

INVOLVEMENT IN ECONOMIC DEVELOPMENT ACTIVITIES
BY SMALL RURAL COMMUNITY COLLEGES

by

Earl C. Currin, Jr.

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Community College Education

APPROVED:

W. Robert Sullins, Chairman

Thomas G. Johnson

Samuel D. Morgan

Dennis E. Hinkle

J. Douglas McAlister

November, 1988

Blacksburg, Virginia

INVOLVEMENT IN ECONOMIC DEVELOPMENT ACTIVITIES
BY SMALL RURAL COMMUNITY COLLEGES

by

Earl C. Currin, Jr.

(ABSTRACT)

The purpose of this study was to examine the economic development activities at selected small, rural two-year community colleges. Specifically, the study addressed the question of how a small rural community college can effectively contribute to the economic development efforts of the community it serves.

This study combined the survey and the exploratory case study methods to determine those economic development activities that small rural community colleges do emphasize in accomplishing overall community economic development. The literature on the community college's role in economic development identified 25 activities that support economic growth and development. These activities were used as the basis for the survey questionnaire. In this study, the presidents of 237 small rural colleges in 13 Southern states were asked to rate each activity as to the level of emphasis that was occurring at their institution and to

assess the level of success for each activity. Although the major purpose of the survey was to identify small, rural community colleges with extensive economic development programs, the survey data was analyzed to provide other useful information.

The survey results were used to identify four colleges with extensive economic development efforts. One college was used to conduct a pilot case study. The other three colleges were used as sites to conduct the actual case studies. Seven specific research questions were formulated to guide the case studies. These were:

The findings of this study show that all three colleges operate in states where statewide initiatives exist to encourage involvement in economic development activities. At all three sites studied, there was widespread support for the colleges' economic development efforts. Each college had taken a leadership role and served as a catalyst in accomplishing certain economic development functions. The college-business connection was strong at each college. Close collaboration between each college and existing economic development organizations was evident. The college president and other key administrators had made economic development a top institutional priority.

ACKNOWLEDGEMENTS

The author expresses sincere appreciation to his Doctoral Committee Chairman, Dr. W. Robert Sullins, for his advice and assistance in the completion of this study and to the members of the committee, Dr. Thomas G. Johnson, Dr. Sam Morgan, Dr. Dennis Hinkle, and Dr. Doug McAlister. The writer also wishes to thank Dr. Charles Atwell for his assistance during the early phases of the study.

For her assistance and support in preparing the dissertation, the writer thanks Bonnie Gilliam.

To my wife, Cookie, our children, Lyle, Kristin, Lucy, and Maurene, and my mother, Mrs. E. C. Currin, the manuscript is dedicated.

TABLE OF CONTENTS

ABSTRACT..... ii

ACKNOWLEDGEMENTS..... iv

CHAPTER

1. INTRODUCTION..... 1

 Statement of the Problem..... 7

 Purpose of the Study..... 8

 Importance of the Study..... 10

 Definition of Terms..... 12

 Delimitations..... 13

 Organization of the Study..... 13

2. LITERATURE REVIEW..... 15

 Rural Development Theory..... 16

 Community Colleges and Economic Development.. 26

3. RESEARCH METHOD..... 34

 The Survey Instrument..... 35

 Case Study Research..... 36

 Case Study Design..... 38

 Selection of Cases..... 38

 Collection of Data..... 41

 Data Analysis..... 44

4. FINDINGS..... 46

 The Survey Results..... 46

CHAPTER 1

Introduction

Since the founding of Joliet Junior College in 1901, community colleges have evolved from traditional transfer colleges to comprehensive two-year institutions. The community college mission has changed from a liberal arts, transfer orientation to a much broader comprehensive one. Calver (1985) pointed out that a typical mission statement of today's comprehensive community college reflected a commitment to meet the educational needs of and an involvement in the colleges community. This mission statement conformed with Gleazer's (1980) view of the purpose of the community college movement. He stated, "A primary function of community colleges is to aid those in the community who want to learn how to secure certain basic necessities. Among these are: housing, health, employment, food, and citizenship rights and responsibilities." (p. 20)

Embodied in this mission statement is an economic development role for community colleges. Although economic development is not a new concept, Kingry (1984, p.2) pointed out that the widespread use of the term began to show up in community college mission statements in the 1970s. More recently the American Association of Community

and Junior Colleges (AACJC) through its executive director Dale Parnell, has emphasized the vital role the nation's community colleges can play in economic and human resource development.

The AACJC and the Association of Community College trustees have jointly sponsored the Keeping America Working Project (Day, 1985). According to Day, the Keeping America Working Project is "devoted to helping the leaders of the nation's businesses, industries, labor unions, and governments understand that the 1,221 community, technical and junior colleges are in place and ready to serve national, state and local needs for economic and human resource development" (p.51).

A national survey conducted in 1982 as part of the Keep America Working project indicated that the two-year colleges across the country are, in fact, conducting various economic development activities. Eighty percent of the colleges responding reported some involvement with local and state economic development offices (Day, 1985). Nearly half of all respondents reported providing technical assistance to economic development offices. Although the survey results show that community colleges were responding to the need to pursue economic development activities, there was still a great deal of room for expansion and improvement. Only 19% of the respondents, for example,

were offering technical assistance and only 12% are offering the service of a small business support center. Day (1985) concluded that both of these areas made a significant contribution to regional economic development, but are receiving little or no attention by the majority of community colleges.

The need for higher education and especially community colleges to become actively involved in economic development is emphasized in a 1983 report to the President of the United States by the Business-Higher Education Forum. The report stated:

Human resources are an essential ingredient in the process of technological innovation and economic competitiveness. Yet the American work force may not be prepared for the new competitive challenges. Shortages are developing in critical skills, such as computer science and engineering; some industries are becoming less people intensive, thus supplying fewer jobs; one in every five American workers is functionally illiterate and unable to participate even in entry-level training. In the next decade, 15 million new workers will enter the work force. They, and many of the hundred million currently employed, will need education, training and retraining to keep abreast of the changing job needs. (Cited in Day, 1985, p.7)

The need for America's two-year colleges to support economic development activities seems clear. The importance of community college involvement in economic development is, however, even more pronounced in rural America. The incidence of rural poverty is twice that of urban

areas. Illiteracy rates in rural areas are double those in urban America (Rosenfield, 1983, p.3). Other measures of the "quality of life" are lower in rural sections of the country than in urban areas. Although the literature regarding community college involvement in general economic development is limited, references to the colleges' role in rural economic development are even more scarce.

The concepts of economic growth and economic development have not been precisely defined in the literature. The terms, in fact, are often used interchangeably. Typically, growth was defined in quantitative terms and development in qualitative terms. Ledebur (1977) made the following distinction:

Regional Economic Growth--Increases in the total value of goods and services produced and the aggregate income generated within a region. Associated with economic growth are increases in employment and population.

Regional Economic Development--Increases in the quality of life and standard of living sustained by the residents of a region (p.5)

The American Vocational Association defined economic development as "a set of planned interventions within the normal economic process designed to improve the quality of life in a state or community" (Paul and Carlos, 1981, p.3).

Winnie (1977) stated that "Economic development seeks to improve the duration and stability of individual employment, to increase their income, and to maintain citizen

satisfaction with the quality of life, while avoiding detrimental impacts on the environment and energy reserves" (p. 139). For the purpose of this study the most appropriate definition for rural economic development was one used by Kingry (1984) that combined the two definitions mentioned above. He defined economic development as "a set of planned interventions within the normal economic process designed to improve the duration and stability of individual employment, to increase their (collective) income, and to maintain citizen satisfaction with the quality of life, while avoiding detrimental impacts on the environment" (p. 15).

The concepts of rural economic development versus rural development also need to be clarified. In the broadest sense, the concern of those interested in rural development is simply how to improve rural well being and the quality of life for rural residents. Improvement in the economic position of the rural poor, both in absolute and relative terms, seems to be an overall objective of rural development efforts.

Rural economic development, however, is just one element of rural development. Rural development includes water resources, transportation, recreation, planning and zoning, to mention just a few. Deaton and Weber (1983) pointed out that rural development has never emerged as an

academic discipline, but it has been a recent topic of concern for both agricultural economists and sociologists. Community college researchers have, however, largely ignored the topic. What has been written for the most part has been of a conceptual nature.

Gollattscheck, Harlacher, Roberts, and Wygal (1976), for example, espoused the concept of community colleges becoming what they called "community renewal colleges". These colleges would offer activities in response to specific local needs. Gollattscheck et al (1976) offered a suggested plan of how to organize and staff such an institution. Several writers in the mid to late 1970s suggested community development roles for the nation's community colleges.

Parsons (1977) advocated a community development role for the colleges. Because of their strategic location within the community, Parsons argued that community colleges were well suited to becoming catalysts in the problem-solving process of the community by performing research which underlies community development. In addition, Myran (1978) recommended that community service programs of rural community colleges examine the colleges' local policies and practices to determine if a rural development role for the college was being supported.

Vogler (1984) argued that the opportunity for commu-

nity colleges to participate in economic development has never been greater. He reviewed the literature on business and education involvement and concluded that most of the involvements between business and education have grown haphazardly rather than by design. Much of the literature regarding business and education collaborations simply described how the involvements were created and operated. Vogler has categorized these activities into the three general groups of (1) Promoting Business-Industry and Education Involvements, (2) Forming Business-Industry and Education Involvements, and (3) Using Business-Industry and Education Involvements.

Statement of the Problem

There is little in the literature with regard to the community college's role in rural economic development. Several studies of plant location decisions have shown that having a college in the community was a significant factor in the location determination (Kriesel 1984). Most of the references, however, in the literature with regard to community colleges and rural economic development have been of a general nature. Empirical studies that focus on the specific strategies community colleges should implement to promote rural economic development are nonexistent. Kingry

(1984, p.125) suggested the need for studies designed to test the relationship between community colleges conducting economic development activities and the effects on the economic health and quality of life in their service districts. He pointed out, however, that the literature hinted that such studies might be extremely difficult to isolate because of their relationship with the larger regional variables and with secondary effects on the economy. The problem addressed by this study is how small rural community colleges have effectively addressed the economic development needs of the community it serves.

Purpose of the Study

The purpose of this study was to examine the programs and services that contribute to economic development at selected small, rural two-year postsecondary institutions. Specifically, the study addressed the question of how small rural community colleges have contributed to rural economic development.

Survey research and case studies were used to answer the question of how small, rural community colleges have contributed to the economic development of the community it serves. Seven specific research questions were formulated to guide the study.

Research Questions

The study was designed to answer the following research questions:

1. Who and what conditions provided the impetus for the college to get involved in rural economic development?

2. What role has the college assumed in the economic development process? Was the role one of leadership, partnership with other agencies, support, or some combination.

3. What has been the college commitment to rural economic development in terms of personnel and financial resources?

4. What has been the impact of the college's economic development efforts on the local community as perceived by business, government, college and community leaders?

5. Which economic development activities have been the most effective as perceived by business, government, college, and community?

6. Who was responsible for the success of these activities?

7. What is the strength of community support for the college's economic development efforts?

Importance of the Study

A review of the Census Bureau's geographical mobility report for 1984 by Epstein (1986) indicated that rural population is no longer increasing. Nearly 700 rural counties, for example, that prospered and grew during the 1970s have been unable to sustain that growth. The rural growth patterns that emerged in the 1970s were optimistically viewed as the panacea for low incomes, inadequate services, and low quality of life that had long plagued rural America.

Several factors may, however, contribute to a worsening of the situation for many of this country's rural residents. Rosenfield (1983), pointed out that adult illiteracy is (1) higher in the South, (2) higher in rural areas, (3) higher among some minorities, many of whom were educated before the advent of desegregated schools, and (4) higher among farmworkers than other occupational groups.

This large number of undereducated, but otherwise able, adults constitutes a significant potential resource for economic development. Moreover, if ignored, not only will it be costly, but rates of illiteracy are indicators of poor schools and low investments in education, which could discourage business expansion or plant locations.

The economic problems that result from adult illiteracy will be exacerbated by both changing technology and foreign competition. Many of the current low-wage jobs that will continue to show growth, such as waiting on tables or cashiering, will require some basic skills in reading, writing and math. Ginzberg's (1982) statement regarding the mechanization of work seems appropriate. He wrote "...an increasing white-collar economy has no place for functional illiterates."(p.75)

The nation's small, rural community colleges may be the single most important ingredient in the rural economic development process. Some of the nation's small rural community colleges report successful economic development ventures. Information about these involvements could be extremely beneficial to those colleges interested in initiating economic development partnerships with their respective communities. It is anticipated that this study will provide information on successful rural economic development program which may assist community college administrators in their programmatic decision making. Additionally, it will contribute to the body of knowledge on the community colleges' role in rural economic development.

Definition of Terms

Case Study - The study of a bounded system (the case) which features descriptions that are complex, holistic and involving a myriad of interrelated variables; data that are likely to be gathered at least partly by personalistic observation; and a writing style that is similar to a narrative (Stake, 1978).

Quality of Life - Quality of life refers to good health and long life, freedom from crime and fear of crime, sufficient education to make the most of one's abilities, the ability to work at a job that is satisfying and rewarding, income to cover the necessities of life with opportunities for improving one's income, housing that is comfortable within a congenial environment, and time and opportunity for discretionary activities (Environmental Protection Agency, 1973).

Regional Economic Development - Increases in the quality of life and standard of living sustained by the residents of a region (Ledebur, 1977).

Regional Economic Growth - Increase in the total value of goods and services produced and the aggregate income generated within a region. Associated with economic growth are increases in employment and population.

Leadership Role - Identifies the role associated with

colleges initiating economic development activities.

Partnership Role - Identifies the role associated with colleges collaborating with individuals or groups to initiate economic development activities.

Support Role - Identifies the role associated with colleges responding to requests for involvement in economic development.

Delimitations

This study is delimited to small, rural community colleges in thirteen Southeastern states. The results, therefore, cannot be generalized across all small, rural community colleges.

Organization of the Study

This study will include five chapters. The introductory chapter will contain background of the community college's potential role in rural economic development. In addition, Chapter I will present a statement of the problem, a purpose of the study statement, a statement regarding the importance of the study, definition of terms, delimitations and an organization of the study statement.

Chapter II contains a review of literature on rural

development and community college involvement in the economic development process.

Chapter III is a report on the research methods used in this study. The chapter will contain sections on the case study design, selection of cases, the sample, collection of data, data analysis, and case study reporting.

Chapter IV is a report of the findings of the survey and a narrative of three individual cases and a cross-case report.

Chapter V contains a study summary, conclusion, and recommendations.

Chapter 2

Literature Review

This chapter has two major components. The first segment includes a review of the literature on rural economic development theory. In the second section literature on community college involvement in the economic development process was reviewed to identify those activities contributing to community economic development. The epilogue of a recent report entitled "Shadows in the Sunbelt" summarizes the seriousness of the economic development problems in rural America, especially the rural South:

The situation facing the rural South is serious. Many rural communities are now mired in economic stagnation, and the trends for the future are almost uniformly negative. Moreover, the decline in rural areas is not going on in isolation. Cities in the South--like Northern cities a generation ago--are becoming magnets for those displaced from the country. Thus Southern states are threatened with both decaying rural and inner-city communities, creating a massive financial drain on the region's resources.

Finally, the consequences of the current situation transcend economic considerations. The trends also threaten abstract, eternal values that have cemented the South's identity and made it worth preserving. Much has been written and said in recent years concerning America's reverence for tradition and family. In the South, these ideals are rural. Even those of us a generation or two removed from

the farm trace our love of the environment, our concern for thrift, our feelings for fellowman, our awe of nature, and our sense of place to the routines of rural community life and our connections to the land. States in the South must tend to our roots, or in the end, risk our values. (p. 16)

Rural economic development has already been contrasted with rural development, the former being a major component and requisite of the latter. The literature on rural economic development and rural development, however, often uses the concepts interchangeably. Although the focus of this study was on rural economic development, much of the theory of rural development reported in the literature does not make this distinction. This literature review, therefore, does not make this distinction.

Rural Development Theory

Low income, inadequate services and poor housing remain major problems for rural America. The incidence of rural poverty is double that of urban poverty (Rosenfeld, 1983). Rural development theory and related public policy decisions hold potential for alleviating some of these social ills. Rural development policy has been defined by Marshall (cited in Deaton and Weber) as "the process of making a publicly prescribed minimum level of service available on a reasonably uniform basis" (p. 11).

In the broadest sense the concern of those interested in rural development is how to improve rural well-being and the quality of life for rural residents. Improvement in the economic position of the rural poor, both in absolute and relative terms, seems to be an overall objective of rural development efforts. Deaton and Weber pointed out that rural development has never fully emerged as an academic discipline but it has been a recent topic of interest for both agricultural economists and sociologists.

Edwards (1976) argued that economists need to be concerned about rural development because (1) it can increase economic efficiency, (2) it can add to the available quantity of the nation's goods and services and (3) it can enhance the social and economic well being of both the rural and urban sectors. An understanding of the economic concepts of growth and equity is central to comprehending existing rural development theory. Edwards, however, challenged economic theorists to more fully develop growth theory and related concepts. Although much has been accomplished in rural development in the absence of an adequate growth theory, such theory is needed if rural community college leaders are to understand or influence the outcomes of development efforts. Edwards also summarized five alternative bases for growth: increasing resource availability, advancing technology, expanding

markets, conquering space, and building institutions. Although we have theoretical bases for growth and policies for which laws and appropriations exist with direction toward each of these bases, Edwards cited three reasons why the problems have not been resolved: economic theorists have not integrated the five bases conceptually; policy makers have not waited for a fully developed growth theory before implementing programs; and government programs that are explicitly focused on rural development tend to be fragmented rather than integrated.

Barkley (1971), on the other hand, was convinced that economics has not provided clear alternatives for rural development policy because of a lack of theory of the economics of what he calls "small areas". Barkley pointed out the need for theories relating to economic activity for units larger than the individual or firm level, but smaller than a nation. Decision makers and decision-making processes are not as well defined in the case of a subnational unit as in the case of either a nation or an individual firm.

Several other factors have been identified as confounding the study of rural development. Rural development policy, for example, has often been equated with farm policy. Bawden (cited in Deaton and Weber) made the point that the welfare of farmers cannot be confused with the

welfare of rural communities. Deaton and Weber (1983) reported that in 1975 only nine percent of rural workers were employed in agriculture. Farm income, like per capita income, is an unreliable measure of the quality of rural life. Farm profits are misleading because of tax shelters, loopholes, and farm subsidies.

Other factors that need to be considered with regard to the study of rural economic development include the unanticipated shift in migration patterns and the kinds of industries that are projected to expand in the future. The Bureau of Labor Statistics projects that the top growth industries for the next decade will be service industries. Deaton and Weber (1983) reported that recent migrants into rural areas take a disproportionate number of service jobs. Long-time rural residents appear to be primarily employed in agriculture and manufacturing.

Although economists have been unable to produce whole theories or explanations for the problems related to rural development, there seems to be general consensus on what the goals of rural development policy should be. Deavers (cited in Deaton and Weber, 1983), for example, identified the goals of rural development policy as improved rural income levels and employment opportunities, improved access to housing and other essential services, and the responsible use of rural resources to preserve the quality of

rural life.

The current interest in rural economic development seems to have been brought on by two opposite shifts in migration trends in the United States. Three other trends associated with migration patterns were: a general decline in non-farm goods production relative to service type industries; a decline in population and employment growth rates in metropolitan areas; and the relative shift in population growth and economic activity to smaller sub-metropolitan areas (Deaton and Weber, 1983). These demographic shifts and the associated capital movement back to small towns and rural communities, when coupled with an understanding of rural development theory, offered government officials the means to improve substantially the well-being of rural citizens. These trends have again reversed without bringing about the anticipated improvement in the rural economies.

Much of the literature regarding rural development involves the measurement of well-being or quality of life. There seems to be agreement among development theorists that per capita income is not adequate to measure quality of life changes. Kraybill, Deaton and Johnson (1985) have demonstrated the usefulness of certain social indicators in measuring the quality of life. They have defined social indicators as simply "a set of observable variables per-

taining to human welfare and the environment in which humans live" (p. 3). Their indicators fall into the four categories of demographic, education, health, and housing. In an earlier study reported by Shabman and Pratt (1975), social indicator profiles were used to make assessments regarding quality of life. The social indicators used in their study were economic well being, employment, housing, population, education, and health. The two purposes of the Shabman and Pratt study were to show that "quality of life" is a multi-faceted concept, and to analyze the relationship between the various indicators.

The reported results of the relationship between the indicators were both expected and surprising. There was a strong relationship, for example, between the economic well being indicator and employment, housing, population, and educational outputs. There was, however, a low relationship between educational inputs and outputs and health inputs and outputs.

Growth, development, and quality of life are all central issues in rural development. Another issue that has emerged in the literature involves growth and economic equity. It was mentioned earlier that measures of income do not necessarily measure quality of life. Nor do measures of income provide measures of equity. Adelman (1975) argued quite convincingly of the conflict between growth

and equity. The notion that growth automatically improves income and the distribution of income has been challenged by the Adelman and Morris (1973) study of under-developed countries. The authors conclude that the primary impact of economic development on income distribution is, on the average, to decrease both the absolute and relative incomes of the poor. Again, their study raises serious questions about the widely held belief that the poor in society are the initial beneficiaries of development. Adelman (1975) suggested the absolute incomes of poor rise with development only as nations move into what she describes as the "intermediate" level of development.

The general conclusion of this study is the poor will benefit from growth only when government plays an important economic role with widespread efforts to improve the human resource base. Redman (1980) also contended that in rural development human resources must have equal importance with other factors of production. She raises the question of whether society has actually benefitted from replacing farm labor with equipment. The increasing specialization and mechanization has depersonalized farm work and may not have been best for the people involved.

Adelman discussed the possible conflict between equity and growth and wrote that there is a need to know the purpose of development if adequate policy alternatives

and instruments are to be developed. She distinguished between four conceptual goals of development ranging from growth at one end of the spectrum to equity at the other end. Adelman argued that policy instruments designed to improve income distribution may not effectively raise growth rates and policies aimed at improving growth rates may not address equity concerns. Inasmuch as the cost of equity may be higher than society wishes to pay, some goal, conceptually, between growth and equity might be realistic, attainable and socially acceptable. Adelman suggested that development strategies need to be viewed in terms of a sequence of strategies rather than in terms of trade offs among policy alternatives. For example, to achieve a goal of depauperization (one of the growth-equity goals between the two extremes) she suggests two possible sequences of strategies. These are:

(1) Grow Now -- Redistribute Income -- Education
or

(2) Redistribute Income -- Educate Now -- Then Grow

According to Adelman, either of these strategies will achieve some growth and some equity, but strategy number two would cause development to occur more rapidly.

This review of rural development has drawn attention to the major issues that seem to have evolved over the past decade. The need to improve the quality of life of rural

America seems to be a generally accepted goal of society. Writers and researchers in the rural development field have identified a number of appropriate proxy variables to measure quality of life. Although all the economic models designed to explain growth include capital investment, the importance of human resource development is emphasized in the literature on rural development. Economic growth and the implication of growth with regard to the distribution of wealth has been a topic of discussion. The need to develop economic models for "small areas" has been suggested. Barkley, in fact, argued that until such models are developed and empirically tested, policy prescriptions will continue to be happenstance in nature. Probably the most penetrating question raised in the literature is one asked by Redman. She raised the issue of whether the improvement in the well-being of rural people has been due to rural development policy or general national economic conditions.

Regardless of the response to this question, it seems clear that the ability to resolve the problems of the rural poor has been enhanced by attention to rural development theory. Edwards suggested that economic theorists need to look again at theories that explain change over time and space to provide policy makers a better understanding of the effects of policies. Policy makers, on the other hand, need to be clear about the goals of rural development.

The distinction between economic growth and development has been drawn. Growth as defined earlier is a quantitative term and development is qualitative in nature. Although it is possible for growth to occur without development and vice versa, there seems to be a general consensus that growth is a key requisite for development.

Deaton (1980) identified three basic sources of growth. These are improved productivity, import substitution, and export expansion. Import substitution is defined as simply the local production of goods and services that were formally purchased outside the community. Deaton classified both improved productivity and import substitution as very healthy forms of growth inasmuch as both tend to provide benefits to the local community without additional costs. The third source of growth, export expansion, is defined as the local production of goods and services which will be sold outside the community. There is support in the literature for community colleges to contribute to these three sources of growth. Two themes run consistently through the literature on the community college's role in economic development. One involves the need for a close cooperation between business and education for economic development and the other focuses attention on the importance of human capital in the economic development process.

Community Colleges and Economic Development

Several recent reports have mentioned the need for community colleges to be actively involved in economic development. The Report of the 1986 Commission on the Future of the South, for example, challenges community college systems to assume responsibility for several activities with economic development implications. The Commission recommended that community colleges: (1) assume responsibility for adult literacy programs (p. 13), (2) be responsible for Federal Vocational Education funds (p. 15), and (3) have clear mission statements that reflect their economic development responsibilities (p. 19). The Governor's Commission on Virginia's Future (1982) called for the state to encourage its public colleges to respond to the needs of businesses and recommends an economic development strategy that links the state's colleges with the employment needs of the private sector (p. 14).

Although a great deal of effort currently is being expended in many states toward economic development in general, Johnson (1984) pointed out that rural areas have special economic development needs. Recent research suggests that the critical needs of rural areas include such things as (1) a skilled labor force, (2) industrial

sites, (3) capital financing (especially venture capital financing), and (4) active economic development organizations (Deaton and Johnson, 1983).

The literature on community college involvement in economic development activities identifies a role for two year colleges in each area mentioned above except industrial site selection. Kingry (1984), in fact, identified 23 economic development activities mentioned in the literature that help define the role of community colleges in economic development. Most of the activities related to providing a skilled work force. Training programs range from basic skills in reading, communication, and math (Baum, 1981) to specific skill training (Tuttle and Wall, 1979; Dudley, 1980; Owen, 1981). Also mentioned in the literature are community colleges working with industry in financial planning (Groff, 1981 and Oregon Department of Education, 1982) and with local economic development councils (Groff, 1981) or industrial recruitment teams (Hamill, 1982). Niagra County Community College, for example, contracts with individual economic development agencies for the management of revolving loan funds (Donato, 1986). The need to develop rural America seems obvious, especially in the South. Rural America is losing low-skill manual labor jobs to lower-wage countries and to automation. Problems in the nation's agricultural sector

also contribute to the depressed rural economy.

The literature on the community college's role in economic development identified 25 activities that support economic growth. Twenty-three activities were identified by Kingry (1984) in his study of the role of regional community colleges in economic development.

The source documents cited serve as examples of where the activities were found and do not necessarily represent an inclusive listing. The list of activities is as follows:

1. Conduct retraining programs for persons who have been laid off (Parnell, 1982).
2. Provide job placement services for students enrolled in the community college (Economic Development Administration, 1980).
3. Provide classroom apprenticeship training in cooperation with labor and business (Parnell, 1982).
4. Participation of college staff (i.e., administrators, faculty or counselors) on industry recruitment teams (Hamill, 1982).
5. Contracting by colleges with industries for the industry to provide certain technical training not available at the college but for which there is both student demand and community need (Gold, 1979).
6. Provide basic skills (math, reading and communi-

cation) training (Baum, 1981).

7. Provide cooperative education programs such as on-the-job training mixed with classroom training (Bulpitt and Lohff, 1980).

8. Provide instructional releases for teachers to work in industry (Bulpitt and Lohff, 1980).

9. Provide customized training programs to industry on the industry site (Tuttle and Wall, 1979; Dudley, 1980; Owen, 1981).

10. Provide skill upgrade training for employed persons wanting to keep pace with changing technology or desiring to change positions (Parnell, 1982).

11. Provide training in basic and mid-level management skills (Bulpitt and Lohff, 1980).

12. Provide short courses and workshops for company employees (Central Virginia Community College Board, 1981).

13. Conduct research and development as applied to small business operation (Commission for Higher Education, 1982).

14. Disseminate research results on technical change and business research to regional businesses (Groff, 1981; Oregon Department of Education, 1982).

15. Operate a business resource library to serve regional businesses (Fine, 1981; Oregon Department of Education, 1982).

16. Provide consultation in export management (Fine, 1981; Hamill, 1982).

17. Provide services or courses in business financial planning (Oregon Department of Education, 1982).

18. Conduct community training needs assessment (Mehallis, 1979).

19. Provide career and vocational counseling (Groff, 1981).

20. Provide prescreening and skill assessment of potential employees for business (Groff, 1981).

21. Provide staff to solicit funds for retraining programs (Groff, 1981).

22. Participation of community college staff on local community development councils (Groff, 1981; Hamill, 1982).

23. Collect labor market information for planning purposes (Bushnell, 1980; Arns, 1981).

24. Operate a Small Business Development Center funded by the Small Business Association (Donato, 1986).

25. Sponsor, coordinate and train local development leaders and organizations with regard to rural economic development (Myran, 1978).

These activities have all been mentioned in the literature as contributing to economic development. Rather than looking at economic development activities per se

Braden (1977) mentioned four basic requirements for development: human resources, physical resources, capital formation, and leadership development. Comprehensive community colleges are in a position to address the need for human resources and leadership development. Ledebur (1977) argued that the quantity and quality of the labor supply was a key determinant of regional development. According to Ledebur, one region could gain a comparative advantage over another by developing its human resources.

Schultz (1979) made significant contributions to our understanding of economic growth and development with his theory of human capital which includes acquired knowledge, skills, and health. According to Schultz (1961), the development of the economic system is explained almost entirely by growth in human capital. In a study of the factors contributing to the growth in national income Carnevale (cited in White, 1985) concludes that for every year measured since 1928 and projected through 1990, human resources have been the dominant factor accounting for growth in national income.

The notion of human capital formation may still be one of the most important ideas in public policy today. The importance of public investment in the formation of human capital may, in fact, be more critical today than when Schultz and others discussed the concept in the late

fifties and early sixties. Our economic system is already undergoing some major restructuring. We are moving from an economy dominated by manufacturing employment to one dominated by the services and information-based sector. White (1985) is projecting the loss of 400,000 manufacturing jobs by the year 2000 in the southern region alone. Textiles and other non-durable goods industries will be among the hardest hit. These industries, especially in the South, have provided the only employment options outside of agriculture. The restructuring brought on by a rapidly changing technology and a global economy will likely impact adversely upon the rural poor.

White is convinced that flexible learning skills and entrepreneurial ability will be the hallmark of successful workers in the future. They will change jobs and the work they do more often throughout their working lives. Without new initiatives to add to the stock of human capital through adequate and wise investments in education and training, the rural poor may be worse off in both absolute and relative terms in the future.

Changing technology and internationalization are two powerful variables that need to be included in any discussions regarding an understanding of rural development theory. It also seems obvious that the key to dealing with the problems associated with rural economic development is

our investment in human resources. Human resource development is the mission of the comprehensive community college.

CHAPTER 3

Research Method

The economic development activities that community colleges have been involved with as reported in the literature, have not been empirically tested. The purpose of this study was to research the economic development activities of small rural community colleges that were most active in rural economic development. The research was conducted in two phases. A mailed questionnaire was used to identify those economic development activities that small rural community colleges do emphasize, the perceived effectiveness of those activities, and those small rural two-year colleges most involved in economic development. A follow-up case study will be conducted at colleges identified by the mailed survey as being most involved in economic development. Yin (1984) pointed out that the case study is an appropriate method of inquiry for an exploratory study, the goal being to develop pertinent hypotheses and propositions for further inquiry.

Yin (1984) defined case study as "an empirical inquiry that: investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in

which multiple sources of evidence are used" (p.23).

This study combined the survey and the exploratory case study methods to determine those economic development activities that small rural community colleges do emphasize in accomplishing overall community economic development. Moser and Kelton (1972) suggested that combining the mailed questionnaire with interviewing tends to overcome the major shortcomings of the survey method. The survey questionnaire (See Appendix A) was used to identify the level of economic development activity occurring at small rural community colleges and the perceived effectiveness of these activities. The college(s) with exemplary programs (those colleges with the most active and effective programs as perceived by the president) were used as case study sites. In-depth interviews with college, business, and community leaders were used to provide answers to the research questions identified earlier.

The Survey Instrument

The survey questionnaire used in this study is an adaptation and expansion of one used by Kingry (1984) to review the role of Oregon community colleges in economic development as perceived by various members of the college community. Two additional economic development activities were added to the 23 Kingry identified in his review of the literature. In this study, the presidents of 237 small

rural colleges in 13 Southern states were asked to rate each activity as to the level of emphasis that was occurring at their institution and to assess the level of success for each activity (see Appendix A). The questionnaire was formatted in accordance with mail survey guidelines proposed by Sudman and Bradburn (1982).

The population for the study of small rural colleges was comprised of the public two-year colleges (1) who had headcount enrollments of 2500 or less in fall 1982; (2) who designated themselves as "rural" on a 1982 AACJC questionnaire (AACJC, 1982 b); and (3) who were located in one of thirteen southern states that are part of the Southern Growth Policies Board region.

Case Study Research

The case study form of descriptive research was viewed as an appropriate method for identifying those economic development activities that small rural colleges might pursue to support the development efforts of their respective communities. Isaac and Michael (1984) described descriptive research as the accumulation of research that is solely descriptive. It does not seek to explain relationships, test hypotheses or make predictions. Boyd, Westfall and Stasch (1977) reported the following advan-

tages of case study research:

1. Inferences are obtained from a study of an entire situation, or entity, rather than from study of one or several selected aspects alone.

2. A case study is a description of a real event or situation.

3. More accurate data are obtained, probably as a result of the more intimate association of the researcher and respondent and the greater rapport that is normally developed between the two.

Although the mail survey is probably the most widely used information gathering method in education, it limits the kind of questions asked and responses received. Since this study combines both the survey and case study methods, the data will be more accurate and complete than would be possible with the survey alone.

Simon (1978) stated that the case study is "the method of choice when you want to obtain a wealth of detail about your subject" (p. 206). Campbell (1979) suggested the case study as an excellent design for an exploratory type study. The case study design is appropriate for the exploratory nature of this study, which involves "a myriad of not highly isolated variables" (Stake, 1978, p.7). One of the purposes of this study is to collect descriptive data about a phenomenon that has not been empirically

examined and to discover new ideas about relationships that can be tested by more precise forms of inquiry.

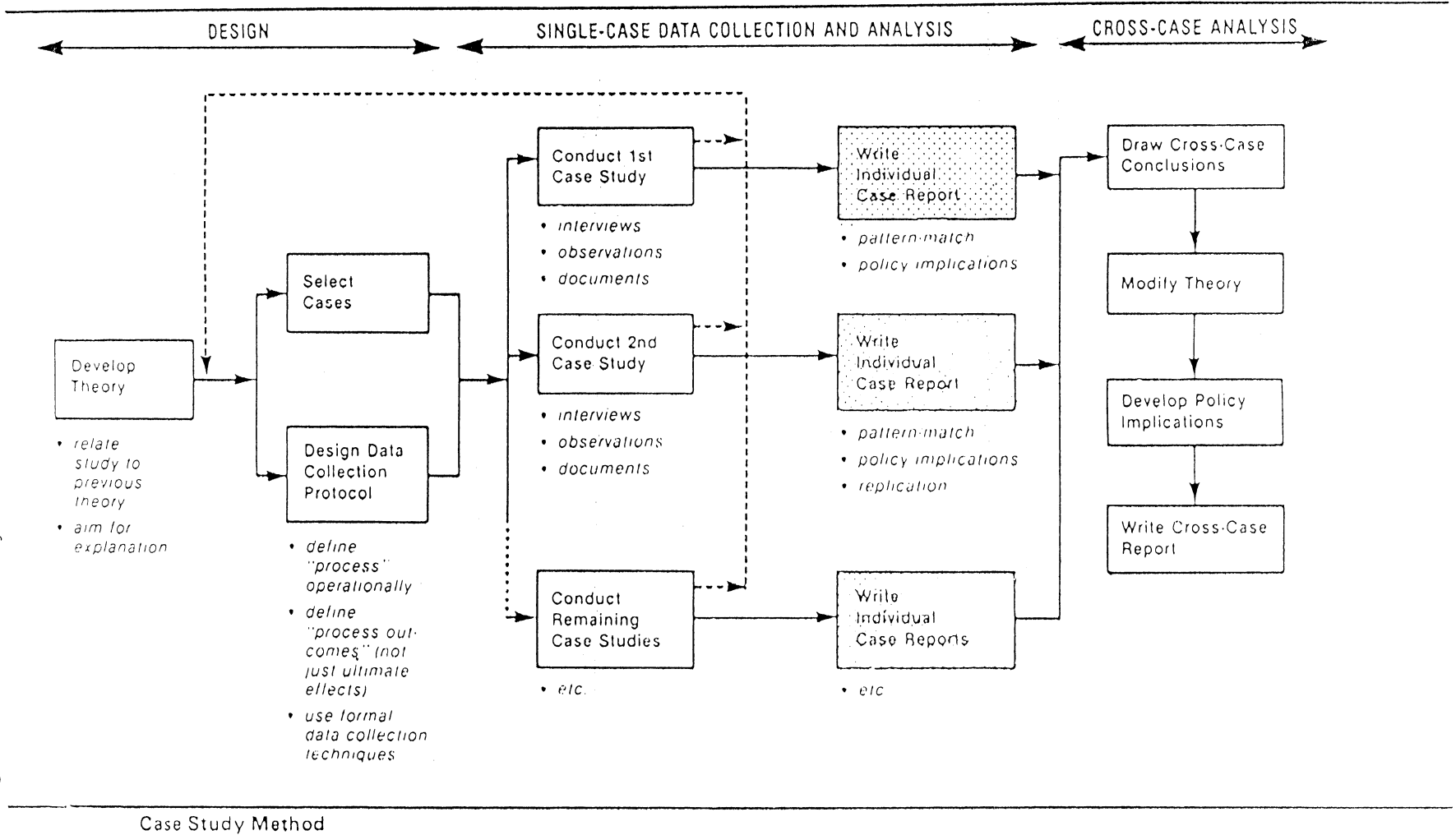
Case Study Design

The design of this study is based on Yin's (1984) replication approach to multiple-case studies (See Figure 3.1). The figure indicates that each individual case study consists of a "whole" study, in which convergent evidence is sought regarding the facts and conclusions for the case. Each case's conclusions are then considered to be the information needing replication by other individual cases. Both the individual cases and the multiple-case results will be the focus of a summary report. Multiple cases will be used because "the evidence from multiple cases is often considered more compelling, and the overall study is therefore regarded as being more robust." (Yin, 1984, p. 48)

Selection of Cases

Four colleges were chosen for data collection for this study. One college was used to conduct a pilot study. The other three colleges will be used as sites to conduct the actual research. Selections of the four sites was

Figure 3.1 Case Study Method



based on the survey results. These four sites were chosen from a list of ten of the most active rural community colleges responding to the survey. The activity level was determined by computing a composite score for all the activities from each college. (The composite score is the sum of the ratings for all 25 activities.) The criteria for selection of the three actual case study sites included:

1. the extent of activity composite score,
2. effectiveness composite score,
3. selection of sites in different states,
4. verification that colleges are small and serve rural communities,
5. verification by state-level offices that the particular college selected is, in fact, recognized for its level of activity.

Individuals included in the interview at each site included the following key personnel: president of the institution; faculty members or administrators responsible for economic development at the institution; representatives of the college board; locally elected officials or members of local economic development councils; local economic development directors; business and industry leaders, and other appropriate personnel identified in the interview.

These individuals were classified as belonging to one of three groups: (a) College Leadership--President, Deans, Continuing Education Director, Division Chairman, other college administrators responsible for economic development; (b) Business/Government Leadership--County/city managers, industrial development coordinators, elected officials, chamber of commerce officials; and (c) other interested college or community persons--faculty and/or administrators and community persons not directly involved with the college's economic development efforts, but knowledgeable of those activities.

Collection of Data

One of the major strengths of the case study is the opportunity to use many different sources of data (Yin, 1984). Interview documentation provides a means to gain understanding of a situation without actually having experienced it (Yin, 1984). Interview data for the case study portion of this research were collected using a semi-structured interview. Isaac and Michael (1984) defined a semi-structured interview as one that is "...built around a core of structured questions from which the interviewer branches off to explore in depth. Again, accurate and complete information is desired with the

additional opportunity to probe for underlying factors or relationships which are too complex or elusive to encompass in more straight-forward questions." (p. 96)

Yin (1984) identified this type of interview as a focused interview. According to Yin, a respondent is interviewed for a short period of time. The interview will remain open-ended and assure a conversational manner with the interviewer likely to follow a "certain set of questions derived from the case study protocol" (p. 83). The interviewing protocol will consist of the following questions for individuals in each of the three groups:

1. Who and what conditions provided the impetus for the college to get involved in rural economic development?
2. What role has the college assumed in economic development process, such as leadership, partnership with other agencies, or support role?
3. What has been the college's commitment of personnel and financial resources to rural economic development?
4. What has the impact of the college's economic development efforts been on the local community?
5. Which economic development activities have been the most effective?
6. Who was responsible for the success of these activities?
7. What is the strength of community support for the

college's economic development efforts?

Those interviewed will include the following key personnel: President of the institution; faculty members or administrators responsible for economic development at the institution; representatives of the college board; locally elected officials or members of local economic development councils; local economic development directors; business and industry leaders; and other appropriate personnel identified in the interview.

Data Analysis

The Survey Analysis

Although the purpose of the survey questionnaire was to identify small, rural community colleges with extensive economic development programs, other useful information should result. Descriptive statistical methods were used to classify and summarize the survey data. The survey data will be analyzed to determine the following:

1. the range and frequency of economic development activities reported by the small rural colleges;
2. those economic development activities reported most often by the small rural colleges;
3. those economic development activities that the colleges most active in economic development are involved with that the majority of other colleges are not; and
4. those activities perceived to have been the most successful or effective at each college.

Case Study Analysis

Analysis of the cases will be conducted by transcribing the data collected on each interview guide (Appendix C) to a meta-matrix for each college. Miles and Huberman (1984) define meta-matrices as "master charts assembling descriptive data from each of several sites in a standard format" (p. 152). The matrices for each college will be

developed from the interview guides. The responses will be grouped according to the three classification levels. Data from the individual college sites will then be entered into a mega-matrix for analysis across sites.

Case Study Reporting

The individual college matrices and the cross-case matrix served as a basis for the case study reports. This multiple-case report contains a narrative of the individual cases and a section covering the cross-case analysis and results. Interpretation and explanation was developed about the individual cases and the results will be analyzed across the three colleges being studied.

CHAPTER 4

Findings

The Survey Results

Of the 237 small rural community college presidents surveyed, 165 returned usable responses. Of these, 163 reported economic development activities ranging from a low of three activities to a high of 25. The average number of activities reported was 15. (See Table 4.1)

The nine economic development activities reported most often (by more than 75% of the 165 colleges returning usable responses) were: (1) #6, Provide basic skills (math, reading and communication) training, and (2) #19, Provide career and vocational counseling, (154 colleges each); (3) #2, Provide job placement services for students enrolled in the community college, (150 colleges); (4) #22, Participation of community college staff on local community development councils, (148 colleges); (5) #12, Provide short courses and workshops for company employees, (147 colleges), (6) #10, Provide skill upgrade training for employed persons wanting to keep pace with changing technology or desiring to change positions, (145 colleges); (7) #11, Provide training in basic and mid-level management skills, (135 colleges); (8) #7, Provide cooperative education programs such as on-the-job training mixed with classroom training, (130 colleges), and (9) #9, Provide

Table 4.1

Range and Frequency of Economic Development Activities
Reported by 165 Southern Rural Community Colleges

NUMBER OF COLLEGES	NUMBER OF ACTIVITIES
34	20 - 25
57	15 - 19
52	10 - 14
18	5 - 9
4	0 - 4
TOTAL: 165	

Note: N = 165 Southern Rural
Community Colleges

Mean = 15 Economic
Development
Activities

customized training programs to industry on the industry site, (127 colleges). (See Table 4.2)

Community colleges that were most involved with rural economic development were engaged in eight economic development activities that the majority of other colleges were not (See Table 4.3). In other words, these eight activities seemed to distinguish the colleges most active in economic development from the typical small rural community college. These activities suggest a solid business-college-community connection. The colleges most active in economic development have made a commitment to:

1. provide business-related services for both industry and small business;
2. provide industry-specific training programs; and
3. provide training for local rural economic development groups.

Presidents were asked to indicate the level of success or effectiveness for each activity they were involved in by ranking them from "highly successful" to "not successful". Activities viewed by presidents as being most effective paralleled those the colleges reported most often. One hundred forty-nine presidents reported success (moderate or high) just with Activities #6 and #19. Other activities with high success ratings were Activity #2 (145), Activity #12 (142), Activity #10 (141), Activity #22

Table 4.2

Frequency and Perceived Success of Economic Development Activities

ACTIVITIES	FREQUENCY		SUCCESS OF ACTIVITY		
	NUMBER REPORTING	PERCENT REPORTING	NOT SUCCESSFUL	MODERATELY SUCCESSFUL	HIGHLY SUCCESSFUL
1. Conduct retraining programs for persons who have been laid off (Parnell, 1982)	118	72	51	91	23
2. Provide job placement services for students enrolled in the community college (Economic Development Administration, 1980)	150	91	20	92	53
3. Provide classroom apprenticeship training in cooperation with labor and business (Parnell, 1982)	85	52	81	49	35
4. Participation of college staff (i.e., administrators, faculty or counselors) on industry recruitment teams (Hamill, 1982)	120	73	57	81	27
5. Contracting by colleges with industries for the industry to provide certain technical training not available at the college but for which there is both student demand and community need (Gold, 1979)	68	41	99	46	20
6. Provide basic skills (math, reading, and communication) training (Baum, 1981)	154	93	16	58	91
7. Provide cooperative education programs such as on-the-job training mixed with classroom training (Bulpitt and Lohff, 1980)	130	79	40	68	57
8. Provide instructional releases for teachers to work in industry (Bulpitt and Lohff, 1980)	59	32	110	36	19
9. Provide customized training programs to industry on the industry site (Tuttle and Wall, 1979; Dudley, 1980; Owen, 1981)	127	77	41	41	83
10. Provide skill upgrade training for employed persons wanting to keep pace with changing technology or desiring to change positions (Parnell, 1982)	145	88	24	65	76
11. Provide training in basic and mid-level management skills (Bulpitt and Lohff, 1980)	135	82	34	79	52
12. Provide short courses and workshops for company employees (Central Virginia Community College Board, 1981)	147	89	23	71	71
13. Conduct research and development as applied to small business operation (Commission for Higher Education, 1982)	57	35	110	46	9

(Table continues)

Table 4.2

Frequency and Perceived Success of Economic Development Activities

ACTIVITIES	FREQUENCY		SUCCESS OF ACTIVITY		
	NUMBER REPORTING	PERCENT REPORTING	NOT SUCCESSFUL	MODERATELY SUCCESSFUL	HIGHLY SUCCESSFUL
14. Disseminate research results on technical change and business research to regional businesses (Groff, 1981; Oregon Department of Education, 1982)	40	24	126	35	4
15. Operate a business resource library to serve regional businesses (Fine, 1981; Oregon Department of Education, 1982)	70	42	102	52	11
16. Provide consultation in export management (Fine, 1981; Hamill, 1982)	9	5	156	8	1
17. Provide services or courses in business financial planning (Oregon Department of Education, 1982)	111	67	58	88	19
18. Conduct community training needs assessment (Mehallis, 1979)	123	75	50	86	29
19. Provide career and vocational counseling (Groff, 1981)	154	93	16	83	66
20. Provide prescreening and skill assessment of potential employees for business (Groff, 1981)	70	3	100	40	25
21. Provide staff to solicit funds for retraining programs (Groff, 1981)	36	22	133	26	6
22. Participation of community college staff on local community development councils (Groff, 1981; Hamill, 1982)	148	90	24	93	48
23. Collect labor market information for planning purposes (Bushnell, 1980; Arns, 1981)	110	67	63	72	30
24. Operate a Small Business Development Center funded by the Small Business Association (Donato, 1986)	34	21	132	16	17
25. Sponsor, coordinate and train local development leaders and organizations with regard to rural economic development (Myran, 1978)	46	28	120	38	7

Table 4.3

Economic Development Activities of Those Colleges Most Involved in Economic Development That are not Occurring at Most Colleges

-
1. College contracting with industries for the industry to provide certain technical training programs not available at the college but for which there is both student demand and community need
 2. Provide instructional releases for teachers to work in industry
 3. Conduct research and development as applied to small business operation
 4. Disseminate research results on technical change and business research to regional businesses
 5. Operate a business resource library to serve regional businesses
 6. Provide pre-screening and skill assessment of potential employees for business
 7. Operate a Small Business Development Center funded by the Small Business Administration
 8. Sponsor, coordinate and train local development leaders and organizations with regard to rural economic development
-

(141), Activity #11 (131), Activity #7 (125), Activity #9 (124), and Activity #18 (115). (See Table 4.2)

The purpose of the survey was to identify small rural colleges with exemplary economic development programs. Composite scores were computed for each returned survey for both the extent of economic development activity and the perceived effectiveness of those activities. Table 4.4 is a presentation of the composite scores of the ten colleges that had the highest scores on extent of activity and effectiveness.

Using the criteria established earlier (p.39), the following colleges were selected for study:

1. Orangeburg-Calhoun Technical College
2. Roanoke-Chowan Technical College
3. Bainbridge Junior College

Nash Technical College was used as a pilot site to give the researcher experience in interviewing, an opportunity to refine the research questions, and experience in writing a case study report. State Technical Institute at Knoxville was eliminated based on discussions with college administration with regard to the Knoxville area becoming less rural. Horry-Georgetown Technical College was eliminated for similar reasons due to the proximity of the college to Myrtle Beach, South Carolina.

A narrative of the three individual cases and cross

TABLE 4.4

Composite Scores

COLLEGE NAME	EXTENT OF ACTIVITY COMPOSITE	EFFECTIVENESS COMPOSITE
Orangeburg-Calhoun Technical College Marion R. Groomes, President Orangeburg, SC 29115	65	67
Roanoke-Chowan Technical College David W. Sink, President Ahoskie, NC 27910	64	64
Nash Technical College J. Reid Parrott, President Rock Mount, NC 27901	62	30
State Technical Institute at Knoxville J. L. Goins, President Knoxville, TN 37939	61	61
Horry-Georgetown Technical College D. Kent Sharples, President Conway, SC 29526	60	63
Bainbridge Junior College Edward Mobley, President Bainbridge, Georgia 31717	59	59
East Kentucky University Jack Luy, President Richmond, KY 40475	58	53
Somerset Community College Richard Carpenter, President Somerset, KY 42501	58	50
Cape Fear Technical Institute Malcolm J. McLeod, President Wilmington, NC 28401	58	46
Robeson Technical College Frederick G. Williams, President Lumberton, NC 28359	55	57

case report follows the Case Study Reporting Matrix section.

Case Study Reporting Matrix

Results of site visits will be reported using a matrix for each college. The matrix was developed based on the research questions and projected responses. (See Table 4.6, 4.8, 4.10, 4.11) The interview responses were then grouped according to variables of influence (drawn from the research questions), interviewee group classification, and estimated categories of responses.

The variables of influence were drawn directly from the research questions. The group classifications were College Leadership (C), Business/Government/County Leadership (BGCC), and Other Interested College and Community Persons (O). The estimated categories included the possible responses to a given question. Research Question 1 was asked to determine why the college was involved in economic development; who was responsible for the involvement; and whether the college initiated the activities or responded to requests. The matrix (Table 4.6, 4.8, 4.10, or 4.11) shows for Research Question 1 the variables of influence of Impetus, Who, and Respond or Initiate; the three classification levels, C, B, and O; and the estimated categories for these three questions.

The estimated categories for the Impetus variable, for example, are "mission", "identified need", and "bandwagon". Each interviewee was asked whether a given college was

involved in economic development because: Economic Development was the college's mission, the college was responding to an identified need for involvement, or the college was involved simply because of the current interest in economic development.

The estimated categories for the Who variable are the president, the administrator responsible for economic development, and some other individual. The same estimated categories were used for the Who is Responsible for Success variable.

The estimated categories of Strong, Moderate, and Weak were used for both the Commitment and Community Support variables. The estimated categories for the Role variable were Leadership, partnership, and support. These possible roles were defined in Chapter 1 and for each interviewee. The Impact variable was assigned the estimated categories of positive, negative, and no input. The Most Effective Activity variable was assigned the estimated categories of Small Business Development Center, Industrial Recruitment, and Other.

WITHIN SITE ANALYSIS

Roanoke Chowan Technical College

Background

Roanoke Chowan Technical College in Ahoskie, North

Carolina was selected as a case study site of an exemplary rural economic development effort occurring at a small rural community college. RCTC was identified as having an exemplary rural economic development program based on its response to the rural economic development survey. RCTC had one of the highest composite ratings on both the extent of economic development activities occurring and the perceived effectiveness of those activities. (A copy of the completed survey form is shown as Appendix B and the composite scores are shown in Table 4.4.) In-depth interviews with eighteen college officials and community leaders were conducted to provide information about RCTC's economic development efforts and answer the research questions identified earlier.

Table 4.5 is a list of the specific persons interviewed, by position. The three classification groups consisted of the following: (A) College Leadership--at RCTC this group includes interim president, former president, 2 deans, Small Business Director, Incubator Facility Manager, and Local Board Chairman; (B) Business/Government/County Leadership--includes county manager, county industrial development coordinator, mayor, county commissioner, state legislator, Chairman of the Committee of One Hundreds, and Executive Director of Northeastern North Carolina Tomorrow, Inc.; and (C) Other Interested College or Community Per-

Table 4.5

List of Interviewees at RCTC by Position

Former President	Chairman of Local Board
Interim President	County Manager
Dean of the College	County Industrial Development Coordinator
Developmental Faculty Member	Mayor
Business Faculty Member	County Commissioner
Dean of Continuing Education*	State Legislator*
Continuing Education Field Coordinator	Chairman, Committee of One Hundreds
Small Business Development Center Director	Executive Director, North- eastern North Carolina Tomorrow, Inc.
Incubator Facility Manager	Incubator Tenant

*Same individual serves in both capacities

sons--including developmental faculty member, business faculty member, continuing education field coordinator, and Incubator tenant. The president of RCTC at the time of the survey had assumed another presidency before the site visit. He was, however, interviewed by telephone. References in this report to the president, however, refer to the former president. RCTC was, at the time of this study, being led by an interim president. A completed matrix for RCTC depicting the number of respondents by category and their responses by research question is shown as Table 4.6.

RESEARCH QUESTION 1: WHO AND WHAT CONDITIONS, IN YOUR OPINION, PROVIDED THE IMPETUS FOR THE COLLEGE TO GET INVOLVED IN RURAL ECONOMIC DEVELOPMENT?

This question was asked to determine just why RCTC was doing so much more in economic development than other small rural colleges who had responded to the survey; who identified the need to involve the college in economic development; and whether the college responded to a request for economic development activities or initiated their own economic development program. Responses from all eighteen interviewees showed an understanding of the relationship between North Carolina's community colleges and the State Department of Commerce about providing customized skilled

Table 4.6

Within Site Analysis--Roanoke Chowan Technical College

VARIABLES OF INFLUENCE	COLLEGE LEADERSHIP	BUSINESS/GOVT./ COMMUNITY LEADERSHIP	OTHER	ESTIMATED CATEGORIES
IMPETUS	6 (1) 1 (2)	6 (1) 1 (2)	4 (2)	1. Mission 2. Identified Need 3. Bandwagon
(A) WHO	5 (1) 1 (2) 1 (3)	4 (1) 3 (3)	4 (1)	1. President 2. Admin., Ec. Dev. 3. Other
(B) RESPOND or INITIATE	1 (1) 6 (2)	6 (1) 1 (2)	3 (1) 1 (2)	1. Respond 2. Initiate
ROLE	4 (1) 2 (2) 1 (3)	7 (3)	2 (1) 2 (3)	1. Leadership 2. Partnership 3. Support
COMMITMENT	7 (1)	4 (1) 3 (2)	2 (1) 2 (2)	1. Strong 2. Moderate 3. Weak
IMPACT	7 (1)	7 (1)	4 (1)	1. Positive 2. Negative 3. No Impact
COMMUNITY SUPPORT	5 (1) 2 (2)	4 (1) 3 (2)	1 (1) 3 (2)	1. Strong 2. Moderate 3. Weak
MOST EFFECTIVE ACTIVITY	6 (1) 1 (3)	6 (1) 1 (2)	4 (1)	1. SBDC Activity 2. Ind. Recruit. 3. Other
WHO IS RESPONSIBLE FOR SUCCESS	3 (1) 3 (2) 1 (3)	4 (1) 3 (2)	3 (1) 1 (2)	1. President 2. Admin., Ec. Dev. 3. Other

Number of Respondents: 7

7

4

Total: 18

training for new and expanding industries. Responses of college leaders and Business/Government/Community Leader shown in Table 4.6 indicates these groups are aware that economic development is a fundamental part of the colleges' overall mission. Six of seven interviewees in the college leadership category responded that the college's economic development efforts were undertaken to fulfill an element of the college's mission. Six of seven interviewees in the Business/Government/Community leader categories agreed with the college leadership response. In contrast to this response, all four of the interviewees in the Other category agreed that RCTC's economic development effort was in response to an identified local need.

All three categories of respondents agreed that the president of the institution was the driving force in involving the college in economic development. The president, in fact, was the choice of 71 percent of the college leadership group, 57 percent of the Business/Government/Community Leader group, and 100 percent of the Other category. Three (43 percent) of the Business/Government/Community Leader group felt that a former Board chairman had been the most influential person in involving the college in economic development activities.

RESEARCH QUESTION 2: FROM YOUR PERSPECTIVE, WHAT ROLE

HAS THE COLLEGE ASSUMED IN THE ECONOMIC DEVELOPMENT PROCESS?

This question was asked to determine if the college had played a leadership, partnership, or support role (as defined in Chapter I) in the area's economic development efforts. Two categories (College Leadership and Other) gave mixed responses to this question. Four of seven in the College Leadership group (57 percent) felt that the college had been a leader in the community's economic development efforts. Two (29 percent) classified the role as a partnership and one interviewee in this group thought the role was supportive. The Other group had responses equally split (2 each) between leadership and support. The Business/Government/Community Leadership group, however, was unanimous in describing RCTC's role as supportive.

The president of RCTC pointed out that various community groups were planning and developing strategies to deal with the economic problems of the area at about the same time that he was trying to organize and staff a small business center. The president seemed convinced that under his leadership, several of his key personnel, were able to effectively merge the college and the community with regard to a comprehensive economic development initiative. These key administrators had developed important relationships in

both state and local government. According to the president, these employees helped him create an environment at the college that made members of the Industrial Development Commission feel comfortable relying on the school for assistance with any economic development venture.

In this situation, it is clear that RCTC has played both a leadership and support role in the area's economic development efforts. According to the president, RCTC played a leadership role in establishing its Small Business Development Center and incubator, a support role in its contributions to local industrial recruitment, and a leadership role in initiating the cooperation that now exists.

RESEARCH QUESTION 3: WHAT HAS BEEN THE COLLEGE COMMITMENT TO RURAL ECONOMIC DEVELOPMENT IN TERMS OF PERSONNEL AND FINANCIAL RESOURCES?

Research Question 3 was raised to determine to what extent the college had committed its resources to further the economic development process in its service area. All three categories of respondents rated the college commitment either moderate or strong. One hundred percent of the College Leadership group believed the college commitment was strong. Their belief was predicated on the notion that significant college administrative time and college finan-

cial resources were devoted to economic development.

Three of the College group were knowledgeable of the actual personnel and financial commitment of the college to economic development. These were the president, dean of continuing education, and the Small Business Development Center director. According to these administrators, RCTC spends approximately \$200,000 per year in expenses related to the college's economic development effort. Approximately one-third of that amount (\$65,000) represents the college's direct commitment to run the Small Business Development Center and the incubator. The college received \$50,000 per year in categorical funding to support the center from the State Department of Community Colleges, \$10,000 per year from the Committee of One Hundreds (foundation), and the remainder from Northeastern North Carolina Tomorrow, Inc. (federal funds from SBA and EDA are administered by this group), and Incubator rental fees.

In the opinion of these key administrators, the college's contributions to this effort demonstrate a definite commitment to economic development. The president, in fact, believed the college's commitment to economic development made the task of gaining support from other groups much easier.

Four of seven respondents in the Business/Government/Community Leadership category rated the college's commit-

ment as strong. Three rated the commitment as moderate. Although none of the Business/Government/Community Leadership group at RCTC had knowledge of all the specific budget items related to economic development, four believed the personnel commitment of the college represented a strong commitment on the part of the college. Three members of the Business/Government/Community Leadership group felt the college commitment was moderate.

The third category of respondents, the Other group, was evenly split between the strong and moderate response. Again, the responses were based on observations of personnel involved with economic development. None of this Other group had direct knowledge of the financial requirements to operate the college's economic development program.

RCTC made both a financial and a personnel commitment to operate the economic development program. Perhaps more importantly, the college has made its public aware of that commitment.

RESEARCH QUESTION 4: WHAT, IN YOUR OPINION, HAS BEEN THE IMPACT OF THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS ON THE LOCAL COMMUNITY?

This question was asked to determine the perceived impact or effectiveness of the college's economic develop-

ment activities. This was the only question that all 18 interviewees in the three categories gave the same response. The respondents were unanimous in rating the impact as positive. At the time of the site visit, the county manager could account for the addition of approximately 200 new jobs and a drop in unemployment rates from 14 percent to approximately 7 percent since the college became involved in economic development. It appeared, however, that most of the unemployed who had gone back to work were now commuting to urban areas for employment. Although none of the respondents wanted to give RCTC all the credit for the new job creation, they all agreed that RCTC's efforts had been critical.

When pressed for tangible evidence of the impact of RCTC's efforts on behalf of economic development, the following responses were given:

1. Seventeen of eighteen interviewees mentioned that RCTC was instrumental in landing Kerr Glass Company (150-170 new employees). This was the only new manufacturing plant in the area.

2. All 18 interviewees were aware of the incubator and that jobs had been created as a result of this activity. The Small Business Development Center director and the Incubator facility manager credited the incubator program with creating exactly 20 new jobs during its two and

one-half years of existence.

3. Most of the respondents agreed that the specific impact was difficult to evaluate after only two and one-half years, but all were convinced that the college's efforts had helped stop the decline of the local economy. A new attitude regarding the future of the area was perceived to have been fostered by the college's efforts in economic development.

4. Four respondents (Dean of Continuing Education, Developmental faculty member, Interim President, and Chairman of the College Board) felt that the college's ABE program made an often overlooked contribution to the overall development of the area.

5. One incubator tenant (a firm that manufactures pajama bags in the form of stuffed dogs) has her company almost ready to make the transition out of the incubator. She lists the low rent and assistance with the planning process as the major factor in her firm's success. RCTC's Small Business Development Center helped the tenant with an overall business plan, and a marketing plan.

RESEARCH QUESTION 5: WHAT IS THE STRENGTH OF COMMUNITY EXISTS FOR THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS?

This question was asked to ascertain the level of com-

munity support that exists for the college's economic development efforts. The College Leadership group and the Business/Government/Community Leadership group gave similar responses to this question. Five of seven (71 percent) of the College Leadership group stated that community support was strong for the college's economic development efforts. The following quotations indicate why these leaders felt community support was so strong:

"Strong community support exists for our economic development efforts. The Small Business Development Center activities, including the incubator, have raised the [community's awareness level of the college potential role in economic development." (President)

"The college is now perceived as a strong component of the area's economic development effort. Five years before, the college was not even mentioned in the industrial recruitment literature. The change in attitude about the college was brought about by showing the community that the college had something of value to offer." (Dean of Continuing Education)

"Currently, there is a high level of community support and cooperation. Most of the support now enjoyed is a direct result of the Small Business Development Center. The Small Business Development Center has given RCTC a high profile. We are more visible in the community." (Small

Business Development Center Director).

"The Small Business Development Center at RCTC and the incubator here in town have shown Ahoskie as a town on the move. The general public is becoming aware of this positive publicity and giving the college strong support." (Incubator Facilities Manager)

"Having been on board approximately a week, I am spending a lot of time reviewing minutes of meetings and college records. I get the distinct impression that community support is improving." (Interim President)

The other two members of the College Leadership group rated the level of community support as moderate. Both commented that the area gave a lot of verbal support, but little else. Four of seven (57 percent) of the Business/Government/Community Leadership group rated support as strong. The four members of the Business/Government/Community Leadership group cited as evidence the number of different organizations that co-sponsored activities with the college's Small Business Development Center. These organizations include the Ahoskie Chamber of Commerce, Committee of One Hundreds, and the Industrial Development Commission. The other three members of the Business/Government/Community Leadership group rated the support as moderate. Two of these three believed that community support for economic development

would be strong if public support of the college in general was stronger. The final member of the group contended that the public would support the college's economic development efforts strongly if they knew more about them. This respondent did not believe the activities had been publicized enough.

One of four members of the Other group rated community support as strong and three of four rated community support as moderate. The reasons given for these responses paralleled those of the Business/Government/Community Leadership group.

The overwhelming response to this question was regarding the tremendous increase in community support over the previous three- to four-year period. Although most of the perceived increase in community support was in terms of a change in attitude, the county manager mentioned that the county had provided modest increases in tax support for the college when other budget categories had been reduced. All of the interviewees, except a college dean, mentioned the low regard the community-at-large held for the traditional programs at the college. The college was viewed as a low-quality alternative for those students with nothing else to do or nowhere else to go. That attitude, however, was changing in response to a number of activities going on in the college's Small Business Development Center.

Again, these activities were in the form of free seminars for local businesses sponsored jointly by the college's Small Business Development Center, Chamber of Commerce, City Council, County Commission, and other community groups. The college utilized its community contacts to gain some local ownership in the SBDC concept. The Small Business Development Center, by putting on quality workshops and properly promoting these activities, according to the center director, established a track record of quality. These quality activities provided an avenue for changing the college's image.

As mentioned earlier, the Incubator project brought even more community support to the college. That support came not only from persons interested in economic development per se, but from the Ahoskie Preservation Commission, composed of a number of community leaders described as generally not supportive of the college. This commission had worked unsuccessfully for months to save a condemned historic hotel from demolition and the original incubator funds were used to preserve and refurbish the hotel for use as an incubator facility.

Finally, several key relationships have helped insure the college's acceptance by the community. There are individuals interested in economic development serving in state, county, and city government that are either college

employees or spouses of employees. By virtue of these key relationships, the college is certain to be considered when decisions are made at both the state and local level. These relationships, in fact, may be the most influential factors in the college's future development.

RESEARCH QUESTION 6: WHICH ECONOMIC DEVELOPMENT ACTIVITIES OCCURRING AT THE SMALL RURAL COMMUNITY COLLEGES MOST INVOLVED IN ECONOMIC DEVELOPMENT, BUT NOT OCCURRING AT MOST OTHER SMALL RURAL COMMUNITY COLLEGES, HAVE BEEN THE MOST EFFECTIVE?

Interviewees were asked which of the economic development activities occurring at RCTC were the most effective. The college's Small Business Development Center activity was the overwhelming choice of all three groups of respondents. Six of seven interviewees (86 percent) in both the College Leadership group and the Business/Government/Community Leadership group agreed the Small Business Development Center had been a major success of the college. One hundred percent of the Other group named the Small Business Development Center as the most successful activity.

RESEARCH QUESTION 7: WHO, IN YOUR OPINION, WAS RESPONSIBLE FOR THE SUCCESS OF THESE ACTIVITIES?

This question was asked to ascertain who each group would credit for the success of the most effective activity. The responses of the three groups indicate that both the president of the institution and the Dean of Continuing Education were the key individuals in making the Small Business Development Center venture a success.

The Small Business Development Center director's response to this question was a good summary statement. He concluded that the chief executive officer believed that RCTC ought to have a Small Business Development Center. The president promoted the concept of a Small Business Center. The Dean of Continuing Education, however, was the individual who developed the plan to finance the venture. Finally, the individual efforts of both the Small Business Development Center director and the incubator facility manager were mentioned by all the respondents as contributing to the success of the center.

Discussion

The establishment of the college's Small Business Development Center, with its related functions including a small business incubator, was a near unanimous choice (16 of 18 respondents) of reasons why RCTC was doing more in

rural economic development than its peer institutions. Although all the interviewees were aware of the potential role of North Carolina's community colleges in providing customized skilled training for new and expanding industries, 16 of 18 concluded that RCTC had not done much of this type training. The reason given was the lack of success in recruiting new industry.

Queries, however, about who identified the need for a small business development center and who gave this initiative life brought several different answers, but again, a remarkable degree of consistency. The Dean of Continuing Education, who also serves in the North Carolina legislature, gave a response that summarizes what most of the college employees had to say about this initiative. According to the Dean, "The college president and dean of continuing education, with the assistance of 25-30 community leaders who were tired of losing jobs to other areas, tired of the lack of interest in economic development on the part of many farmers and large landowners, and tired of the lack of results of a largely ineffective Industrial Development Commission, simply took charge and assumed a leadership role in economic development." Community leaders credited the college president or one of two other top administrators at the college with pushing RCTC into a more active role in economic development.

RCTC's interim president, who had served for approximately two weeks at the time of the interview and who was generally unfamiliar with the service area, provided a valuable unbiased perspective on why the college had become so involved in economic development. He had spent his first two weeks on the job reading minutes of meetings, correspondence, policy statements, and he concluded that the president had given economic development a top priority. The president of the institution had organized, staffed, and provided resources for RCTC's Small Business Development Center. The Dean of Continuing Education (who had recently been elected to the North Carolina Legislature) and the Small Business Development Center director were the people, however, who made the venture a successful one. They aggressively marketed and promoted the center's programs and services.

Two faculty members, both long-time employees of RCTC and residents of the area, agreed that community acceptance of the college had been greatly enhanced with the establishment of the Small Business Development Center. Both also stated that they believed the college president's commitment to economic development and the Dean of Continuing Education's aggressive support of the Center idea were the primary reasons why the college got involved.

The chairman of RCTC's Board credited a former Board

chairman and member of North Carolina's Legislature (now deceased) with planting the idea of a Small Business Development Center. According to the Board Chairman, one of the qualifications the former chairman looked for during the last presidential search was an individual with experience in operating a small business center. The college was successful in employing a president with the required experience. The Board Chairman credited the college president and Dean of Continuing Education with getting RCTC's economic development efforts operational. She also stated that one of the college's continuing education field coordinators had been instrumental in getting the college involved in economic development. The chairman mentioned that the continuing education field coordinator played a key role in linking the college to the community. The continuing education field coordinator was an active community leader with much political influence. He had been elected as County Commissioner for several terms.

A core of community leaders, both appointed and elected (county manager, mayor, county industrial development coordinator, and member of the County Commission), all agreed that the college seemed to become aware of the economic development needs of the area because of the college president's involvement on the Industrial Development Commission. In other words, they credited the college presi-

dent with leading RCTC into economic development activities because of his involvement with several industrial recruitment efforts that failed to land the industrial prospect. There was consensus among this group that several community leaders along with RCTC's president and several college administrators decided that a "bootstrap", self-help effort was necessary if the area's economy was to move beyond the then current state of depression.

Most of the Small Business Development Center activities resembled those of similar centers around the country, including technical assistance, small business resource library, staff development programs for small businesses and dissemination of research and information for small business through newsletters, and seminars. The single most important activity of RCTC's Center and the one mentioned most often by interviewees, was the college's Regional Small Business Incubator.

Incubators have become an increasingly popular economic development tool. The one at RCTC, however, was only one of two operating in North Carolina and one of about 200 in the country. The last group of interviewees represented individuals involved with either the funding or management of the incubator. The group included the incubator facility manager, the chairman of The Committee of One Hundreds (Foundation), the Executive Director of Northeastern North

Carolina Tomorrow, Inc., an incubator tenant, and the Small Business Development Center director. These respondents served as part of the incubator executive committee. Without exception, the entire group named the Dean of Continuing Education as the individual most responsible for getting the incubator established. The college president was also mentioned for his support of the project. The interviewees made clear that the incubator concept introduced by RCTC later became a community project. Funding for the project came from several sources including Northeastern North Carolina Tomorrow, Inc. (a consortium of 16 North Carolina counties organized to support overall development of Northeastern North Carolina), RCTC's local fund, state funding, and private (foundation) funds. The incubator project brought together several community groups with different constituencies and interests and focused attention on a single college-sponsored community project.

Summary of Findings

Several conclusions can be drawn from an analysis of the survey and site visit. College leaders and community leaders see economic development as a major function of the institution. There is a strong commitment to support the college's economic development activities from the college board, the college president, other key college administrators, and from community leaders. These same groups stated that the college's efforts in economic development have had a positive impact upon the service area.

The college, by being active and successful in rural economic development, has enhanced its image in the community. The college has gained respect and recognition because the college leadership has made financial and personal commitments to support economic development. This commitment demonstrated to the community that RCTC was serious about its role in economic development.

Significant and continuous linkages have been developed between the college and community leaders as a result of the college's economic development efforts. Trust relationships have resulted. The public image of the college is changing from negative to positive. These changes over time will enhance the college's ability to respond to the educational needs of its community.

Bainbridge Junior College

Background

Bainbridge Junior College in Bainbridge, Georgia, was the second small, rural college selected as a study site of an exemplary economic development effort. Bainbridge Junior College, like the other colleges selected as case study sites, had high composite economic development survey ratings on both the extent of economic development activities occurring and the perceived effectiveness of those activities. (A copy of the completed survey form is shown as Appendix B.) In-depth interviews of 21 college officials and business/community leaders were conducted to provide answers to the research questions.

Table 4.7 provides a list of the specific individuals interviewed at the Bainbridge site. The three classification groups consisted of the following: (A) College Leadership--includes President, Director of Vocational Education, Division Chairman, Continuing Education Director, Comptroller, Academic and Vocational Instructional Coordinator, and Dean of the college; (B) Business/Government/County Leadership--includes city manager, county manager, president of Chamber of Commerce, Executive Director of Chamber of Commerce, Newspaper Editor/Chairman of Committee of 100s, Chairman of the Industrial Development Authority,

Table 4.7

List of Interviewees at Bainbridge Junior College by Position

President

Academic Dean

Division Chairman--Vocational/Technical Division

Comptroller

Director of Continuing Education

Instructional Coordinator--Vocational Division

Division Chairman--Social Sciences

Faculty (2)

Newspaper Writer

Public Information Officer

Motel Owner

Plant Manager

City Manager

Chairman, Industrial Development Authority

Executive Director, Chamber of Commerce

Chairman, Committee of 100s and
Newspaper Editor

Banker and
Former Chairman, Industrial Development Authority

County Manager

President, Chamber of Commerce

Automobile Dealer

Industrial Plant Manager, small business operators, Foundation director; and (C) Other Interested College or Community Persons--includes 2 faculty members, newspaper reporter, college Information Officer, and motel owner/operator.

The completed matrix for Bainbridge Junior College is show as Table 4.8.

RESEARCH QUESTION 1: WHO AND WHAT CONDITIONS, IN YOUR OPINION, PROVIDED THE IMPETUS FOR THE COLLEGE TO GET INVOLVED IN RURAL ECONOMIC DEVELOPMENT?

Sixteen of twenty-one interviewees (76 percent) felt the college's involvement in economic development was in fulfillment of the college's mission. Five interviewees felt that the college's involvement in economic development had been in response to an identified need. All seven of the college leadership category (100 percent) agreed that the college involvement in economic development was a fundamental part of the college's mission. Eight of nine in the Business-Government-County Leadership category agreed with the college leadership category in classifying Bainbridge Junior College's economic development activities as fulfilling its mission. In the other category, however, four of five (80 percent) believed the college was respond-

Table 4.8

Within Site Analysis--Bainbridge Junior College

VARIABLES OF INFLUENCE	COLLEGE LEADERSHIP	BUSINESS/GOVT./COMMUNITY LEADERSHIP	OTHER	ESTIMATED CATEGORIES
IMPETUS	7 (1)	8 (1) 1 (2)	1 (1) 4 (2)	1. Mission 2. Identified Need 3. Bandwagon
(A) WHO	2 (1) 5 (2)	3 (1) 6 (2)	2 (1) 3 (2)	1. President 2. Admin., Ec. Dev. 3. Other
(B) RESPOND or INITIATE	7 (1)	7 (1) 2 (2)	2 (1) 3 (2)	1. Respond 2. Initiate
ROLE	2 (1) 4 (2) 1 (3)	4 (1) 3 (2) 2 (3)	4 (1) 1 (2)	1. Leadership 2. Partnership 3. Support
COMMITMENT	7 (1)	7 (1) 1 (2) 1 (3)	5 (1)	1. Strong 2. Moderate 3. Weak
IMPACT	7 (1)	8 (1) 1 (3)	5 (1)	1. Positive 2. Negative 3. No Impact
COMMUNITY SUPPORT	7 (1)	9 (1)	5 (1)	1. Strong 2. Moderate 3. Weak
MOST EFFECTIVE ACTIVITY	7 (2)	7 (2) 2 (3)	3 (2) 2 (3)	1. SBDC Activity 2. Ind. Recruit. 3. Other
WHO IS RESPONSIBLE FOR SUCCESS	2 (1) 5 (2)	4 (1) 5 (2)	2 (1) 3 (2)	1. President 2. Admin., Ec. Dev. 3. Other

Number of Respondents: 7

9

5

Total: 21

ing to an identified need in developing various economic development activities.

All three categories of respondents agreed that the Director of Vocational Education was the college leader most responsible for the college's involvement in rural economic development. Five of seven (71 percent) of the college leadership group, six of nine (67 percent) in the Business/Government/ County Leadership group, and three of five (60 percent) in the Other group responded that the director of vocational education was the individual at Bainbridge Junior College who had given the college's economic development efforts life. The president was named by 29 percent, 33 percent and 40 percent of the respective groups as the individual most responsible for involving the college in economic development. It should be noted that the president and Director of Vocational Education were often mentioned together as being most responsible for the college's economic development efforts. When pressed to make a choice, however, the Director of Vocational Education was usually picked as having influenced the college's economic development efforts the most. The other factor under consideration with this research question was whether the college responded to a request for involvement or initiated these economic development activities. Sixteen of twenty-one respondents (76 percent) believed that the col-

lege had responded to requests for involvement in economic development. All of the college leadership group and seven of nine (78 percent) in the Business/Government/County Leadership group believe the college had been responsive to identified needs. The other group was split on its response to this question. Three of five (60 percent) believed the college initiated the economic development activities while two of five (40 percent) agreed with the other two groups that the college responded to requests for involvement.

RESEARCH QUESTION 2: FROM YOUR PERSPECTIVE, WHAT ROLE HAS THE COLLEGE ASSUMED IN THE ECONOMIC DEVELOPMENT PROCESS?

Response to this question had mixed results with all three groups. Four of seven (57 percent) in the College Leadership group classified the college's role as a partnership. Two of seven (29 percent) felt the role was a leadership one and one member of the College Leadership group classified the role as supportive.

The Business/Government/County Leadership group was more evenly divided in terms of a response to this question. Four of nine (44 percent) classified the role as leadership, three of nine (33 percent) classified the role

as a partnership, and two of nine (22 percent) felt that the college's role had been more supportive.

The Other group was more definite in its opinion about the college's role in the economic development process. Four of five (80 percent) respondents in this category classified the college's role as a leadership one. One person believed the role was more of a partnership one. Overall, ten of twenty-one (48 percent) classified the role as leadership. Eight of twenty-one (38 percent) classified the role as partnership, and three of twenty-one (14 percent) classified the role as supportive. The interviews conducted revealed examples of the college playing all three roles.

The college, for example, assumed a leadership role in at least two economic development activities. Bainbridge Junior College played a leadership role in establishing a regional General Motors Training Program. According to the Director of Vocational Education, he initiated the contact with General Motors Southeast Training Manager, surveyed 38 owner/dealers who employ 240 technicians and performed the follow-up work to establish the training center at Bainbridge.

Another example of a college initiative that will likely have a significant, long-range impact upon the development of the local economy involved the college's

leadership in developing a coordinated economic development effort. Bainbridge Junior College organized a week-end retreat at the college for four distinct community groups that viewed economic development as the primary function of each respective group. The purpose of the retreat was to coordinate the efforts of the Chamber of Commerce, the Industrial Development Authority, the Retail Merchants Association, and the Committee of One Hundreds (In Bainbridge this committee is a private foundation for industrial development.) The latter three groups were merged to form an economic development council.

Currently the Chamber of commerce plays the lead role in industrial recruitment and the economic development council provides the financial support for these efforts. Again, the college was visibly a leader in coordinating these efforts. The Vocational Director at Bainbridge Junior College is the president-elect of the Chamber.

The college's activity with the state's Quick Start program is an excellent example of a partnership. Quick Start is Georgia's approach to training for new and expanding industry. The state's vocational schools and certain two-year colleges, including Bainbridge Junior College, plan the training program in conjunction with the new or expanding business. The entire cost of the program is borne by the state. With Quick Start, Bainbridge Junior

College is a partner with the state department of economic development and the new or expanding industry in planning and implementing the training effort.

The college has also been in a support role with a number of community projects that have economic development implications. Three interviewees mentioned solid college support of several community projects such as the YMCA project and a new public school facilities project. The college's role in these types of activities included providing meeting space, secretarial assistance, and use of college personnel to solicit private donations for the projects.

RESEARCH QUESTION 3: WHAT HAS BEEN THE COLLEGE COMMITMENT TO RURAL ECONOMIC DEVELOPMENT IN TERMS OF PERSONNEL AND FINANCIAL RESOURCES?

Nineteen of the twenty-one respondents (90 percent) rated the college's commitment to economic development as strong. The College Leadership group and the Other group were unanimous in rating commitment as strong. Seven of nine in the Business/Government/County Leadership group rated commitment as strong. One member of this group rated commitment as moderate and one rated commitment as weak.

When pressed for tangible evidence of the college's commitment to economic development, the only respondents

with actual knowledge of the college's financial and personal commitment were members of the College Leadership group. Members of the College Leadership group mentioned the amount of administrative time spent by the President, Director of Vocational Education, and Director of Continuing Education in developing the local economy. Members of the Other group and the seven members of the Business/Government/Community Leadership group, who rate commitment as strong, indicated their response was based on the recent improvements in the local economy. Each observed that Bainbridge Junior College had been a key player in those improvements.

Bainbridge Junior College appears to be traditional with respect to its approach to serving community needs. The college has, however, clearly communicated to its constituency the perception that Bainbridge Junior College is committed to enhancing the development of the local economy. Seven of nine members of the Business/Government/Community Leadership group commented that college administrators, especially the President and Director of Vocational Education, were highly visible in the community.

RESEARCH QUESTION 4: WHAT, IN YOUR OPINION, HAS BEEN THE IMPACT OF THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS ON THE LOCAL COMMUNITY?

Based on the responses to this question, the college's economic development activities are perceived as being effective. Twenty of twenty-one respondents (95 percent) rated the impact as positive. One interviewee felt that the college's efforts had no impact on the development of the area. All twenty of the respondents that perceived the college's economic development efforts as having a positive impact could also give specific examples. Eight of nine in the Business/Government/County Leadership group, for example, were knowledgeable of the college's role in Georgia's Quick State Training Program. (Bainbridge Junior College is one of only four community colleges in Georgia that participates in the program. Secondary vocational schools in Georgia are the primary providers of training for new and expanding industries.)

According to the college's Director of Vocational Education, Bainbridge Junior College has trained more than 2,000 persons under the Quick Start Training Program. One of the plant managers of a new plant that participated in the Quick Start Program was particularly pleased with the commitment of the college administration to provide a quality training program. This plant manager intended to establish additional training programs with the college. The Business/Government/County Leadership group was con-

vinced that the college was a positive influence in locating five new plants over the past two years. The chairman of the Industrial Development Authority mentioned that the college was always the first stop whenever a potential industrial client was given a tour of the area. He was convinced that the college and its commitment to economic development was a major factor in the latest location decisions.

In addition to the Quick Start Program, interviewees mentioned several other specifics. This includes the designation of Bainbridge College as a regional remote training center for General Motors Corporation. One interviewee, a local automobile dealer, indicated that approximately 150 automotive technicians from Georgia, Florida, and Alabama were being trained each year by the center.

Also mentioned were employment surveys and studies conducted by the college. This information was collected by the Continuing Education Division and was provided to possible new and expanding industries.

RESEARCH QUESTION 5: WHAT IS THE STRENGTH OF COMMUNITY SUPPORT FOR THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS?

This question was the only one at Bainbridge Junior College that received a unanimous response. All twenty-one

respondents in the three groups rated community support as strong for the college's economic development activities. Based on the comments of the respondents, this overall positive response appears to be a reflection of the college's orientation and commitment to community service. All of the Business/Government/County Leadership group and College Leadership group were knowledgeable of and positively mentioned the Quick Start Industrial Training Program.

Eight of nine interviewees in the Business/Government/County Leadership group were residents of Bainbridge when the college was established in 1973. Each of the eight long-time residents mentioned how the support of the college had grown over time. One member of the Business/Government/County Leadership group, who was editor of the local paper, son of a former governor, former vice-chairman of the Georgia State Board of Education, and advisor to President Carter, gave probably the most complete response to this question.

According to this interviewee, in the early 1970s Decatur County was the only jurisdiction out of four counties being considered as a site for a community/junior college to serve Southwest Georgia that was able to pass a bond issue to construct the college facilities. In the state of Georgia, the localities pay for construction costs while the state funds the operating budget of the school

after construction. Although there was much controversy about the need for a college in the community, the bond issue passed and the college was established. According to this respondent, the college is now a source of community pride and one of the major factors in the area's rebound from economic decline. One important contribution the college made in stemming the downward economic spiral was to sponsor the retreat mentioned earlier. Again, the purpose of the retreat was to coordinate the economic development efforts of the Chamber of Commerce, the Industrial Development Authority, the Committee of One Hundreds, and the Retail Merchants Association. The latter three groups were merged to form an economic development council.

Currently the Chamber of Commerce plays the lead role in industrial recruitment and the economic development council provides the financial support for these efforts. Again, the college was visibly a leader in coordinating these efforts. The Vocational Director at Bainbridge Junior College is the president-elect of the Chamber.

The college's involvement in the successful economic development efforts of the community has generated an overwhelming sense of pride in the college as a community resource. Each interviewee, without hesitation, rated community support of the college as strong.

RESEARCH QUESTION 6: WHICH ECONOMIC DEVELOPMENT ACTIVITIES OCCURRING AT THE SMALL RURAL COMMUNITY COLLEGES MOST INVOLVED IN ECONOMIC DEVELOPMENT, BUT NOT OCCURRING AT MOST OTHER SMALL RURAL COMMUNITY COLLEGES, HAVE BEEN THE MOST EFFECTIVE?

The clear choice of responses to this question at Bainbridge Junior College involved the college's activity with industrial training. All three groups of interviewees were knowledgeable of the Quick Start program and follow-up customized training program administered by the college continuing education department and vocational-technical division. All seven respondents in the College Leadership group (100 percent) felt that the college's industrial training activities had been the most effective. Seven of nine (78 percent) of the Business/Government/County Leadership group agreed with the College Leadership group. Two members of the Business/Government/Community Leadership group (22 percent) mentioned the Quick Start Program and its importance to industrial recruitment, but felt strongly that the college's general contribution to the area's quality of life overshadowed even the industrial training successes.

Three of five interviewees in the Other group (60 per-

cent) agreed with the majority in rating industrial activity as the most effective. Two respondents in this group also mentioned quality of life contributions as being more important than industrial recruitment and training.

RESEARCH QUESTION 7: WHO, IN YOUR OPINION, WAS RESPONSIBLE FOR THE SUCCESS OF THESE ACTIVITIES?

Clearly two individuals were viewed by all three groups as contributing the most to the success of the economic development activities. In every interview, both the president and director of vocational education were mentioned as being responsible for the success of the activities. When asked to make a choice, however, the majority in each group named the Director of Vocational Education as contributing the most to the successful activities. Five of seven (71 percent) of the College Leadership Group named the Vocational Director and three of five (60 percent) in the Other group selected the director.

It should be noted that whenever the vocational director was named it was because of his efforts with industrial training and the Quick Start program. The president, on the other hand, was chosen because of his commitment to overall community development and support of the college's economic development efforts. Often mentioned were the

president's efforts in developing the community culturally through the establishment of a local theater group and brass band.

Discussion

The establishment of Bainbridge Junior College in Decatur County, Georgia, was authorized by the Board of Regents of the University System of Georgia in December, 1970. As stipulated by Board policy, the local community was required to provide and develop the college site and to furnish funds for the initial physical plant. Thereafter, the state of Georgia operates and maintains the college. On September 23, 1971, the residents of Decatur County approved a \$2 million bond issue for the purpose of building the college.

As mentioned earlier, the public debate over the bond issue generated a lot of controversy, especially after three neighboring counties had voted against locating the college within their jurisdiction. With one exception, all of the interviewees spoke of the college in positive, almost emotional, terms. Acknowledging that the college had made a tremendous contribution to the economic revival of southwest Georgia, at least five interviewees were convinced that the most critical contribution had been in the

form of human resources.

Inasmuch as the college president, other administrators, and faculty were actively involved in all aspects of community life, the area was growing economically, culturally, and socially. This positive attitude about the college was evident in every interview. Even the one interviewee with some reservations about the college's contributions to the area's economic development, admitted that his view was clearly a minority one. He, in fact, suggested that his opinion about the college was probably wrong and not shared by any others. The life-long residents in the Business/Government/County Leadership group credited the college with changing the entire community's view about the value of education. The college president and other administrators were credited with providing the leadership for a number of community development activities. These activities include assisting in fund-raising projects for a new YMCA facility, and encouraging local leaders to build a new modern public school plant, refurbishing an old theater to present cultural activities, and establishing a community brass band.

In addition, each industrial prospect identified by the Economic Development Council is given a tour of the college as a first step in the recruitment process. The chairman of the Economic Development Council was so confi-

dent of the area's ability to attract new industry because the college had contributed so much to the quality of life there, that he felt the council could now be selective in the recruitment process.

At least five interviewees in the Business/Government/Community Leadership group mentioned the increase in the number of college educated people brought in by the college and the five new industrial plants. The influx of more educated citizens had created a more positive environment for further economic development. One respondent commented that education had now become fashionable in Southwest Georgia because of the college.

Summary of Findings

An analysis of the survey data and the site visit to Bainbridge Junior College yields several conclusions. Like the other sites, college leaders and community leaders view economic development as a major function of the institution. These groups seem to support the notion that community development (economic development being a major component of community development) is the primary mission of the college. Although there was ample evidence to cite regarding the specific impact the college had in bringing in new industry, most of the interviewees stressed the

broader, more general, impacts. As mentioned earlier, members of the Business/Government/Community Leadership group were keenly aware of the importance of merging so many splintered economic development groups into one strong, cohesive force. The college had taken the lead in this collaboration.

The results of this cooperation are evident. In the last two years, for example, six new firms have located in the Bainbridge area. Over two thousand new jobs were created. Bainbridge Junior College, through Georgia's Quick Start Training Program, has provided training for all six firms. One plant manager whose company participated in the Quick Start Program was positive about the program and plans to establish an ongoing training program for his employees.

Both the survey and subsequent interviews clearly demonstrated the high priority that economic development receives at Bainbridge Junior College. The factor, however, that appears to have paved the way for the college's success in economic development relates to the active involvement of the college's faculty and administration in community affairs. Members of the College Leadership group have, in fact, become community leaders.

The college has become a focal point for economic development. The primary reason for the college being in

this position appears to be the comprehensive approach the college has taken in dealing with economic development, or the much broader, community development.

Orangeburg-Calhoun Technical College

Background

Orangeburg-Calhoun Technical College was selected as the third case study site of an exemplary economic development program based on the selection criteria identified earlier. Orangeburg-Calhoun Technical College had the highest composite rating on both the extent of economic development activities and the perceived effectiveness of those activities. (A copy of the completed survey form is shown as Appendix B.) In-depth interviews of seventeen college officials and business and community leaders were conducted to provide answers to the research questions.

Table 4.9 provides a list of the specific individuals interviewed at the Orangeburg-Calhoun Technical College site. The three classification groups at Orangeburg-Calhoun were broken down as follows: (a) College Leadership--includes President, academic vice president, vice president of administration, two division chairmen, and the Dean of Continuing Education; (b) Business/Government/Community Leadership--includes two industrial plant managers, Executive Director of the Chamber of Commerce, Chairman of the Economic Development Commission, Industrial Manager, Director of Special Schools; and

Table 4.9

List of Interviewees at Orangeburg-Calhoun Technical College
by Position

President

Vice President--Academic Affairs

Chairman--Industrial Division

Chairman--Technology Division

Dean of Continuing Education

Vice President--Business Affairs

Director of Special Schools

Executive Director, Chamber of Commerce

Chairman, Economic Development Commission

Industrial Personnel Manager

Plant Managers (2)

Job Training Partnership Act Coordinator

Assistant Dean--Continuing Education

Industrial Faculty Members (2)

Multi-Media Coordinator

(c) Other Interested or Community Persons--includes JTPA coordinator, 2 faculty from industrial division, and Assistant Dean of Continuing Education and multi-media coordinator. The completed matrix for Orangeburg-Calhoun Technical College is shown as Table 4.10.

RESEARCH QUESTION 1: WHO AND WHAT CONDITIONS, IN YOUR OPINION, PROVIDED THE IMPETUS FOR THE COLLEGE TO GET INVOLVED IN RURAL ECONOMIC DEVELOPMENT?

One hundred percent of the interviewees (17 of 17) across all three groups agreed that Orangeburg-Calhoun Technical College was involved in economic development because economic development was a fundamental part of the college's mission.

The college's Statement of Purpose reflects a commitment to economic development. The Statement of Purpose is as follows:

The purpose of Orangeburg-Calhoun Technical College is to be responsive to the technical and occupational needs of the business, civic, industrial, and medical communities by:

Providing opportunities for those desiring training through the technical level in agriculture, business, health care, engineering technologies, and industrial trades;

Providing opportunities for individuals to upgrade their technical and occupational proficiencies through Continuing Education;

Table 4.10

Within Site Analysis--Orangeburg-Calhoun Technical College

VARIABLES OF INFLUENCE	COLLEGE LEADERSHIP	BUSINESS/GOVT./ COMMUNITY LEADERSHIP	OTHER	ESTIMATED CATEGORIES
IMPETUS	6 (1)	6 (1)	5 (1)	1. Mission 2. Identified Need 3. Bandwagon
(A) WHO	6 (1)	5 (1) 1 (3)	5 (1)	1. President 2. Admin., Ec. Dev. 3. Other
(B) RESPOND or INITIATE	6 (1)	6 (1)	4 (1) 1 (2)	1. Respond 2. Initiate
ROLE	3 (1) 3 (2)	6 (2)	2 (1) 3 (2)	1. Leadership 2. Partnership 3. Support
COMMITMENT	6 (1)	6 (1)	5 (1)	1. Strong 2. Moderate 3. Weak
IMPACT	6 (1)	6 (1)	5 (1)	1. Positive 2. Negative 3. No Impact
COMMUNITY SUPPORT	6 (1)	6 (1)	5 (1)	1. Strong 2. Moderate 3. Weak
MOST EFFECTIVE ACTIVITY	5 (2) 1 (3)	5 (2) 1 (3)	5 (1)	1. SBDC Activity 2. Ind. Recruit. 3. Other
WHO IS RESPONSIBLE FOR SUCCESS	6 (1)	6 (1)	5 (1)	1. President 2. Admin., Ec. Dev. 3. Other

Number of Respondents: 6

6

5

Total: 17

Providing courses for individuals who desire to obtain a South Carolina High School Equivalency Certificate (GED); and

Providing special training programs for new and expanding businesses.

Each of the interviewees was aware of South Carolina's Special Schools Training Program. (Special Schools Training Programs are temporary programs designed to meet the specific needs of a new or expanding manufacturer. The actual training program involves a closely coordinated working relationship between a Program Manager, a technical college, and the staff of the company receiving the training.) The State Board for Technical and Comprehensive Education's Economic Development Division offers specialized training for new and expanding industries through Orangeburg-Calhoun Tech in the Orangeburg-Calhoun County area.

At this site sixteen of seventeen respondents named the college president as the individual most responsible for giving the economic development initiative life. With one exception, the respondents were adamant about the president being the key player with regard to Orangeburg-Calhoun Tech's involvement in economic development. One respondent described the president as "living, eating, and breathing economic development." One member of the Business/Government/Community Leadership group named the special schools manager as being the person most responsible for the college's economic development involvement.

A similar near-unanimous response (16 of 17) was given with regard to the question of whether the college responded to requests for involvement in economic development or initiated the activities. Ninety-four percent of the respondents felt the college responded to requests for involvement as opposed to initiating activities. Again, this response was due to the college's role with the state-sponsored Special Schools Program.

RESEARCH QUESTION 2: FROM YOUR PERSPECTIVE, WHAT ROLE HAS THE COLLEGE ASSUMED IN THE ECONOMIC DEVELOPMENT PROCESS?

The College Leadership group and the Other group were split on their respective responses to this question. Three of six in the college leadership group classified Orangeburg-Calhoun Technical College's role as a leadership one while half felt a partnership role was more descriptive. Two of five (40 percent) in the Other group described the role as leadership, while 3 of 5 (60 percent) said it was a partnership role.

Members of the Business/Government/County Leadership group were unanimous in their response to this question. All 7 members of this group agreed that the role should be classified as a partnership. Overall, 12 of 17 (71 per-

cent) felt the predominant role was a partnership and 5 of 17 (29 percent) felt the college played a leadership role. The interviewees revealed examples of both types of roles. The president mentioned two areas that Orangeburg-Calhoun Tech had lead the economic development effort. One initiative was the establishment of the Electromechanical Maintenance Resource Center. This Resource Center was funded by South Carolina's Technical Education System as one of its innovative "Design for the Eighties" training programs. One other less publicized role for the college involved a 16-minute multi-media presentation produced by the college as part of the area's industrial recruitment effort.

Most of the examples of Orangeburg-Calhoun Tech playing a partnership role as mentioned by the interviewees involved the college's participation in Special Schools training programs and the involvement of college administrators with local economic development groups. The president and vice president of the college, for example, serve on the economic development commission of the counties of Orangeburg and Calhoun, respectively. The relationships between government and business leaders and college leaders have enhanced the college's ability to be a key player in the economic development effort. According to the Executive Director of the Orangeburg Economic Development Commission, "The college administration, especially the presi-

dent, could not have been more responsive than they have been with regard to our efforts to recruit new industry."

RESEARCH QUESTION 3: WHAT, HAS BEEN THE COLLEGE COMMITMENT TO RURAL ECONOMIC DEVELOPMENT IN TERMS OF PERSONNEL AND FINANCIAL RESOURCES?

There were no mixed responses to this question at Orangeburg-Calhoun Technical College. All 17 respondents rated the college's commitment to economic development as strong. The interviewees gave two basic reasons for the strong statement regarding the college's commitment. One involved the state's commitment of making the technical college's mission primarily one of contributing to the economic growth of the state. According to the President, the college resource commitment to economic development is primarily in the form of personnel. Because of the state's commitment to economic development, most of the development activities are financed by the state. As mentioned earlier, all of the College Leadership group believed that economic development was the mission of the college and its fundamental purpose.

Another reason given by 16 of 17 interviewees (the president was not included) explaining why they believed the college's commitment to economic development was strong

was the perception that the college president's commitment to economic development was strong. It is clear from the responses that the president has communicated to the college community and the community at large the importance of economic development.

RESEARCH QUESTION 4: WHAT, IN YOUR OPINION, HAS BEEN THE IMPACT OF THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS ON THE LOCAL COMMUNITY?

All of the interviewees across the three groups perceive the college's economic development activities as being effective. One hundred percent of the respondents noted the impact of these activities as positive. Three members of the Business/Government/County Leadership group were associated with firms that had recently located in the Orangeburg area. Each plant manager indicated that the primary attraction of their company to the Orangeburg area was the Special Schools Program. Fully funded by the state of South Carolina, Special Schools is a program provided jointly by the 16 technical colleges and the State Technical Education System. All three companies interviewed that had participated in the Special Schools Program were pleased with the start-up training and had established other training programs through the college's Continuing

Education division. These training efforts included supervisory training, word processing, and statistical process control. The General Manager of one of these companies commented, "Although many factors were considered in (Hughes Aircraft) deciding to locate high tech industry in South Carolina, the confidence we had in the South Carolina State Board for Technical Education (and Orangeburg-Calhoun Tech) was essential. Our labor performance has exceeded our expectations by 80 percent and our ambitious quality program by 30 percent as a direct result of the state-sponsored technical education program." In addition to these traditional training programs, Orangeburg-Calhoun Technical College has established a literacy program with one of the companies that participated in the Special Schools Program (Roper Corporation). The company provided classroom space four days per week, two hours per day, for employees to participate. At the time of the interview, 80 students were enrolled and 312 were on the waiting list.

According to the plant managers, they are particularly pleased with the college's training programs. Each program/course is custom designed with a sort of money-back guarantee. According to the Dean of Continuing Education, if the company is not pleased with a particular training effort, Orangeburg-Calhoun Technical College will repeat the program at no cost to the company.

One other specific contribution made by Orangeburg-Calhoun Technical College to the Orangeburg development efforts is a quality slide/sound presentation produced by the college media personnel. The sound/slide presentation (presented at the college) and a tour of the college facilities is the first stop for each industrial prospect. The college president is a member of the economic development commission and has been deeply involved in planning industrial recruitment activities.

RESEARCH QUESTION 5: WHAT IS THE STRENGTH OF COMMUNITY SUPPORT FOR THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS?

This was one of four questions that received a unanimous response. All the interviewees across the three groups felt that community support was strong for Orangeburg-Calhoun Technical College's economic development efforts. The college had obviously done a good job of publicizing the successes of their economic development efforts. All seventeen persons interviewed were knowledgeable of the Special Schools Program, the role of continuing education in economic development, and the college administrative support of economic development. Lead by the president, all of the college's administrators were actively involved in one or more of the several community groups

with economic development goals. This involvement over time has obviously fostered a trust relationship between the college and its constituency.

According to the Dean of Continuing Education, "Community Support is very strong because of the sales job the president does. He has cultivated the business community and the county at large, to the point they know what's going on with regard to the college's role in economic development."

Although Orangeburg-Calhoun Technical College was the only case study site that had several institutions of higher education in its service area, this college was perceived to enjoy the same sense of community pride as those colleges that had a "monopoly" on the higher education market. Three members of the College Leadership group and three members of the Business/Government/Community Leadership group stated that this support was a result of college employees becoming community leaders.

RESEARCH QUESTION 6: WHICH ECONOMIC DEVELOPMENT ACTIVITIES OCCURRING AT THE SMALL RURAL COMMUNITY COLLEGES MOST INVOLVED IN ECONOMIC DEVELOPMENT, BUT NOT OCCURRING AT MOST OTHER SMALL RURAL COMMUNITY COLLEGES, HAVE BEEN THE MOST EFFECTIVE?

Although Orangeburg-Calhoun Technical College is involved in a number of significant economic development activities, the one mentioned most often as being the most effective involved the college's role in industrial recruitment. The college offering customized training as part of South Carolina's Special Schools was mentioned as the most effective economic development activity. Fifteen of seventeen interviewees (88 percent) perceived the Special Schools program as the most effective activity. Two respondents mentioned Special Schools and continuing education programs for existing business and industry as equally effective economic development activities.

The breakdown by groups was as follows: Five of six in the College Leadership group, five of six in the Business/ Government/County Leadership group, and five of five in the Other group believed the Special Schools program was the most effective activity.

Inasmuch as Special Schools training programs are available at any of the sixteen technical colleges in the state, the interviewees were asked why Orangeburg-Calhoun Technical College was doing an exemplary job. (It should be noted that the statewide director of the Industrial and Economic Development Division mentioned two other technical schools in the state with outstanding records in training. These two, however, did not meet the small rural criteria

used in site selection.) The response from all seventeen interviewees was essentially the same. All were aware of the close working relationship between the president, the dean of continuing education and the Special Schools manager. The president or academic vice president gives each new employee of the college an orientation that includes a strong emphasis on the college's commitment to economic development. The economic development mission of Orangeburg-Calhoun Technical College has been effectively communicated to the college community and the community at large by the college administration.

RESEARCH QUESTION 7: WHO, IN YOUR OPINION, WAS RESPONSIBLE FOR THE SUCCESS OF THESE ACTIVITIES?

Although several college administrators and the Special Schools administrator were mentioned as contributing to the success of Orangeburg-Calhoun Technical College's economic development activities, the president was perceived by each respondent as the individual contributing the most to these successes. All of the interviewees from all three groups named the president as the key player in the college's economic development efforts.

Discussion

Orangeburg-Calhoun Technical College is one of sixteen colleges that make up South Carolina's Technical College System. The college opened in 1968. Orangeburg-Calhoun Technical College, like the other technical colleges in the state, participate in the Special Schools program. Participation in this program, however, is only one part of Orangeburg-Calhoun Tech's involvement in the economic development process.

The college's commitment to economic development is obvious. Every phase of the college's operation speaks to that commitment. The statement of purpose in the college catalog says, "The purpose of Orangeburg-Calhoun Technical College is to be responsive to the technical and occupational needs of the business, civic, industrial, and medical communities..." The quarterly schedule mailed to area residents has the following headline: TRAINING FOR BUSINESS AND INDUSTRY AND COMMUNITY SERVICE PROGRAMS. The industrial recruitment media presentation developed by the college, the college's electromechanical maintenance resource center, and new courses in statistical process control for managers, supervisors, and engineers, are a few examples of the college's response to area business and economic development needs.

A statement by the Special Schools manager in reference to the college president's commitment to economic development probably puts an appropriate perspective on the situation. According to the Special Schools manager, "The president lives economic development; it's his top priority. I'm convinced he would move a regular class to make room for Special Schools."

This attitude regarding economic development and training for business and industry was quite evident, not only with the president, but with all the college employees interviewed. Also, this commitment had been effectively communicated to the business community through both Special Schools and follow-up continuing education courses. A general manager of one of the high tech industries that had recently located in Orangeburg-Calhoun Tech's service area commented that one of the primary reasons his company located in Orangeburg was because of the confidence that they had in Orangeburg-Calhoun Technical College in providing a quality labor force. According to this manager, the labor performance exceeded his company's expectations and he credits the Special Schools training program for that result.

Summary of Findings

A review of the survey data and site visit to Orangeburg-Calhoun Technical Colleges gives a number of conclusions. College leaders and community leaders clearly viewed economic development as a major function of the college. Interviews with the groups indicate that the college is presently involved with twenty-three of the twenty-five activities listed on the survey questionnaire.

The number of new firms that have located in the Orangeburg area, including at least two high tech firms, are evidence of the college's contribution to the economic development process. The president of the institution serves on the economic development commission. (He has served as chairman.) The college produced the industrial recruitment presentation. A visit to the college campus is a major part of the industrial recruitment visit. The Special Schools manager, in conjunction with an industrial client who locates in Orangeburg, will design a customized training program for the client. The entire cost of the training program is borne by the state. Each of the past three Special Schools clients have come back to the college for additional training. This additional training has ranged from adult basic education to statistical process control. The Continuing Education Division established

subsequent training programs.

This college has also become a focal point for economic development in its service area. Several factors contribute to Orangeburg-Calhoun Technical College assuming this role. One important factor involves the commitment and involvement of the college president and his chief administrators in the entire economic development process. State level funding and support of economic development activities provided the impetus for college involvement in economic development, according to the college president.

Cross-Case Analysis

Data from the three sites are summarized in a megamatrix (Table 4.11) for analysis across the sites. Several simple patterns and general conclusions can be drawn from a review of the interview responses across the three groups at the three sites. A total of 56 persons were interviewed at the three colleges studied. Twenty were in the college leadership group, twenty were in the Business/Government/County Leadership group and fourteen in the Other category.

RESEARCH QUESTION 1: WHO AND WHAT CONDITIONS, IN YOUR OPINION, PROVIDED THE IMPETUS FOR THE COLLEGE TO GET INVOLVED IN RURAL ECONOMIC DEVELOPMENT?

Table 4.11

Cross-Case Analysis of Three Case-Study Sites

VARIABLES OF INFLUENCE	COLLEGE LEADERS			BUSINESS/GOVERNMENT/ COMMUNITY LEADERS			OTHER			ESTIMATED CATEGORIES
	RCTC	BJC	O-C	RCTC	BJC	O-C	RCTC	BJC	O-C	
IMPETUS	6(1) 1(2)	7(1)	6(1)	6(1) 1(2)	8(1) 1(2)	6(1)	4(2)	1(1) 4(2)	5(1)	1. MISSION 2. IDENTIFIED NEED 3. BANDWAGON
A. WHO	5(1) 1(2) 1(3)	2(1) 5(2)	6(1)	4(1) 3(3)	3(1) 6(2)	5(1) 1(3)	4(1)	2(1) 3(2)	5(1)	1. PRESIDENT 2. ADMIN. EC. DEV. 3. OTHER
B. RESPOND OR INITIATE	1(1) 6(2)	7(1)	6(1)	6(1) 1(2)	7(1) 2(2)	6(1)	3(1) 1(2)	2(1) 3(2)	4(1) 1(2)	1. RESPOND 2. INITIATE
ROLE	4(1) 2(2) 1(3)	2(1) 4(2) 1(3)	3(1) 3(2)		4(1) 3(2) 2(3)	6(2)	2(1) 2(3)	4(1) 1(2)	2(1) 3(2)	1. LEADERSHIP 2. PARTNERSHIP 3. SUPPORT
COMMITMENT	7(1)	7(1)	6(1)	4(1) 3(2)	7(1) 1(2) 1(3)	6(1)	2(1) 2(2)	5(1)	5(1)	1. STRONG 2. MODERATE 3. WEAK
IMPACT	7(1)	7(1)	6(1)	7(1)	8(1) 1(3)	6(1)	4(1)	5(1)	5(1)	1. POSITIVE 2. NEGATIVE 3. NO IMPACT
COMMUNITY SUPPORT	5(1) 2(2)	7(1)	6(1)	4(1) 3(2)	9(1)	6(1)	1(1) 3(2)	5(1)	5(1)	1. STRONG 2. MODERATE 3. WEAK
MOST EFFECTIVE ACTIVITY	6(1) 1(3)	7(2)	5(2) 1(3)	6(1) 1(2)	7(2) 2(3)	5(2) 1(3)	4(1)	3(2) 2(3)	5(2)	1. SBDC ACTIVITY 2. IND. RECRUIT 3. OTHER
WHO IS RESPONSIBLE FOR SUCCESS	3(1) 3(2) 1(3)	2(1) 5(2)	6(1)	4(1) 3(2)	4(1) 5(2)	6(1)	3(1) 1(2)	2(1) 3(2)	5(1)	1. PRESIDENT 2. ADMIN. EC. DEV. 3. OTHER
NUMBER OF RESPONDENTS IN EACH CATEGORY	20			22			14			TOTAL: 56

College leaders and Business/Government/Community leaders seemed to agree that college mission was impetus for economic development involvement at all three colleges studied. Nineteen of twenty-one (95 percent) in the College Leadership category, and twenty of twenty-two (91 percent) in the Business/Government/Community Leadership group viewed economic development as a fundamental component of the college's mission. However, the Other group at Roanoke-Chowan Technical College and Bainbridge Junior College viewed response to need as the impetus. This might be explained by the level of direct involvement this category of interviewee had in the decision-making process, either at the college or in the community. The "Other" group would be less likely to have direct knowledge of the "hows" and "whys" of college decision making than the other two groups. At Orangeburg-Calhoun Technical College, however, the Other group was in complete agreement with the Leadership groups. All agreed that the president was the key individual at Roanoke-Chowan Technical College and Orangeburg-Calhoun Technical College, but most in all three categories of respondents felt the administrator for economic development (director of vocational education) was the key at Bainbridge Junior College. It was noted earlier (p. 78) that the president and director of vocational education were often mentioned together as being most responsible for

the college's economic development efforts. When pressed, however, to make a choice the director of vocational education was usually picked as having influenced the college's economic development efforts the most.

The last part of this question was with regard to whether the colleges responded to requests or initiated economic development activities. College leaders at RCTC felt they had initiated activities, but other RCTC respondents felt the mode was response. At Bainbridge College Leaders and Business/Government/Community Leaders agreed that the college responded to requests, whereas "Others" at Bainbridge felt the college had initiated the activities. All three groups at Orangeburg-Calhoun agreed that the college had responded to requests for involvement.

RESEARCH QUESTION 2: FROM YOUR PERSPECTIVE, WHAT ROLE HAS THE COLLEGE ASSUMED IN THE ECONOMIC DEVELOPMENT PROCESS?

There was also a lack of agreement between respondents with regard to the perceived role of the college. College leaders at Roanoke-Chowan Technical College claimed leadership, but RCTC Business/Community Leaders categorized their work as support. Bainbridge and Orangeburg-Calhoun leaders were more modest in their response. Four of seven college

leaders at Bainbridge and three of six at Orangeburg-Calhoun viewed the role as partnership. Business and community leaders at Bainbridge gave mixed responses to role questions, but Business and Community Leaders at Orangeburg-Calhoun were unanimous in classifying their role as partnership.

The "Other" category at all three colleges responded differently. At RCTC, for example, responses were evenly split between leadership and support. At Bainbridge "Others" seemed to agree that the college played a leadership role. However, "Others" at Orangeburg-Calhoun viewed the role as either leadership or partnership.

RESEARCH QUESTION 3: WHAT HAS BEEN THE COLLEGE COMMITMENT TO RURAL ECONOMIC DEVELOPMENT IN TERMS OF PERSONNEL AND FINANCIAL RESOURCES?

All three groups across the three sites viewed the college commitment to economic development as strong. All college leaders across the three sites agreed that college commitment was strong. Business and Community Leaders seemed to agree with this assessment. Fifty-seven percent of the Business/Government/Community Leadership group at RCTC, seventy-eight percent at Bainbridge, and one hundred percent at Orangeburg-Calhoun agreed that college commit-

ment to economic development was strong.

All of the "Other" group at both Bainbridge and Orangeburg-Calhoun agreed that commitment was strong. "Others" at RCTC, however, were split between a strong and a moderate response.

RESEARCH QUESTION 4: WHAT, IN YOUR OPINION, HAS BEEN THE IMPACT OF THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS ON THE LOCAL COMMUNITY?

Fifty-five of the 56 interviewees viewed the impact of the college's efforts as positive. Involving the college in economic development activities generates positive feelings about the institution.

RESEARCH QUESTION 5: WHAT IS THE STRENGTH OF COMMUNITY SUPPORT FOR THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS?

All the respondents at both Bainbridge and Orangeburg-Calhoun agreed that community support was strong for the college's economic development efforts. At RCTC, however, College Leaders and Business/Government/Community Leaders felt support was strong (5 of 7 and 4 of 7). The "Others" at RCTC rated community support (3 of 4) as moderate. It was noted earlier that community support at RCTC was lower

than Bainbridge or Orangeburg-Calhoun. The interviewees, however, at RCTC felt that community support of the college was improving because of the college's economic development efforts.

RESEARCH QUESTION 6: WHICH ECONOMIC DEVELOPMENT ACTIVITIES OCCURRING AT THE SMALL RURAL COMMUNITY COLLEGES MOST INVOLVED IN ECONOMIC DEVELOPMENT, BUT NOT OCCURRING AT MOST OTHER SMALL RURAL COMMUNITY COLLEGES, HAVE BEEN THE MOST EFFECTIVE?

Although the three colleges operate in different states, each state supports economic development with state-funded training programs for new and expanding industry. Each state training program uses the expertise at their respective community and technical colleges to provide the customized training. College Leaders, Business/Government/Community Leaders, and Others at both Bainbridge and Orangeburg-Calhoun agreed that the most effective activity at their colleges involved the college's efforts in industrial recruitment. Only Roanoke-Chowan Technical College offered the services of a small business development center. At RCTC the small business activity was perceived as being the most effective by all three groups of respondents.

RESEARCH QUESTION 7: WHO, IN YOUR OPINION, WAS RESPONSIBLE FOR THE SUCCESS OF THESE ACTIVITIES?

All agreed that the president of the institution was responsible for the success of the economic development activities at Orangeburg-Calhoun Technical College. At Roanoke-Chowan Technical College and Bainbridge Junior College, however, the president shared the success response with another administrator. It should be noted, however, that interviewees who gave the economic development administrator credit for their success agreed that the economic development efforts would not have been successful without the total support of the college president.

Cross-Case Conclusions

Although there were major differences in the way the colleges approached economic development in their respective communities and within their respective community and technical college systems, there were also similarities. Interviewees at all three of the colleges, for example, viewed economic development as a major reason for their existence. All three participated in state-sponsored programs to train personnel for new and expanding industries.

In each case, these start-up training programs are fully financed by the respective states. The three colleges representing small rural colleges most actively involved in economic development operate in states where statewide initiatives exist to encourage these activities. More important, state financial support is provided.

At each of the colleges studied, the president and/or a top college administrator was heavily involved in their institution's economic development efforts. This finding is consistent with a report of the American Association of State Colleges and Universities (1986). In describing the key role of the president in providing economic development leadership for public colleges and universities the report states:

"Entrepreneurial presidents have developed new relationships and roles for their institutions in ways consistent with the institution's mission. Such presidents have been able to develop a vision of the institution's role in economic development, recruit leaders and administrators who share that vision, articulate how involvement in economic development relates to the mission, and balance such involvement with the institution's other obligations." (p. 47)

In addition to the perception that economic development was a major thrust of the college's mission and a commitment to that function, the colleges had effectively communicated their mission to the public.

These colleges had also been the recipient of increased levels of community support because of their

efforts to develop their local economies. The three communities were convinced their respective colleges had made significant contributions to the development of their economies.

The survey results pointed out several activities occurring at those colleges most involved with economic development and not at other colleges. (See Table 4.3) These can be summarized as:

1. provide business-related services for both industry and small business;
2. provide industry-specific training programs; and
3. provide training for local rural economic development groups.

All three of the colleges studied were involved in these activities, but in varying degrees.

Each college's president and other chief administrators were active in local chambers of commerce and economic development groups. Inasmuch as small rural colleges, including the three studied, serve several governmental jurisdictions, each college has to work with several chambers and industrial development groups. Each president or a designated college administrator serves on visitation teams for industrial prospects. Also, each college has effectively publicized their economic development programs. Finally, each college had established a positive track

record of service regarding each activity emphasized. The major differences observed with these three exemplary economic development programs involved the type of activity perceived as being the most effective and the specific role each college played in the respective service area's economic development efforts.

At Roanoke Chowan Technical College, for example, the most effective activity clearly involved the college's Small Business Development Center. Although both of the other colleges offered services for their small business constituents, neither offered the scope of services as provided by RCTC, nor a small business incubator.

At Bainbridge Junior College and Orangeburg-Calhoun Technical College the college's activity with new and expanding industries was clearly the dominant one. Both these colleges have been successfully positioned via their economic development efforts. Both were credited with being a major factor in "high tech" industrial location decisions. Again, positive track records with new and expanding industrial training programs created additional training after start-up.

Although Bainbridge Junior College and Orangeburg-Calhoun Technical College focused attention on customized training, there remained some differences in the colleges' respective approaches to economic development. At Bain-

bridge, for instance, economic development was viewed as a major component of the college's overall community development commitment. Therefore, the approach appeared to be more comprehensive. At Orangeburg-Calhoun, the coordination between the college administration and the state's economic development agency appeared to be better than at the other sites. Having the Special Schools manager housed on campus contributed greatly to that level of coordination.

The other major difference in the three sites involved the college's role in economic development. At Roanoke-Chowan Technical College, the college clearly played a leadership role in establishing the small business development center and incubator, and a support role in other economic development activities. At Bainbridge, because of the community development philosophy of the president, the college had played both a leadership role in some activities and a partnership role in others. At Orangeburg-Calhoun, the high level of collaboration between the college and the state department of economic development created more of a partnership role for that school.

CHAPTER V

Summary, Discussion and Implications, and Recommendations

Summary

This study was conducted for the purpose of investigating how selected small, rural community colleges can contribute to the economic development of their service areas. Some of the nation's small rural community colleges report successful economic development ventures. Information about these involvements was viewed as being beneficial to those small, rural colleges interested in initiating economic development partnerships with their respective communities.

Literature on rural development, rural economic development, and the community college's role in economic development was reviewed to determine what kinds of economic development activities were being conducted at the nation's rural community colleges. The literature on the community college's role in economic development identified 25 activities that support economic development.

This study combined the survey and the exploratory case study methods to determine how selected small, rural colleges can contribute to the economic development efforts of a community. Two hundred thirty-seven small rural community college presidents were surveyed to determine the

extent and perceived level of effectiveness of the 25 activities identified in the literature review.

Of the 237 small, rural community college presidents surveyed, 165 returned usable responses. Of these, 163 reported economic development activities that ranged from a low of 3 activities to a high of 25. The average number of activities reported was 15. The survey responses were also used to compute composite scores for each college with regard to the extent of economic development activity and the perceived effectiveness of those activities. Three colleges with the highest activity and effectiveness composite scores, each operated in different states, were then used as case study sites. The case studies were conducted to provide answers to the seven research questions formulated to guide the study. The seven research questions and associated summary findings are as follows:

RESEARCH QUESTION 1: WHO, IN YOUR OPINION, WAS RESPONSIBLE FOR THE SUCCESS OF THESE ACTIVITIES?

Clearly, a sense of mission was the reason each of the colleges were active in economic development. The college president or administrator responsible for economic development was viewed as the person most responsible for involving each college in the various economic development acti-

vities. At two of the sites, individuals who were interviewed agreed that the college reacted to requests for involvement in economic development. At the other site respondents indicated that the college initiated the economic development activities.

RESEARCH QUESTION 2: FROM YOUR PERSPECTIVE, WHAT ROLE HAS THE COLLEGE ASSUMED IN THE ECONOMIC DEVELOPMENT PROCESS?

Interviewees at each of the sites were asked to identify the role the college played in the economic development efforts of its service area. Respondents were asked whether leadership, partnership, or support (as defined in Chapter 1) best described the role of the college. In each of the three colleges there were examples of all three roles being played by the three colleges in varying degrees. Overall 38 percent (21 of 56) classified the role as leadership. Twenty-nine percent (22 of 56) felt the role was best described as a partnership, while twenty-three percent (13 of 56) said it was a support role.

RESEARCH QUESTION 3: WHAT HAS BEEN THE COLLEGE COMMITMENT TO RURAL ECONOMIC DEVELOPMENT IN TERMS OF PERSONNEL AND FINANCIAL RESOURCES?

At each college studied all three groups of interviewees viewed the college commitment to economic development as strong. The strength of the response did, however, vary. One hundred percent (20 of 20) of the College Leadership group rated the college commitment as strong. This compares to 86 percent (12 of 14) for the Other category, and 77 percent (17 of 22) for Business and Community Leaders.

RESEARCH QUESTION 4: WHAT, IN YOUR OPINION, HAS BEEN THE IMPACT OF THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS ON THE LOCAL COMMUNITY?

Fifty-five of the fifty-six total interviewees viewed the impact of the college's efforts as positive. Clearly, the respondents believed involving the college in economic development activities generated positive feelings about the institution. Inasmuch as interviewees were selected on the basis of their knowledge of and interest in economic development, there may be some bias in the response in that direction.

RESEARCH QUESTION 5: WHAT IS THE STRENGTH OF COMMUNITY SUPPORT FOR THE COLLEGE'S ECONOMIC DEVELOPMENT EFFORTS?

Responses to this question tended to parallel those of Research Question 4. Forty-eight interviewees (86 percent) rated community support as strong and eight respondents rated support as moderate. None of the respondents felt that community support was weak. Ninety percent of College Leaders, eighty-six percent of Business and Community Leaders, and seventy-nine percent of Others believed community support was strong. Again, involvement in economic development activities generate positive perceptions of the college.

RESEARCH QUESTION 6: WHICH ECONOMIC DEVELOPMENT ACTIVITIES OCCURRING AT THE SMALL RURAL COMMUNITY COLLEGES MOST INVOLVED IN ECONOMIC DEVELOPMENT, BUT NOT OCCURRING AT MOST OTHER SMALL RURAL COMMUNITY COLLEGES, HAVE BEEN THE MOST EFFECTIVE?

The three colleges studied operate in states which support economic development with training programs for new and expanding business. At two of the colleges this activity and associated industrial recruitment was viewed as the most effective activity. At the other site a small business assistance center (with incubator) was the most effective economic development endeavor.

RESEARCH QUESTION 7: WHO, IN YOUR OPINION, WAS RESPONSIBLE FOR THE SUCCESS OF THESE ACTIVITIES?

At each site the president was viewed as a key player in the success of the various economic development activities. Thirty-five of the interviewees (63 percent) believed the president was responsible for the success of the college's economic development efforts. Thirty-six percent of the respondents credited the college administrator responsible for economic development as the individual achieving the success. The interviewees who gave the economic development administrator credit for this success agreed, however, that the economic development efforts would not have been successful without the total support of the college president.

The findings support all of Zeiss's (1986) recommendations regarding positioning community colleges in economic development. According to Zeiss,

A community college's active role in economic development activities should include such services as: (1) developing a small business assistance center, (2) assisting in chamber-of-commerce activities, (3) assisting in visitation teams (to compete for expanding or relocating industry), (4) providing business-related services, (5) customizing and fast-tracking industry-specific training programs, (6) orchestrating funding acquisition for no-cost, industry-training services, and (7) publicizing the college's role in these activities. (page 4)

The findings also support the conclusions of the report of a National Council for Occupational Education (1986) and answers some of the questions raised by that survey report. One of the conclusions of that report was that colleges most actively involved in economic development appear to be in states where statewide initiatives exist to encourage those activities. This study confirms the thought that all three colleges operate in states that view community and technical colleges as a primary marketing vehicle to provide training for new and expanding industries.

At all three sites studied, the college had the support of state and local leaders, college boards, economic development agencies, college administrators, and faculty. The administration at each institution said their colleges were heavily involved in economic development because of the college's mission statement.

Each college had taken a leadership role and served as a catalyst in accomplishing certain economic development activities. In other cases, the colleges clearly played support roles. There were examples of both roles being played at all the sites. This finding supports Johnson's (1987) conclusion regarding success stories in rural development. According to Johnson, there was a private and visionary individual or group involved with each successful

program, and each program could show clear advantage to employers.

One of the keys to successfully involving a small rural college in economic development lies in the college's ability to recognize and successfully address an unmet economic development need. Cameron (1983) calls this activity "domain offense and creation". According to him,

Domain offense may include the expansion of current markets or student groups, using current resources to engage in extra non-traditional activities (e.g., management development, recertification programs, second-language training), aggressive recruiting, active public relations programs, or cultivating alternative revenue sources. These strategies provide ways for the institution to remain effective and efficient using current capacities. The institution simply does more--more aggressively--of what it now does well. The purpose is to expand activities that the institution already performs and to broaden institutional appeal. Increased organizational slack is often a product of domain offense.

Domain creation strategies might include completely new program offerings in high demand areas, acquiring subsidiaries, capital investment, or public-service ventures in previously unexplored areas. These strategies create new opportunities for institutional success while minimizing the risk of being overspecialized in areas where resources are decreasing. (page 375)

At each of the sites studied, the domain offense strategies were all tied to programs for both new and existing businesses. The college business connection was strong. That relationship had been strengthened at all three sites because each of the colleges had been willing to initiate new programs exclusively for the business sec-

tor. There were a number of examples at the sites of program development for business that was college initiated.

Another factor involved with the colleges' success involved the college being able to collaborate with existing economic development organizations. Collaboration was possible because of what individuals interviewed classified as the strong trust relationships that had been developed over the years.

The strong trust relationships were especially evident at both Bainbridge Junior College and Orangeburg-Calhoun Technical College. At both these institutions, the founding president was still leading the college. These presidents' personal commitments to community and economic development had been recognized by business, government, and community leaders. During their tenure as college leaders, these two presidents had been able to employ faculty and administrators that appeared to share their commitment to these priorities.

Although the trust relationships and the college-business connections at Roanoke Chowan Technical College were not as strong or as long-lived as those at the other two study sites, they were developing positively because of the small business development center and associated incubator.

In summary, this study supports the idea that commu-

nity/technical colleges can represent an important economic development vehicle available to rural communities. The economies of each of the communities associated with case study colleges had experienced improvements. Although none of these communities could be described as booming, economic growth was occurring. Companies that could be described as "high tech" had located near two of the colleges included in the study. At each of these sites, company officials indicated that the location decision was based largely on the ability of the local college in collaboration with the State Department of Economic Development to provide a trained workforce on a timely basis.

Discussion and Implications

Any traditional program or service offered by a community college that develops the human resource, in the broadest sense, could be considered an economic development activity. The nine activities reported most often by the colleges responding to the survey (Table 4.2) would be in this traditional category. The colleges, however, identified by the survey as having exemplary economic development programs were involved in most of the economic development activities reported in the literature.

A review of the findings of this study appears to sug-

gest community college decision makers interested in effectively involving their colleges in economic development can do a number of things to cause that involvement to occur. The college's mission statement should have an economic development component. The college president and key administrators must make economic development a top institutional priority. They must effectively communicate that commitment to both college and community groups. Presidents of the three colleges studied appeared to have communicated that commitment in several ways. One president, during the hiring process and new employee orientation, explains that economic development is the major function of the college. His personal involvement in this process insured that new college employees shared and understood the institutional commitment to economic development.

At each of the case study sites the college president and key administrators also were active in community organizations that had economic development objectives. College employees had become community leaders. At the institutions studied, there were examples of college administrators serving as state legislators, county commissioners, city councilmen, and officers in various economic development organizations. These important kinds of relationships would appear to be appropriately encouraged by the small rural community college presidents interested in involving

their college in economic development.

Encouraging college employees to become involved in economic development organizations and hiring community leaders to fill vacant or new positions seems to be an appropriate strategy for initiating an economic development program. This strategy was evident at all three of the colleges studied.

Although each of the colleges involved in the study served rural areas still heavily involved in agriculture, none of the 56 interviewees mentioned their college providing programs or services for farmers. Either the number of farmers was too small to warrant specific services, other organizations or institutions were providing these programs and services, or this group was simply not being served.

Also, in the face of increased international competition and the need for a work force prepared to participate in a global economy, none of the interviewees mentioned programs or services to meet this need.

At each of the colleges studied there were examples of high levels of cooperation and collaboration between the college and various economic development organizations. Although two of the colleges had other institutions of higher education within their respective service areas, no interviewee mentioned collaboration with these colleges with regard to economic development activities. Inasmuch

as most small, rural community colleges have limited resources, it would seem appropriate to involve and collaborate with these other colleges in addressing the economic development needs of their respective communities.

Individuals selected for interviews were included if they served in leadership roles in the college, community government, or business. Also included were other individuals knowledgeable of the college's economic development efforts. It would have been useful to have determined if there was resentment from within a given institution with regard to the college's economic development efforts. There was, for example, one academic dean at one institution that felt the college was neglecting the academic program in pursuit of its economic development goals. Inasmuch as interviewees were chosen based on their knowledge of and interest in economic development, there may be some bias in the results in that direction.

The involvement of small, rural community colleges in economic development does appear, however, to position these colleges in a "win-win" situation. The involvement is clearly non-controversial and results in the college having a better public image, a keener sense of mission, higher enrollments, and the needed support to insure the future of the institution.

Inasmuch as each of the colleges studied has

approached economic development differently and has different roles in the economic development process, there appears to be no single prescription for small rural colleges to become involved in economic development. Each of the colleges studies has, however, identified rural economic development needs and attempted to meet those needs. Roanoke-Chowan Technical College's Small Business Development Center and Business Incubator, Bainbridge Junior College's initiation of efforts to unite the Bainbridge community in its pursuit of new industry, and Orangeburg-Calhoun Tech's producing an industrial recruitment sound-slide presentation and establishing the Electromechanical Maintenance Technology Resource Center are all examples of small rural community colleges filling an economic development void.

This study was exploratory by design and therefore raises as many questions as it answers. One of the goals, in fact, of an exploratory case study is to develop pertinent hypotheses, propositions, or additional research questions. The recommendations that resulted from this study are in two forms--recommendations for practitioners and recommendations for further research.

Recommendations for Practitioners

I. Small rural college leaders operating in states without state support for economic development should make every effort to make state policymakers aware of the potential role their colleges can play in rural economic development. All three of the colleges studied operated in states that provided state support for colleges to get involved in economic development. The most effective model for state level economic development collaboration with the small, rural community college appeared to be Orangeburg-Calhoun Technical College. Special Schools managers with an office on the college campus surely enhanced the coordination needed to provide an effective training program. States pursuing economic development, especially for rural areas, should consider establishing a state-supported training program for new and expanding industries and implement the program using the states community/technical colleges. Two of the three colleges studied operated in states that have charged their community technical colleges with providing adult basic education. This approach was recently recommended by the Sunbelt Institute (1988) and lends support to Recommendation II.

II. Small rural college leaders should continue their efforts to make national policymakers aware of the

significant role their schools can play in rural economic development. Ross and Rosenfield (1987) have made a valid argument for small rural colleges getting involved in economic development. This study supports one of their most significant recommendations. According to Ross and Rosenfield,

The newest and potentially most important instrument in rural human resource development is the community college/technical institute. Of all the educational institutions, the goals of these 2-year colleges are the most explicitly aimed at human resources development, and their links to economic development are the strongest. Yet, the Federal Government supplies only a fraction of resources to those schools. The Economic Development Administration and Appalachian Regional Commission helped with construction and start-up costs in the past, but that has all but ended; a minor portion of the Carl D. Perkins Vocational Education Act appropriation is targeted to the 2-year schools; the student aid provides tuition support, and a small part of Title III of the Higher Education Act is for the improvement of management. But total Federal support for 2-year colleges is negligible compared with the importance of the institution to human resources and rural development. (p. 15-10)

III. Small rural community college presidents interested in involving their colleges in economic development should encourage college administrators to get actively involved in community economic development organizations. Those colleges most involved in economic development had administrative staffs that had become community leaders. Their involvement was accomplished over time by presidents encouraging existing employees to become involved or

through new hiring practices.

Recommendations for Further Research

These recommendations are presented as additional research questions resulting from the study.

I. To what extent does state support, in fact, contribute to the level of economic development activities of community/technical colleges within a given state? Because the three colleges studied operated in states that supported this involvement, it is hypothesized that state incentives do, in fact, create more involvement in economic development by the state's two-year community/technical colleges.

II. Are economic development activities less extensive in those communities not served by two-year community/technical colleges with active economic development programs? Research should be conducted to determine if some other agency or institution is performing the economic development activities in those communities not served by two-year community/technical colleges with active economic development programs.

III. Do the economic development activities of the college (inputs) make a difference in terms of the actual economic growth and development (outputs) of the communi-

ties served. Measurement of the actual changes in income and employment that occurred over time is needed to assess the impact of the college's economic development efforts on the community served.

IV. How have the communities with two-year community/technical colleges not active in economic development fared in terms of income and employment growth as compared with those communities with colleges active in economic development? Answers to this research question could be used as part of the response to Question II and III.

V. How do faculty and college administrators not involved or interested in economic development view the college's role in economic development? Inasmuch as the interviewees for this study were interested in economic development, there was overwhelming support for these activities. This question should be asked to determine if such activities have adversely impacted upon the college's regular academic programs.

VI. Are there examples of small rural community colleges collaborating with four-year colleges and universities to address the economic development needs of a community? Effective cooperation and collaboration was identified as a key ingredient in effectively involving the small, rural community college in economic development. In view of the limited resources with which most small, rural

colleges have to work with, it seems logical that involving the colleges' four-year counterparts would enhance the economic development program.

VII. Are there effective ways for the small, rural community college to address the needs of the agricultural sector? Is this need being met by others? Although each of the colleges involved in the study served rural areas heavily involved in agriculture, none of the 56 interviewees mentioned their college providing programs or services for farmers. Research should be conducted to determine if farmers are being served by other agencies or not being served.

VIII. Is there a role for small, rural community colleges in assisting their respective communities in meeting the challenges of foreign competition? Although the need for a work force to effectively participate in a global economy has been well documented, none of the interviewees mentioned programs or services to meet this need. Research is needed to determine if the need is being met by other agencies or simply not being met.

References

- Adelman, I. (1975, May). A reassessment of development economics. American Economics, 65, 302-309.
- Adelman, I. and Morris, C. T. (1973). Economic growth and social equity in developing countries. Stanford: Stanford University Press.
- American Association of Community and Junior Colleges. (1985). Community, junior and technical college directory. Washington, DC: Author.
- American Association of State Colleges and Universities (1986). The higher education-economic development connection: Emerging roles for public colleges and universities in a changing economy. Washington, DC: Author.
- Arns, Kathleen F. (Ed.). (1981, Spring). Occupational education today. New directions for community colleges, 33, San Francisco: Jossey-Bass.
- Barkley, Paul. (1971). The economic analysis of small areas: Intellectual poverty within intellectual plenty. Pullman: Washington State University, Department of Agricultural Economics.
- Baum, H.S. (1981, April). General education or occupational programs: Essential, desired or unnecessary. (Paper presented to the American Association of Community and Junior Colleges). Washington, DC:

- (ERIC Document Reproduction Service No. Ed. 202 556).
- Borg, W.R. and Gall, S. (1971). Educational research: An introduction. (2nd ed.). New York: David McKay.
- Boyd, H.W., Westfall, R., and Stasch, S.F. (1977). Marketing research: Text and cases. (4th ed.). Homewood: Richard D. Irwin.
- Braden, P.V. (1977). Human resources and regional economic development. Washington, DC: United States Department of Commerce, Economic Development Administration.
- Bullpitt, M. and Lohff, J. (1980, June). It's your business--cooperative efforts between community colleges and business/industry. Dallas, TX: (ERIC Document Reproduction Service No. ED 208 240).
- Bushnell, D.S. (1980). The role of vocational education in economic development. Arlington, VA: American Vocational Association.
- Calver, R. A. (Summer 1985). Today's mission of American community colleges: A reflection of tomorrow's past. Unpublished paper, Southwest Virginia Community College. Richlands, VA.
- Cameron, K. (July 1983). Strategic responses to conditions of decline: Higher education and the private sector. Journal of Higher Education, 54 (4), 359-380.

- Campbell, D.T. (1979). Degrees of freedom and the case study. In Cook, T.D. and Reichardt, C.S. (Eds). Qualitative and quantitative methods in evaluation research. Beverly Hills: Sage.
- Central Virginia Community College Board (1981). Executive roundtables, 1981: A report on Central Virginia at work. Lynchburg, VA. (ERIC Document Reproduction Service No. ED 211 158).
- Commission for Higher Education (1982, January). Roles for postsecondary education in the economic development of Indiana. (ERIC Document Reproduction Service No. ED 213 307).
- Day, P. R. Jr. (1985). In search of community college partnerships. Washington, DC: American Association of Community and Junior Colleges.
- Deaton, B.J. (1980, June). Sources and consequences of community economic growth. (Paper presented at the Institute for Municipal Officials.) Blacksburg, VA.
- Deaton, B.J. and Johnson, T.G. (1983, August). Other states experience in promoting rural economic development using venture capital funds. (Report prepared for Joint Legislative Subcommittee on the Rural Virginia Development Foundation.) Blacksburg, VA.
- Deaton, B.J. and Weber B. (1983). The economic development of rural America. Unpublished manuscript.

Virginia Polytechnic Institute and State University.
Blacksburg, VA.

Donato, D.J. (1986, January). Rural economic development. Supplement to AACJC Letter. No. 174. Washington, DC.

Dudley, W. G. (1980, March). South Carolina's design for the 1980's program. (Paper presented at the American Association of Community and Junior Colleges 60th Annual Convention.) San Francisco, CA.

Economic Development Administration (1980, March). Higher education and economic development in the West. (Report of a Regional Conference). Denver, CO. (ERIC Document Reproduction Service No. ED 213 373).

Edwards, C. (1976, December). The political economy of rural development: Theoretical perspectives. American journal of agricultural economics, 58, 914-921.

Environmental Protection Agency. (1973) The quality of life concept: A potential new tool for decision makers. Washington, DC: Government Printing Office.

Epstein, K. C. (1986, May 11). New Kent's two worlds draw people. The Richmond Times-Dispatch, p. F-1.

Fine, E. (1981). Center for small business annual report. Daytona Beach Community College. (ERIC Document Reproduction Service No. ED 214 595).

Ginzberg, E. (1982, September). The mechanization of work. Scientific American, 247, 67-75.

Gleazer, E. J., Jr. (1980). The community college: Values, vision and vitality. Washington, DC: American Association of Community and Junior Colleges.

Gold, C. (1979). Contracting with business and industry: Use your community resources. Bay de Noc Community College. (ERIC Document Reproduction Service No. ED 167 210).

Gollattscheck, James F., Roberts, Eleanor, and Wygal, Benjamin R. (1976). College leadership for community renewal: Beyond community-based education. San Francisco: Jossey-Bass.

Governor's Commission on Virginia's Future (1984). Toward a new Dominion: Choices for Virginians. Richmond, VA.

Groff, W.H. (1981, October). Statewide coordination in technology transfer. (Paper presented at the National Conference on the Role of Community Colleges in the National Technology Transfer Program) Detroit, MI. (ERIC Document Reproduction Service No. ED 214 555)

Hamill, R.E. (1982, April). Oregon Community Colleges' contribution to economic development. (Paper

prepared for Oregon Department of Education). Salem, OR.

Isaac, S. and Michael, W.B. (1972). Handbook in research and evaluation. San Diego: Robert R. Knoff Publisher.

Johnson, T. G. (1984, December). Off-farm employment of small farm operators: A strategy for survival. (Paper presented at the Forty-second Annual Professional Agricultural Workers Conference). Tuskegee, AL.

Johnson, T. G. (1987, May). Success stories in rural development. (Paper presented at Spring 1987 meeting of the Southern Natural Resource Economics Committee meetings). Knoxville, TN.

Kerlinger, F. N. (1978). Foundations of behavioral research. New York: Holt, Rinehart and Winston.

Kingry, L. K. (1984). The role of community colleges in economic development as perceived by community college faculty and administrators and the business community they serve. Unpublished doctoral dissertation. Oregon State University.

Kraybill, D., Deaton, B., and Johnson, T. (1985, March). Social indicators for assessing institutional performance in education, health and housing in Appalachia. (Paper presented at Eighth Annual Appalachian Studies

- Conference). Berea, KY.
- Kriesel, L. W. (1984). The estimation of benefits, costs and probabilities of manufacturing plant location in rural Virginia. Unpublished Doctoral Dissertation. Virginia Polytechnic Institute and State University. Blacksburg, VA.
- Ledebur, L.C. (1977). Regional Economic Development and Human Resources Requirements. In P.V. Braden (ED.). Human resources and regional economic development (pp. 3-57). Washington, DC: U.S. Department of Commerce, Economic Development Administration.
- MDC, Inc. (May 1986). Shadows in the Sunbelt. A report of the MDC Panel on Rural Economic Development for the Ford Foundation. Chapel Hill, NC.
- Mehallis, M.V. (1979). Broward county employers' training needs assessment. Fort Lauderdale, FL. (ERIC Document Reproduction Service No. ED 167 227).
- Mendal, R.A. (1988). Meeting the economic challenge of the 1990s: Workforce literacy in the South. (Report for the Sunbelt Institute). Chapel Hill, NC.
- Miles, M. B. and Huberman, A. M. (1984). Qualitative data analysis: A source book for new methods. Beverly Hills: Sage.
- Moser, C.A. and Kelton, G. (1972). Survey methods in social investigation. (2nd ed.). New York: Basic

Books.

- Myran, G. A. (1978, August). Community services in small/rural community colleges: A role in rural development. (Paper presented at the Conference on Small/Rural Colleges, 1st) Blacksburg, VA. (ERIC Document Reproduction Service No. ED 165 844)
- Nelson, J. L. (1979). Community college presidents' perception of problem statements analyzed by size/setting and governance. Unpublished doctoral dissertation. Virginia Polytechnic Institute and State University. Blacksburg, VA.
- Oregon Department of Education. (1982). Oregon Community Colleges can help you with job training. Salem, OR: Oregon Department of Education.
- Owen, J.H. (1981). Community colleges in North Carolina: Catalyst for economic development. Raleigh, NC: State Department of Community Colleges.
- Parnell, D. (1982). Proven partners: Business, labor and community colleges. Washington, DC: American Association of Community and Junior Colleges.
- Parsons, M. H. (1977, April). Social scientists and citizens: Partners in community development. (Paper presented at the Conference on Small/Rural Colleges, 1st) Blacksburg, VA. (ERIC Document Reproduction Service NO. ED 136 895)

- Paul, K.K. and Carlos, E.A. (1981). Vocational educators' handbook for economic development. Washington, DC: American Vocational Association.
- Redman, B.J. (1980, December). Rural development: A critique. American Journal of Agricultural Economics, 1031-1036.
- Rosenfeld, S.A. (1983). Economic Survival Skills: The Aim of Adult Basic Education. Foresight 1 (3). Research Triangle Park, NC: Southern Growth Policies Board.
- Ross, P. J. and Rosenfeld, S. A. Human resource policies and economic development. In Rural economic development in the 1980s: Preparing for the future, chapter 15. Washington, DC: U.S. Department of Agriculture, Agriculture and Rural Economy Division, Economic Research Service.
- Ross, R. A. (1979). Small/rural two-year colleges: An analysis of their problems and characteristics. Unpublished doctoral dissertation, University of Virginia, Charlottesville.
- Schultz, T.W. (1961, March). Investment in human capital. American Economic Review, 51, 1-17.
- Schultz, T.W. (1979, December). The economics of being poor. Nobel Lecture.
- Shabman, L. and Pratt, J. (1975). An economic analysis

- for development of the counties, cities and towns of the West Piedmont Planning District. Report prepared for West Piedmont Planning District Commission, Martinsville, VA.
- Simon, J.L. (1978). Basic research methods in the social sciences. New York: Random House.
- Southern Growth Policies Board. (1986) Halfway home and a long way to go. The Report of the 1986 Commission on the Future of the South. Research Triangle Park, NC.
- Stake, R.E. (1978). The case study method in social inquiry. Educational Researcher, 7 (1), 5-8.
- Sudman, S. and Bradburn, N.M. (1982). Asking questions--A practical guide to questionnaire design. San Francisco: Jossey-Bass, Inc.
- Tuttle, F.T. and Wall, J. E. (1979). Revitalizing communities through industry services programs. Critical Issues Series Monograph 2. Arlington, VA: American Vocational Association.
- Vogler, D. E. (1984, Fall). Mission expansion: Business-industry and education involvement. Catalyst, XIV (No. 4) pp. 4-7.
- Winnie, R.E. (1977). Outcome measures of state economic development programs. In P. V. Braden (Ed.). Human resources and regional economic development (pp.

137-164). Washington, DC: U.S. Department of Commerce, Economic Development Administration.

White, J. E. Jr. (Summer 1985). Southern Leaders Speak Out. Southern Growth, Vol. 12, No. 4, p. 5.

Yin, R.K. (1984). Case Study Research. Beverly Hills: Sage.

Zeiss, A. (March 1986). Positioning community colleges via economic development. ERIC Digest. Los Angeles, CA: University of California, Los Angeles, CA.

APPENDIX A

SMALL RURAL COMMUNITY COLLEGE SURVEY FORM

APPENDIX A

DIRECTIONS: Circle one number according to your perception on each of the two rating scales for each economic development activity statement.

ACTIVITY STATEMENT	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly Successful
1. Conduct retraining programs for persons who have been laid off	1	2	3	1	2	3
2. Provide job placement services for students enrolled in the community college	1	2	3	1	2	3
3. Provide classroom apprenticeship training in cooperation with labor and business	1	2	3	1	2	3
4. Participation of college staff (i.e. administrators, counselors or faculty) on teams to recruit industry	1	2	3	1	2	3
5. College contracting with industries for the industry to provide certain technical training programs not available at the college but for which there is both student demand and community need	1	2	3	1	2	3
6. Provide basic skills (math, reading and communication) training	1	2	3	1	2	3
7. Provide cooperative education programs such as on-the-job training mixed with classroom training	1	2	3	1	2	3
8. Provide instructional releases for teachers to work in industry	1	2	3	1	2	3
9. Provide customized training programs to industry on the industry site	1	2	3	1	2	3
10. Provide skill upgrade training for employed persons wanting to keep pace with changing technology or desiring to change positions	1	2	3	1	2	3
11. Provide training in basic and mid-level management skills	1	2	3	1	2	3
12. Provide short courses and workshops for company employees	1	2	3	1	2	3
13. Conduct research and development as applied to small business operation	1	2	3	1	2	3
14. Disseminate research results on technical change and business research to regional businesses	1	2	3	1	2	3

(OVER)

	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly
15. Operate a business resource library to serve regional businesses	1	2	3	1	2	3
16. Provide consultation in export management	1	2	3	1	2	3
17. Provide services or courses in business financial planning	1	2	3	1	2	3
18. Conduct community training needs assessment	1	2	3	1	2	3
19. Provide career and vocational counseling	1	2	3	1	2	3
20. Provide pre-screening and skill assessment of potential employees for business	1	2	3	1	2	3
21. Provide staff to solicit funds for retraining programs	1	2	3	1	2	3
22. Participation of community college on local community development councils	1	2	3	1	2	
23. Collect labor market information for planning purposes	1	2	3	1	2	3
24. Operate a Small Business Development Center funded by the Small Business Administration	1	2	3	1	2	3
25. Sponsor, coordinate and train local development leaders and organizations with regard to rural economic development	1	2	3	1	2	3
26. Comments regarding any additional activities you feel might be helpful:						

Please give your name and address below if you would like the results of this survey:

Name: _____
 Address: _____

APPENDIX B

COMPLETED SURVEY FORMS

ROANOKE CHOWAN TECHNICAL COLLEGE

BAINBRIDGE JUNIOR COLLEGE

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

Appendix B

DIRECTIONS: Circle one number according to your perception on each of the two rating scales for each economic development activity statement.

BAINBRIDGE JUNIOR COLLEGE

ACTIVITY STATEMENT	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly Successful
1. Conduct retraining programs for persons who have been laid off	1	2	3	1	2	3
2. Provide job placement services for students enrolled in the community college	1	2	3	1	2	3
3. Provide classroom apprenticeship training in cooperation with labor and business	1	2	3	1	2	3
4. Participation of college staff (i.e. administrators, counselors or faculty) on teams to recruit industry	1	2	3	1	2	3
5. College contracting with industries for the industry to provide certain technical training programs not available at the college but for which there is both student demand and community need	1	2	3	1	2	3
6. Provide basic skills (math, reading and communication) training	1	2	3	1	2	3
7. Provide cooperative education programs such as on-the-job training mixed with classroom training	1	2	3	1	2	3
8. Provide instructional releases for teachers to work in industry	1	2	3	1	2	3
9. Provide customized training programs to industry on the industry site	1	2	3	1	2	3
10. Provide skill upgrade training for employed persons wanting to keep pace with changing technology or desiring to change positions	1	2	3	1	2	3
11. Provide training in basic and mid-level management skills	1	2	3	1	2	3
12. Provide short courses and workshops for company employees	1	2	3	1	2	3
13. Conduct research and development as applied to small business operation	1	2	3	1	2	3
14. Disseminate research results on technical change and business research to regional businesses	1	2	3	1	2	3

(OVER)

	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly
15. Operate a business resource library to serve regional businesses	1	(2)	3	1	(2)	3
16. Provide consultation in export management	(1)	2	3	(1)	2	3
17. Provide services or courses in business financial planning	1	(2)	3	1	(2)	3
18. Conduct community training needs assessment	1	2	(3)	1	2	(3)
19. Provide career and vocational counseling	1	(2)	3	1	(2)	3
20. Provide pre-screening and skill assessment of potential employees for business	1	2	(3)	1	2	(3)
21. Provide staff to solicit funds for retraining programs	(1)	2	3	(1)	2	3
22. Participation of community college on local community development councils	1	2	(3)	1	2	(3)
23. Collect labor market information for planning purposes	1	2	(3)	1	2	(3)
24. Operate a Small Business Development Center funded by the Small Business Administration	1	(2)	3	1	(2)	3
25. Sponsor, coordinate and train local development leaders and organizations with regard to rural economic development	1	(2)	3	1	(2)	3
26. Comments regarding any additional activities you feel might be helpful:						

Please give your name and address below if you would like the results of this survey:

Name: BAINBRIDGE JUNIOR COLLEGE
 Address: BAINBRIDGE, GA 31717

Appendix B

DIRECTIONS: Circle one number according to your perception on each of the two rating scales for each economic development activity statement.

Roanoke-Chowan Technical College

ACTIVITY STATEMENT	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly Successful
1. Conduct retraining programs for persons who have been laid off	1	(2)	3	1	(2)	3
2. Provide job placement services for students enrolled in the community college	1	(2)	3	1	(2)	3
3. Provide classroom apprenticeship training in cooperation with labor and business	(1)	2	3	1	2	3
4. Participation of college staff (i.e. administrators, counselors or faculty) on teams to recruit industry	1	2	(3)	1	2	(3)
5. College contracting with industries for the industry to provide certain technical training programs not available at the college but for which there is both student demand and community need	1	2	(3)	1	2	(3)
6. Provide basic skills (math, reading and communication) training	1	2	(3)	1	2	(3)
7. Provide cooperative education programs such as on-the-job training mixed with classroom training	1	(2)	3	1	(2)	3
8. Provide instructional releases for teachers to work in industry	(1)	2	3	1	2	3
9. Provide customized training programs to industry on the industry site	1	2	(3)	1	2	(3)
10. Provide skill upgrade training for employed persons wanting to keep pace with changing technology or desiring to change positions	1	2	(3)	1	2	(3)
11. Provide training in basic and mid-level management skills	1	2	(3)	1	2	(3)
12. Provide short courses and workshops for company employees	1	2	(3)	1	2	(3)
13. Conduct research and development as applied to small business operation	1	2	(3)	1	2	(3)
14. Disseminate research results on technical change and business research to regional businesses	1	2	(3)	1	2	(3)

(OVER)

	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly
15. Operate a business resource library to serve regional businesses	1	2	(3)	1	2	(3)
16. Provide consultation in export management	1	(2)	3	1	(2)	3
17. Provide services or courses in business financial planning	1	2	(3)	1	2	(3)
18. Conduct community training needs assessment	1	2	(3)	1	2	(3)
19. Provide career and vocational counseling	1	2	(3)	1	2	(3)
20. Provide pre-screening and skill assessment of potential employees for business	1	(2)	3	1	(2)	3
21. Provide staff to solicit funds for retraining programs	(1)	2	3	1	2	3
22. Participation of community college on local community development councils	1	2	(3)	1	2	(3)
23. Collect labor market information for planning purposes	1	2	(3)	1	2	(3)
24. Operate a Small Business Development Center funded by the Small Business Administration	1	2	(3)	1	2	(3)
25. Sponsor, coordinate and train local development leaders and organizations with regard to rural economic development	1	2	(3)	1	2	(3)
26. Comments regarding any additional activities you feel might be helpful:						

Please give your name and address below if you would like the results of this survey:

Name: Roanoke-Chowan Technical College
 Address: _____

Appendix B

DIRECTIONS: Circle one number according to your perception on each of the two rating scales for each economic development activity statement.

ORANGEBURG-CALHOUN TECHNICAL COLLEGE ACTIVITY STATEMENT.	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly Successful
1. Conduct retraining programs for persons who have been laid off	1	2	3	1	2	3
2. Provide job placement services for students enrolled in the community college	1	2	3	1	2	3
3. Provide classroom apprenticeship training in cooperation with labor and business	1	2	3	1	2	3
4. Participation of college staff (i.e. administrators, counselors or faculty) on teams to recruit industry	1	2	3	1	2	3
5. College contracting with industries for the industry to provide certain technical training programs not available at the college but for which there is both student demand and community need	1	2	3	1	2	3
6. Provide basic skills (math, reading and communication) training	1	2	3	1	2	3
7. Provide cooperative education programs such as on-the-job training mixed with classroom training	1	2	3	1	2	3
8. Provide instructional releases for teachers to work in industry	1	2	3	1	2	3
9. Provide customized training programs to industry on the industry site	1	2	3	1	2	3
10. Provide skill upgrade training for employed persons wanting to keep pace with changing technology or desiring to change positions	1	2	3	1	2	3
11. Provide training in basic and mid-level management skills	1	2	3	1	2	3
12. Provide short courses and workshops for company employees	1	2	3	1	2	3
13. Conduct research and development as applied to small business operation	1	2	3	1	2	3
14. Disseminate research results on technical change and business research to regional businesses	1	2	3	1	2	3

(OVER)

	TO WHAT EXTENT IS THIS ACTIVITY PRESENTLY OCCURRING?			HOW SUCCESSFUL ARE THESE ACTIVITIES?		
	Not at all	Moderately	Extensively	Not Successful	Moderately Successful	Highly
15. Operate a business resource library to serve regional businesses	1	2	3	1	2	3
16. Provide consultation in export management	1	2	3	1	2	3
17. Provide services or courses in business financial planning	1	2	3	1	2	3
18. Conduct community training needs assessment	1	2	3	1	2	3
19. Provide career and vocational counseling	1	2	3	1	2	3
20. Provide pre-screening and skill assessment of potential employees for business	1	2	3	1	2	3
21. Provide staff to solicit funds for retraining programs	1	2	3	1	2	3
22. Participation of community college on local community development councils	1	2	3	1	2	3
23. Collect labor market information for planning purposes	1	2	3	1	2	3
24. Operate a Small Business Development Center funded by the Small Business Administration	1	2	3	1	2	3
25. Sponsor, coordinate and train local development leaders and organizations with regard to rural economic development	1	2	3	1	2	3
26. Comments regarding any additional activities you feel might be helpful:						

Please give your name and address below if you would like the results of this survey:

Name: ORANGEBURG-CALHOUN TECHNICAL COLLEGE
 Address: Orangeburg, SC 29115

APPENDIX C

INTERVIEW GUIDE

6. Which activities on the following list of economic development activities occurring at the small rural community colleges most involved in economic development, but not occurring at most other small rural community colleges, have been the most effective? Why?

(5) College contracting with industries for the industry to provide certain technical training programs not available at the college but for which there is both student demand and community need.

(13) Conduct research and development as applied to small business operation.

(14) Disseminate research results on technical change and business research to regional businesses.

(15) Operate a business resource library to serve regional businesses.

(20) Provide prescreening and skill assessment of potential employees for a business.

(24) Operate a Small Business Development Center funded by the Small Business Administration.

(25) Sponsor, coordinate, and train local development leaders and organizations with regard to rural economic development.

Note: Numbers refer to numbered questions on the survey.

7. Who, in your opinion, was responsible for the success of these activities?

**The two page vita has been
removed from the scanned
document. Page 1 of 2**

**The two page vita has been
removed from the scanned
document. Page 2 of 2**