td>
<td>60.00</td>
</tr>
<tr>
<td></td>
<td>Student Personnel Workers</td>
<td>5</td>
<td>4</td>
<td>80.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>73</td>
<td>52</td>
<td>71.23</td>
</tr>
<tr>
<td>Southern West Va. Community College</td>
<td>Administrators</td>
<td>16</td>
<td>14</td>
<td>87.50</td>
</tr>
<tr>
<td></td>
<td>Full-time Faculty</td>
<td>35</td>
<td>28</td>
<td>80.00</td>
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<td></td>
<td>Student Personnel Workers</td>
<td>5</td>
<td>5</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>56</td>
<td>47</td>
<td>83.92</td>
</tr>
<tr>
<td>Parkersburg Community College</td>
<td>Administrators</td>
<td>15</td>
<td>12</td>
<td>80.00</td>
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<tr>
<td></td>
<td>Full-time Faculty</td>
<td>70</td>
<td>44</td>
<td>62.86</td>
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<tr>
<td></td>
<td>Student Personnel Workers</td>
<td>6</td>
<td>6</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>91</td>
<td>62</td>
<td>68.13</td>
</tr>
<tr>
<td></td>
<td>Total for Separate</td>
<td>220</td>
<td>161</td>
<td>73.18</td>
</tr>
<tr>
<td></td>
<td>Community Colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GRAND TOTAL - All Colleges</td>
<td>917</td>
<td>574</td>
<td>62.59</td>
</tr>
</tbody>
</table>
to provide appropriate administrative personnel of West Virginia
with desired information but were not considered a part of this
study.

Factor analysis is a multivariate statistical method which
is used in determining the number and nature of the underlying
variables among larger numbers of measures by the analysis of tables,
or matrices of correlation coefficients (Ferguson, 1971; Kerlinger,
1973). It also has been called a method of extracting common factor
variances from sets of measures (Kerlinger, 1973).

The method of factor analysis reduces the multiplicity of
original sets of variables to a smaller number of variables called
factors which are amenable to interpretation (Ferguson, 1971;
Kerlinger, 1973). It indicates which measures or test items belong
together; which ones measure virtually the same thing and how much
they do so (Kerlinger, 1973).

One of the final outcomes of a factor analysis is called a
factor matrix, a table of coefficients that express the relationships
between the items, tests or measures and the underlying factors.
The entries in the table are called factor loadings. Factor loadings
express the correlations between the items, tests or measures and
the factors (Kerlinger, 1973). The purpose of factor analysis,
therefore, is to discover and satisfactorily describe, the structural
properties of the matrix of correlations (Ferguson, 1971).

A multivariate analysis of variance (MANOVA) using a computer
program distributed by Clyde Computing Services (1969) using Wilks'

lambda criteria was performed on the linear combination of the mean scores to determine if any significant differences existed between four-year and two-year institutions on the linear combination of the means for the five goal areas for "as practiced" and "as should be" responses.

When the MANOVA indicated a probability of statistically significant difference (P < .05), simultaneous confidence intervals were calculated on the means for "as practiced" and "as should be" responses of respondents by type of institution to determine which of the goal areas identified by the principal components analyses, contributed to the significant difference of the perceptions of respondents by type of institution.

Visual comparison of the means of the responses were made to determine which type of institution or respondent group rated the concept of the specific goal area highest for "as practiced" and "as should be" responses.

A multivariate analysis of variance (MANOVA) using the Biomedical BMDllV computer program was performed to compare the "as practiced" and "as should be" responses for the five goal areas to ascertain if there were significant differences among respondent groups of four-year institutions, among respondent groups of two-year institutions, within respondent groups of the four-year and two-year institutions and between four-year and two-year institutions.
Visual comparisons of the means and the questionnaire scales were made to determine the level of importance (by type of institution and by respondent group) respondents perceived the particular goal area to be emphasized or should be emphasized.
Chapter IV

TREATMENT AND ANALYSIS OF THE DATA

The foci of this chapter are concerned with the various analyses of the data. Means and standard deviations were computed for "as practiced" and "as should be" responses for the twenty-seven goal statements included in the survey instrument. A principal components factor analysis was performed on twenty-seven means of the goal statements. Multivariate analyses of variance (MANOVA) were performed on the linear combination of the five factors identified by the principal components analyses (Morrison, 1967). Simultaneous confidence intervals (Morrison, 1967) were calculated on the means of responses of respondents by type of institution when the MANOVA indicated a probability of significant difference to determine which goal areas contributed to the significant difference between four-year and two-year institutions.

A multivariate analysis of variance (MANOVA), using the Biomedical BMD11V computer program, was performed to compare the "as practiced" and "as should be" responses for the five goal areas to ascertain if there were significant differences among respondent groups of four-year institutions, among respondent groups of two-year institutions, and within each professional group of the four-year and two-year institutions.

Comparison of the sub-group means and the questionnaire rating scale values were made to determine the level of importance given or should be given the five goal areas.
Means and standard deviations were calculated for each of the twenty-seven items for both "as practiced" and "as should be" responses by the three subgroups (administrators, full-time faculty and student personnel workers), and on combined data by type of institution (two-year or four-year). The response scale of the questionnaire ranged from one to four as shown below:

1 - of no importance
2 - of low importance
3 - of high importance
4 - of extremely high importance

FACTOR ANALYSES OF DATA FOR THE TWENTY-SEVEN GOAL STATEMENTS IN THE SURVEY INSTRUMENT

A principal components factor analysis with orthogonal varimax rotation, using Dixon's Biomedical BMD08M computer program (1973) was performed on the twenty-seven items in the questionnaire.

The rotated loadings for six, five and four factors were studied. It was concluded that four factors best described the twenty-seven items under scrutiny. The loadings of the twenty-seven items on four factors are summarized in Table IV. The investigator noted, however, that two items (15 and 24) which loaded on Factor II did not appear to belong with the other items and therefore, were treated as a separate factor in subsequent analysis and designated as Goal Area III. Factors one, two, three and four were designated as Goal Areas I, II, IV and V respectively.
**TABLE IV**

**MATRIX OF ROTATED FACTOR LOADINGS**

**FOUR FACTORS**

<table>
<thead>
<tr>
<th>Variable (Item)</th>
<th>Factors 1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>0.07923</td>
</tr>
<tr>
<td>2</td>
<td>0.09440</td>
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<tr>
<td>3</td>
<td>0.11485</td>
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<td>6</td>
<td>0.10489</td>
</tr>
<tr>
<td>7</td>
<td>0.24537</td>
</tr>
<tr>
<td>8</td>
<td>0.22001</td>
</tr>
<tr>
<td>9</td>
<td>0.33861</td>
</tr>
<tr>
<td>10</td>
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</tr>
<tr>
<td>11</td>
<td>0.05035</td>
</tr>
<tr>
<td>12</td>
<td>0.20127</td>
</tr>
<tr>
<td>13</td>
<td>0.38045</td>
</tr>
<tr>
<td>14</td>
<td>0.37364</td>
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<tr>
<td>15</td>
<td>0.26961</td>
</tr>
<tr>
<td>16</td>
<td>0.57669</td>
</tr>
<tr>
<td>17</td>
<td>0.41595</td>
</tr>
<tr>
<td>18</td>
<td>0.03062</td>
</tr>
<tr>
<td>19</td>
<td>0.29389</td>
</tr>
<tr>
<td>20</td>
<td>0.14353</td>
</tr>
<tr>
<td>21</td>
<td>0.64447</td>
</tr>
<tr>
<td>22</td>
<td>0.47531</td>
</tr>
<tr>
<td>23</td>
<td>0.18047</td>
</tr>
<tr>
<td>24</td>
<td>0.59173</td>
</tr>
<tr>
<td>25</td>
<td>0.61593</td>
</tr>
<tr>
<td>26</td>
<td>0.47249</td>
</tr>
<tr>
<td>27</td>
<td>0.59293</td>
</tr>
</tbody>
</table>
The titles or names assigned the five factors (Goal Areas) used in the analysis of the data were subjective and somewhat arbitrary, but were intended to be descriptive of the individual goal statements which loaded on the factor.

Prior to performing the principal components factor analysis on the data, the investigator had grouped, on a rational basis, the twenty-seven items on the questionnaire into nine community college goal areas which corresponded generally with the goal areas identified in the literature (Chapter II) for community colleges. The goal areas identified by the investigator and the item numbers associated with the goal and the goal area identified by the principal components factor analysis, are compared in Table V.

**FACTOR DESCRIPTIONS**

The five factors (goal areas) and the goal-related statements included in each factor as numbered in the questionnaire, are described below.

**Factor I - Occupational-Technical Education Orientation**

The goal-related statements under Factor I seemed to focus on the occupational-technical education. Item sixteen is related to the awarding of both the Associate of Arts and the Associate of Applied Science. Items seventeen, twenty-two and twenty-six deal specifically with the preparation of students for skilled jobs. Item twenty-five deals with the priority of occupational training in the institution as compared to other college parallel programs.
## TABLE V

**COMPARISON OF "A PRIORI" AND "PRINCIPAL COMPONENTS" FACTOR DESIGNATIONS**

<table>
<thead>
<tr>
<th>A Priori Factor Designation</th>
<th>Items</th>
<th>Principal Components Factor Designation</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Occupational-Technical Education</td>
<td>10, 17, 22, 25, 26</td>
<td>Factor I (Occupational-Technical Education Orientation)</td>
<td>16, 17, 22, 25, 26</td>
</tr>
<tr>
<td>2 - Two-Year Orientation</td>
<td>4, 18, 19, 21</td>
<td>Factor II (Two-Year Institution Orientation)</td>
<td>4, 18, 19, 21</td>
</tr>
<tr>
<td>3 - Guidance and Counseling</td>
<td>15, 24</td>
<td>Factor III (Guidance and Counseling Orientation)</td>
<td>15, 24</td>
</tr>
<tr>
<td>4 - Open Admissions</td>
<td>1, 2, 3</td>
<td>Factor IV (Open Admissions Orientation)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>5 - Comprehensiveness</td>
<td>6, 12, 16, 28</td>
<td>Factor V (General Education-Community Education Orientation)</td>
<td>4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 23, 27, 28</td>
</tr>
<tr>
<td>6 - Continuing Education</td>
<td>7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 - Remediation</td>
<td>4, 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 - Accessibility</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 - Community Needs</td>
<td>9, 14, 23, 27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Item No.** | **Goal Statement**
--- | ---
16 | This institution awards an Associate of Arts, Associate of Science or Associate of Applied Science degree to all students who satisfactorily complete a two-year prescribed curriculum.
17 | This institution provides retraining opportunities for individuals whose job skills have become out of date.
22 | This institution trains skilled manpower for local area business, industry and government.
25 | Occupational-technical programs have equal priority with liberal arts or other "college parallel" programs in this institution.
26 | The primary goal of this institution is to serve the educational and job training needs of the local community.

**Factor II - Two-Year Institution Orientation**

Factor II deals with the two-year college orientation of the institutions included in the study. The scoring on items four, eighteen and twenty-one was reversed from the original scoring to make the response correspond with the other statements in the questionnaire, which were in the direction of the two-year institution. In considering these statements, it will be necessary, therefore, for the reader to rephrase the statement with the negative "not" included. For example, item number four should be considered as reading, "The primary purpose of this institution is not just to prepare students in programs leading to the baccalaureate degree." When the reversion is considered, all three statements become oriented toward the two-year
community college philosophy. Item four emphasized the goal of providing college parallel, occupational-technical and other programs normally associated with community colleges. Items eighteen, nineteen and twenty-one emphasize the importance of the teaching function as opposed to pure research and publication.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The primary purpose of this institution is to prepare students in programs leading to the baccalaureate degree.</td>
</tr>
<tr>
<td>18</td>
<td>This institution serves as a center for the dissemination of new ideas in science, literature, the arts and politics that will change the society.</td>
</tr>
<tr>
<td>19</td>
<td>This institution emphasizes the highest quality teaching and little emphasis is placed on pure research and publication.</td>
</tr>
<tr>
<td>21</td>
<td>A major goal of this institution is to contribute to the general advancement of knowledge through research.</td>
</tr>
</tbody>
</table>

Factor III - Guidance and Counseling Orientation

Factor III emphasizes the guidance and counseling function of the institution.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>This institution performs a goal-finding and cooling-out function, which provides a student freedom and time to choose his future occupational career and time and opportunity to explore different educational programs.</td>
</tr>
<tr>
<td>24</td>
<td>A guidance and counseling program which will help each student find his or her efficient level of instruction, as well as realistic goals, is a top priority in this institution.</td>
</tr>
</tbody>
</table>
Factor IV - Open Admissions Orientation

Factor IV deals with the non-selective admission policies of the institution. The scoring for item three was reversed to make the response in favor of the two-year institution correspond to the other statements in the questionnaire. For analysis, item three should be considered as follows: This institution admits applicants who graduate from high school regardless of their class standing.

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A chief characteristic of this institution is &quot;accessibility&quot; or non-selectivity with regard to admission policies.</td>
</tr>
<tr>
<td>2</td>
<td>This institution gives equal priority for admission to the under-prepared and the academically qualified applicant.</td>
</tr>
<tr>
<td>3</td>
<td>This institution only admits applicants who graduate from high school in the upper twenty-five percent (25%) of their class.</td>
</tr>
</tbody>
</table>

Factor V - General Education - Community Education Orientation

Factor V deals with the comprehensiveness of the institution, general education, continuing education and community services, accessibility and remediation, all of which contribute to meeting the needs of the community. Items six, ten, twelve and twenty-eight refer primarily to general education and comprehensiveness of the institution; however, these items overlap all other statements included in this factor. Item five and eleven deal specifically with remedial programs. Items seven, eight, nine, thirteen, fourteen, twenty-three and
twenty-seven deal with meeting the needs of the community (accessibility, community education and community services).

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>This institution has as one of its principal functions the remediation of the marginally prepared student.</td>
</tr>
<tr>
<td>6</td>
<td>To implement the open admission policy, this institution provides educational opportunities at varied levels of ability and interest for citizens of the community.</td>
</tr>
<tr>
<td>7</td>
<td>Continuing/adult education is a primary function of this institution.</td>
</tr>
<tr>
<td>8</td>
<td>This institution provides non-credit courses for those wishing to pursue avocational or cultural interests.</td>
</tr>
<tr>
<td>9</td>
<td>This institution develops programs and services in response to community needs.</td>
</tr>
<tr>
<td>10</td>
<td>This institution provides one and two-year programs in occupational, technical and semi-professional fields leading to careers after graduation.</td>
</tr>
<tr>
<td>11</td>
<td>This institution performs a &quot;salvage&quot; function, which in addition to giving low-level (remedial) students assistance, guides the non-motivated but intellectually able students.</td>
</tr>
<tr>
<td>12</td>
<td>This institution provides a comprehensive curriculum including courses in liberal arts, sciences, occupational fields, adult and continuing education, general education, remedial education and pre-professional education.</td>
</tr>
<tr>
<td>13</td>
<td>This institution makes the college accessible to students, i.e., classes and other activities are carried out in off-campus locations as near as possible to the population served.</td>
</tr>
</tbody>
</table>
This institution identifies, surveys, and studies the community to determine community needs which can be served by the college.

This institution involves local citizens in planning college programs that will affect the local community.

This institution provides community college programs and activities for the local community.

This institution offers comprehensive community college (one and two-year) programs.

The means for responses to each of the five goal areas identified by the type of institution (four-year and two-year) and by respondent group (administrator, full-time faculty member and student personnel worker) were calculated separately for "as practiced" and "as should be" responses (Tables VI, VII and VIII).

Multivariate analysis of variance (MANOVA) were then performed on the means to determine if significant differences existed (P < .05) on the linear combination of the means for the five goal areas for "as practiced" and "as should be" responses by type of institution.

Univariate tests of significance were performed to determine if significant difference existed on each of the goal areas.

Since the investigator was interested not only in the differences between responses of respondents of the two types of institutions, but also the goal areas contributing to these differences, simultaneous confidence intervals were computed when the MANOVA
### TABLE VI

MEANS AND STANDARD DEVIATIONS OF FIVE GOAL-RELATED AREAS FOR "AS PRACTICED" AND "AS SHOULD BE" RESPONSES BY TYPE OF INSTITUTION

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;AS PRACTICED&quot; RESPONSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>M</td>
<td>12.354</td>
<td>9.322</td>
<td>4.603</td>
<td>9.564</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.686</td>
<td>1.775</td>
<td>1.255</td>
<td>2.090</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>M</td>
<td>14.708</td>
<td>10.708</td>
<td>4.335</td>
<td>10.640</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.484</td>
<td>1.873</td>
<td>1.284</td>
<td>1.559</td>
</tr>
<tr>
<td><strong>&quot;AS SHOULD BE&quot; RESPONSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>3.066</td>
<td>1.775</td>
<td>1.227</td>
<td>2.211</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>M</td>
<td>16.099</td>
<td>10.708</td>
<td>6.814</td>
<td>9.764</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.062</td>
<td>1.873</td>
<td>1.008</td>
<td>1.798</td>
</tr>
</tbody>
</table>

**M** = Mean  
**SD** = Standard deviation
<table>
<thead>
<tr>
<th></th>
<th>VARIABLE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUR-YEAR INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>M</td>
<td>12.914</td>
<td>10.114</td>
<td>4.786</td>
<td>9.600</td>
<td>35.800</td>
</tr>
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<td></td>
<td>SD</td>
<td>2.620</td>
<td>1.838</td>
<td>1.444</td>
<td>2.053</td>
<td>6.187</td>
</tr>
<tr>
<td>Full-Time Faculty Members</td>
<td>M</td>
<td>12.244</td>
<td>9.147</td>
<td>4.588</td>
<td>9.522</td>
<td>33.519</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.675</td>
<td>1.726</td>
<td>1.221</td>
<td>2.127</td>
<td>5.727</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td>M</td>
<td>12.174</td>
<td>9.348</td>
<td>4.261</td>
<td>10.043</td>
<td>32.391</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.933</td>
<td>1.668</td>
<td>1.054</td>
<td>1.637</td>
<td>6.013</td>
</tr>
<tr>
<td><strong>TWO-YEAR INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SD</td>
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<td>2.182</td>
<td>0.927</td>
<td>1.573</td>
<td>4.706</td>
</tr>
<tr>
<td>Full-Time Faculty Members</td>
<td>M</td>
<td>14.392</td>
<td>10.431</td>
<td>4.265</td>
<td>10.676</td>
<td>38.039</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.502</td>
<td>1.662</td>
<td>1.441</td>
<td>1.593</td>
<td>5.844</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td>M</td>
<td>14.467</td>
<td>10.533</td>
<td>4.400</td>
<td>11.133</td>
<td>36.800</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>3.583</td>
<td>1.846</td>
<td>1.056</td>
<td>1.187</td>
<td>8.351</td>
</tr>
</tbody>
</table>

M = Mean  
SD = Standard deviation
<table>
<thead>
<tr>
<th></th>
<th>VARIABLE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
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<tr>
<td>FOUR-YEAR INSTITUTIONS</td>
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<td></td>
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<tr>
<td></td>
<td>SD</td>
<td>3.046</td>
<td>1.838</td>
<td>1.327</td>
<td>2.082</td>
<td>5.301</td>
</tr>
<tr>
<td>Full-Time Faculty Members</td>
<td>M</td>
<td>13.888</td>
<td>9.147</td>
<td>6.250</td>
<td>8.134</td>
<td>38.822</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>3.080</td>
<td>1.726</td>
<td>1.201</td>
<td>2.219</td>
<td>6.010</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td>M</td>
<td>15.174</td>
<td>9.348</td>
<td>7.000</td>
<td>8.217</td>
<td>42.087</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.516</td>
<td>1.668</td>
<td>1.044</td>
<td>2.152</td>
<td>4.889</td>
</tr>
<tr>
<td>TWO-YEAR INSTITUTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>M</td>
<td>17.591</td>
<td>11.409</td>
<td>7.023</td>
<td>9.932</td>
<td>46.045</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>1.796</td>
<td>2.182</td>
<td>0.876</td>
<td>1.744</td>
<td>3.852</td>
</tr>
<tr>
<td>Full-Time Faculty Members</td>
<td>M</td>
<td>16.392</td>
<td>10.431</td>
<td>6.686</td>
<td>9.549</td>
<td>44.000</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.064</td>
<td>1.662</td>
<td>1.081</td>
<td>1.800</td>
<td>4.616</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td>M</td>
<td>17.400</td>
<td>10.533</td>
<td>7.067</td>
<td>10.733</td>
<td>44.800</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.098</td>
<td>1.846</td>
<td>0.704</td>
<td>1.668</td>
<td>5.388</td>
</tr>
</tbody>
</table>

M = Mean
SD = Standard deviation
indicated the probability of significant difference on the main effects (types of institutions). When the simultaneous confidence intervals did not span the point zero, it was determined that the specific goal area contributed significantly to the difference between the types of institutions. When the simultaneous confidence intervals spanned the point zero, a judgement was made that the specific goal area did not contribute significantly to the difference between types of institutions.

Hypothesis Number One (a)

There was no statistically significant difference between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals should be emphasized in their institutions.

Results of the MANOVA indicated that there was a significant difference ($P < .05$) between the responses of respondents of four-year and two-year institutions on the linear combination of the five goal areas for "as should be" responses (Table IXa). Therefore, hypothesis number One (a) was rejected. Results of the univariate test are shown in Table IXb.

The investigator was interested not only in the differences between responses of respondents of the two types of institutions, but also the goal areas contributing to these differences; therefore, simultaneous confidence intervals were computed when the MANOVA indicated the probability of significant difference on the main effects (types of institutions).
### TABLE IXa

MULTIVARIATE TEST OF SIGNIFICANCE ON FIVE GOAL AREAS IDENTIFIED BY PRINCIPAL COMPONENTS ANALYSIS FOR FOUR-YEAR INSTITUTIONS VERSUS TWO-YEAR INSTITUTIONS FOR "AS SHOULD BE" RESPONSES

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>DF</th>
<th>P Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38.698</td>
<td>5/564</td>
<td>0.001</td>
</tr>
</tbody>
</table>

### TABLE IXb

UNIVARIATE TEST FOR "AS SHOULD BE" RESPONSES ON FIVE GOAL AREAS IDENTIFIED BY PRINCIPAL COMPONENTS ANALYSIS FOR FOUR-YEAR INSTITUTIONS VERSUS TWO-YEAR INSTITUTIONS

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>F</th>
<th>DF</th>
<th>P Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>109.282</td>
<td>1/568</td>
<td>0.001</td>
</tr>
<tr>
<td>2</td>
<td>71.182</td>
<td>1/568</td>
<td>0.001</td>
</tr>
<tr>
<td>3</td>
<td>19.620</td>
<td>1/568</td>
<td>0.001</td>
</tr>
<tr>
<td>4</td>
<td>58.424</td>
<td>1/568</td>
<td>0.001</td>
</tr>
<tr>
<td>5</td>
<td>100.300</td>
<td>1/568</td>
<td>0.001</td>
</tr>
</tbody>
</table>
Since the calculated simultaneous confidence intervals did not span the point zero for any of the five goal areas "should be" responses (Table X), the items in each of the goal areas contributed to the statistically significant difference of the "should be" perceptions of four-year institution respondents and the respondents of two-year institutions. For each of the five goal areas the mean scores for responses of respondents of two-year institutions were higher than the mean scores of four-year institutions and there was a calculated significant difference in the mean scores on each goal area. Therefore, it is likely that two-year administrators, full-time faculty and student personnel respondents as a group, felt that the goal areas should receive more emphasis than the respondents of four-year institutions felt they should.

Hypothesis Number One (b)

There was no statistically significant difference between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals were emphasized in their institutions.

Results of the MANOVA indicated that there was a significant difference between the responses of personnel from four-year and two-year institutions on the linear combination of the five goal areas for "as practiced" responses (Table XIa). Therefore, hypothesis One (b) was rejected. (Results of the univariate tests are shown in Table XIb.)

Differences and simultaneous confidence intervals for types of institutions for "as practiced" responses are shown in Table XII.
TABLE X

DIFFERENCES AND SIMULTANEOUS CONFIDENCE INTERVALS ON FIVE GOAL AREAS IDENTIFIED BY PRINCIPAL COMPONENTS ANALYSIS FOR TYPES OF INSTITUTIONS FOR "AS SHOULD BE" RESPONSES

<table>
<thead>
<tr>
<th>Type of Institution&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Mean 1</th>
<th>Mean 2</th>
<th>Difference</th>
<th>Confidence Intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable I - Occupational-Technical Education Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>14.099</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>16.814</td>
<td></td>
<td>2.715</td>
<td>(1.64417,3.58783)&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Variable II - Higher Education Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9.322</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10.708</td>
<td></td>
<td>1.386</td>
<td>(0.83388,1.93812)&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Variable III - Guidance and Counseling Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6.337</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6.814</td>
<td></td>
<td>0.477</td>
<td>(0.11506,0.83894)&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Variable IV - Open Admissions Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8.283</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9.764</td>
<td></td>
<td>1.481</td>
<td>(0.82989,2.13211)&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Variable V - General Education and Community Education Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>39.516</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>44.634</td>
<td></td>
<td>5.118</td>
<td>(3.40044,6.83556)&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Types of institutions are described as: 1 - four-year institutions and 2 - two-year institutions.

<sup>b</sup>Designates statistically significant differences and confidence intervals (P < .05).
### Table XIa

**Multivariate Test of Significance on Five Goal Areas Identified by Principal Components Analysis for Four-Year Versus Two-Year Institutions for "As Practiced" Responses**

<table>
<thead>
<tr>
<th>F</th>
<th>DF</th>
<th>P Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.035</td>
<td>5/564</td>
<td>0.001</td>
</tr>
</tbody>
</table>

### Table XIb

**Univariate Test on Five Goal Areas Identified by Principal Components Analysis for Four-Year Versus Two-Year Institutions for "As Practiced" Responses**

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>F</th>
<th>DF</th>
<th>P Less Than</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>93.706</td>
<td>1/568</td>
<td>0.001</td>
</tr>
<tr>
<td>2</td>
<td>71.182</td>
<td>1/568</td>
<td>0.001</td>
</tr>
<tr>
<td>3</td>
<td>5.196</td>
<td>1/568</td>
<td>0.023</td>
</tr>
<tr>
<td>4</td>
<td>34.981</td>
<td>1/568</td>
<td>0.001</td>
</tr>
<tr>
<td>5</td>
<td>71.783</td>
<td>1/568</td>
<td>0.001</td>
</tr>
</tbody>
</table>
TABLE XII

DIFFERENCES AND SIMULTANEOUS CONFIDENCE INTERVALS ON FIVE GOAL AREAS IDENTIFIED BY PRINCIPAL COMPONENTS ANALYSIS FOR TYPES OF INSTITUTIONS FOR "AS PRACTICED" RESPONSES

<table>
<thead>
<tr>
<th>Type of Institution a</th>
<th>Mean 1</th>
<th>Mean 2</th>
<th>Difference</th>
<th>Confidence Intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable I - Occupational-Technical Education Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12.354</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>14.708</td>
<td></td>
<td>2.354</td>
<td>(1.53644,3.17156) b</td>
</tr>
<tr>
<td><strong>Variable II - Higher Education Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9.322</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10.708</td>
<td></td>
<td>1.386</td>
<td>(0.83398,1.93812) b</td>
</tr>
<tr>
<td><strong>Variable III - Guidance and Counseling Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4.603</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4.335</td>
<td></td>
<td>.268</td>
<td>(-0.12641,0.66241)</td>
</tr>
<tr>
<td><strong>Variable IV - Open Admissions Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9.564</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10.640</td>
<td></td>
<td>1.076</td>
<td>(0.46460,1.6874) b</td>
</tr>
<tr>
<td><strong>Variable V - General Education and Community Education Orientation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>33.843</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>38.429</td>
<td></td>
<td>4.586</td>
<td>(1.81937,2.76563) b</td>
</tr>
</tbody>
</table>

aTypes of institutions are described as: 1 - four-year institutions and 2 - two-year institutions.

bDesignates statistically significant differences and confidence intervals (P < .05).
The calculated simultaneous confidence intervals on the responses of four-year versus two-year institutions for the "as practiced" responses did not span the point zero on four of the five goal areas. Goal Area III, Guidance and Counseling Orientation, did have a simultaneous confidence interval which spanned zero. Thus, the items in the Goal Areas I, Occupational-Technical Education Orientation; II, Two-Year Institution Orientation; IV, Open Admissions Orientation; and V, General Education and Community Education Orientation, contributed to the statistically significant difference in the perception of four-year institution respondents and respondents of two-year institutions.

In each of the four goal areas having statistically significant difference (I, II, IV and V), the mean for two-year institutions was greater than the mean for the four-year institutions. This suggested that administrators, faculty and student personnel workers of two-year institutions as a group, perceived that these four goal areas received emphasis to a higher degree than administrators, full-time faculty members and student personnel workers of four-year institutions as a group, perceived them to be receiving.

Simultaneous confidence intervals for the Goal Area III, Guidance and Counseling Orientation, did span zero; therefore, this goal area was adjudged as not contributing to the statistically significant difference for the "as practiced" perceptions of respondents of two-year and four-year institutions.
"AS PRACTICED" RESPONSES COMPARED WITH "AS SHOULD BE"
RESPONSES FOR FIVE GOAL AREAS

A multivariate analysis of variance (MANOVA) using Biomedical
BMD11V computer program was performed to compare the "as practiced"
and "as should be" responses for the five goal areas to ascertain if
there were significant differences among respondent groups of four-
year institutions and among respondent groups of two-year institutions.
(Hypotheses numbers Two (a) and Two (b).) "As should be" versus "as
practiced" comparisons were also made for responses within respondent
staff groups of four-year and two-year institutions and between insti-
tutional types.

The MANOVA produced a U-Statistic which, according to its
value, indicated if there was a statistically significant difference
between the "as practiced" and "as should be" responses of respondents.

The critical value for the U-Statistic for significance at the
0.05 level for the five goal areas was determined to be less than
0.858357 (Walls, 1967).

Hypothesis Number Two (a)

There was no statistically significant difference in percep-
tions among administrators, full-time faculty members and student
personnel workers in four-year institutions as to the extent com-
munity college goals were emphasized compared to their perceptions
as to the extent these goals should be emphasized.

The results of the MANOVA indicated no significant differences
among administrators, full-time faculty members and student personnel
workers as to the extent the five community college goal areas were
emphasized as compared to their perceptions as to the emphasis these goal areas should receive in four-year institutions (Table XIII). Hypothesis number Two (a) was, therefore, accepted.

The U-Statistic for each of the combination of staff groups was: administrators versus full-time faculty = 0.991458; administrators versus student personnel workers = 0.973330; and full-time faculty versus student personnel workers = 0.955510.

This suggests that there was relative congruence among professional staff groups of four-year institutions with regard to the five community college goal areas.

Hypothesis Number Two (b)

There was no statistically significant difference in perceptions among administrators, full-time faculty members and student personnel workers in two-year institutions as to the extent community college goals were emphasized compared to their perceptions as to the extent these goals should be emphasized.

The results of the MANOVA indicated no significant differences among the administrators, full-time faculty and student personnel workers of two-year institutions; therefore, hypothesis number Two (b) was accepted.

The U-Statistic for each combination of staff groups was: administrators versus full-time faculty = 0.982541; administrators versus student personnel workers = 0.996498; and full-time faculty versus student personnel workers = 0.998139.

This suggests that there was relative congruence among professional staff groups of four-year institutions regarding the five community college goal areas.
TABLE XIII

U-STATISTICS FOR "AS PRACTICED" RESPONSES COMPARED TO "AS SHOULD BE" RESPONSES ON FIVE GOAL AREAS

<table>
<thead>
<tr>
<th>Within Respondent Groups</th>
<th>U-Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Institutions</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>0.881351</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>0.658203&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td>0.888003</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>0.898260</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>0.806992&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td>0.964924</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Among Respondent Groups</th>
<th>U-Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Institutions</td>
<td></td>
</tr>
<tr>
<td>Administrators vs Full-Time Faculty</td>
<td>0.991485</td>
</tr>
<tr>
<td>Administrators vs Student Personnel Workers</td>
<td>0.973330</td>
</tr>
<tr>
<td>Full-Time Faculty vs Student Personnel Workers</td>
<td>0.955510</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td></td>
</tr>
<tr>
<td>Administrators vs Full-Time Faculty</td>
<td>0.982541</td>
</tr>
<tr>
<td>Administrators vs Student Personnel Workers</td>
<td>0.996498</td>
</tr>
<tr>
<td>Full-Time Faculty vs Student Personnel Workers</td>
<td>0.998139</td>
</tr>
<tr>
<td>Four-Year Institutions vs Two-Year Institutions</td>
<td>0.792883&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup> If U-Statistic is less than 0.858357, statistical significance exists.
In addition to testing the two main hypotheses, comparing "as should be" with "as practiced" responses — hypotheses Two (a) and Two (b) — the investigator also compared "as should be" and "as practiced" responses within respondent staff groups of four-year and two-year institutions and between four-year and two-year institutions.

The results of the MANOVA for respondent groups indicated no statistically significant differences in perceptions within the administrator group (U-Statistic = 0.881351) or within the student personnel worker group (U-Statistic = 0.888003), as to the extent the five community college goal areas were emphasized compared to their perceptions as to the emphasis these five goal areas should receive in four-year institutions.

Statistically significant differences were found, however, within full-time faculty members of four-year institutions (U-Statistic = 0.658203).

Observation of the means for "as practiced" and "as should be" responses found in Table XIV reveal the same differences that were found for full-time faculty of two-year institutions; i.e., the means for "as should be" responses were higher than the means for "as practiced" responses on Goal Area I, Occupational Technical Education Orientation; Goal Area II, Two-Year Institution Orientation; Goal Area III, Guidance and Counseling Orientation; and Goal Area V, General Education - Community Education Orientation, but lower on Goal Area IV, Open Admissions Orientation.
### TABLE XIV

Comparison of the Means for "As Practiced" and "As Should Be" Responses on Five Goal Areas by Type of Institution and Respondent Group

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUR-YEAR INSTITUTIONS</td>
<td>As Practiced</td>
<td>12.354</td>
<td>9.322</td>
<td>4.603</td>
<td>9.564</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>14.099</td>
<td>9.322</td>
<td>6.337</td>
<td>8.283</td>
</tr>
<tr>
<td>Administrators</td>
<td>As Practiced</td>
<td>12.914</td>
<td>10.114</td>
<td>4.786</td>
<td>9.600</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>14.714</td>
<td>10.114</td>
<td>6.514</td>
<td>8.986</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>As Practiced</td>
<td>12.244</td>
<td>9.147</td>
<td>4.588</td>
<td>9.552</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>13.888</td>
<td>9.147</td>
<td>6.250</td>
<td>8.134</td>
</tr>
<tr>
<td>Student Personnel</td>
<td>As Practiced</td>
<td>12.174</td>
<td>9.348</td>
<td>4.261</td>
<td>10.043</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>15.174</td>
<td>9.348</td>
<td>7.000</td>
<td>8.217</td>
</tr>
<tr>
<td>TWO-YEAR INSTITUTIONS</td>
<td>As Practiced</td>
<td>14.708</td>
<td>10.708</td>
<td>4.335</td>
<td>10.640</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>16.099</td>
<td>10.708</td>
<td>6.814</td>
<td>9.764</td>
</tr>
<tr>
<td>Administrators</td>
<td>As Practiced</td>
<td>15.533</td>
<td>11.409</td>
<td>4.477</td>
<td>10.386</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>17.591</td>
<td>11.409</td>
<td>7.023</td>
<td>9.932</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>As Practiced</td>
<td>14.392</td>
<td>10.431</td>
<td>4.265</td>
<td>10.676</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>16.392</td>
<td>10.431</td>
<td>6.686</td>
<td>9.549</td>
</tr>
<tr>
<td>Student Personnel</td>
<td>As Practiced</td>
<td>14.467</td>
<td>10.533</td>
<td>4.400</td>
<td>11.133</td>
</tr>
<tr>
<td></td>
<td>As Should Be</td>
<td>17.400</td>
<td>10.533</td>
<td>7.067</td>
<td>10.733</td>
</tr>
</tbody>
</table>
The preceding findings indicate that administrators and student personnel workers tended to be satisfied with the status quo regarding the five community college goal areas in four-year institutions; i.e., there were no statistically significant differences in the "as should be" and "as practiced" perceptions. Dissonance appears to have existed within the full-time faculty group in that their responses suggested that, with the exception of Goal Area IV, Open Admissions Orientation, the community college goal areas did not receive the emphasis these goal areas should receive in four-year institutions. Faculty members of four-year institutions tended to feel Open Admissions Orientation should not receive the emphasis it did.

The MANOVA for respondent groups of two-year institutions revealed the same results as it did for respondents of four-year institutions.

No statistically significant differences were found within the administrator group (U-Statistic = 0.898260), or within the student personnel worker group (U-Statistic = 0.964924) as respondent groups. Statistical differences were found within the full-time faculty group (U-Statistic = 0.806992).

Observation of Tables XIV and XV reveals that the same differences which were found for full-time faculty of four-year institutions were found for full-time faculty of two-year institutions; i.e., the means for "as should be" responses of full-time faculty were higher than the means for "as practiced" responses on Goal Area I, Occupational-Technical Education Orientation; Goal Area II, Two-Year
<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;AS PRACTICED&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>12.914</td>
<td>10.114</td>
<td>4.786</td>
<td>9.600</td>
<td>35.800</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>15.533</td>
<td>11.409</td>
<td>4.477</td>
<td>10.386</td>
<td>39.886</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>12.244</td>
<td>9.147</td>
<td>4.588</td>
<td>9.552</td>
<td>33.519</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>12.174</td>
<td>9.348</td>
<td>4.261</td>
<td>10.043</td>
<td>32.391</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>14.467</td>
<td>10.533</td>
<td>4.400</td>
<td>11.133</td>
<td>36.800</td>
</tr>
<tr>
<td>&quot;AS SHOULD BE&quot;</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>17.591</td>
<td>11.409</td>
<td>7.023</td>
<td>9.932</td>
<td>46.886</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>13.244</td>
<td>9.147</td>
<td>6.250</td>
<td>8.134</td>
<td>38.822</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>16.392</td>
<td>10.431</td>
<td>6.686</td>
<td>9.549</td>
<td>44.000</td>
</tr>
<tr>
<td>Student Personnel Workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>15.174</td>
<td>9.348</td>
<td>7.000</td>
<td>8.217</td>
<td>42.087</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>17.400</td>
<td>10.533</td>
<td>7.067</td>
<td>10.733</td>
<td>44.800</td>
</tr>
</tbody>
</table>
Institution Orientation; Goal Area III, Guidance and Counseling Orientation; and Goal Area V, General Education - Community Education, but lower on Goal Area IV, Open Admissions Orientation.

The preceding findings for respondents of two-year institutions were the same found for four-year institutions in that they suggest that administrators and student personnel workers of two-year institutions appeared to be satisfied with the status quo regarding the five community college goal areas in two-year institutions; i.e., there were no statistically significant differences in the "as should be" and "as practiced" perceptions. Whereas, dissonance within the full-time faculty group appeared to exist regarding the extent the goal areas were emphasized compared with their perceptions as to the emphasis these goal areas should receive in two-year institutions. Respondents of two-year institutions, as did respondents of four-year institutions, indicated that with the exception of Goal Area IV, Open Admissions Orientation, community college goal areas should receive more emphasis than they received. Full-time faculty tended to feel that emphasis on open admissions received more emphasis than it should receive.

The results of the MANOVA indicated there was significant difference in the perceptions of respondents of four-year and two-year institutions as to the extent the five community college goal areas were emphasized as compared to the emphasis these goal areas should receive.
The means for "as practiced" responses of respondents for two-year institutions were higher than the "as practiced" responses of respondents of four-year institutions on Goal Areas I, II, III and V with the means of the responses of respondents of four-year institutions for Goal Area IV being slightly higher than the means for responses of respondents of two-year institutions.

The sum of means for all five goal areas for respondents of two-year institutions (78.820) was higher than the sum of the means for respondents of four-year institutions (69.820).

The means for "as should be" responses of respondents of two-year institutions were higher than the "as should be" responses of respondents of four-year institutions on all five goal areas (Table XVI). Therefore, respondents of two-year institutions tended to feel that the five community college goal areas should receive more emphasis than respondents of four-year institutions tended to feel these goal areas should receive.

This suggests that respondents of two-year institutions not only felt that the community college goal areas received more emphasis in two-year institutions than respondents of four-year institutions perceived them to receive in four-year institutions, but that the community college goal areas should be of more importance than respondents of four-year institutions felt they should.
<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;AS PRACTICED&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>12.354&lt;sup&gt;a&lt;/sup&gt;</td>
<td>9.322&lt;sup&gt;a&lt;/sup&gt;</td>
<td>4.603</td>
<td>9.564&lt;sup&gt;a&lt;/sup&gt;</td>
<td>33.843&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>14.708&lt;sup&gt;a&lt;/sup&gt;</td>
<td>10.708&lt;sup&gt;a&lt;/sup&gt;</td>
<td>4.335</td>
<td>10.640&lt;sup&gt;a&lt;/sup&gt;</td>
<td>38.429&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>&quot;AS SHOULD BE&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Institutions</td>
<td>14.099&lt;sup&gt;a&lt;/sup&gt;</td>
<td>9.322&lt;sup&gt;a&lt;/sup&gt;</td>
<td>6.337&lt;sup&gt;a&lt;/sup&gt;</td>
<td>8.283&lt;sup&gt;a&lt;/sup&gt;</td>
<td>39.516&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Two-Year Institutions</td>
<td>16.099&lt;sup&gt;a&lt;/sup&gt;</td>
<td>10.708&lt;sup&gt;a&lt;/sup&gt;</td>
<td>6.814&lt;sup&gt;a&lt;/sup&gt;</td>
<td>9.764&lt;sup&gt;a&lt;/sup&gt;</td>
<td>44.634&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup> = Significant difference
COMPARISON OF COMPUTED IMPORTANCE RATINGS OF "AS PRACTICED" AND "AS SHOULD BE" RESPONSES TO FIVE GOAL AREAS BY TYPE OF INSTITUTION

Tables XVII, XVIII, and XIX provide the results obtained by dividing the total means for each goal area by the respective number of items included to provide a way of comparison relative to the rating scale used in the questionnaire (1 = of no importance; 2 = of low importance; 3 = of high importance; and 4 = of extremely high importance).

Four-Year Institutions

Results of the computations previously mentioned indicate that respondents of four-year institutions rated only Goal Area IV, Open Admissions Orientation, as being emphasized at the "very important" level, but on the other hand should not receive this emphasis (Table XVII).

Goal Area III, Guidance and Counseling Orientation, and Goal Area V, General Education and Community Education Orientation, were the only goal areas to receive an "of high importance" "should be" rating by respondents of four-year institutions (Table XVII).

Two-Year Institutions

Respondents of two-year institutions rated only Goal Area IV, Open Admissions Orientation, as being emphasized at the "of high importance" level although Goal Areas I, Occupational-Technical Orientation (2.941) and V, General Education and Community Education
<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Four-Year Institution</th>
<th>Two-Year Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As Practiced As Should Be</td>
<td>As Practiced As Should Be</td>
</tr>
<tr>
<td>I - Occupational-Technical Orientation</td>
<td>2.470 2.819</td>
<td>2.941 3.219</td>
</tr>
<tr>
<td>II - Two-Year Institution Orientation</td>
<td>2.330 2.330</td>
<td>2.677 2.902</td>
</tr>
<tr>
<td>III - Guidance and Counseling Orientation</td>
<td>2.301 3.168(^a)</td>
<td>2.167 3.371(^a)</td>
</tr>
<tr>
<td>IV - Open Admissions Orientation</td>
<td>3.188(^a) 2.761</td>
<td>3.547(^a) 3.255(^a)</td>
</tr>
<tr>
<td>V - General Education and Community Education</td>
<td>2.600 3.039(^a)</td>
<td>2.956 3.433(^a)</td>
</tr>
</tbody>
</table>

\(^a\)"High importance" rating.
### TABLE XVIII

**COMPUTED IMPORTANCE RATINGS OF "AS PRACTICED" RESPONSES TO FIVE GOAL AREAS**

**BY TYPE OF INSTITUTION AND RESPONDENT GROUP**

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Respondent Group</th>
<th>Goal Areas</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td></td>
<td>2.583</td>
<td>2.528</td>
<td>2.393</td>
<td>3.200</td>
<td>2.754</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td>2.449</td>
<td>2.287</td>
<td>2.294</td>
<td>2.995</td>
<td>2.578</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td></td>
<td>2.435</td>
<td>2.337</td>
<td>2.130</td>
<td>3.347</td>
<td>2.492</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td></td>
<td>3.104</td>
<td>2.952</td>
<td>2.238</td>
<td>3.462</td>
<td>3.068</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
<td>2.878</td>
<td>2.601</td>
<td>2.132</td>
<td>3.558</td>
<td>2.926</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
<td>2.893</td>
<td>2.633</td>
<td>2.200</td>
<td>3.711</td>
<td>2.831</td>
</tr>
</tbody>
</table>

*Questionnaire Rating Scale: 1 - Of No Importance; 2 - Of Low Importance; 3 - Of High Importance; 4 - Of Extremely High Importance*

*Type of Institution: 1 - Four-Year Institution; 2 - Two-Year Institution*

*Respondent Group: 1 - Administrators; 2 - Full-Time Faculty; 3 - Student Personnel Workers*
**TABLE XIX**

**COMPUTED IMPORTANCE RATINGS OF "AS SHOULD BE" RESPONSES TO FIVE GOAL AREAS**
**BY TYPE OF INSTITUTION AND RESPONDENT GROUP**

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Respondent Group</th>
<th>Goal Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2.943</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2.778</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3.035</td>
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<tr>
<td>2</td>
<td>1</td>
<td>3.518</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3.278</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3.480</td>
</tr>
</tbody>
</table>

**Questionnaire Rating Scale:** 1 - Of No Importance; 2 - Of Low Importance; 3 - Of High Importance; 4 - Of Extremely High Importance

**Type of Institution:** 1 - Four-Year Institution; 2 - Two-Year Institution

**Respondent Group:** 1 - Administrators; 2 - Full-Time Faculty; 3 - Student Personnel Workers
Orientation (2.956) approached the "of high importance" level. Two-year respondents rated Goal Area I, III, IV, and V as "should be" "of high importance" with Goal Area II, Two-Year Institution Orientation (2.902), approaching this "should be" level of importance (Table XVII).

Although both four-year and two-year respondents rated Goal Areas IV as being practiced at the "of high importance" level, their rating for "as should be" was less. This suggests that respondents of four-year and two-year institutions felt that more importance was placed on open admissions than should be.

"AS PRACTICED" VERSUS "AS SHOULD BE" RESPONSES ON FIVE GOAL AREAS FOR RESPONDENT GROUPS BY TYPE OF INSTITUTION

Four-Year Institutions

The data reveal that administrators of four-year institutions felt that only Goal Area IV was practiced at the "of high importance" level, but felt it should be emphasized less (3.200 vs. 2.996). Administrators did indicate that Goal Area III should be "of high importance" (Tables XVI and XIX).

Full-time faculty did not rate any goal areas as being practiced at the "of high importance" level although Goal Area IV approached this level (2.995). Full-time faculty indicated that Goal Area III should be practiced at the "of high importance" level with Goal Area V (2.986) approaching this level of importance.

Student personnel workers rated only Goal Area IV as being practiced at the "of high importance" level and indicated that only
Goal Areas I, III, and V should be emphasized at this level (Tables XVIII and XIX).

Two-Year Institutions

Administrators of two-year institutions perceived Goal Area I, IV and V to be practiced at the "of high importance" level, however, Goal Area II approached this level with a rating of 2.952.

Full-time faculty and student personnel workers perceived only Goal Area IV as being practiced at the "of high importance" level, however, they rated Goal Area I and V as approaching this level of importance (Table XVII).

Administrators, full-time faculty and student personnel workers rated all goal areas except Goal Area II, Two-Year Institution Orientation, at the "should be" "of high importance" level.

Summary

In general, personnel employed at the separate two-year institutions not only felt that community college goal areas received more emphasis in two-year institutions than respondents of four-year institutions perceived them to receive in four-year institutions, but that the community college goal areas should be of more importance than respondents of four-year institutions felt they should.

Administrators and student personnel workers of four-year and two-year institutions appeared to be satisfied with the status quo regarding the five community college goal areas, whereas, dissonance within the full-time faculty group appeared to exist regarding the
extent the goal areas were emphasized compared with their perceptions as to the emphasis these goal areas should receive. Respondents of two-year institutions, as did respondents of four-year institutions, indicated that with the exception of Goal Area IV, Open Admissions Orientation, the five community college goal areas should receive more emphasis than they received. Full-time faculty tended to feel that emphasis on open admissions received more emphasis than it should receive.

Congruence existed among respondents of four-year institutions and among respondents of two-year institutions. Administrators and student personnel workers of both types of institution appeared to be complacent about or satisfied with the status quo regarding the extent the five community college goal areas were and should be emphasized in their respective institutions.

There appeared to be dissonance within the full-time faculty group in that full-time faculty of both four-year and two-year institutions perceived that with the exception of Goal Area IV, Open Admissions Orientation, each of the goal areas should receive more emphasis than they received. Full-time faculty of four-year institutions, however, perceived that only Goal Area III, Guidance and Counseling Orientation, should be "of high importance."

Full-time faculty of two-year institutions, however, perceived that each of the goal areas, except Goal Area II, Two-Year Institution Orientation, should be "of high importance."
Chapter V

SUMMARY, CONCLUSIONS AND IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

This final chapter contains the summary of the study. It is divided into the following sections: summary of the purpose, procedures, collection of data and methods used to analyze the data; findings of the study; conclusions and implications; and recommendations for further study.

PURPOSE OF THE STUDY

The purpose of this study was to determine if differences existed in the perceptions of administrators, full-time faculty members and student personnel workers between three separate community colleges and three other community colleges administratively organized as components of four-year institutions in West Virginia, and among staff groups of the two types of institutions as to the extent the generally accepted community college goals "should be" and "were" emphasized.

The study sought to answer two major research questions from which two hypotheses were developed to guide the collection and analyses of the data. These research questions were:

1. Do differences exist between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college
goals (a) should be emphasized and (b) are emphasized in their institutions?

2. Are there differences in perceptions among administrators, full-time faculty members and student personnel workers (a) in four-year institutions or (b) in two-year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent these goals are emphasized?

To answer these two major research questions, the following two hypotheses were tested:

Hypothesis Number One. There was no statistically significant difference between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals (a) should be emphasized or (b) were emphasized.

Hypothesis Number Two. There was no statistically significant difference in perceptions among administrators, full-time faculty members and student personnel workers (a) in four-year institutions or (b) in two-year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent these goals were emphasized.

PROCEDURES OF THE STUDY

The survey method using a questionnaire was utilized to determine how the respondents felt toward the "as practiced" and "should be" goals for respective institutions in the study.

The questionnaire contained twenty-seven goal statements analyzed in this study. Each participant was asked to identify
his institution and status (administrator, faculty member or student personnel worker). The participants were then asked to rate each of the twenty-seven items on a four-point "importance scale" with each item rated in terms of both (1) the perceptions of the existing goal structure and (2) what the institution's goal ought to be (i.e., they gave "as practiced" and "should be" responses). The rankings on both "as practiced" and "should be" responses were: of no importance, of low importance, of high importance, or of extremely high importance.

The population investigated in this study included all administrators, faculty members and student personnel workers at six institutions of higher education in West Virginia. Three of these were four-year institutions having community colleges organized as components (Fairmont State College, Shepherd College and Marshall University). Three were discrete community colleges (Parkersburg Community College, West Virginia Northern Community College and Southern West Virginia Community College).

A total of 917 questionnaires was distributed: 697 to four-year institutions and 220 to two-year institutions. Of these, 574 useable responses were returned; 413 (61.19 percent) from four-year institutions, and 161 (73.18 percent) from two-year institutions.

A principal components factor analysis with orthogonal varimax rotation and oblique varimax rotation using Dixon's Biomedical BMD08M computer program was performed on the twenty-seven goal statements included in the study.
Multivariate analysis of variance (MANOVA) using a computer program distributed by Clyde Computing Service (1969) using Wilks' lambda criteria was performed on the linear combination of the five goal areas identified by the principal component analysis and for interaction.

When the results of the MANOVA indicated the probability of significant differences on the main effects and interaction, simultaneous confidence intervals were computed to determine which of the goal areas identified by the principal components analysis, contributed to the statistically significant difference between types of institutions, or for interaction within and between institutions and among respondent groups across types of institutions.

A multivariate analysis of variance (MANOVA) using Biomedical BMDllV computer program was performed to compare the "as practiced" and "as should be" responses for five goal areas to ascertain if there were significant differences among respondent groups of four-year institutions, among respondent groups of two-year institutions, within respondent groups of the four-year and two-year institutions and between responses of respondents of four-year and two-year institutions.

Visual comparisons were made of the means of the responses of respondents to determine how the respondents, by type of institution and by respondent group, felt the particular goal area should be emphasized or was emphasized. Means were also compared with the questionnaire rating scale to determine which goal areas
were rated at the "of high importance" level for "should be" and "as practiced" perceptions.

The five goal areas analyzed were as follows:

I  - Occupational-Technical Orientation
II - Two-Year Institution Orientation
III - Guidance and Counseling Orientation
IV - Open Admissions Orientation
V  - General Education and Community Education Orientation

FINDINGS

Research Question Number One (a)

Do differences exist between the perceptions of selected professional personnel in separate community colleges and the perceptions of personnel in community colleges organized as components of four-year institutions as to the extent the community college goals should be emphasized in their institution?

Statistically significant differences were found between the perceptions of personnel of four-year and two-year institutions as to the extent community college goals should be emphasized. Each of the goal areas contributed to the statistical difference between four-year and two-year institutions. Respondents of two-year institutions felt that the five community college goal areas collectively and separately should receive more emphasis than respondents of four-year institutions felt they should.

Goal Area III, Guidance and Counseling Orientation, and Goal Area V, General Education and Community Education Orientation, were the only goal areas respondents of four-year institutions considered
should be emphasized as high as the "of high importance" level when compared with the questionnaire rating scale.

Respondents of two-year institutions, however, rated Goal Area I, Occupational-Technical Education Orientation; III, Guidance and Counseling Orientation; and Goal Area V, General Education and Community Education Orientation, at the "should be" "of high importance" level and Goal Area II, Two-Year Institution Orientation, approaching this "should be" level of importance.

Research Question Number One (b)

Do differences exist between the perceptions of selected professional personnel in separate community colleges and personnel in community colleges organized as components of four-year institutions as to the extent the community college goals are emphasized in their institutions?

Statistically significant differences were found between the perceptions of personnel of four-year and two-year institutions as to the extent community college goals were emphasized in their respective institutions. Goal Area I, Occupational-Technical Education Orientation; II, Two-Year Institution Orientation; IV, Open Admissions Orientation; and V, General Education and Community Education Orientation, contributed to the statistically significant difference in the perceptions of four-year and two-year institutions. Personnel in two-year institutions perceived Goal Areas I, II, IV and V to receive more emphasis than did personnel of four-year institutions. Goal Area III, Guidance and Counseling Orientation, was considered by respondents of four-year and two-year institutions to be similarly emphasized.
Personnel in four-year institutions rated only Goal Area IV, Open Admissions Orientation, as being emphasized at the "of high importance" level, but did not feel that this goal area should receive this emphasis.

Personnel in two-year institutions rated only Goal Area IV, Open Admissions Orientation, as being emphasized at the "of high importance" level, but should receive less emphasis.

Research Question Number Two (a)

Are there differences in perceptions among administrators, full-time faculty members and student personnel workers in four-year institutions as to the extent community college goals are emphasized compared to their perceptions as to the extent these goals should be emphasized?

No statistically significant differences were found among administrators, full-time faculty members and student personnel workers as to their perceptions of the emphasis community college goals should receive compared to their perceptions as to the emphasis these goals received in four-year institutions. This suggests that there was relative congruence among professional staff groups of four-year institutions with regard to the emphasis the five community college goal areas should receive compared to the emphasis they received. No statistical differences were found within the administrator group or within the student personnel worker group for "as should be" versus "as practiced" responses. This suggests that administrators and student personnel workers in four-year institutions were complacent about or satisfied with the status quo regarding the extent the five goal areas were and should be emphasized.
Statistical differences were found within the full-time faculty group. Full-time faculty felt that Goal Area I, Occupational-Technical Education Orientation; II, Two-Year Institution Orientation; III, Guidance and Counseling Orientation; and V, General Education and Community Education Orientation, should receive more emphasis than these goal areas received; however, they felt that Goal Area IV, Open Admissions Orientation, received more emphasis than it should receive. Full-time faculty perceived, however, that only Goal Area III, Guidance and Counseling Orientation, should be "of high importance."

Research Question Number Two (b)

Are there differences in the perceptions among administrators, full-time faculty and student personnel workers in two-year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent they are emphasized?

No significant differences were found in perceptions among personnel of two-year institutions as to the extent community college goals should be emphasized compared to their perceptions as to the extent they were emphasized. This suggests that there was relative congruence among professional staff personnel groups of two-year institutions with regard to the emphasis the five community college goal areas "should be" emphasized as compared to the emphasis they received.

No statistically significant differences were found within the administrator group or within the student personnel worker group. This suggests that administrators and student personnel workers in two-year institutions were complacent about or satisfied with the
status quo regarding the extent the five goal areas were and should be emphasized.

Statistical differences were found, however, within the full-time faculty group. The same differences found for full-time faculty of four-year institutions were found for full-time faculty of two-year institutions; i.e., the "as should be" responses of full-time faculty were higher than the "as practiced" responses on Goal Area I, Occupational-Technical Education Orientation; Goal Area II, Two-Year Institution Orientation; Goal Area III, Guidance and Counseling Orientation; and Goal Area V, General Education and Community Education Orientation, but lower on Goal Area IV, Open Admissions Orientation. The importance ratings of respondent groups are shown in Charts 1 and 2.

Briefly restated, administrators and student personnel workers of four-year and two-year institutions appeared to be satisfied with the status quo regarding the five community college goal areas; i.e., there was no statistically significant difference between their "as should be" and "as practiced" perceptions. Whereas, dissonance within the full-time faculty group appeared to exist regarding the extent the goal areas were emphasized compared with their perceptions as to the emphasis these goal areas should receive. Respondents of two-year institutions, as did respondents of four-year institutions, indicated that with the exception of Goal Area IV, Open Admissions Orientation, the five community college goal areas should receive more emphasis than they received. Full-time faculty tended to feel that emphasis on open admissions received more emphasis than it should receive.
CHART 1

"AS PRACTICED" AND "AS SHOULD BE" IMPORTANCE RATING
OF FIVE GOAL AREAS BY RESPONDENT GROUPS
FOR FOUR-YEAR INSTITUTIONS

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>As Practiced</th>
<th>As Should Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Occupational-Technical</td>
<td>--------------</td>
<td>Student Personnel Workers</td>
</tr>
<tr>
<td>Education Orientation</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>II - Two-Year Institution</td>
<td>--------------</td>
<td>b</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III - Guidance and Counseling</td>
<td>--------------</td>
<td>Administrators</td>
</tr>
<tr>
<td>Orientation</td>
<td>b</td>
<td>Full-Time Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Personnel</td>
</tr>
<tr>
<td>IV - Open Admissions</td>
<td>Administrators</td>
<td>--------------</td>
</tr>
<tr>
<td>Orientation</td>
<td>a</td>
<td>Student Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
</tr>
<tr>
<td>V - General Education and</td>
<td>--------------</td>
<td>Student Personnel</td>
</tr>
<tr>
<td>Community Education</td>
<td>b</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*aRespondent group giving goal area a rating "of high importance."

*bNo group rated goal areas "of high importance."
### Chart 2

"AS PRACTICED" AND "AS SHOULD BE" IMPORTANCE RATING OF FIVE GOAL AREAS BY RESPONDENT GROUPS FOR TWO-YEAR INSTITUTIONS

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>As Practiced</th>
<th>As Should Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - Occupational-Technical</td>
<td>Administrators&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Administrators&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Orientation</td>
<td>Full-Time Faculty&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Student Personnel&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>II - Two-Year Institution</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Orientation</td>
<td>____________________________&lt;sup&gt;b&lt;/sup&gt;</td>
<td>____________________________&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>III - Guidance and Counseling</td>
<td>______________&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Administrators&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Orientation</td>
<td>Full-Time Faculty&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Student Personnel&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>IV - Open Admissions</td>
<td>Administrators&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Administrators&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Orientation</td>
<td>Full-Time Faculty&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Full-Time Faculty&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>V - General Education and</td>
<td>Administrators&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Administrators&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Community Education</td>
<td>Full-Time Faculty&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Full-Time Faculty&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Orientation</td>
<td>Student Personnel&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Student Personnel&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Respondent group giving goal area a rating "of high importance."

<sup>b</sup>No group rated goal areas "of high importance."
Congruence appeared to exist among respondents of four-year institutions and among respondents of two-year institutions. Administrators and student personnel workers of both types of institution appeared to be complacent about or satisfied with the status quo regarding the extent the five community college goal areas were and should be emphasized in their respective institution. Although full-time faculty of four-year institutions felt that, with the exception of Goal Area IV, Open Admissions Orientation, the goal areas should receive equal or more emphasis than they did, full-time faculty perceived that only Goal Area III, Guidance and Counseling Orientation, should be "of high importance." Full-time faculty of two-year institutions, however, perceived that each of the goal areas, except Goal Area II, Two-Year Institution Orientation, should be "of high importance."

Respondents of two-year institutions, however, not only felt that the community college goal areas received more emphasis in two-year institutions than respondents of four-year institutions perceived them to receive in four-year institutions, but that these community college goal areas should receive more emphasis than respondents of four-year institutions felt they should.

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to determine if differences existed in the perceptions of administrators, full-time faculty members and student personnel workers between three separate community
colleges and three other community colleges administratively organized as components of four-year institutions in West Virginia, and among staff groups of the two types of institutions as to the extent the generally accepted community college goals "should be" and "were" emphasized.

In view of the limitations of this study and the analyses of the data received from the participants (administrators, full-time faculty and student personnel workers) the following conclusions and implications seemed warranted.

Conclusions Concerning Hypotheses

1. There were differences in perceptions of the professional group (administrators, full-time faculty and student personnel workers) in four-year institutions from the perceptions of staff personnel in two-year institutions in West Virginia as to the extent the community college goals should be and were emphasized in their institutions. Personnel in two-year institutions not only felt that the community college goals received more emphasis in two-year institutions than respondents of four-year institutions perceived them to receive in four-year institutions, but that these community college goals should receive more emphasis than respondents of four-year institutions felt they should.

2. There were no statistically significant differences among administrators, full-time faculty members and student personnel workers of four-year or two-year institutions as to the extent community college goals should be emphasized compared to the
emphasis these goals received. This suggests that there was relative congruence among staff groups in four-year and in two-year institutions. Staff groups of two-year institutions, however, not only perceived the community college goals as being emphasized but should be emphasized at a higher level than did staff groups in four-year institutions.

Other Conclusions and Implications

Four-year and two-year institutions historically have had different sets of goals, organizational structures and perceptions of student needs. For many years educational leaders of universities and colleges have strived to separate the first two years of post-high school education from the university, associating with the purpose of the university or four-year institution such terminology as dissemination of and attention to advanced knowledge, scholarly specialization, professional preparation, pure research and selectivity (regarding student admissions).

Comprehensive community colleges evolved as a result of the efforts of these educators and contributing social and economic factors previously discussed in Chapter II. Associated with the community college movement is such descriptive terminology as comprehensiveness, popularizing of education, occupational-technical training and retraining, "open door" admissions, remedial and developmental programs, career counseling and guidance, general education
and community oriented education. In other words, the primary purposes of two-year institutions appear to be uniquely different from those of the four-year institution.

Lacking legislative approval of a separate community college system, the Board of Regents of West Virginia sought to provide community college-type programs as an additional goal for established universities and four-year institutions.

Within multipurpose organization, however, the various goals often make incompatible demands on the organization. There may be conflict over means, time and energy to be allocated to each goal and there is the danger that one goal may completely subordinate the other, such that the one goal is no longer served effectively (Etzioni, 1964).

The real organizational goals and, thus, the organization's philosophy, will be reflected by the assertion of its members saying what they think are or should be the goals of the organization (Gross and Grambsch, 1968).

The results of the analyses of the data (responses of staff members as to the extent generally accepted community college goals were or should be emphasized) reveal that personnel in the three four-year institutions included in the study do not perceive the generally accepted community college goals as being emphasized or should be emphasized as highly as do staff groups of separate two-year institutions. Personnel in four-year institutions with the exception of Goal Area IV, Open Admissions Orientation, did not rate
any of the five goal areas as being practiced at the "of high importance" level nor did they feel that Goal Area IV, Open Admissions Orientation; I, Occupational-Technical Education Orientation; or II, Two-Year Institution Orientation, should be emphasized at the "of high importance" level.

The differences in the generally accepted goals and, thus, philosophy, of the university and four-year colleges from that of community colleges, the previously mentioned concept regarding organizational goal conflict, and the findings of this study lead the researcher to conclude that community colleges organized as components within the organizational structure of four-year institutions in West Virginia are not likely to be able to provide a fully functioning program to accomplish generally accepted community college goals. Therefore, the researcher suggests that the Board of Regents of West Virginia renew its efforts to establish a separate administrative structure for comprehensive community college education to reflect the fact that this specific level of higher education has its own unique philosophy and mission. This suggestion is supported by recommendations of two previously cited studies (Assessment of Two-Year College Needs in West Virginia, Southern Regional Education Board, 1970; A Plan for Comprehensive Community College Education in West Virginia, Bender, Harris, and Wattenbarger, 1971).

Until such an administrative structure is authorized, the implications for decision making in four-year institutions seem clear. If community college programs administered as a part of a
four-year institution are to be comparable with similar programs organized and operated separately, a more receptive attitude toward the generally accepted community college goals must be developed within and among administrator, faculty and student personnel groups. Emphasis should be placed particularly on the goal areas which received a less than "of high importance" "should be" rating by respondent groups. These include Goal Area I, Occupational-Technical Orientation, for administrators and faculty; II, Two-Year Institution Orientation, for all groups; IV, Open Admissions Orientation, for all groups; and V, General Education and Community Education Orientation, for administrators and full-time faculty.

When compared with the existing community college literature, as reviewed in Chapter II of this study, these goal areas are considered foundations of community college programs.

To assist in the improvement of each staff group's less than "of high importance" perceptions as to the extent the five community college goals should be emphasized and the relatively low status quo attitude of administrators and student personnel workers, specific attention should be given to the employment of personnel trained and experienced in community college teaching, administration and student personnel services. Concomitant with this action, an intensive, comprehensive in-service training program to assure that all institutional personnel are knowledgeable of the community college philosophy, community college curriculum and student should be developed and instituted.
Accompanying the preceding implications is the need for immediate commitment of funds specifically earmarked for the employment of trained and experienced community college personnel and for operating funds to support community college instructional programs and activities.

The less than "of high importance" rating given Goal Area II, Two-Year Institution Orientation, and the perception that Goal Area IV, Open Admissions Orientation, was emphasized more than it should, implies that the two-year institutions included in the study may still be influenced by their former attachment, as branches, to four-year institutions. This implies the need for a similar program of employment of trained and experienced community college personnel, in-service training programs and budgeting suggested for four-year institutions.

An implication which became clear to the investigator by observation and through conversations with administrators of community college programs and supported by the foregoing findings, is the need for specialized leadership and coordination for community college programs and activities on a statewide basis. Therefore, if an emphasis is to be placed on providing community college programs for the citizens of West Virginia, a person charged with providing specialized leadership and coordination of community college programs and activities, reporting directly to the Chancellor of the Board of Regents, should be employed.

The West Virginia Board of Regents' stated goal, as summarized on page 20 of this study, is that programs of community college education be available throughout the state, in part by community college
components of four-year institutions. To assist in the accomplishment of this goal, the Board of Regents should require, through existing institutional organizational structure, and overall plan for providing community college programs, that each division or department, working with the designated institutional community college program coordinator, determine specific objectives for support of the Board of Regents' goal. A committee of each division and a committee of the institution should review and evaluate specified objectives, relative to needed change and accomplishment, on a regular basis.

RECOMMENDATIONS FOR FURTHER STUDY

1. Analysis of the data which can be supplied by this investigator should be made for each of the participating institutions in this study to ascertain the perceptions of administrators, full-time faculty and student personnel workers as to the emphasis given, and importance of, community college goals and related concepts.

2. This study should be replicated and findings compared, using the three four-year institutions included, but using three separate community colleges of another state which have not been previously attached as a branch to a four-year institution.

3. A study should be made to ascertain the formal community college training and experience of personnel for each of the six institutions included in this study. This may be of assistance in planning for the implementation of in-service training programs relative to community college philosophy, curriculum and student, and for decision making on employment practices.
4. A Delphi technique should be employed in each of the institutions included in this study to seek convergence of perceptions among administrators, full-time faculty and student personnel workers with regard to the importance of community college goals. The Delphi technique is a procedure originally developed by the Rand Corporation and is designed to identify consensus and conflict of opinions without bringing participants together in a face-to-face meeting. This is achieved by having participants complete a series of questionnaires interspersed with controlled opinion feedback.
BIBLIOGRAPHY
BIBLIOGRAPHY


Koos, L. V. *The Junior College Movement.* Boston: Ginn and Company, 1925.


Mills, J. Thomas Jr. Personal interviews with Wendell G. Hardway (President), Paul E. Edwards (Dean of the Community College), and William P. Turner (Vice President for Administration). Fairmont, West Virginia: Fairmont State College, July 1975.

_______. Personal interviews with Robert B. Hayes (President), Robert O. Hatton (Vice President for Community Colleges), and Glenn Smith (Director of Instructional Services), Huntington, West Virginia: Marshall University, July 1975.

_______. Personal interview with Dr. Ben Morton (Chancellor), West Virginia Board of Regents. Charleston, West Virginia: July 1975.

_______. Personal interviews with James A. Butcher (President), Herbert Schlossberg (Academic Dean), and Keith S. Turner (Associate Dean of Community Services). Shepherdstown, West Virginia: Shepherd College, August 1975.


________. *Board Minutes from July 1969 to July 1975.* Charleston, West Virginia.

APPENDICES
APPENDIX A

Organizational Charts

Four-Year Institutions:

1. Fairmont State College
2. Marshall University
3. Shepherd College

Two-Year Institutions:

4. Parkersburg Community College
5. Southern West Virginia Community College
6. West Virginia Northern Community College
WEST VIRGINIA BOARD OF REGENTS

CHANCELLOR

ADVISORY BOARD

FACULTY SENATE

ADMINISTRATIVE ASSISTANT

DIRECTOR OF PHYSICAL PLANT

ATHLETIC DIRECTOR

DEAN OF STUDENT AFFAIRS

ASSOCIATE DEAN — COUNSELORS

RECRUITMENT — FINANCIAL AID

TESTING — PLACEMENT

HEALTH SERVICES — VETERANS AFFAIRS

STUDENT GOV’T. — COORDINATOR

BLACK STUDENTS

*STUDENT CENTER — *ADMISSIONS & RECRUITMENT

*STUDENT AFFAIRS — RECRUITMENT

HOUSING — *FOOD SERVICE

ASSOC. DEGREE

PROGRAMS

CERTIFICATE PROGRAMS

CONTINUING EDUCATION

OFF-CAMPUS EDUCATION

OFF-CAMPUS CENTERS

DEAN of the COMMUNITY COLLEGE

DEAN OF TEACHER EDUCATION

ASS. TO THE V.P.

FOR ACADEMIC AFFAIRS

CERTIFICATE PROGRAMS

CONTINUING EDUCATION

OFF-CAMPUS EDUCATION

OFF-CAMPUS CENTERS

DEAN OF TEACHER EDUCATION

DEAN OF TEACHER EDUCATION

ADMINISTRATION

AFFAIRS COUNCIL

FEDERAL

PROGRAMS

PERSONNEL OFFICER

REGENTS DEGREE

TRAVEL

SECURITY

FAIRMONT STATE COLLEGE

ORGANIZATIONAL CHART

*ADVISORY CAPACITY ONLY
SOUTHERN WEST VIRGINIA COMMUNITY COLLEGE
ADMINISTRATIVE STRUCTURE

PRESIDENT

DEAN OF ACADEMIC AFFAIRS
- ASSOC. DEAN TRANSFER ED.
- ASSOC. DEAN CAREER ED.
- DIV. OF HUMANITIES
- DIV. OF BUSINESS
- DIV. OF TECHNOLOGY
- DIV. OF SOC. SCI.
- DIV. OF PUB. SERV.
- DIV. OF LIFE SCI.
- DIV. OF HEALTH OCCUPATIONS
- Lab. Assts.

DIRECTOR WYOMING CO. CENTER
- DIR. OF INST. RES.
  - Programmer
  - Keypuncher
- DIR. OF DEVELOPMENT
- DIR. OF PUB. REL.
  - Pressman

DEAN OF STUD. SERV.
- COUNSELORS
- FIN. AID COORD.
- REGISTRAR
  - Clerks
- VETERAN COORD.
  - Clerks

DEAN OF BUSINESS
- BLDG. SUPERS.
  - Custodians
- BURSAR
  - Clerks
- BOOKSTORE
  - Clerks
- COOK
- MAINTENANCE

DEAN OF LEARNING RESOURCES
- LIBRARIANS
  - Clerks
- LEARNING LAB.
  - Clerks
- GRAPHICS/PHOTO/ARTIST
- COORD. OF ETV
  - Producer
  - Engineer

APPENDIX A5
APPENDIX B

Community College Goal Statements Found in Literature by Author
<table>
<thead>
<tr>
<th>Each author expressed the goal statements differently; however, the researcher grouped the statements according to perception as to the ideas expressed.</th>
<th>1975</th>
<th>1970</th>
<th>1950</th>
<th>1942</th>
<th>Carnegie Commission 1970</th>
<th>Wattenbarger 1971</th>
<th>Harris 1972</th>
<th>Monroe 1974</th>
<th>Breuer 1975</th>
<th>Rosenquist 1972</th>
<th>Mills 1974</th>
<th>Williams Snyder</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide transfer or university parallel programs that qualify the graduate to enter the third year of a baccalaureate program in a four-year college or university...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To provide citizenship and general education designed to meet the humanistic and citizenship needs which all persons living in a society have in common regardless of vocational objectives...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To provide one- and two-year programs in occupational, technical and semi-professional fields leading to careers after graduation...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To popularize higher education by breaking down family traditions and creating greater personal interest and motivation...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To continue home influences during immaturity...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To provide individual attention to the student socially and during instruction...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To offer better opportunities for training in leadership (the idea that the small college with a smaller enrollment than the university, gives all students better opportunities for experiences which constitute &quot;laboratory work&quot; in leadership)...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To offer better instruction in these school years...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To allow exploration...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To place in the secondary school all work of secondary school grade...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>To fit the school to adolescence...</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Each author expressed the goal statements differently; however, the researcher grouped the statements according to perception as to the ideas expressed.</td>
<td>Koos</td>
<td>Campbell</td>
<td>Bogus</td>
<td>Medsker</td>
<td>Fields</td>
<td>Carnegie Commission</td>
<td>Bushnell</td>
<td>Harris</td>
<td>Monroe</td>
<td>Breuder</td>
<td>Mills</td>
<td>McMullen</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>To add the freshman and sophomore years to the high schools to stimulate further study...</td>
<td>1925</td>
<td>1930</td>
<td>1950</td>
<td>1960</td>
<td>1962</td>
<td>1970</td>
<td>1971</td>
<td>1972</td>
<td>1974</td>
<td>1975</td>
<td>1975</td>
<td>X</td>
</tr>
<tr>
<td>To economize time and expense by avoiding duplication...</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make a place for service performed by smaller and weaker colleges in the system of education...</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To relieve the university of the work of the freshman and sophomore level...</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To make possible real university functioning (specialization and research)...</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To influence high school instruction favorably...</td>
<td>X</td>
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<tr>
<td>To provide junior college credits as part of the high school (complete secondary education)...</td>
<td>X</td>
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<tr>
<td>To offer courses adapted to local needs such as vocational or social...</td>
<td>X</td>
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<td>To provide moral and religious training...</td>
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<tr>
<td>To provide suitable tryout for college (exploration and orientation)...</td>
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<tr>
<td>To improve the community by offering appropriate learning opportunities for adults, both young and old, &quot;Life long learning&quot;-continuing education...</td>
<td>X</td>
<td>X</td>
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<td>To provide opportunities for varying patterns of development...</td>
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<td>To make available an individualized &quot;foundation year&quot; on an optional basis to all interested students...</td>
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<tr>
<td>To provide opportunity for self help...</td>
<td>X</td>
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</tbody>
</table>
Each author expressed the goal statements differently; however, the researcher grouped the statements according to generation as to the edicts expressed.

<table>
<thead>
<tr>
<th>Koons</th>
<th>Campbell</th>
<th>Bogue</th>
<th>Medsker</th>
<th>Fields</th>
<th>Carnegie Commission</th>
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<th>Breuder</th>
<th>Rosenquist</th>
<th>Sanders</th>
</tr>
</thead>
</table>

- To provide an opportunity for those not recommended for college to have a second chance... X
- To assist students in deciding upon a vocation... X
- To deinstitutionalize higher education by surmounting barriers of geography and faculty financial difficulties... X
- To assure fewer social temptations for students... X
- To keep local money at home... X
- To serve as one of the cultural and intellectual centers of the service area... X
- To provide better social opportunity... X
- To provide a range of educational offerings which include developmental or remedial courses below college grade which are flexible and responsive to individual need... X
- To make better school spirit... X
- To perform a “salve” function— in addition to giving assistance to the low level (mediocre) student, to guide the unmotivated but intellectually able student... X
- To provide the opportunity to graduate from a junior college... X
- To provide a guidance and counseling program which will help each student find his or her efficient level of instruction as well as realistic goals... X
- To assure that there are opportunities for varying patterns of development... X
Each author expressed the goal statements differently; however, the researcher grouped the statements according to perception as to the ideas expressed.

<table>
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<tr>
<th>Knoe</th>
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</thead>
</table>

To provide admission to all applicants who are high school graduates or persons over 18 years old who are capable of benefiting from continuing education (open door principle)...

To perform a variety of special services to the community...

To insist on its right to dignity on its own merits without attempting to resemble a four-year college...

To keep tuition and fees low...

To make the institution accessible geographically and socially to the citizens of the community...

To be not only democratic in its purpose, but democratic in its operation in that there is a broad base of involvement of students, faculty, administrators, and citizens in policy development, decision-making, and planning (a philosophy of both external and internal democracy)...

To assure that programs evolve out of the community, but the college staff must see to it that they evolve also out of a traditional conception of the meaning of higher education...

To utilize community resources...

To seek to improve the community through research and planning...

To assure that as new purposes are undertaken, new programs are developed...

To assure that as individuals with great differences are served, additional offerings are developed and old programs are modified...
Each author expressed the goal statements differently; however, the researcher grouped the statements according to perception as to the ideas expressed.

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<td>Koos Campbell</td>
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To strive to assist the community, if education can help with community problems whether the problem is civic or social, or personal or group, vocational or cultural...

To award the Associate of Arts or Associate of Applied Science degree to all students who satisfactorily complete a two-year prescribed curriculum...

To offer non-degree credit courses on a short-term basis and to train skilled craftsman-type for which certificates are provided...

To coordinate efforts at the federal, state and local levels to stimulate the expansion of occupational education in community colleges and to make it responsive to changing manpower requirements...

To provide adequate resources for effective guidance, including provision for an adequate professional counseling...

To provide adequate resources to involve the entire family in guidance of students enrolled in their courses...

To provide for effective coordination of community college guidance services with those of local high schools and for coordination of both counseling and placement services with those of the public employment office and other appropriate agencies...

To provide an individualized "foundation year" on an optional basis to all interested students...

To provide cooperative education programs, work/study programs...
Each author expressed the goal statements differently; however, the researcher grouped the statements according to perception as to the ideas expressed.

<table>
<thead>
<tr>
<th>Carnegie Commission</th>
<th>Bushnell</th>
<th>Harris</th>
<th>Monroe</th>
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</tr>
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</table>

To provide upgrading and retraining opportunities designed to enhance part-time and continuing education students success as they attempt to climb the career ladder...

To ensure operating under the open-door philosophy, students of widely varying interest, motivations, and ability levels are served...

To make the college accessible to students; i.e., classes and other activities are carried out in locations as near as possible to the population served...

To provide Financial Aid to worthy students to the fullest extent possible...

To "reach out" for the low income student. To show them what the college can do for them...

To provide a student freedom to choose his future vocational career and the time and opportunity to explore different educational programs (goal-finding and cooling-out function)...

To provide a means by which people in certain age or class groups are kept somewhat occupied until they can be assimilated by the labor force or retirement (custodial function)...

To provide a full co-curriculum student-activity program...

To provide students an opportunity for training in specific careers—accounting, nursing, etc...

To provide most effective learning resources...
Each author expressed the goal statements differently; however, the researcher grouped the statements according to perception as to the ideas expressed.

<table>
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<tr>
<th>Koos</th>
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<th>Williams</th>
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</table>

To maintain a climate of mutual trust and respect among students/faculty/administrators...

To assure that students who graduate achieve some level of reading/writing/math competency...

To create an environment characterized by high morale and dedication among staff, faculty, and administrators...

To develop educational programs geared to new and emerging career fields...

To maintain a climate of open/candid communication throughout the organizational structure...

To be concerned about the efficiency with which the college operations are conducted...

To help students develop a sense of self-worth, self-confidence, and a capacity for important events...

To provide the highest quality teaching in order to give students training in problem solving and critical thinking skills which will aid them in reaching their personal and educational goals and will improve their self-concepts...

To provide opportunities for students to prepare for specific occupational careers...

To develop long-range, intermediate-range, and short-range plans so that the college may develop in an orderly pattern, making the most efficient use of its resources and providing the maximum service to the community...

To develop students' ability to synthesize knowledge from a variety of sources...
Each author expressed the goal statements differently, however, the researcher grouped the statements according to perception as to the ideas expressed.

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</table>

To provide the highest quality student personnel services to the student, with the program reflecting the philosophy and objectives of the comprehensive community college...

To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...

To maximize opportunities to change programs...

To hire personnel dedicated to student learning...

To regularly provide evidence that the institution is actually achieving its stated goals...

To foster adequate pre-service and implement a training program for in-service administrative, teaching faculty and staff development relative to the community college...

To maintain or work to achieve a reputable standing for the institution in relation to similar colleges...

To provide the most effective learning resources (library, audio-visual, television) in order to insure that the college achieves its various educational goals...

To maintain a climate in which faculty commitment to the goals and well being of the institution is as strong as commitment to professional careers...

To create a climate in which systematic evaluation of college programs is accepted as an institutional way of life...
Each author expressed the goal statements differently; however, the researcher grouped the statements according to perception as to the ideas expressed.

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To promote the economic development of the service area...

To provide equal opportunity for racial and ethnic minority group persons who are members of the service area...

To provide special opportunities for physically handicapped persons in order to help them become productive citizens...

To make students aware of the impact of social and technological change on occupations...

To provide students with the manipulative skills and technical knowledge necessary to perform their assignments...

To develop effective student work habits...

To develop positive student attitudes toward work...

To develop effective student human relations skills...

To enable students to successfully complete their career certification or licensing examinations, if required...

To enable students to gain entry into their career related association, society or union...

To provide students with job seeking skills...

To provide students with a knowledge of job safety practices...

To help students develop skills in the use of leisure time...
APPENDIX C

Survey Questionnaire
TO THE RESPONDENT:

This questionnaire is:

1. designed to ascertain your opinion as to
   (a) the importance of each goal-related practice as it currently exists at your institution.
   (b) how important the goal-related practice should be at your institution.

2. intended to be completely confidential. Results will be summarized only for groups -- administrators, faculty, and student personnel workers. In no instance will responses of individuals be reported.

PART I
INSTITUTIONAL DATA

Name of the Institution

Name of the Participant (optional)

Institutional Position of the Participant:

[ ] Administrator (Excluding student personnel workers)
[ ] Full Time Faculty
[ ] Student Personnel Worker

PART II
"GOALS" QUESTIONNAIRE

Directions:

Using the importance scale shown in the example below, please respond to each goal-related statement in two ways:

FIRST: In your judgment, how important is the goal-related practice at your institution at the present time?

SECOND: In your judgment, how important should the goal-related practice be at your institution?

(NOTE: Do not be concerned with whether or not the goal can be realistically attained at your college. We are interested in your opinion as to how important the goal-related practice should be.)

Use any soft lead pencil, colored pencils, pen (ink or ball-point), or felt tip.

Please mark your answers with a circle so that it completely identifies your intended response.

EXAMPLE:  Key:  1. Of no importance  3. Of high importance
               2. Of low importance  4. Of extremely high importance

| The primary purpose of this institution is to prepare students in programs leading to the baccalaureate degree. | As Practiced (is) | 1 | 2 | 3 | 4 |
|__________________________________________________________________________________________________________|

The respondent, in this example, by marking number 2 in the "As Practiced (is)" row has indicated that he believes the goal-related practice to be of low importance at the institution. By marking number 4 in the "Should Be" row, he has indicated that he believes the goal-related practice should be of extremely high importance at the institution.

Please respond to each goal-related statement in the survey instrument by circling one number after "As Practiced (is)" and one number after "Should Be".
<table>
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<tr>
<th></th>
<th>Of no Importance</th>
<th>Of low importance</th>
<th>Of high importance</th>
<th>Of extremely high importance</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>A chief characteristic of this institution is &quot;accountability&quot; or non-selectivity with regard to admission policy.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>2.</td>
<td>This institution gives equal priority for admission to the under-prepared and the academically qualified applicant.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>3.</td>
<td>This institution only admits applicants who graduate from high school in the upper twenty-five percent (25%) of their class.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>4.</td>
<td>The primary purpose of this institution is to prepare students in programs leading to the baccalaureate degree.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>5.</td>
<td>This institution has as one of its principal functions the remediation of the marginally prepared student.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>6.</td>
<td>To implement the open admission policy, this institution provides educational opportunities at varied levels of ability and interest for citizens of the community.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>7.</td>
<td>Continuing/adult education is a primary function of this institution.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<td>8.</td>
<td>This institution provides non-credit courses for those wishing to pursue avocational or cultural interest.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<td>9.</td>
<td>This institution develops programs and services in response to community needs.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<td>10.</td>
<td>This institution provides one and two year programs in occupational, technical and semi-professional fields leading to careers after graduation.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>11.</td>
<td>This institution performs a &quot;salvage&quot; function, which, in addition to giving low level (remedial) students assistance, guides the non-motivated but intellectually able student.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>12.</td>
<td>This institution provides a comprehensive curriculum including courses in liberal arts, sciences, occupational fields, adult and continuing education, general education, remedial education and pre-professional education.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>13.</td>
<td>This institution makes the college accessible to students, i.e., classes and other activities are carried out in off-campus locations as near as possible to the population served.</td>
<td>As Practiced (is) 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
<td>Should Be 1 2 3 4</td>
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<tr>
<td>Statement</td>
<td>As Practiced (1-4)</td>
<td>Should Be (1-4)</td>
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<td>14. This institution identifies, surveys, and studies the community to determine community needs which can be served by the college.</td>
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<tr>
<td>15. This institution performs a goal-finding and cooling-out function, which provides a student freedom and time to choose his future occupational career and time and opportunity to explore different education programs.</td>
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<td>16. This institution awards an Associate of Arts, Associate of Science or Associate of Applied Science degree to all students who satisfactorily complete a two-year prescribed curriculum.</td>
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<td>17. This institution provides retraining opportunities for individuals whose job skills have become out of date.</td>
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<td>18. This institution serves as a center for the dissemination of new ideas in science, literature, the arts and politics that will change the society.</td>
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<td>19. This institution emphasizes the highest quality teaching and little emphasis is placed on pure research and publication.</td>
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<td>20. This institution fosters adequate pre-service and provides in-service training to assure that administrators, teaching faculty and staff personnel understand the philosophy of the community college, the community college curriculum and the community college student.</td>
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<td>21. A major goal of this institution is to contribute to the general advancement of knowledge through research.</td>
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<tr>
<td>22. This institution trains skilled manpower for local area business, industry and government.</td>
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<td>23. This institution involves local citizens in planning college programs that will affect the local community.</td>
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<td>24. A guidance and counseling program which will help each student find his or her efficient level of instruction, as well as realistic goals, is a top priority in this institution.</td>
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<td>25. Occupational-technical programs have equal priority with liberal arts or other &quot;college parallel&quot; programs in this institution.</td>
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<tr>
<td>26. The primary goal of this institution is to serve the educational and job training needs of the local community.</td>
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</table>
Please respond to each goal-related statement by circling one number after "As Practiced (is)" and one number after "Should Be".

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<thead>
<tr>
<th>Statement</th>
<th>As Practiced (is)</th>
<th>Should Be</th>
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<tbody>
<tr>
<td>27. This institution provides community college programs and activities for the local community.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>28. This institution offers comprehensive community college (one and two year) programs.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>29. This institution budgets funds specifically identified to employ faculty, staff and administrative personnel and for operating funds to support community college instructional programs and activities.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Please respond to the following statements using this key: 1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>As Practiced (is)</th>
<th>Should Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. The teaching faculty at this institution are knowledgeable about the community college philosophy, the community college student and the community college curriculum.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>31. The teaching faculty at this institution, by their practices, indicate that they support the community college philosophy.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>32. The administrators at this institution are knowledgeable about the community college philosophy, the community college student and the community college curriculum.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>33. The administrators at this institution, by their practices, indicate that they support the community college philosophy.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>34. The student personnel workers at this institution are knowledgeable about the community college philosophy, the community college student and the community college curriculum.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>35. The student personnel workers at this institution, by their practices, indicate that they support the community college philosophy.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
APPENDIX D

Letters from Chancellor of West Virginia Board of Regents
February 23, 1976

Dr. Wendell G. Hardway
President
Fairmont State College
Fairmont, West Virginia 25443

Dear Dr. Hardway:

As you are aware, Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions of administrators, teaching faculty, and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia. Tom's survey includes the above-mentioned groups at the three free-standing community colleges (Southern West Virginia Community College, West Virginia Northern Community College and Parkersburg Community College) and at Fairmont State College, Shepherd College and Marshall University.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI & SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Sincerely,

Ben L. Morton
Chancellor

BLM:VR

cc: Mr. J. Thomas Mills, Jr.
February 23, 1976

Dr. Robert B. Hayes
President
Marshall University
Huntington, West Virginia 25701

Dear Dr. Hayes:

As you are aware, Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions and administrators, teaching faculty, and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia. Tom's survey includes the above-mentioned groups at the three free-standing community colleges (Southern West Virginia Community College, West Virginia Northern Community College and Parkersburg Community College) and at Fairmont State College, Shepherd College and Marshall University.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI & SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Sincerely,

Ban L. Morton
Chancellor

cc: Mr. J. Thomas Mills, Jr.
February 23, 1976

Dr. James A. Butcher
President
Shepherd College
Shepherdstown, West Virginia 25443

Dear Dr. Butcher:

As you are aware, Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions of administrators, teaching faculty, and student personnel workers as they pertain to community College programs and activities in six selected institutions in West Virginia. Tom's survey includes the above-mentioned groups at the three free-standing community colleges (Southern West Virginia Community College, West Virginia Northern Community College and Parkersburg Community College) and at Fairmont State College, Shepherd College and Marshall University.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI & SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Sincerely,

Bon L. Morton
Chancellor

cc: Mr. J. Thomas Mills, Jr.
Mr. Jerry L. Jones  
President  
Parkersburg Community College  
Parkersburg, West Virginia 26101

Dear President Jones:

As you are aware, Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions and administrators, teaching faculty, and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia. Tom's survey includes the above-mentioned groups at the three free-standing community colleges (Southern West Virginia Community College, West Virginia Northern Community College and Parkersburg Community College) and at Fairmont State College, Shepherd College and Marshall University.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI & SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Sincerely,

Ben L. Morton  
Chancellor

cc: Mr. J. Thomas Mills, Jr.
Dr. James R. Randolph
President
Southern West Virginia Community College
Logan, West Virginia 25601

Dear Dr. Randolph:

As you are aware, Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions and administrators, teaching faculty, and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia. Tom's survey includes the above-mentioned groups at the three free-standing community colleges (Southern West Virginia Community College, West Virginia Northern Community College and Parkersburg Community College) and at Fairmont State College, Shepherd College and Marshall University.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI & SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Sincerely,

Ben L. Morton
Chancellor

BLM:VR

cc: Mr. J. Thomas Mills, Jr.
February 23, 1976

Dr. Daniel B. Crowder
President
West Virginia Northern Community College
Wheeling, West Virginia 26003

Dear Dr. Crowder:

As you are aware, Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions and administrators, teaching faculty, and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia. Tom's survey includes the above-mentioned groups at the three free-standing community colleges (Southern West Virginia Community College, West Virginia Northern Community College and Parkersburg Community College) and at Fairmont State College, Shepherd College and Marshall University.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI & SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Sincerely,

Ben L. Morton
Chancellor

cc: Mr. J. Thomas Mills, Jr.
APPENDIX E

Letters from Presidents of Participating Institutions to their Administrators, Full-Time Faculty Members and Student Personnel Workers
February 19, 1976

TO: Faculty and Staff

FROM: Wendell Hardway, President

Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University (VPI & SU) is conducting a study of the institutional goal perceptions of administrators, teaching faculty, and student personnel workers as they pertain to community college programs and activities in six (6) selected institutions of higher education in West Virginia.

Dr. Charles A. Atwell, Director of the Department of Curriculum and Instruction at VPI & SU is supervising Tom's study.

We believe this study to be worthwhile and endorse your participation. Tom will treat all information furnished by individuals as confidential and the results will be reported only as grouped data.

Dr. Paul Edwards of Fairmont has agreed to collect the completed questionnaire for Tom; therefore if you choose to complete the questionnaire, please put it in the envelope provided, seal it, and forward it to Dr. Edwards' office, Room 207, Administration Building.

WH:jk

Enclosures
MEMORANDUM

TO: Faculty and Administrators

FROM: Robert B. Hayes, President

SUBJECT: Community College Study

Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions of administrators, teaching faculty and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI & SU. We believe this study is worthwhile and urge your participation.

Mr. Mills will treat all information by individuals as confidential and the results will be reported only as grouped data.

Mr. Glenn E. Smith, Director of Instructional Services in the Community College, has agreed to collect the completed questionnaire for Mr. Mills; therefore, the completed questionnaire should be placed in the envelope provided and forwarded to Mr. Smith through campus mail.
March 15, 1976

MEMORANDUM

TO: Faculty and Staff

FROM: Dr. Schlossberg

SUBJECT: Survey of J. Thomas Mills, Jr.

Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions of administrators, teaching faculty and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VIP&SU. We believe this study is worthwhile and urge your participation.

Mr. Mills will treat all information by individuals as confidential and the results will be reported only as grouped data.

Dr. Keith Turner has agreed to collect the completed questionnaire for Mr. Mills; therefore, the completed questionnaire should be placed in the envelope provided, sealed and forwarded to Dr. Turner through the institutional mail system.
MEMORANDUM: March 2, 1976

TO: All Faculty and Staff

FROM: Jerry Lee Jones, President

Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions of administrators, teaching faculty and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI&SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Mr. Thomas J. Hillyard of Parkersburg Community College has agreed to collect the completed questionnaire for Tom; therefore, the completed questionnaire should be placed in the envelope provided and forwarded to Mr. Hillyard through the institutional mail system.
TO: ALL FACULTY AND STAFF
FROM: JAMES R. RANDOLPH
DATE: FEBRUARY 27, 1976
RE: STUDY BY TOM MILLS

Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions of administrators, teaching faculty and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI&SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Mrs. Gladys Copley of Southern West Virginia Community College has agreed to collect the completed questionnaire for Tom; therefore, the completed questionnaire should be placed in the envelope provided and forwarded to Mrs. Copley through the institutional mail system.
TO: WVNCC administrative, faculty, and student services personnel
FROM: Daniel B. Crowder, President
DATE: February 27, 1976
SUBJECT: Participation in Doctoral Study

Tom Mills, a doctoral candidate at Virginia Polytechnic Institute and State University, is conducting a study of the institutional goal perceptions of administrators, teaching faculty and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at VPI&SU. We believe this study is worthwhile and urge your participation.

Tom will treat all information by individuals as confidential and the results will be reported only as grouped data.

Miss Linda Smith of West Virginia Northern Community College has agreed to collect the completed questionnaire for Tom; therefore, the completed questionnaire should be placed in the envelope provided and forwarded to Miss Smith through the institutional mail system.

DBC/mab
APPENDIX F

1. Sample Copy of Letter from Investigator to Participants in the Study

2. Sample Copy of Follow-Up Letter from Investigator to Participants in the Study
Dear Colleague:

I am conducting a doctoral research survey of the goal perceptions of administrators, teaching faculty, and student personnel workers as they pertain to community college programs and activities in six selected institutions in West Virginia and am asking your assistance by the completion of the enclosed questionnaire.

The study is being supervised by Dr. Charles A. Atwell, Director of the Division of Curriculum and Instruction at Virginia Polytechnic Institute and State University and has been approved by Dr. Ben Morton, Chancellor of the West Virginia Board of Regents and by Dr. Wendell G. Hardway, President of Fairmont State College.

The number on the back of the questionnaire is to be used for follow-up purposes only. All information supplied by individuals will be treated as confidential and the results will be reported as grouped data.

Dr. Paul Edwards has agreed to collect the completed questionnaires; therefore, please place your completed form in the envelope provided, seal it and put it in the institutional mail system to be delivered to Dr. Edwards.

Thank you for your cooperation and assistance. My best wishes.

Yours very truly,

J. Thomas Mills, Jr.
Doctoral Student

Charles A. Atwell
Dissertation Chairman and Director,
Division of Curriculum and Instruction
Southern West Virginia Community College  
Williamson, West Virginia 25661  

Dear Colleague:  

I need your help!  

On March 2, I sent you through the campus mail, correspondence seeking your participation in my graduate research study. The study seeks the perceptions of administrators, teaching faculty and student personnel workers as they pertain to community college programs and activities at Southern West Virginia Community College.  

I realize you are busy with many other responsibilities, but feel that your views are important to the study and will appreciate your taking a few minutes to complete the questionnaire. For your convenience, an additional copy of the questionnaire and a stamped return envelope are enclosed. If you have already forwarded the first copy of the questionnaire to Gladys Copley, please indicate this on the bottom of this letter and return it to me in the envelope provided.  

Please be assured that all returns are strictly confidential. Data will be summarized only by groups and no responses of any individual will be reported.  

Thank you for your assistance. My best wishes.  

__________________________
Tom Mills  

I have forwarded a completed copy of the questionnaire to Gladys Copley.
Page 1 of this 5 page vita has been removed
Page 2 of this 5 page vita has been removed
Page 3 of this 5 page vita has been removed
Page 4 of this 5 page vita has been removed
Page 5 of this 5 page vita has been removed
A COMPARISON OF GOAL PERCEPTIONS AT COMMUNITY COLLEGES 
AND COMMUNITY COLLEGE COMPONENTS OF 
FOUR-YEAR INSTITUTIONS IN WEST VIRGINIA 

by 
James Thomas Mills, Jr.

(ABSTRACT)

The purpose of this study was to determine if differences existed in the perceptions of administrators, full-time faculty members and student personnel workers between three separate community colleges and three other community colleges administratively organized as components of four-year institutions in West Virginia, and among staff groups of the two types of institutions as to the extent the generally accepted community college goals "should be" and "were" emphasized.

The survey method using a questionnaire was selected to determine how administrators, full-time faculty and student personnel workers in three four-year and three two-year institutions in West Virginia perceived the generally accepted community college goals to be emphasized or should be emphasized. The questionnaire contained twenty-seven goal statements analyzed in the study.

Each respondent was asked to rate each item on a four-point "importance" scale with each item rated in terms of both (1) the perceptions of the existing goal structure and (2) what the institution's goals ought to be (i.e., they gave "as practiced" and "as should be" responses).
The data was analyzed utilizing a principal components factor analysis (BMDO8M), multivariate analysis of variance with simultaneous confidence intervals, and a MANOVA (BMD11V) resulting in a U-statistic of significance.

In general, personnel employed at the separate two-year institutions not only felt that community college goal areas received more emphasis in two-year institutions than respondents of four-year institutions perceived them to receive in four-year institutions, but that the community college goal areas should be of more importance than respondents of four-year institutions felt they should.

Congruence existed among respondents of four-year institutions and among respondents of two-year institutions. Administrators and student personnel workers of both types of institution appeared to be complacent about or satisfied with the status quo regarding the extent the five community college goal areas were and should be emphasized in their respective institution. There appeared to be dissonance within the full-time faculty group of both four-year and two-year institutions.

CONCLUSIONS AND IMPLICATIONS

1. Community colleges organized as components within the organizational structure of four-year institutions in West Virginia are not likely to be able to provide a fully functioning program to accomplish generally accepted community college goals.
2. The Board of Regents of West Virginia should renew its efforts to establish a separate administrative structure for comprehensive community college education to reflect the fact that this specific level of higher education has its own unique philosophy and mission.

3. A more receptive attitude toward the generally accepted community college goals must be developed within and among administrative, faculty and student personnel groups of four-year institutions.

4. Specific attention should be given to the employment of personnel trained and experienced in community college teaching, administration and student personnel services.

5. An intensive, comprehensive in-service training program to assure that all institutional personnel are knowledgeable of the community college philosophy, community college curriculum and student should be developed and instituted for four-year and two-year institutions.

6. There is the need for immediate commitment of funds specifically identified to employ trained and experienced community college personnel and for operating funds to support community college instructional programs and activities.

7. Two-year institutions included in the study may still be influenced by their former attachment, as branches, to four-year institutions.
8. A person charged with providing specialized leadership and coordination of community college programs and activities, reporting directly to the Chancellor of the Board of Regents, should be employed.

9. Each four-year institutional division or department, working with the designated institutional community college program coordinator, should determine specific objectives for support of the Board of Regents' goal.

10. A committee of each division and a committee of the institution should review and evaluate specified objectives, relative to needed change and accomplishment, on a regular basis.