

COMMUNITY COLLEGE EXCELLENCE: A COMPARISON OF
PERCEPTIONS OF COMMUNITY COLLEGE PRESIDENTS,
STATE COORDINATORS FOR HIGHER EDUCATION, AND
STATE CHAMBER OF COMMERCE LEADERS

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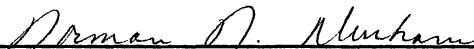
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CHAPTER I

INTRODUCTION

The community college won its place in higher education by its remarkable growth during the 1950's, 1960's and 1970's. It has been described as the educational phenomenon of the twentieth century (Carnegie Commission, 1970). The community college's inherent appeal to the communities of which it is a part is of special significance.

The mission of the modern community college has been designed for and by the people. It has been called the safety valve of American higher education, the shock absorber for the tensions created by the development of mass education and the academic revolution in American life (Cohen, Brawer, and Lombardi, 1971). The traditional two-year liberal arts education of the past has been modified to include programs in such areas as "occupational-technical education, adult basic education, compensatory/developmental education community services, and continuing education" (Mosier, 1983, p. 1). The community college has responded innovatively to the diverse educational and training needs of local communities as a national pattern.

The growth of the community college has not gone unnoticed by both its supporters and its antagonists during the last three decades. One of the most debated topics of discussion is the question of the overall excellence, quality, or standards, expected of the community college and how well it delivers upon these expectations. However, this is

is reflected not only in the community college sector, but many sectors of education (Solomon, 1976; Cohen and Brewer, 1982).

Much of the debate may be due to the difficulty of accurately defining what excellence is within the context in which it is evaluated.

...As things now stand the word excellence is all too often reserved for the dozen or so institutions which stand at the zenith of our higher education in terms of faculty distinction, selectivity of students, and difficulty of curriculum. In these terms, it is simply impossible to speak of a junior college, for example, as excellent. Yet sensible men can easily conceive of excellence in a junior college. The traditionalist might say, "Of course! Let Princeton create a junior college and one would have an institution of unquestionable excellence." That may be correct, but it would lead us down precisely the wrong path. If Princeton Junior College were excellent in the sense that Princeton University is excellent, it might not be excellent in the most important way that a community college can be excellent. It would simply be a truncated version of Princeton. A comparably meaningless result would be achieved if General Motors tried to add to its line of low-price cars by marketing the front end of a Cadillac. We shall have to be more flexible than that in our concept of excellence. We must develop a point of view that permits each kind of institution to achieve excellence in terms of its own objectives (Gardner, 1961, p. 84).

The institution's missions, purposes, or reasons for being are at the heart of the matter. Only then may one judge the performance, and the degree of excellence it has achieved, by specific accomplishment of objectives. If missions and purposes are clear, and each institution should have clearly defined ones that are understood by all constituencies, the higher education community can provide the flexibility necessary to sustain its viability.

Need for the Study

The need to define excellence is evident for all types of institutions, both public and private, during the last few years because of

society's questions concerning returns on tax dollars. The need to define quality was noted in the response received by the National Commission on Education concerning common schools, and recommendations included in the Report on Excellence prepared by the Study Group on the Conditions of Excellence in American Higher Education (Chronicle of Higher Education, 1984)

Kuh (1981) predicted the level of attention directed on quality of the educational enterprise due to changing enrollment patterns, changing student characteristics, changing societal expectations for higher education, and the fluctuating economies on the national, state and local levels (Mosier, 1983). The difficulty of the task has been multiplied because of attempts to define excellence, or quality, from many different perspectives. This did not contribute to conclusive understanding concerning formulas for institutional quality when one attempted to categorize different institutional types under one standard of excellence. Certainly, the community college, with its broad mission, defied easy explanation, or categorization, concerning what constituted excellence within its domain.

Attention has been directed predominantly toward the study of excellence in the areas of undergraduate education, professional education, and evaluation of graduate schools levels of quality, in the past. Notable scholars in the study of undergraduate education have been Astin (1965), (1971), (1977), (1979), Gourman, (1967) and (1977), and the National Institute of Education, (1984). Others included the study of professional schools of Greg and Sims study of 1972, the Blau and Margulies study of 1974-1975, and the Cole and Lipton study of 1977. Finally, the Cartter studies of 1966, the Roose and Anderson studies of

1970, and the Clark, Harnett and Baird studies of graduate school excellence in 1976. Studies identifying applicable criteria for excellence in the community college have been limited (Mosier, 1983).

Generally speaking if the community college were to be evaluated according to traditional criteria, normally espoused as creating an excellent institution, the college would not receive high marks. This is due to the fact the institutional characteristics of the community college are at odds with the traditional focus of quality criteria (Flagler, 1981).

Statement of the Problem

The purpose of this study was to investigate the criteria for determining excellence in community colleges as perceived by community college presidents, state coordinators for higher education (or their equivalents), and state chamber of commerce leaders. The study was designed to replicate, in part, Mosier's 1983 study of excellence in two-year colleges in Oklahoma and Kansas and expand it to a national sample. Revisions were made regarding populations surveyed and methodologies used to generate information that would identify differences of perceptions and assist these three groups toward mutual understanding and improved communications.

Specifically, this study was designed to answer the following research questions:

1. What are community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of the importance of various community college functions?
2. What are community college presidents', state coordinators' for

higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in academic transfer programs at community colleges?

3. What are community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in occupational-technical programs at community colleges?

4. What are community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in remedial/compensatory programs at community colleges?

5. What are community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in the student services programs at community colleges?

6. What are the community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in community education/services programs at community colleges?

7. What are the community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of the minimum and maximum size for the quality community college and its various functions?

8. What are the community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of general criteria for excellence in community colleges?

9. How do community college presidents', state coordinators' for

higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in each community college function differ with the criteria most commonly used to determine quality within American higher education. The categories for analysis were identified as input criteria; output criteria; student/institutional involvement criteria; and institutional/ departmental criteria (Mosier, 1983).

Definition of Terms

The investigator defined the following terms as follows for purposes of consistency, accuracy, and replication (Cohen and Brawer, 1982).

Academic Transfer was the function of the community colleges that provided courses that served as equivalent to those offered at the freshman and sophomore levels of the baccalaureate degree program.

Community College was an institution accredited to award the associate in arts, associate in science, or the associate of applied science, as its highest degrees and whose function focused on five areas: (1) academic transfer, (2) occupational/technical, (3) remedial/compensatory, (4) community education/services, and (5) student services. Community college was used synonymously with two-year technical college, junior college, and two-year community college in this study.

Community Education/Services involved the promotion of the concept of lifelong learning to improve the quality of life for individuals in the community (Gleazer, 1980). It included classes for both credit and non-credit, varying in duration from one hour to one weekend, several days, or an entire college term.

Remedial/Compensatory programs of the community college included those courses designed to teach the basics of reading, writing, and arithmetic, also, study skills programs and English as a second language.

Criteria were defined as those standards upon which judgments or decisions were based.

Excellence was used synonymously with quality both terms indicating the standards and characteristics of institutions which were recognized as the best of their kind.

Input Criteria for Excellence described the characteristics of entering students such as their aspirations, abilities, skill levels, and motivation (Kuh, 1981).

Institutional/Departmental Criteria for Excellence represented those institutional characteristics that remained relatively stable over time such as expenditures per student, size of the student body, and institutional mission and purpose.

Student/Institutional Involvement Criteria for Excellence were defined as the level of interaction between faculty and students in advising situations, frequency of contact, and the levels of satisfaction the students experienced (Kuh, 1981).

Occupational/Technical programs prepared students for the labor market immediately upon the successful completion of the two-year training period, or completion of a certificate program usually lasting one-year.

Outcome Criteria for Excellence were described as the final products of the educational experience, both intended and unintended, created because of the experience with the community college. Specific

elements included academic achievement, student persistence, and alumni success, (Kuh, 1981).

Student Services provided students with the basic necessities of life such as housing, food, health care services, placement services, counseling, and other related services to make students' community college experience satisfactory.

Traditional was the term used to describe the method of solving problems that had been used in the past. If the problem could be solved using the "tried and true" methods employed in the past, it was deemed a traditional method of decision making (Mosier, 1983).

Community College President was the term used to describe the chief executive officer of the two year institution. This person had administrative and operational responsibilities on their respective campuses. In addition, it was their charge to provide leadership and make recommendations concerning policy to the board of trustees, or control board, for their specific institution.

State Coordinator for Higher Education was the chief executive officer of the statewide coordinating agency for higher education. Their duty was not that of a control board, but one of statewide coordination of higher education. Lewis B. Mayhew (1973) described their responsibilities by stating..."Coordination is intended to avoid wasteful duplication, to encourage greater efficiency in use of resources, to facilitate planning and rational growth, and to encourage diversity of education within a state" (p. 53). This officer was not to be construed as a super president with multi-campus responsibilities.

State Chamber of Commerce Leaders were those chief executive officers of statewide chamber of commerce offices. Responsibilities

included representation of the commercial interests of the state chamber of commerce members. This person was the most influential voice in the state chamber of commerce hierarchy.

Assumptions and Limitations

Assumptions and limitations included:

1. Community college presidents, state coordinators for higher education, and state chamber of commerce leaders were assumed to have a working acquaintance with the community college, its purposes, and clientele served. Therefore, their perceptions were assumed to be well-grounded and accurate.

2. The study used samples from the three populations described, therefore, the results may not reflect the attitudes and beliefs of constituencies not directly affected by the community college philosophy.

3. Differences in semantics existed between the states with regard to state coordinators for higher education. Some states referred to the position as the state chancellor of higher education, or chancellor of the state board of regents. It was necessary to recognize these differences in definition and remember the coordinating function these officers held in their respective positions.

Ambiguities existed with respect to the position in terms of whether the role was one of coordination of state higher education or one of control of the state institutions of higher education. Therefore, caution was exercised when the population was identified. The state coordinator of higher education was not a super-president with

responsibilities of control, but one with the task of providing a state board of higher education coordination.

3. Results of the study should be viewed as suggestive and not conclusive.

CHAPTER II

REVIEW OF LITERATURE

This chapter was divided into five sections:

1. Introduction
2. Development of the two-year community college
3. Criteria for excellence in higher education
4. Criteria for excellence in the community college
5. Summary

Introduction

Edmund Gleazer suggested that higher education was one of the most important keys to the development of the United States in the last half of the twentieth-century, "What the railroads did for the country in the second half of the nineteenth century postsecondary education was to do for it in the second half of the twentieth century - that is, to be a central force for national improvement" (1968, p. 35). Access to the educational experience had been a means by which the members of all of societies classes were given the opportunity to gain greater status than their fathers (Gleazer, 1968). He strongly supported the need for more diversity of educational opportunity as a result of the vast differences in background and experience millions of new students would bring to the campus when given the opportunity. Gleazer contended:

.... educational opportunity is more than a privilege; it is a citizen's right. And if the great variety of people who exercise this right are to benefit, a broad range of educational experiences is demanded. The population which moves into the nation's colleges will be a cross section of the American people, possessing a wide spectrum of interests, aptitudes, backgrounds, aims, achievements, and cultural determinants. By this reasoning, diversification of educational opportunity is urgently required to match a multitude of individual needs that other institutions could not or would not meet (Gleazer, 1980, p. 14).

The American community college movement had experienced phenomenal success with respect to growth. The growth was manifested in terms of the number of students served, communities served, and ultimately the large number of new institutions created during the 1960's and 1970's. The pressures of societal change and the demand for increased accessibility to higher education resulted in a "uniquely American institution not always well understood either by the public or by the educational community itself" (Medsker and Tillery, 1971, p. 3).

"Nothing survives the passing of years without change, and colleges and universities; however, steeped they may be in tradition, also change to accommodate forces of history and social developments" (Stadtman, 1980, p. 1). The community college adapted to the changes, changed its shape, function, and in some instances its mix of services, and continued to participate in the ever changing higher education community. It was, "increasingly important to recognize the responsibilities higher education institutions have to review their purposes, find their respective niches in the marketplace, and perform excellently with the resources provided them" (Stadtman, 1980, p. 10).

Development of the Two-Year Community College

"The community college, as with all institutions of society, developed from the basic principles and traditions of the people it was designed to serve" (Mosier, 1983, p. 11). The community college evolved naturally in the United States based upon the "egalitarian" premise that each individual should be allowed to develop to the limits of his capabilities" (Medsker and Tillery, p. 14).

Morphet Jesser, and Ludka were encouraged by signs that showed an aroused social conscience was beginning that required the eradication of some of the causes of social dissatisfaction. It seemed, to them, education was being asked to "provide the basis for alleviating or resolving current social, political, economic, and environmental problems" (1972, p. 3).

Gleazer pointed out that it was the "grass roots" influence that ultimately caused the momentum that lead to the community colleges' overall growth and development (Gleazer, 1968). The responsiveness of communities nationwide had been duly recognized as the doors of educational opportunity opened to all for the first time. Granted many traditionalists were disenchanted with prospects of non-traditional students, non-traditional curricula, and innovativeness that in many ways had not been attempted before. Thornton (1966) noted:

The present-day community junior college has evolved in three major states. The first and longest lasted from 1850 to 1920. During that period the idea and the acceptable practice of the junior college, a separate institution offering the first two-years of baccalaureate curriculums, were achieved. Next, the concepts of terminal and semi-professional education in the junior college, which had been described earlier gained widespread currency with the foundation of the American Association of Junior Colleges in 1920. By the end of World

War II in 1945, this idea was an established part of the junior college concept. The changes in post-high-school education brought by the war emphasized a third element of responsibility, service to the adults of the community, and so the period after 1945 has seen the development of the operative definition of the community college. Finally, the rapid growth in college enrollments during the 1960's seemed to emphasize once more the transfer function of the junior college, and to bring increasing recognition of its importance as a part of the system of higher education (p. 46).

There was an enormous increase in the number of institutions of all types offering advanced degrees between 1947 and 1966, but especially notable during that time period was the growth of the institutions offering less than a Bachelor's Degree (Stadtman, 1980).

The Carnegie Foundation for the Advancement of Teaching in 1976 suggested "higher education is in a phase of continuing but reduced growth; this phase lay between the enormous expansion of the "Golden Age" of the late 1950's and the early and middle 1960's, and the "steady state" that now loomed ahead for the 1980's and most of the 1990's.

Historically a number of influential events contributed to the evolving community college movement and its overall impact upon the higher education enterprise. "In the early days of the junior college movement were the leaders of major universities such as Harper, Tappan, Conant, Koos, and Eells who gave their support to the concept" (Gleazer, 1968, p. 135). Their influence, along with others, ultimately contributed to the development of the first public junior college at Joliet, Illinois in 1901 (Brubaker and Rudy, 1976; Cohen and Brawer, 1982; Gleazer, 1968). Initially the junior college was to prepare freshmen and sophomore students in undergraduate coursework to relieve the senior universities of the responsibilities of dealing with them (Brubaker and Rudy, 1976; Cohen and Brawer, 1982).

The second major event that contributed to the overall development of the community college movement was in response to President Truman's Commission on Higher Education for American Democracy reported in 1947. For some it has been called the community college manifesto (Vaughn, 1983), because it opened the doors of opportunity for many who had not had access to such opportunity in the past.

It was an overt move toward democratization in education and reflected directly the intent of the ideal of the democratic form of government and society. Conant expressed it well when he suggested in 1970:

The extension of the years of free education through the establishment of local two-year colleges has been the expression of new social policy of the nation. Or perhaps I should say a further thrust of an old policy. For one could simplify the history of American public education in the last hundred years by noting the steps in the movement to make universal opportunities hitherto open only to the well-to-do. First came the provision of elementary schools at public expense; then came the free high schools and efforts to provide instruction for a wide variety of talents (the widely comprehensive four-year high school); lastly, the growth of the equally comprehensive public two-year college, the open-door college, as it has sometimes been called (p. 637).

Truman's Commission (1947) offered a number of recommendations concerning the development of the community college including the following:

1. Its purpose was to serve the community educationally. This required a variety of functions and programs that provided college education for the youth of the community in order to remove geographic and economic barriers to educational opportunity, discover and develop individual talents at low cost, and offer easy access. In addition, the community college should serve as an active center of adult education.

2. The commission also recommended that the community college emphasize programs in terminal education, but not to the exclusion of general education. The educational programs must offer a means of combining social understanding and competence in job skills. This required both general education and programs designed to provide training in terminal education.

3. The community college sought to provide a center of continued learning for the entire community, without the trappings and restrictions associated with the traditional institutions of higher education. Development of the quest for additional training and education to improve the life-styles and livelihood of student participants was seen as being a useful objective.

4. The liberal arts college was not to worry about the competition offered by these different institutions due to their inherent strengths and could actually benefit from the aroused intellectual curiosity and desire for growth from the people who would normally have avoided the higher education experience (Vaughn, 1983).

The Eisenhower Commission on Higher Education, and the National Commission on Technology, Automation, and Economic Progress, established by Congress in 1964, confirmed the recommendations of the Truman Commission's report (Gleazer, 1980). Many national leaders recognized the importance of education to the welfare of the nation economically and politically and therefore supported the idea of the community college movement.

Congressional visionaries foresaw the political impact of the portion of society grounded in the educational advantages of higher education (Gleazer, 1980). The steady encroachment of the public junior

college movement to practically all of the 50 states, the gradual development of the comprehensive community college to replace the older notion of a junior college, and the rapid growth of enrollment in these public two-year institutions testified to the increasing popularity of colleges that were geographically accessible, easy to enter, and had relatively low cost.

The Carnegie Foundation for the Advancement of Teaching projected in 1976 that sufficient colleges existed, at least up to the mid 1990's, to accommodate the needs of students who could be served by community colleges.

However, in the face of more competitive pressure for scarce resources the community colleges, just as all institutions of higher education, were required to clearly define its place in the environment and deliver upon the promises it made in the past, as well as those made in the present.

No one category of institution is shielded from competition, but on balance, it appears that public community colleges, highly selective liberal arts colleges, and universities are, as general categories, less likely to be buffeted by competitive pressures than are the institutions in the other categories (Carnegie Foundation for the Advancement of Teaching, 1975, p. 72).

If they were to maintain strength of operation and service, and in the eyes of some critics attain them at all, they must know themselves and the constituencies to whom they are responsible.

The unbridled growth of the educational phenomenon unique to the United States had fulfilled the expectations of many, but may have failed with others. "The major assignment of the community college was to extend educational opportunity" (Gleazer, 1968, p. 47), however, it

was incumbent upon those responsible for such educational fare to provide acceptable levels of quality in each program.

Gleazer (1980) described the community college mission as a process, a process that has six requisite institutional characteristics:

1. The college should be adaptable. It should be capable of change in response to new conditions and demands or circumstances.
2. The college should operate with a continuing awareness of its community.
3. The college should have a continuing relationship with the learner.
4. The college should extend opportunity to the unserved.
5. The college should accommodate diversity.
6. The college should have a nexus function in the community's learning system (p. 15).

The institution's ability to accommodate these characteristics, in addition to others, helped determine its validity as a part of the higher education system. If this were to continue, a monumental effort on the part of two-year colleges to inform its constituencies of its purposes and missions was required.

Cartter (1975) suggested the great degree of change in the 1960's to accommodate the new audience of young people was one of quantitative growth, one that was far different in the 1970's and 1980's. Especially in the 1980's institution's may reorder priorities with more emphasis upon the levels of quality they provide the diverse constituencies they encounter. Institutions will be tested in their responses to changing needs and declining resources. Their resilience may be demonstrated by their abilities to adequately adapt to new environments.

Institutions that demonstrated their resourcefulness in terms of fulfilling the needs of new audiences and maintain, or improve, their respective levels of excellence should survive. Those who failed at this task may not. Certainly public concern over quality, or

excellence, at all levels of education was more vocal than in the past. "Quality in American higher education-what it is, how to measure it, and how to promote and certify it-is an enduring concern among educators and the public alike" (Stauffer, 1981, p. 4). Stauffer also suggested that quality assessment has been of questionable use in the past because of the nature of the methods used when evaluating an institution's level of quality.

"Universities and liberal arts colleges, as well as, graduate and professional schools have received the brunt of this review, but the community college has come under scrutiny more recently" (Stauffer, 1981, p. 4).

Boyer and Levine (1981) noted:

Higher education in America is a sprawling enterprise and, in their eagerness to respond to new demands, many of America's colleges and universities have lost a sense of their own expectation. The mission of higher education has become muddled...Under such conditions it is difficult to sustain quality; it is impossible to make reasoned assignment of priorities for the use of limited resources; and the level of commitment that can be summoned for the essential tasks of higher education is diminished (p. vii.).

Ashby and Bess (1970) foresaw the question of quality when they wrote about the challenges facing higher education in the future. In essence the higher education community should not try to avoid the conflict, "it is instead how to emerge from the crisis with institutions of high quality that offer increasing opportunities for education" (p. 1).

Community colleges were certainly in a period of time when they must defend themselves and their functions as resources decline and the competition for those limited resources became more acute. The question of quality then was one of relevance to all institutions of higher edu-

cation that attempted to provide excellent educational experiences to those who come to them for enlightenment, skills training, or improvement of life.

Criteria for Excellence in Higher Education

"One of the salient themes of the 1980's promises to be quality" (Kuh, 1981, p. 1). He also stated that the methods of establishing and evaluating quality were often criticized for the level of subjectivity often associated with measurement of excellence. Astin (1977) suggested:

Quality ratings in higher education are criticized for halo effects, reputation lags, biases built in by institutional size, age, and more. They are said to be more subjective than scientific, to reward large, orthodox research institutions, and to deny recognition for diversity, innovation, and non-traditional models. They lend themselves too easily to quantitative and ordinal interpretations when perhaps, some argue, many institutions are meritorious even though not highly ranked (p. 4).

Stauffer (1981) felt that even though only a few institutions of higher education attained quality, all members of academe have a professional responsibility to constantly try to achieve it.

Some, such as Nessbit, argued that America's obsession with equal opportunity has lowered overall quality, while others such as Howard Bowen were unconvinced (Stauffer, 1981). One thing is clear, the necessity for institutions of higher education to monitor their performance and provide results was of prime concern to many who followed higher education and its impact upon society.

Perhaps it is sad that the principal forces pushing in the direction of improving quality are largely external: enrollments are declining or stabilizing, government support is shifting to programs that aid individual students rather than institutions, and yet, at the same time, government agencies

call upon institutions to respond to a variety of guidelines and to be accountable in numerous ways (Stauffer, 1981, p. 89).

Therefore, society may have had high expectations in terms of excellence of academic content, yet diverted the institutions attention from that purpose to purposes previously not required.

Understandably, society expected benefits to accrue to itself as a result of educational opportunities extended, but agreements should have been made to assure some degree of consistency of what society wanted, what the academic community could deliver, and what resources were committed to deliver the benefits (Morphet, Jesser, and Ludka, 1972). Excellent education should lead to the development of the whole person. The community college, along with all other higher education institutions, has been taken to task for failing to do this, therefore, it may be a reflection on the level of quality present in the higher education community.

The excellence with which the person was provided, fulfilled, and the level of growth and development may determine the perceptions people place on an institution's degree of quality. Even that may vary in terms of one's perception of what an institution does well.

Often the terms "excellence" and "quality" are used interchangeably. However, excellence is a reflection of the standards of quality that permeate the various aspects and elements of a given condition, situation or product. Quality is an essential ingredient in the search for excellence that can be approached only as there is movement away from low or mediocre to higher quality in any aspect of life. The term "excellence" is a curiously powerful word- a word about which people have strong feelings. Each person reacts to the idea of excellence in reference to his own aspirations, his own interpretation of what constitutes high standards, and his own hope for improvement. Excellence, thus, is viewed from different vantage points. (Morphet, Jesser, and Ludka, 1972, p. 59).

The search for excellence has been one that receives extensive attention not only in the academic community, but within society at large. However difficult, quantification and qualification are means that color perceptions of the level of excellence demonstrated by an institution. Howard Bowen argued that the predominant goals of higher education are "educational excellence, prestige, and influence." He also stated:

The "excellence" or "quality" of institutions are commonly judged by such criteria as faculty ratios, faculty salaries, number of Ph. D's on the faculty, number of books in the library, range of facilities and equipment and academic qualification of students. The criteria are resource inputs most of which cost money, not outcomes flowing from the educational process. The true outcomes in the form of learning and personal development of students are on the whole unexamined and only vaguely discerned...The incentives inherent in the goals of excellence, prestige, and influence are not counteracted within the higher educational system by incentives leading to parsimony or efficiency...The duty of setting limits thus falls, by default, upon those who provide the money mostly legislators and students and their families (1980, pp. 19-20).

Granted the comments apply to all academic institutions in varying degrees, but ultimately the research university and the community college must give an account of how wisely they utilize the resources to which they were entrusted.

Those constituencies wanted resources to be expended in a manner that generated positive results, hopefully filled with quality of effort and output. In order to accomplish the respective tasks of prestige, excellence and influence those administrators, faculty, staff, and trustees saw limitless horizons for the institution's goals (Bowen, 1980). This may be crucial because of their enthusiastic level of expectation, and the innovative and imaginative results sometimes obtained, cost fiscal resources that were beyond the capacity of the

institutions. This may be reflected in the perceptions of those concerned with excellence.

Therefore, in the quest for excellence all institutions should provide rational, useable definitions reflecting institutional purpose, and understandable mission statements. This would help in the definition of the standards of excellence by which they could be evaluated.

Criteria for Excellence in the Community College

In a sense the community colleges were expected to be nearly all things to all people (Thornton, 1966) and have succeeded remarkably well in a number of states, thriving and growing with the multiple roles thrust upon them (Medsker and Tillery, 1971). Yet despite the relative success of so many community college institutions there were those who continued to criticize all community colleges. Community colleges could have become excellent institutions (Thornton, 1966) but they continued to face barriers concerning their complete acceptance.

Those who criticize the comprehensiveness of the community college have stated and continue to state that the community college tries to be all things to all people. Such critics are usually ignorant about the college, quite often they have never been on the campus of a first rate comprehensive institution, and are probably mired down in the meritocratic tradition. The tragedy is that they are listened to by too many of their peers and (even more tragically) by too many board members, administrators, and faculty of the community colleges themselves (Medsker and Tillery, 1971, p. 157).

Sadly, misunderstanding and outright ignorance of the things the community college does clouded the perspective of both friends and foe. However, it was also unfortunate that many of the community colleges while having the opportunity to perform excellently those functions for which they had the expertise did not always do so (Thornton, 1966).

In order to attract the kinds of students they wished to serve, institutions were frequently urged to develop a unique mission and statement of purpose consistent with that mission. "Such urgings are reinforced by examples of institutions that have succeeded because they were able to find clear-cut and unique purpose" (Mayhew, 1979, p. 135). "Quality is a function of purpose in that the relative value of a student's expectations for college, the institution's mission, and the behavior of faculty and significant others in the institution" (Kuh, 1981, p. 89).

The salience of an institution's purpose was important. "Lacking an agreement on purpose, there cannot be clear criteria as to whether the outcomes of the program are good in the ways intended" (Keeton, 1974, p. 1).

Even though there was an agreement on purpose there were still disagreements regarding the best methods of pursuing excellence (Keeton, 1974). Mayhew asserted:

To the degree that a college fails to maintain a consistent viewpoint regarding the purposes and directions of its efforts, its practices vacillate with the changing wind of fashion. And the directionless college influences its community only as much as the changeable sephyr affects the undulations of the sea...the irresolute institution cannot lead (p. 8).

If the institution cannot, or will not, establish its place with clear statements of purpose, it cannot claim its place among those institutions that have contributed excellently to their clientele.

Mayhew believed much of the reason institutions failed to achieve excellence was because of uninspired leadership and direction by administrators (1979). The interaction of well-directed administrators and motivated faculty provide the impetus, the spirit, and basis for

institutions that can offer excellent educational experiences for its clientele. It stands to reason if the institution combined administrative skills with competent well-motivated faculty who influenced students positively it should earn its place of respect within the ranks of higher education.

Certainly the goals of the community college reflected the goals of its governing body, administrative team, faculty and staff elements, and ultimately the student body. Cohen (1979) argued that "goals inevitably reflect values...the extent to which such goals are attained thus becomes a measure of the systems goodness" (p. 61).

These values and expectations evolved through a number of different stages and continue to evolve thus contributing to questions of what the community college is supposed to be and do (Gleazer, 1980). Thornton added:

In the early days of the development of junior colleges, many purposes were suggested for them: some were trivial, some grandiose, some totally unachievable. As numbers of institutions and student enrollments have grown, purposes have become clearer, so that it is now possible to state confidently and to define concretely the major educational responsibilities of the ideal community junior college...In the light of these and other analyses of the role of the community junior college, as well as of the historical development of the institution, its generally accepted purposes may be discerned to include:

1. Occupational education of post-high-school level.
2. General education for all categories of its students.
3. Transfer or preprofessional education.
4. Part-time education.
5. Community service.
6. The counseling and guidance of students.

(1966, p. 59)

How effectively the community colleges achieved these diverse purposes was still the subject of debate. Stadtman (1980) believed the dynamics of change have caused the community colleges to have great difficulty in determining their basic missions, but the absence of such

institutions would "strand" many who now enjoy the benefits and opportunity education provides. Yet this seemed to be the very purpose for which federal, state and local support governments have been so strongly in favor of not stranding students with varying needs and aspirations.

Perhaps, in a sense, this was the justification necessary to argue the continued viability of the community college. Gleazer asked:

How good is the community college?... "Goodness"-or the utility of something-can be judged only in terms of the job the thing is supposed to do. If it does that job well, it is good. So the question, to make sense, has to be rephrased: How good is the community college for the job it is designed to do? And that leads to the heart of the matter: What is the job (1968, p. 27)?

Four-year colleges and universities gained their renown through opportunities for publications, or meaningful research, but the community college attained its reputation only through the effectiveness of its educational program, "either it teaches excellently, or it fails completely" (Thornton, 1966, p. 41).

"In the search for excellence, the individual and how well his needs are met should always be a central concern" (Morphet, Jesser, and Ludka, 1972, p. 4). Therefore, the community college functioned excellently with respect to curriculum, student services, instruction, or a host of other criteria related to excellent programs, but it should not be measured in the same manner in which one would evaluate Berkley, Stanford, MIT, or Harvard. They were simply different institutional types. The crux of the matter was that they not be judged by the same criteria as the comprehensive university or other institution serving completely different constituencies and purposes.

Washburn (1983) addressed the problem of attempting to define quality educational experiences when he suggested that colleges and

universities of all types agree upon the prestige an institution enjoys that promotes its perceived quality, but may agree on nothing else in regard to excellence and what constituted it. Herein lies the problem. No one can articulate specifically, without reservation, those attributes that set excellent institutions apart from those with more mediocre reputations.

Unplanned establishment and use of arbitrary standards of excellence affected the diversity of institutions negatively. Maintenance of unique institutional differences at least in the foreseeable future, seemed to be a positive response to a diversified society. No longer do we enjoy the homogeneity of the liberal arts alumni, supportive of a narrow range of expectations and higher education experiences. Today's clientele exhibited a multitude of demographic characteristics, expectations, needs, and demands. The innovative community college may have been the most responsive to that non-traditional element of the student populace.

The assumption was that the college would be dedicated both to traditional concepts of academic excellence and to innovation. In the American context these are almost antithetical, for academic excellence involves the liberal arts and sciences, intellectual rigor and stringent intellectual discipline, whereas innovation has typically stressed loosened requirements, emphasis on affective concerns, interpersonal relations and individual student goals rather than faculty-imposed goals (Mayhew, 1979, p. 26).

Becoming more responsive to student needs and differences required the institution, and those individual members of the institution, to provide, as much as was possible, for student outcomes that were consistent with their pronounced purpose. Chambers (1970) believed the spirit of the community college was important in the perceived excel-

lence of the institution as it reflected the local/community purposes for which it was created. All institutions should not be mandated by the state or accrediting agencies to become the same by structure, curricular offering, or instructional technique. System-wide mediocrity was not the result most would strive for because the needs of the different communities varied dramatically.

Whereas, agricultural education may have been the most needed, therefore, most predominant need in a rural community the need for hard technology, business, or extensive community services programs were predominant in the urban environment. When one attempted to look at the relative merits of each institution and arrive at a standard of excellence equally applicable and valid, the issue became complex.

Higher education served more than one purpose. It was thus subject to more than one test of performance. The several purposes served were essential to society. "They have generally been adequately fulfilled, although not equally satisfactorily in each area of performance (Ashby and Bess, 1970, p. 5)."

The inner diversity of program and purpose was one of the most valuable aspects of the community junior college; at the same time, it increased the difficulty either of fitting the institution neatly into the established pattern of higher education or of relegating it to the category of secondary education. The multitude of variables associated with what was needed, wanted, and overall what was worthwhile in higher education escaped easy classification (Stadtman, 1980).

Leaders, one would say, should know precisely what their institutions stand for and deliver. However, the vibrancy of the institution within a changing environment made it difficult to master every

functional element of the community college, much less, assure student outcomes. Stauffer addressed this when he wrote:

Findings about quality, even if campus leaders have the time and background to evaluate them, may be inadequate for use at a specific institution. Astin argued, for example, that these leaders lack feedback on the educational condition of their institutions in the way that feedback is available to managers in corporations and government agencies on their work. Often colleges and universities are bound by financial models that stress resource manipulation rather than data on quality. He reports that his research findings demonstrate the importance of student development data in ascertaining the condition of institutional quality, especially data on the use of student time. Such data are routinely ignored in favor of resource data, a priority which trustees and administrators feel they must emphasize for reporting and managerial purposes (Astin cited in Stauffer, 1981, p. 89).

If the junior college provided excellent instruction, community service, guidance and counseling, student services, and be physically/fiscally sound it may be as successful within its realm as the prestigious research university is in its own.

The capacity of community colleges to continue their adaptability, innovativeness, and in some manner their risk orientation seemed useful. Mayhew asserted.. "Public community colleges appear to benefit from the external forces and to have the capacity to adjust to them" (The Carnegie Foundation for the Advancement of Teaching, 1975, p. 75).

There was a lack of hard data available to measure quality in the community college as reported by Cohen (1979) and Brawer (1970) when evaluating perceptions of those within the institutions. If differences of perception concerning quality, role expectations, and missions existed within the institution what greater diversity of perceptions should be expected to exist by those outside the institution's organizational boundaries. Influential parties outside and out-of-sight of

the operational activities of the institutions understandably offered still another perspective on the institution. Confusing, these parties with various perceptions, had a great deal of influence over funding, community support, and in a sense, the level of student input to the institution.

Objective determinations of quality remained illusive (Kuh, 1981). When measures were typically applied to the junior college topics such as transfer quality, or input (student) quality often came to the foreground. However, they did not always include each of the elements of individual growth. Too often standards were defined only by the grade-point averages of students, selection of students, and test scores, without adequate consideration of the selection of students, the quality of instruction, or the purposes of the students who enrolled in the community junior college (Thornton, 1966).

If an institution allowed itself to perceive excellence in only one of many criteria they may prove only mediocre, or worse, in other areas just as valid and critical.

Quality is inextricably tied to such issues as equality of access and choice, post-baccalaureate employment and the value of a college degree, curricular structure, and student development and outcomes. Only by understanding how quality has been assessed can we know how and in what contexts it should be measured and which interventions should yield improvement...Institutions that can successfully identify, document, and articulate what makes their respective college or university a "better" educational environment may have an advantage in attracting students and in increasing or maintaining "quality" (Kuh, 1980, pp. 3-4).

Therefore, in terms of quality the community college should not have been judged to be non-excellent by traditional standards applied by many to the traditional liberal arts colleges. They should have been

measured for what they proposed to be and how well they delivered upon the promises they made.

It was incumbent upon college administrators and leaders to affirm the purposes and scope of the institutions to both state and local legislators, governing boards, and other influential bodies that impacted upon the institution (Stauffer, 1981). Externally imposed restrictions, limitations, even ceilings on individual creativity and vision were the prices paid for uninformed leadership. The search for excellence placed a great burden of proof upon those responsible for the future of the community college movement. They must know what they are about, and successfully communicate it to the respective constituencies with which they dealt, and then go about accomplishing excellently that which they promised to do.

Summary

The development of the American community college was the result of a grass roots movement by localities to provide for the educational needs of their respective communities. It experienced dramatic success in terms of the growth of the number of institutions, the number of students served that were traditional and those who were "non-traditional", and the innovativeness with which it offered its curriculum.

Traditional institutions of higher education measured their levels of excellence in a number of ways that were not always indicative of what makes a community college excellent. The means of evaluation included the academic characteristics of the entry-level student,

such as, overall grade-point average, number of faculty holding doctorate degrees, faculty to student ratios, student involvement in collegiate activities, and attainment of success of the alumni. Clearly criteria used to determine excellence in the selective liberal arts college may be different than what is required in the comprehensive community college.

The community college served a diverse clientele, representing many different backgrounds and levels of expertise. It was, therefore, incumbent upon college administrators to define the missions and purposes specifically and determine what level of quality they hoped to achieve or promised to deliver. Especially, as the public taxpayers, faculty, students, government officials, and other constituencies clamored for accountability, the community college administrators needed to develop a means by which they might effectively communicate who they were, what they proposed to deliver, and how well they performed those tasks for society at large.

CHAPTER III

METHODOLOGY

In this chapter was divided into five major components of the research project: (1) design of the study, (2) description of the population and sample, (3) description of the survey instrument, (4) data collection, and (5) data analysis.

Design of the Study

Descriptive research methodology was chosen for this study in order to describe things as they are (Gay, 1981). Descriptive research is a means of collecting information that assists in determining or explaining things as they exist (Huck, Cormier, and Bounds, 1974) and may be useful for continuing the research effort (Van Dalen, 1966, p. 31).

Measures of central tendency were used to illustrate the perceptions of the respondents in the three separate groups. Also, the one-way analysis of variance was used to compare the means of each of the groups. The Sheffe multiple range test was the means chosen to determine if significant differences existed at the .05 level of significance.

The review of the literature addressed the development of the community college movement in America. It also concerned itself with questions of excellence related to the two-year college and other higher

education institutions. It was determined that the institution, because of design and non-traditional nature, was difficult to measure in terms of excellence.

Description of the Population and Sample

The population included all publicly supported community college presidents representing urban, suburban, or rural institutions nationally. Institutions could meet any size criteria as long as they were listed in the 1985 Directory of American Community and Junior Colleges.

Community college presidents were selected via a stratified random sample which included those institutions with enrollments under 2500, and those institutions with enrollments greater than 2500. Therefore, each state was represented by an institution considered medium-to-small and one considered medium-to-large. One hundred institutions were selected as the sample size for this study.

The second major sample to be studied included state coordinators for higher education, or their designated equivalent, in thirty-five of the fifty states. These thirty-five states were chosen randomly by computer attaching a number to each of the fifty states and having the computer arrive at the thirty-five states to be included in the study.

The third sample included in the study was the state chamber of commerce executive, recognized as the spokesman for commercial interests in the state. The sample selection of thirty-five of the fifty states chamber executives was accomplished via the same methodology used for the state coordinators for higher education.

Demographic Characteristics

The mean age for the three groups of respondents was 49.254 years with the individual group ages reported in Table I.

TABLE I
AGE OF RESPONDENTS

Profession	Mean Age	Standard Deviation
Community College Presidents	50.152	6.853
Coordinators for Higher Education	48.111	9.399
Chamber of Commerce Leaders	48.120	11.152
Overall	49.254	8.501

These results led the researcher to believe that overall the respondents were "seasoned" by professional and educational experience and qualified to provide reasonable judgments based on their respective backgrounds.

They were highly educated as a group, as reported in Table II.

TABLE II
HIGHEST DEGREE EARNED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
High School	2	1	.8	.8	.8
College	3	20	16.5	16.7	17.5
Masters	4	30	24.8	25.0	42.5
Doctorate	5	54	44.6	45.0	87.5
Other	6	15	12.4	12.5	100.0
		1	.8	MISSING	
Total		121	100.0	100.0	
Mean	4.517	Median	5.000	Mode	5.000
Std. Dev.	.944	Minimum	2.000	Maximum	6.000
*Valid Cases	120	Missing Cases	1		

As noted in the preceding table, the educational level of the respondents was quite high. This might be attributable to the educational requirements of the positions represented in the study.

The respondents had spent a great deal of time living in their respective communities with a mean of 15.319 years and a standard deviation of 13.645 years. Table III provided a closer, more representative picture of the differences in the total time lived in the community.

It was interesting to note the differences in the amount of time spent in the community by each respective group. The coordinators for higher education were members of the community for the shortest length of time, followed by community college presidents. Chamber of commerce leaders enjoyed the longest residence in their respective communities.

TABLE III
TIME LIVED IN THE COMMUNITY

Position	Mean	Median	Mode	Std. Dev.
Community College Presidents	13.621	10.00	2.00	12.271
Coordinators for Higher Education	4.889	5.00	5.00	.698
Chamber of Commerce Leaders	21.885	19.000	10.000	16.420

*Valid Cases = 119 Missing Cases = 2

The differences may be accounted for by the variance in professional dynamics. According to Kauffman (1980), Millet (1979), and Mayhew (1979) the term of office for higher education leaders, especially presidents, is often quite brief. And if they change jobs, typically they change cities.

Community College Background and Experience of the Respondents

Respondents were asked if they had attended a community college or in some manner experienced the functional areas personally or via a family member. Seventy-six percent of the participants had not experienced the community college while forty-six percent had. Table IV showed the combined responses of those participating in the study.

The frequency Table IV clearly showed that the vast majority of respondents had not experienced the community college at all in most

cases. Community college presidents as a group attended community college in some capacity during their education. However, this was not true overwhelmingly. Roughly fifty-two percent of them had experienced community college mostly in academic transfer classes (26.5%), community education classes (26.5%), and occupational-technical classes (14.5%).

Coordinators for higher education had the second highest level of attendance and experience. Nevertheless, approximately seventy-five percent reported that they had not attended a community college. Of the 25.9 percent who had taken classes, 22.2 percent had taken classwork that prepared them to transfer to a four-year institution, 7.4% had taken some type of community education classes, and none had experienced the other two classifications.

Chamber of commerce leaders were clearly less familiar with the community college personally. Clearly 84.6% had never experienced a community college in any way. Of the 15.4% who had experienced some contact with the community college, the academic transfer classes and programs in community education each were represented by 7.7% participation.

It was clear that most of the decision makers had not experienced the community college and its respective functions, but this did not automatically indicate they were unfamiliar with the institution's purposes and missions.

Seventy-six, or 62.8% of the respondents, had a family member attend a community college at some time, while 36.2% did not. Table V illustrated the combined levels of participation of the family members.

TABLE IV
COMMUNITY COLLEGE BACKGROUND BY FUNCTION
FREQUENCY TABLES

Academic-Transfer Class					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Yes	26	21.5	21.7	21.7
	No	94	77.7	78.3	100.0
		<u>1</u>	<u>.8</u>	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	1.783	Median	2.000	Mode	2.000
Std. Dev.	.414	Minimum	1.000	Maximum	2.000
Valid Cases	120	Missing Cases	1		
Occupational-Technical Class					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Yes	10	8.3	8.4	8.4
	No	109	90.1	91.6	100.0
		<u>2</u>	<u>1.7</u>	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	1.916	Median	2.000	Mode	2.000
Std. Dev.	.279	Minimum	1.000	Maximum	2.000
Valid Cases	119	Missing Cases	2		
Remedial-Compensatory Class					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	No	119	98.3	100.0	100.0
		<u>2</u>	<u>1.7</u>	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	2.000	Median	2.000	Mode	2.000
Std. Dev.	.000	Minimum	2.000	Maximum	2.000
Valid Cases	119	Missing Cases	2		

TABLE IV (Continued)

Community Education Classes					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Yes	22	18.2	18.3	18.3
	No	98	81.0	81.7	100.0
		<u>1</u>	<u>1.8</u>	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	1.817	Median	2.000	Mode	2.000
Std. Dev.	.389	Minimum	1.000	Maximum	2.000
Valid Cases	120	Missing Cases	1		

The table indicated that the experience of family members with the community college was greater than that of the respondents. However, the general trend seen with the individual respondents was repeated.

Community college presidents had family members participating in some area of the two-year college. Sixty-one percent had family members who attended academic transfer classes, followed by 41.2% community education classes, 38.2% occupational technical classes, and 7.4% remedial-compensatory courses. This represented the group most familiar with the two-year community college.

Coordinators for higher education followed with 40.7% reporting family members who had experienced the community college environment in some manner. Academic transfer classes were the most noted (29.6%), followed by occupational-technical (25.9%), community education classes (18.5%), and remedial-compensatory classes (3.7%).

State chamber of commerce leaders had the least amount of family interaction with the two-year college. However, in this group there was an increase in level of exposure above what they had experienced personally.

Approximately thirty-five percent of the business leaders' reported that their family members had attended a community junior college. These family members had taken occupational-technical classes in twenty-three percent of the cases followed by academic transfer classes (11.5%), community education classes (3.8%), and none reported family members needing remedial-compensatory training.

It was clear that the most familiar group in this study with the community college were the institutional presidents. They were followed by state coordinators for higher education and state chamber of commerce leaders respectively.

Description of the Survey Instrument

Mosier's 1983 survey instrument was used for the study in a slightly modified format (Appendix A). Justification for the use of the instrument was to determine the generalizability of the conclusions studied established in her study of community leaders in Oklahoma and Kansas. A nationwide sample of these separate influential groups was used for the purposes of analysis on a broader scale. The instrument had been tested for validity and reliability in the original study for Oklahoma and Kansas by a "jury of executive opinion" with successful results. A useful analysis of perceptions concerning criteria for excellence in the two-year community college from three different perspectives on a national basis was thus made possible.

TABLE V
FAMILY MEMBERS BACKGROUND WITH THE
COMMUNITY COLLEGE

Academic-Transfer Class					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Yes	53	43.8	44.2	44.2
	No	67	55.4	55.8	100.0
		<u>1</u>	<u>.8</u>	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	1.558	Median	2.000	Mode	2.000
Std. Dev.	.499	Minimum	1.000	Maximum	2.000
Valid Cases	120	Missing Cases	1		
Occupational Technical Class					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Yes	39	32.2	32.5	32.5
	No	81	66.9	67.5	100.0
		<u>1</u>	<u>.8</u>	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	1.675	Median	2.000	Mode	2.000
Std. Dev.	.470	Minimum	1.000	Maximum	2.000
Valid Cases	120	Missing Cases	1		
Remedial-Compensatory Class					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Yes	6	5.0	5.0	5.0
	No	114	94.2	95.0	100.0
		<u>1</u>	<u>.8</u>	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	1.950	Median	2.000	Mode	2.000
Std. Dev.	.219	Minimum	1.000	Maximum	2.000
Valid Cases	120	Missing Cases	1		

TABLE V (Continued)

Community Education Classes					
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	Yes	34	28.1	28.3	28.3
	No	86	71.1	71.7	100.0
		1	1.8	<u>Missing</u>	
	Total	121	100.0	100.0	
Mean	1.717	Median	2.000	Mode	2.000
Std. Dev.	.453	Minimum	1.000	Maximum	2.000
Valid Cases	120	Missing Cases	1		

The instrument was designed to examine the research questions presented in chapter one of this study. Ten criteria were selected for testing and applied to each of the five principal functions of the community college (Mosier, 1983). Responses to section one of the study included a Likert Scale with values ranging from 1 (strongly agree) to 5 (strongly disagree) for each of the questions included in the study.

Other sections included in the instrument were the perceived priority rankings of the five functions the community college, and questions pertaining to the minimum and maximum enrollments believed to represent two-year institutions of quality as depicted by the Carnegie Commission (1970). There were also questions designed to determine the respondents' demographic characteristics and the familiarity relationship the respondent had with the community college movement personally or through family members who may or may not have attended a community college.

Data Collection

1. Selection of Respondents was accomplished in the following manner:

a. Community colleges were randomly chosen by assigning a number to them as they were listed in the 1985 Directory of American Community Junior Colleges and randomly selecting two representatives from each state of the nation. One institution had enrollments of less than 2500 students and the other had more than 2500 students. No distinction was made between rural and urban institutions.

b. State coordinators for higher education, or equivalent officer in the state regents for higher education office, were selected to provide responses from a coordinating perspective. Thirty-five states were randomly selected from the fifty states by computer using a random number technique. Names of the respondents were collected from the 1985 Bluebook of Colleges and Universities.

The state chamber of commerce executives were chosen from a list provided by the executive director of the chamber of commerce in the city in which the researcher resides. The list was updated via telephone calls and respondents were ultimately chosen in the same manner as the state coordinators for higher education.

2. Data Collection - The questionnaire package had three components: (Appendices B, A) (a) a cover letter explaining the purpose, procedures, response date, and statement assuring confidentiality, (b) a coded copy of the questionnaire for each person responding to the questionnaire (for identifying non-respondents), and (c) a

stamped, self-addressed envelope for each respondent to return his/her questionnaire.

Questionnaires were mailed to the participants, identified as a result of the methods described above, with a three-week response date. At the end of the third week, a second mailing (Appendix D) was made to solicit a response from those who had not returned the questionnaires by that time. Responses came from 68 percent of the first group (community college presidents), 77 percent of group two (coordinators for higher education), and 74 percent of chamber of commerce executives.

Data Analysis

Descriptive statistics were used in the analysis of data. Measures of central tendency, illustrated in tabular form, showed the responses to question 1 through 6 and question 8. Question 7 was answered via frequency distribution tables. Research question 9 was answered via a comparison of the results of the analysis of questions 2, 3, 4, 5, 6, and 8, as shown in Table VI.

In addition to the use of descriptive tables, the researcher described findings in narrative form in order to clarify and synthesize information collected as a result of the study.

Validity of the Research Instrument

Kerlinger (1979) asserted that validity should be concerned with what is being measured and the content should reflect those measurements. Also, Gay (1981) reported that content validity should be determined by a jury of executive opinion or expert judgement.

Mosier (1983) had chosen a jury of experts to analyze and determine the content validity in her study with successful results. Also, the instrument was reviewed by additional experts prior to mailing without any recommended changes of substance.

Reliability of the Instrument

An instrument should reliably predict the outcome of a test, be dependable, and consistent (Kerlinger, 1979). The survey instrument was measured by the coefficient alpha as a measure of internal consistency. In this study the coefficient range was 0.00 to 1.00. A low coefficient alpha was 0.00 and indications of perfect reliability were 1.00. Table VI identified the coefficient alpha level relative to the different functional areas addressed in the study. Overall, the instrument was found to be a reliable tool of analysis.

TABLE VI
COEFFICIENT ALPHA - INSTRUMENT RELIABILITY
RELATIVE TO THE FUNCTIONAL AREAS STUDIED

<u>Function</u>	<u>Academic Transfer</u>	<u>Occupational Technical</u>	<u>Remedial Compensatory</u>	<u>Student Services</u>
Alpha Level	0.7165	0.5916	0.8434	0.8026
<u>Function</u>	<u>Community Education/Services</u>	<u>General</u>	<u>Total</u>	
Alpha Level	0.7283	0.7978	0.9360	

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this chapter was to present and analyze the data collected during this research effort. Community college presidents, coordinators for statewide regents for higher education (or their equivalent), and state chamber of commerce leaders were asked to provide answers reflecting their opinions on certain aspects of the American community college.

These perceptions were then compared using descriptive statistics to determine if there were differences between the mean responses per category and question. The data were presented with information reflected through the mean and standard deviation.

One-way analysis of variance was used to determine if there were significant differences between the respective groups. Also, the Sheffe multiple range test was employed to identify significant differences between the three respective groups. Those groups with obvious differences were noted, as well as those categories that received excellent ratings (mean score between one and two overall).

Section 1. Community College Familiarity

Respondents did not, as a group, attend a community college in the majority of cases. According to the responses overall, 61.2% did not attend a community college.

Community college presidents participated in courses of some type more often than members of the other two groups. Table VII represented the frequencies of these groups to the question concerning whether they had experienced the community college environment by attending in some capacity.

TABLE VII
COMMUNITY COLLEGE ATTENDANCE

Value Label	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	46	38.0	38.3	38.3
No	74	61.2	61.7	100.0
	<u>1</u>	<u>.8</u>	<u>Missing</u>	
Total	121	100.0	100.0	

Fifty-one and one-half percent (51.5%) of community college presidents had attended a community college, while 47.1% had not. Most of the coordinators for higher education and chamber of commerce leaders had not attended a community college (74.1% and 84.6% respectively).

The study addressed the types of classes that were attended (later in the analysis.) It was evident that many of those in positions of influence had not personally experienced the community college and its unique environment to any great degree. This did not mean, however, that those who had not participated, in one capacity or another, were ignorant of the problems and opportunities inherent in the two-year college, but indicated a possible cause for some difficulty in areas of communication.

Section 2. Criteria Analysis

The research instrument was designed with sections addressing general criteria for excellence in the community college. Fourteen separate areas of interest were included that reflected the elements of successful higher education institutions as reported in the review of the literature.

Other major sections of the study included questions eliciting the perceptions of the respondents on major areas such as academic-transfer, occupational-technical training, remedial-compensatory efforts of the two-year college, student services functions, and community education-services. Also included were questions concerning the size of the minimum and maximum enrollments in each of the preceding areas of interest.

Each of the questions represented in the major categories was measured via a Likert scale ranging from strongly agree (1) to strongly disagree (5). A criterion was considered excellent if it received a mean value of 1.000 to 2.000 a priority one ranking. A mean value of 2.001 to 3.000 was perceived to be average to high importance received a

priority ranking of two. Mean values of 3.001 to 4.000 were perceived to be of low importance in determining institutional excellence and received a priority ranking of three. The final priority was four and reflected mean values of 4.001 to 5.000. A priority four indicated very little or no value in terms of institutional excellence. The priorities provided an indication of the groups' perceptions and yielded evidence related to institutional excellence.

By combining a number of the questions it is possible to determine if the responses were reflective of conditions for excellence in the domains of input criteria, output criteria, involvement criteria, or institutional criteria. Different criteria were consistent with elements surveyed in the review of literature and reflected traditional measures of excellence in higher education. Table VIII illustrated the criterion placement of questions within the survey instrument and was used to determine how the functions of the two-year college coincided with the traditional measures used to evaluate excellence in higher education.

Section 3. Ranking of Community College

Functions by Respondents

Research Question One. What were community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of the various community college functions?

The respondents were asked to rank the functional elements of academic transfer, occupational-technical, remedial-compensatory, student services, and community education services according to the level of importance each had in the community college. The rankings were designed with a range of 1 to 5, with the rank 1 being the highest

TABLE VIII
CRITERION PLACEMENT IN CONSTRUCTION OF INSTRUMENT

Functions of the Community College	Traditional Criteria			
	Input	Output	Involvement	Institutional
Academic Transfer	# 3, 4	# 1, 2	# 8, 9, 10	# 5, 6, 7
Occupational/Technical	# 3, 4	# 1, 2	# 8, 9, 10	# 5, 6, 7
Remedial/Compensatory	# 3, 4	# 1, 2	# 8, 9, 10	# 5, 6, 7
Student Services	# 3, 4	# 2, 6	# 1, 5, 9	# 7, 8, 10
Community Education/ Services	# 3, 4	# 1, 2	# 8, 9, 10	# 5, 6, 7
General	#1	# 2, 4 11, 12	# 6, 7, 5	# 3, 8, 9, 10, 13, 14

Source: Mosier, 1983.

and 5 the lowest. Results of the ranks, measures of central tendency, and standard deviations have been presented in Table IX.

The responses in the study did not support, overall, the findings of Mosier's 1983 study of community leaders in Oklahoma and Kansas. The differences consisted of those involving the academic-transfer function, the occupational-technical function, remedial-compensatory function, and the community education/services function.

Mosier reported that they were of equal importance in her 1983 study, with a mean value of 1.882 and standard deviations of 1.111 and 0.928 respectively (p. 43). The present research noted that nationally

TABLE IX
MEASURES OF CENTRAL TENDENCY AND STANDARD
DEVIATIONS FOR INSTITUTIONAL FUNCTIONS

Rank	Function	Group	Mean	Median	Mode	Standard Deviation
1	Occupational/ Technical	1	1.563	1.000	1.000	.710
		2	1.385	1.000	1.000	.898
		3	1.462	1.000	1.000	.761
		4	1.500	1.000	1.000	.763
2	Academic Transfer	1	1.672	1.000	1.000	1.009
		2	1.962	2.000	1.000	1.216
		3	2.269	2.000	2.000	1.041
		4	1.871	1.500	1.000	1.084
3*	Remedial/ Compensatory	1	3.125	3.000	3.000	1.363
		2	2.769	3.000	3.000	.863
		3	3.769	4.000	5.000	1.142
		4	3.190	3.000	3.000	1.257
4*	Community Education Services	1	3.531	4.000	5.000	1.297
		2	3.577	4.000	4.000	1.137
		3	3.115	3.000	4.000	1.033
		4	3.448	4.000	4.000	1.211
5*	Student Services	1	3.453	4.000	4.000	1.321
		2	4.231	5.000	5.000	1.777
		3	4.385	5.000	5.000	.852
		4	3.836	4.000	5.000	1.265

*Denotes rank order differences between two or more groups

**Group 1 = community college presidents, Group 2 = coordinators for higher education, Group 3 = state chamber of commerce leaders, Group 4 = mean of all groups. Mean values are as follows: 1.00 = most important and 5.00 = least important.

***n = 116 (5 responses missing)

the occupational-technical function proved most important for all three groups, with a combined mean of 1.500 and a standard deviation of 0.763.

The academic transfer function followed closely with a mean value of 1.871 and a standard deviation of 1.084, which was more consistent with Mosier's findings for Oklahoma and Kansas.

Mosier (1983, p. 43) reported that community leaders believed the community education/services were of more importance than the remedial-compensatory function. This was also consistent with the response of the state chamber of commerce leaders surveyed. However, it did not coincide with the perception of community college presidents or those of state coordinators for higher education in the national study.

While leaders in the educational community ranked the remedial compensatory function as the third most important function of the two-year college, state chamber of commerce leaders ranked the community education-services function as the fourth most important mission of the two-year institution. These differences were illustrated in Table X.

TABLE X
RELATIVE RANKING DIFFERENCES BETWEEN GROUPS
REMEDIAL-COMPENSATORY FUNCTION

Group*	Rank	Mean	Median	Mode	Standard Deviation
1	3	3.125	3.000	3.000	1.363
2	3	2.769	3.000	3.000	0.863
3	4	3.769	4.000	5.000	1.142
4	3	3.190	3.000	3.000	1.257

*Group 1 = community college presidents, Group 2 = state coordinators for higher education, Group 3 = state chamber of commerce leaders, Group 4 = combined responses.

**n = 116 cases (5 missing)

The ranking offered by the coordinators for higher education indicated a difference in the importance placed upon the remedial-compensatory function from a state coordinating agency's standpoint. Perhaps it was the broad coordination of higher education institutions statewide that created this difference of perception.

The community education/services function of the two-year college was ranked third by the business leaders and fourth by the educational leaders. Table XI illustrated this ranking.

TABLE XI
COMMUNITY EDUCATION - SERVICES FUNCTION

Group	Rank	Mean	Median	Mode	Standard Deviation
1	4	3.531	4.000	4.000	1.297
2	4	3.577	4.000	5.000	1.137
3	3	3.115	3.000	4.000	1.033
4	4	3.448	4.000	4.000	1.211

*n = 116 cases (5 missing)

Table XII provided the frequency of response by functions from all respondents.

TABLE XII
 FREQUENCY DISTRIBUTION - FUNCTIONAL RANKINGS

Function	SA	A	N	D	SD
Academic-Transfer	58	29	19	6	4
Occupational-Technical	70	39	4	1	2
Remedial-Compensatory	13	21	35	25	22
Student Services	9	10	19	31	47
Community Education-Services	9	17	29	35	26

*n = 116 cases (5 missing)

The rankings presented above indicated that the functions offered by a two-year college should be based on a strong commitment to the occupational-transfer and academic-transfer functions respectively. Varying levels of institutional commitment concerning remedial-compensatory educational services, community education/services, and student services appeared to be dependent upon the perceived needs of students, community and power elite.

Section 4. The Academic-Transfer Function

Research Question Two. What are community college presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in academic-transfer programs at community colleges?

Responses to ten specific criteria provided the basis for determining the overall perceptions of the three groups to this question.

Each question was analyzed using descriptive statistics to determine the measures of central tendency. It was then possible to test for significant differences at the .05 significance level by using the one-way analysis of variance in conjunction with the Sheffe test of multiple comparisons. Table XIII presented the responses to each of the ten criteria used in answering the academic-transfer question.

There were six criteria reported that received high ratings and could be included among criteria indicative of excellent (priority 1) academic-transfer programs. Three criteria were considered important (priority 2), and one was considered less indicative of an excellent academic-transfer operation (priority 3).

Significant differences were found to exist between the perceptions of those in higher education leadership positions and those respondents representing the business community. The second criterion addressed under the academic-transfer function was "student success after transfer to a four-year college or university," it yielded a significant difference even though each group rated it as a priority one designation.

Table XIV illustrated the effect of the responses and clearly showed that mean scores were within the priority one category. Nevertheless, enough of a difference existed between higher education leaders and business leaders to merit attention at the .05 level of significance.

TABLE XIII
 CRITERIA ANALYSIS FOR THE ACADEMIC-TRANSFER FUNCTION

Rank	Criterion	\bar{x}	SD	F Prob
7	1. Number of students who transfer to a four-year college or university	2.150	0.9758	.1169
2	2. Student success after transfer to a four-year college or university*	1.3833	0.5967	.0001
10	3. Admittance of only those students with a 3.0 g.p.a. or better*	3.8917	0.9770	.0018
6	4. Articulation/transfer agreements with other colleges or universities*	2.0000	0.8402	.0006
8	5. The number of books and materials in the library/learning resources center	2.3866	0.9030	.4662
9	6. Size of the academic-transfer budget compared to the number of students in these programs	2.5917	0.8934	.3502
4	7. Academic leadership in the community college*	1.5714	0.6453	.0247
1	8. Faculty's knowledge of the academic subject matter	1.2833	0.4707	.0908
5	9. Faculty's support and encouragement of student activities, academic/honor organizations	1.7583	0.6351	.4552
3	10. Academic advising of students in selection and transfer capabilities to specific four-year colleges and universities*	1.5378	0.6611	.0007

*Denotes a significant difference between two or more of the groups.

**n=120 (1 missing). p .05

***Mean values are represented as: 1=strongly agree, 2=agree, 3=undecided, 4=disagree, 5=strongly disagree.

TABLE XIV
STUDENT SUCCESS AFTER TRANSFER TO A FOUR-YEAR INSTITUTION

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	6.0120	3.0060	9.6742	.0001
Within Groups	117	36.3547	.3107		
Total	119	42.3667			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	1.2537	.4717	.0576	1.0000	3.0000
Grp 2	27	1.2963	.4653	.0896	1.0000	2.0000
Grp 3	26	1.8077	.8010	.1571	1.0000	5.0000
Total	120	1.3833	.5967	.0545	1.0000	5.0000

*Grp 1 = community college presidents, Grp 2 = state coordinators for higher education, Grp 3 = state chamber of commerce leaders

**Grp 1 had 1 response missing

Another criterion deserved attention under the functional area of academic-transfer programs. The third criterion, "admittance of only those students with a 3.0 grade point average or better," elicited some interesting results. These were presented in Table XV as determined by one-way analysis of variance and the Sheffe multiple range test.

This would indicate that higher education leaders were significantly more opposed to accepting only the best academic performers than were business leaders. Even though each of the three groups agreed overall that this was not the most important of the criteria (it was scored as a priority 3 and viewed with low importance), there was a significant difference (F .0018) overall.

TABLE XV
 ADMITTANCE OF STUDENTS WITH ONLY 3.0 G.P.A. OR BETTER

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	11.6276	5.8138	6.6711	.0018
Within Groups	117	101.9641	.8715		
Total	119	113.5917			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1*	67	4.0896	.8300	.1014	1.0000	5.0000
Grp 2*	27	3.9630	.8540	.1644	2.0000	5.0000
Grp 3*	26	3.3077	1.2254	.2403	1.0000	5.0000
Total	120	3.8917	.9770	.0892	1.0000	5.0000

*Denotes significant differences at .05 level

Articulation/transfer agreements with other colleges and universities was the fourth criterion evaluated under the academic-transfer function. A significant difference existed ($F=.0006$) between groups one and three, also between groups two and three. See Table XVI. These results indicated the extreme importance of articulation agreements between the two-year and four-year colleges as perceived by the higher education leaders, with moderate importance attributed by business leaders surveyed.

The next criterion that pointed to a difference in perceptions was the seventh one, which addressed the "academic leadership in the community college." Although each of the three groups agreed to the importance of academic leadership, the degree of importance attached to the

TABLE XVI
ARTICULATION AGREEMENTS WITH FOUR-YEAR INSTITUTIONS

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	10.0979	5.0489	7.9934	.0006
Within Groups	117	73.9021	.6316		
Total	119	84.0000			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	1.8060	.6334	.0774	1.0000	3.0000
Grp 2	27	1.9630	.8979	.1728	1.0000	4.0000
Grp 3	26	2.5385	1.0288	.2018	1.0000	5.0000
Total	120	2.0000	.8402	.0767	1.0000	5.0000

criterion was perceived to be higher by the community college presidents themselves than by the state chamber of commerce leaders. The mean value for all three groups was 1.5714 with a standard deviation of 0.6453 which indicated a priority one rating. This is illustrated in Table XVII.

The last criterion in which there was a significant difference of perception was the "academic advising of students in course selection and transfer capabilities to specific four-year colleges and universities." There was general agreement that the criterion should receive a priority one rating by each of the three groups, but there was a sharp difference regarding the degree of commitment attached to it. Table XVIII illustrated the difference between group perceptions.

TABLE XVII
ACADEMIC LEADERSHIP IN THE COMMUNITY COLLEGE

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	3.0372	1.5186	3.8208	.0247
Within Groups	116	46.1056	.3975		
Total	118	49.1429			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	1.4478	.6101	.0745	1.0000	4.0000
Grp 2	26	1.6154	.5711	.1120	1.0000	3.0000
Grp 3	26	1.8462	.7317	.1435	1.0000	4.0000
Total	119	1.5714	.6453	.0592	1.0000	4.0000

As shown by an evaluation of the group mean responses, and corroborated by the Sheffe multiple range test, significant differences in perception did exist. However, it was also clear that each of the three groups placed a great deal of importance upon the role of advising students in the two-year college.

An item-by-item comparison of responses to Mosier's results for each of the ten criteria yielded some differences in response. However, it should be remembered that Mosier's results came from community leaders in only two states and did not include the same method of sample selection. Table XIX illustrated the major differences in findings. Although there were a number of differences, they might be due to

TABLE XVIII

ACADEMIC ADVISING OF STUDENTS IN COURSE SELECTION
AND TRANSFER CAPABILITIES TO SPECIFIC
FOUR-YEAR COLLEGES AND UNIVERSITIES

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	6.0374	3.0187	7.6888	.0007
Within Groups	116	45.5425	.3926		
Total	118	51.5798			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	1.4030	.5521	.0675	1.0000	3.0000
Grp 2	26	1.4615	.5084	.0997	1.0000	2.0000
Grp 3	26	1.9615	.8709	.1708	1.0000	5.0000
Total	119	1.5378	.6611	.0606	1.0000	5.0000

geographical areas studied, characteristics of the respondents, or a number of other differences that were not controlled.

The study of the academic-transfer function resulted in clearly defining the level of priority that should be attached to each of the criteria studied. Understanding the overall priority and comparing it to the priority levels attached to each criterion by each of the respective groups, one might have the basis for better understanding and, thereby, communication. Table XIX displayed how each of the criteria were placed in terms of priority ranking.

Section 5. The Occupational-Technical Function

Research Question Three. What were the community college

presidents', state coordinators' for higher education, and state chamber of commerce leaders' perceptions of criteria for excellence in occupational-technical programs at community colleges?

The respondents ranked the occupational-technical function as the most important one of those listed for their review. The second most important, according to the respondents of the study, was the academic-transfer function addressed earlier. The commitment of the community college to these two functional areas seems to provide the foundation for what is perceived to be important in identifying excellence in the institution. Table XXI presented the mean values represented overall in the study of the occupational-technical criterion with the relative rankings identified.

Eight of the criteria garnered responses from the participants that indicated strong support for the occupational-technical function of the community college. This placed eight of the criteria within a priority-one category and supported the overall first-place ranking given by the respondents to the occupational-technical function.

The criterion "size of the occupational-technical budget compared to the number of students served in these programs" received a moderately important rating reflected as a priority-two criterion. Evidently, respondents believed an adequate budget was necessary to function well, but instruction and resources could be shared by many students at once.

The third criterion, "admittance of only those students who have exhibited medium to high aptitude for program content," seemed to receive most of the undecided responses. The mean value of 3.2500 and

TABLE XIX
ACADEMIC TRANSFER CRITERIA ITEM ANALYSIS

Criterion	Mosier		Present Study		Diff.
	Mean	SD	Mean	SD	
1. Number of students who transfer to a four-year college or university	3.72	1.406	2.150	0.9758	*
2. Student success after transfer to a four-year college or university	1.56	0.616	1.3833	0.5967	
3. Admittance of only those students with a 3.0 grade average or better	2.39	0.778	3.8917	0.9770	*
4. Articulation/transfer agreements with other colleges and universities	1.89	0.676	2.000	0.8402	
5. Number of books in library	3.28	1.179	2.3866	0.9030	*
6. Size of academic transfer budget compared to number of students served in these programs	3.17	1.043	2.5917	0.8934	*
7. Academic leadership	1.61	0.608	1.5714	0.6453	
8. Faculty's knowledge of academic subject matter and degrees earned	1.50	0.618	1.2833	0.4707	
9. Faculty's support and encouragement of students' activities in academic honor organization	2.11	0.900	1.7583	0.6351	*
10. Academic advising of students in course selection and transfer capabilities to specific four-year colleges and universities	1.44	0.856	1.5378	0.6611	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

TABLE XX
ACADEMIC-TRANSFER FUNCTION LEVELS OF PRIORITY

Priority Level	Rank Order	Criterion
Priority Level One	1	Faculty's knowledge of academic subject matter and degrees earned
	2	Student success after transfer to a four-year college or university
	3	Academic advising of students in course selection and transfer capabilities to specific four-year colleges and universities
	4	Academic leadership
	5	Faculty's support and encouragement of students' activities in academic honor organization
	6	Articulation/transfer agreements with other colleges and universities
Priority Level Two	7	Number of students who transfer to a four-year college or university
	8	Number of books in library
	9	Size of academic transfer budget compared to number of students served in these programs
Priority Level Three	10	Admittance of only those students with a 3.0 grade average or better
Priority Level Four		No Criterion Was Listed In This Level

standard deviation of 1.1320 exhibited a generally undecided posture of all three groups. However, there was a significant difference between the state chamber of commerce leaders and those executives representing the higher education community. Table XXII illustrated notable differences in these perceptions.

TABLE XXI
OCCUPATIONAL-TECHNICAL CRITERIA ITEM ANALYSIS

Criterion	Mean Value Response	Standard Deviation	Rank	Significant Difference Identified
1. Number of students who get jobs upon program completion	1.5667	0.6949	4	
2. On-the-job success of student upon program completion	1.2417	0.4299	1	
3. Admittance of only those students who have exhibited medium to high aptitude for program content	3.2500	1.1320	10	*
4. Contacts and working agreements for training with business and industry	1.7167	0.6759	7	
5. Possession and/or access to updated equipment and materials	1.4500	0.5477	3	
6. Size of occupational/technical budget compared to number of students served in these programs	2.2250	1.0081	9	
7. Recognized institutional leadership in occupational/technical field	1.7000	0.7288	6	
8. Faculty's knowledge of occupational technical subject matter and their "on-the-job" experience	1.3167	0.4848	2	
9. Faculty's support and encouragement of students' activities in professional/technical organizations	1.8750	0.7839	8	
10. Occupational advising for job placement	1.6000	0.6136	5	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

TABLE XXII
 ADMITTANCE OF ONLY THOSE STUDENTS WHO
 HAVE EXHIBITED MEDIUM TO HIGH
 APTITUDE FOR PROGRAM CONTENT

Source		D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups		2	19.2537	9.6269	8.4531	.0004
Within Groups		117	133.2463	1.1389		
Total		119	152.5000			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	3.5075	1.0206	.1247	1.0000	5.0000
Grp 2	27	3.3333	.9199	.1770	2.0000	5.0000
Grp 3	26	2.5000	1.3038	.2557	1.0000	5.0000
Total	120	3.2500	1.1320	.1033	1.0000	5.0000

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

The difference was dramatic, $F=.0004$, when the chamber of commerce leaders perceived the admittance of those into the program with the aptitude for content as moderately important (priority-two). The coordinators for higher education and community college presidents were "uncertain" about the criterion with means of 3.333 and 3.5075 respectively.

When these results were compared to Mosier's study (1983) there were some criteria that reflected dramatic differences, at least on the surface. (Recall the caveats addressed earlier in the research

concerning the differences between the two studies.) Table XXIII displayed the differences between the responses of the two studies.

It may be evident through this comparison that unique communities arrange priorities with respect to specific criteria differently than other communities or geographic regions.

Once again agreement was fairly consistent between the community leaders' in Mosier's study and the state chamber of commerce leaders in the national study regarding criterion three. There seemed to be some similarity in the two groups' feelings concerning qualifications of students entering both occupational-technical programs and academic-transfer programs. However, there were disparities between the responses of Mosier's respondents and those of the present study relative to the remaining criteria.

Most of the criteria in the occupational-technical function rated a priority-one ranking, criterion six earned a priority-two, and criterion three received a priority-three. Table XXIV illustrated this ranking of relevant criteria.

The occupational-technical function was shown to have a definite impact upon the perceptions of the three groups studied. Those surveyed indicated that the two-year college should prove itself capable in the criteria listed in both the occupational-technical and academic-transfer functions.

TABLE XXIII
OCCUPATIONAL-TECHNICAL CRITERIA
ITEM ANALYSIS COMPARISON

Criterion	Mosier		Present Study		Diff.
	Mean	SD	Mean	SD	
1. Number of students who get jobs upon program completion	4.00	1.085	1.5667	0.6949	*
2. On-the-job success of student upon program completion	1.50	0.618	1.2417	0.4299	
3. Admittance of only those students who have exhibited medium to high aptitude for program content	2.61	1.145	3.2500	1.1320	*
4. Contacts and working agreements for training with business and industry	1.72	0.826	1.7167	0.6759	
5. Possession and/or access to updated equipment and materials	3.94	1.110	1.4500	0.5477	*
6. Size of occupational/technical budget compared to number of students in these programs	3.56	1.199	2.2250	1.0081	*
7. Recognized institutional leadership in occupational/technical field	1.72	0.752	1.7000	0.7288	
8. Faculty's knowledge of occupational technical subject matter and their "on-the-job" experience	1.61	0.850	1.3167	0.4848	
9. Faculty's support and encouragement of students' activities in professional/technical organizations	2.00	0.840	1.8750	0.7839	
10. Occupational advising for job placement	1.78	0.878	1.6000	0.6136	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree

Section 6. The Remedial-Compensatory Function

Research Question Four. What were the community college presidents', state coordinators' for higher education, and the state chamber of commerce leaders' perceptions of criteria for excellence in remedial/compensatory programs at community colleges?

The remedial-compensatory function was seen by some to fall to the community college by default (Cohen and Brawer, 1982). For whatever reason, there were those who had access to the community college and its open door who may not have been fully prepared academically. Thus, the community college had become a place where, through remediation and compensatory training, another chance was given to people.

This particular function resulted in significant differences of perception regarding eight of the ten criterion measured. Table XXV illustrated the mean responses and standard deviations at the .05 level of significance.

The criterion "remediation of students' education weaknesses" generated significant differences between groups one and three and groups two and three with an F value of .0000. The overall mean was 1.5207 with a standard deviation of 0.7539, compared to a difference of almost one point between the educational leaders and the business leaders. Table XXVI illustrated these differences graphically.

The chamber of commerce leaders demonstrated an appreciable difference of opinion concerning the place of remedial-compensatory services when compared to those in the higher education community. Perhaps this difference, even though there is a difference only in degree, was due to the disparity concerning benefits and economic costs

TABLE XXIV
 OCCUPATIONAL-TECHNICAL FUNCTION
 LEVELS OF PRIORITY

Priority Level	Rank Order	Criterion
Priority One	1	On-the-job success of student upon program completion
	2	Faculty's knowledge of occupational technical subject matter and their "on-the-job" experience
	3	Possession and/or access to updated equipment and materials
	4	Number of students who get jobs upon program completion
	5	Occupational advising for job placement
	6	Recognized institutional leadership in occupational/technical field
	7	Contacts and working agreements for training with business and industry
	8	Faculty's support and encouragement of students' activities in professional/technical organizations
Priority Level Two	9	Size of occupational/technical budget compared to number of students served in these programs
Priority Level Three	10	Admittance of only those students who have exhibited medium to high aptitude for program content
Priority Level Four		No Criterion Was Listed In This Priority

*Priority 1 = Excellent criterion, Priority 2 = Moderately important criterion, Priority 3 = Low importance, Priority 4 - Little or no importance.

TABLE XXV
 REMEDIAL/COMPENSATORY CRITERIA ITEM ANALYSIS

Criterion	Mean Value Response	Standard Deviation	Rank	Significant Difference Identified
1. Remediation of students' educational weaknesses	1.5207	0.7539	3	*
2. Success of student upon enrollment in college equivalent classes	1.6333	0.7662	4	*
3. Admittance of students with educational weaknesses due to intellectual/mental handicapping conditions	2.8319	0.9942	10	
4. Admittance of students with educational weaknesses due to weak educational background	1.9669	0.8654	8	*
5. Availability of materials and equipment to facilitate alternate modes of learning	1.7686	0.7389	7	*
6. Size of remedial/compensatory programs budget compared to number of students served in the programs	2.3306	1.0115	9	
7. Leadership in remedial/compensatory techniques	1.7521	0.7883	6	*
8. Personal advising and confidence building	1.4959	0.7202	1	*
9. Faculty support and encouragement of student and remedial/compensatory program outside of classroom	1.7333	0.8375	5	*
10. Faculty's knowledge of remedial/compensatory techniques and materials, and their educational accomplishments	1.5083	0.6859	2	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree

TABLE XXVI
REMEDIATION OF STUDENTS' EDUCATIONAL WEAKNESSES

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	16.7720	8.3860	19.2420	.0000
Within Groups	118	51.4264	.4358		
Total	120	68.1983			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	1.3088	.4654	.0564	1.0000	2.0000
Grp 2	27	1.3704	.5649	.1087	1.0000	3.0000
Grp 3	26	2.2308	1.0699	.2098	1.0000	5.0000
Total	121	1.5207	.7539	.0685	1.0000	5.0000

by business oriented leaders. On the other hand educational leaders may have perceived the social gains worth the costs economically, irrespective of fiscal concerns.

Another criterion generated a difference of perception between the community college presidents and state chamber of commerce leaders. The criterion "success of the student upon enrollment in college equivalent classes" generated a total mean of 1.6333 with a standard deviation of 0.7662. As Table XXVII illustrated the difference between the two groups, $F=0.0001$, was notable.

Once again both groups demonstrated support for the criterion, and overall it was perceived to demand a priority-one ranking of excellence. The degree of importance, however, varied significantly. Perhaps this

TABLE XXVII
 SUCCESS OF STUDENT WHEN ENROLLED IN
 COLLEGE EQUIVALENT CLASSES

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	10.6357	5.3179	10.5045	.0001
Within Groups	117	59.2310	.5062		
Total	119	69.8667			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	1.3881	.6019	.0735	1.0000	4.0000
Grp 2	27	1.7778	.8006	.1541	1.0000	4.0000
Grp 3	26	2.1154	.8638	.1694	1.0000	5.0000
Total	120	1.6333	.7662	.0699	1.0000	5.0000

was due to the intimacy of the community college presidents' experience with the professed commitment of their respective institutions while business leaders were further removed from the realities of the situation.

Criterion four, "admittance to students with educational weaknesses due to weak educational backgrounds," created significant differences of opinion between both groups of educational leaders and those with business leaders. The difference in mean score of almost one point existed between the closest higher education group and the business group. Table XXVIII illustrated this difference clearly.

TABLE XXVIII
 ADMITTANCE OF STUDENTS WITH WEAK
 EDUCATIONAL SKILLS DUE TO
 EDUCATIONAL BACKGROUND

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	18.8516	9.4258	15.6619	.0000
Within Groups	118	71.0161	.6018		
Total	120	89.8678			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	1.6912	.6524	.0791	1.0000	4.0000
Grp 2	27	1.9630	.8077	.1554	1.0000	4.0000
Grp 3	26	2.6923	1.0107	.1982	1.0000	5.0000
Total	121	1.9669	.8654	.0787	1.0000	5.0000

While higher education leaders deemed the function crucial-to-important when determining excellence, the business leaders were only moderately supportive.

Criterion five, "the availability of materials and equipment that facilitate alternate modes of learning," again illustrated a significant difference of perception concerning its importance. The greatest separation was shown to be between the community college presidents and the state chamber of commerce leaders. In addition, there was a significant difference between the chancellors of higher education and the states' leading chamber of commerce executive. However, the difference was not so great as existed between groups one and three.

A priority one level of importance was assigned the criterion by higher education leaders as opposed to the priority two level attached by the business leaders. This could be an indication of the desire to provide, or not provide, resources (see criterion) by those who are not involved in the process of day-to-day educational activities.

The seventh criterion to be evaluated yielded a significant difference, shown with a F of .0000 at the .05 level of significance between groups one, two and three. The criterion "leadership in remedial-compensatory techniques" was represented with a mean value of 1.7521 and a standard deviation of 0.7883 overall. As shown in Table XXIX differences were representative of those in the preceding remedial-compensatory criteria.

The F probability .0000 was illustrative of the differences in perception held by the educational executives and the business executives. Although significant differences existed, it was evident that overall, the function of leadership in remedial-compensatory efforts was of prime importance.

Criterion eight, "personal advising and confidence building," yielded the lowest general mean of 1.4959 with a standard deviation of 0.7202. Evidently the efforts of those involved in this function needed to provide a great deal of caring, compassion, and interaction. Through this effort, hopefully, students requiring remedial-compensatory assistance would gain confidence, a characteristic that most would agree was necessary to personal success. Table XXX provided a closer view of this criterion.

TABLE XXIX
LEADERSHIP IN REMEDIAL-COMPENSATORY TECHNIQUES

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	13.3471	6.6736	12.8642	.0000
Within Groups	118	61.2148	.5188		
Total	120	74.5620			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	1.5588	.6552	.0795	1.0000	4.0000
Grp 2	27	1.6296	.5649	.1087	1.0000	3.0000
Grp 3	26	2.3846	.9829	.1928	1.0000	5.0000
Total	121	1.7521	.7883	.0717	1.0000	5.0000

The pattern remained much the same as it had in the past remedial-compensatory criteria. However, the gap that existed between business representatives and those in higher education was more pronounced. The great importance placed by those leaders in higher education weighted the overall mean value significantly, however, the importance of this criterion by all three groups cannot be denied.

The importance of "faculty support and encouragement of students and the remedial-compensatory programs outside the classroom" was shown to be indicative of a priority one rating. This ninth criterion had a mean value of 1.7333 and a standard deviation of 0.8375. It illustrated the importance of people being accepted for who they were regardless of

TABLE XXX
PERSONAL ADVISING AND CONFIDENCE BUILDING

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	16.2220	8.1110	20.7948	.0000
Within Groups	118	46.0259	.3901		
Total	120	62.2479			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1*	68	1.2794	.4520	.0548	1.0000	2.0000
Grp 2*	27	1.3704	.4921	.0947	1.0000	2.0000
Grp 3**	26	2.1923	1.0206	.2001	1.0000	5.0000
Total	121	1.4959	.7202	.0655	1.0000	5.0000

academic capacities. Table XXXI illustrated the degree of difference represented by the three groups.

Once again a significant difference of opinion was indicated between the coordinators for higher education and the chamber of commerce leaders. Almost a full point in means separated the educational leaders and business leaders, thus, yielding a priority one rating and a priority two rating respectively. However, the criterion garnered enough support to be classified as necessary to the remedial-compensatory function's excellence.

The final criterion in this functional area yielded a reversal of positions, relative to the other listed criteria, between higher

TABLE XXXI
FACULTY SUPPORT AND ENCOURAGEMENT
OUTSIDE THE CLASSROOM

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	19.5095	9.7548	17.8449	.0000
Within Groups	117	63.9572	.5466		
Total	119	83.4667			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	1.5224	.5603	.0684	1.0000	3.0000
Grp 2	27	1.5185	.7000	.1347	1.0000	4.0000
Grp 3	26	2.5000	1.1045	.2166	1.0000	5.0000
Total	120	1.7333	.8375	.0765	1.0000	5.0000

education personnel. Table XXXII showed the relationship of this criterion, ranked second highest, with a total mean value of 1.5083 and a standard deviation of 0.6859.

The table illustrated a dramatic difference of perception between coordinators for higher education and chamber of commerce leaders. Differences were also evident, to a lesser extent, between the community college presidents and the business leaders.

This functional area generated eight of ten significant differences of opinion concerning the role of remedial-compensatory efforts in the community college. The differences were reflected between the group of professionals in higher education and those in business. The greatest

TABLE XXXII
 FACULTY'S KNOWLEDGE OF REMEDIAL-
 COMPENSATORY TECHNIQUES

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	8.1741	4.0871	10.0002	.0001
Within Groups	117	47.8175	.4087		
Total	119	55.9917			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	1.4265	.5273	.0640	1.0000	3.0000
Grp 2	27	1.2593	.4466	.0859	1.0000	2.0000
Grp 3	25	2.0000	1.0000	.2000	1.0000	5.0000
Total	120	1.5083	.6859	.0626	1.0000	5.0000

differences, six of eight criterion, existed between the community college presidents and the state chamber of commerce leaders. Two of the criteria, nine and ten, showed the greatest difference of opinion existing between the coordinators for higher education and the business leaders.

The ranking of criteria and assignment of priority to each of them yielded a good number in the priority-one ranking. Table XXXIV illustrated this criterion rating scheme.

TABLE XXXIII
 REMEDIAL/COMPENSATORY ITEM
 ANALYSIS COMPARISON

Criterion	<u>Mosier's Study</u>		<u>Present Study</u>		Difference Exist
	Mean Value Response	Standard Deviation	Mean Value Response	Standard Deviation	
1. Remediation of students' educational weaknesses	3.78	1.215	1.5207	0.7539	*
2. Success of student upon enrollment in college equivalent classes	1.94	0.802	1.6333	0.7662	
3. Admittance of students with educational weaknesses due to intellectual/handicapping conditions	3.28	1.227	2.8319	0.9942	*
4. Admittance of students with educational weaknesses due to weak educational background	3.50	1.249	1.9669	0.8654	*
5. Availability of materials and equipment that facilitate alternate modes of learning	1.94	0.725	1.7686	0.7389	
6. Size of remedial/compensatory programs budget compared to number of students served in the programs	3.22	1.060	2.3306	1.0115	*
7. Leadership in remedial/compensatory techniques	1.78	0.732	1.7521	0.7883	
8. Personal advising and confidence building	1.61	0.698	1.4959	0.7202	
9. Faculty support and encouragement of student and remedial/compensatory program outside of classroom	1.78	0.732	1.7333	0.8375	
10. Faculty's knowledge of remedial/compensatory techniques and materials and their educational accomplishments	1.61	0.778	1.5083	0.6859	

TABLE XXXIV
PRIORITY RANKING OF CRITERIA

Priority Level	Rank Order	Criterion
Priority Level One	1	Personal advising and confidence building
	2	Faculty's knowledge of remedial/compensatory techniques and materials, and their educational accomplishments
	3	Remediation of students' educational weaknesses
	4	Success of student upon enrollment in college equivalent classes
	5	Faculty support and encouragement of students and remedial/compensatory program outside of classroom
	6	Leadership in remedial/compensatory techniques
	7	Availability of materials and equipment that facilitate alternate modes of learning
	8	Admittance of students educational weaknesses due to weak educational background
Priority Level Two	9	Size of remedial/compensatory programs budget compared to number of students served in the programs
	10	Admittance of students with educational weaknesses due to intellectual/mental handicapping conditions
Priority Level Three		None Reported
Priority Level Four		None Reported

Section 7. The Student Services Function

Research Question Five. What are the community college presidents', state higher education coordinators', and state chamber of commerce leaders' perceptions of criteria for excellence in student services programs at community colleges. This question was addressed by ten criteria related specifically to the areas of guidance, counseling, financial aid, extracurricular activities, and other applicable areas of involvement.

The student services function was categorized as priority two in levels of importance in most instances. Groups involved in the study rated student services fifth in terms of general importance, although there were differences between the business community and some leaders of higher education concerning community education/services.

Table XXXV illustrated the mean scores for each of the criteria studied in this functional area.

The table illustrated the relative importance attached to the criteria and, even though not ranked the highest in terms of priority, was indicative of important criteria related to excellence.

Criterion four was the first to reflect a significant difference of opinion between the respective groups of respondents in this category. The F probability illustrated the significant difference of perception in the "provision of financial aid for students." Both groups of higher education leaders agreed to a priority one designation, or viewed it as one criterion to determine excellence in the community college, but this clearly differed with the level of importance perceived by the business leaders. Table XXXVI illustrated this more clearly.

TABLE XXXV
STUDENT SERVICES CRITERIA ITEM ANALYSIS

Criterion	Mean	Standard Deviation	Rank	Significant Difference
1. Personal guidance and counseling of students	1.6942	0.6933	2	
2. Student success in demonstrating competencies of basic emotional and physical well-being	2.2066	0.7629	7	
3. Provision of comprehensive testing process for students prior to enrollment	1.9587	0.8103	4	
4. Provision of financial aid to needy students	1.5785	0.6922	1	*
5. Provision of extracurricular activities for students	2.3636	0.9661	9	*
6. Number of students who are directly serviced and extent of services provided	2.1083	0.8178	6	
7. Size of student services budget and array of services offered	2.4215	0.9106	10	
8. Student services leadership	1.8017	0.7918	3	*
9. Number of faculty and staff involved in student services programs	2.2167	0.8905	8	*
10. Facilities available for student use, i.e., student union, gymnasium through student services	2.0583	0.8331	5	*

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

TABLE XXXVI
PROVISION OF FINANCIAL AID TO
NEEDY STUDENTS

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	15.0015	7.5007	20.8243	.0000
Within Groups	118	42.5026	.3602		
Total	120	57.5041			

Group	Count	Mean	Standard Deviation	Standard Error	Mimimum	Maximum
Grp 1	68	1.3382	.4766	.0578	1.0000	2.0000
Grp 2	27	1.5556	.7511	.1445	1.0000	4.0000
Grp 3	26	2.2308	.7104	.1393	1.0000	4.0000
Total	121	1.5785	.6922	.0629	1.0000	4.0000

It was clear that the degree of importance in providing financial assistance was of more concern to those inside education than those outside of it. This may also be an indication of current philosophical and political differences nationally.

Criterion five "the provision of extra-curricular activities for students (i.e. athletics, band, etc.)," illustrated that significant differences in perceptions did exist between all three groups. The community college presidents differed to a greater degree with the coordinators for higher education than did any other group.

Each group identified the criterion as being important, but not critical as a criterion that needs to absolutely reflect excellence in a two-year college. Table XXXVII showed the relative differences of perception concerning the criterion.

TABLE XXXVII
PROVISION OF EXTRA-CURRICULAR ACTIVITIES

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	14.6228	7.3114	8.8598	.0003
Within Groups	118	97.3772	.8252		
Total	120	112.0000			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	2.0588	.8443	.1024	1.0000	5.0000
Grp 2	27	2.8148	.8787	.1691	1.0000	4.0000
Grp 3	26	2.6923	1.0870	.2132	1.0000	5.0000
Total	121	2.3636	.9661	.0878	1.0000	5.0000

Group one was far more concerned with the day-to-day activities that occur in extra-curricular activities than either groups two or three. It is interesting to note that the lowest degree of importance attached to the criterion was that assigned by the coordinators for higher education. Perhaps this was due to the perception by the group that the community college was not the traditional institution that some would have it be.

"Leadership of the student services function" was another criterion that represented a significant difference of perception. The eighth criterion was ranked as a priority one by leaders in higher education, but received far less commitment from business representatives. Table XXXVIII illustrated the magnitude of the significant differences at the .05 level of significance.

TABLE XXXVIII
STUDENT SERVICES LEADERSHIP

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	17.7244	8.8622	18.1820	.0000
Within Groups	118	57.5153	.4874		
Total	120	75.2397			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	1.5294	.6796	.0824	1.0000	4.0000
Grp 2	27	1.8148	.6225	.1198	1.0000	3.0000
Grp 3	26	2.5000	.8124	.1593	1.0000	5.0000
Total	121	1.8017	.7918	.0720	1.0000	5.0000

It may be seen that the difference in the means between those higher education representatives was almost one full point. Although the overall criterion received a priority one rating it was seen as only moderately important by those in the business community. Perhaps the difference was reflected in the overall support given by the chamber of commerce leaders to the entire student services function.

Criterion nine reflected the amount of "faculty and staff involvement in the student services function." The overall mean was 2.2167 with a standard deviation of 0.8905. Therefore, the criterion was given a priority two ranking suggesting that it was considered as important in the determination of a quality student services program. Table XXXIX illustrated the F value of .0002 between the community college presidents and the chamber of commerce leaders.

TABLE XXXIX
 FACULTY AND STAFF INVOLVEMENT IN
 THE STUDENT SERVICES PROGRAM

Source		D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups		2	12.8856	6.4428	9.2513	.0002
Within Groups		117	81.4811	.6964		
Total		119	94.3667			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	67	1.9552	.8427	.1029	1.0000	5.0000
Grp 2	27	2.3333	.7845	.1510	1.0000	4.0000
Grp 3	26	2.7692	.8629	.1692	1.0000	5.0000
Total	120	2.2167	.8905	.0813	1.0000	5.0000

Analysis of the table demonstrated a significant difference of perceptible importance of the criterion between the community college presidents and the business leaders. A difference in the level of interaction with the institution, faculty, staff, and observation of student services needs accounted for this variance of perception.

The final criterion, "available facilities for student use through student services" also showed a significant difference of opinion between the two groups cited in the previous criterion. Community college presidents perceived this criterion merited an excellent rating with a mean value of 1.8235 and a standard deviation of 0.7906. The chamber of commerce leaders responses resulted in a combined mean of 2.5200 and a standard deviation of 0.9183, thus ranking the criterion as moderately important. Table XL illustrated this level of significant difference with the F value of .0006.

TABLE XL
FACILITIES AVAILABLE THROUGH
STUDENT SERVICES

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	9.8026	4.9013	7.8783	.0006
Within Groups	117	72.7890	.6221		
Total	119	82.5917			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	1.8235	.7906	.0959	1.0000	4.0000
Grp 2	27	2.2222	.6405	.1233	1.0000	4.0000
Grp 3	25	2.5200	.9183	.1837	1.0000	5.0000
Total	120	2.0583	.8331	.0761	1.0000	5.0000

Although student services were ranked last in terms of the function contributing to community college excellence, it seemed as if there were still a need for a reasonable student services program. The degree was not likely to be the same among institutions or between institutional types. Much of the input concerning the level of effort afforded student services might have depended upon how well community college presidents presented their plans to both coordinators for higher education and in turn how persuasive they were with the state legislatures who were influenced to some degree by members of the business community.

This function was compared to Mosier's study as shown in Table XLI.

TABLE XLI
STUDENT SERVICES CRITERIA ITEM
ANALYSIS COMPARISON

Criterion	Mosier's		Present Study		Diff.
	Mean Value Response	Standard Deviation	Mean	Standard Deviation	
1. Personal guidance and counseling of students	1.61	0.698	1.6942	0.6933	
2. Student success in demonstrating competencies of basic emotional and physical well-being	2.06	0.938	2.2066	0.7629	
3. Provision of comprehensive testing process for students prior to enrollment	2.00	0.970	1.9587	0.8103	
4. Provision of financial aid to needy students	1.89	0.900	1.5785	0.6922	
5. Provision of extra-curricular activities for students	3.33	1.328	2.3636	0.9661	*
6. Number of students who are directly serviced and extent of services provided	3.39	1.092	2.1083	0.8178	*
7. Size of student services budget and array of services offered	3.28	1.127	2.4215	0.9106	*
8. Student services leadership	1.89	0.832	1.8017	0.7918	
9. Number of faculty and staff involved in student services programs	2.50	1.043	2.2167	0.8905	
10. Facilities available for student use, i.e., student union, gymnasium through student services	1.89	0.963	2.0583	0.8331	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

TABLE XLII
PRIORITY RANKING OF STUDENT
SERVICES CRITERIA

Priority Level	Rank Order	Criterion
Priority One	1	Provision of financial aid to needy students
	2	Personal guidance and counseling of students
	3	Student services leadership
	4	Provision of comprehensive testing process for students prior to enrollment
Priority Two	5	Facilities available for student use, i.e., student union, gymnasium through student services
	6	Number of students who are directly serviced and extent of services provided
	7	Student success in demonstrating competencies of basic emotional and physical well-being
	8	Number of faculty and staff involved in student services programs
	9	Provision of extracurricular activities for students
	10	Size of student services budget and array of services offered

Table XLII illustrated the priority ranking attached to each of the criteria included in the student services function.

Section 8. The Community Education/Services

Research Question Six. What were the community college presidents', state higher education coordinators', and state chamber of commerce leaders' perceptions of criteria for excellence in community education/services programs at community colleges?

This function of the community college was ranked fourth in overall importance with a combined mean of 3.448 and a standard deviation of 1.211. However, there were differences between the three groups concerning the functions' overall importance.

The community college presidents ranked it last in importance of rank with student services ranked fourth. The state coordinators for higher education rated it as fourth most important function with student services placing fifth in order of priority. The state chamber of commerce leaders gave it a ranking value of three, followed by remedial-compensatory education fourth, and student services fifth. These relative rankings were shown in Table IX.

The respondents felt the community education/services function was important and there were only four areas in which significant differences of perception did occur. These were criterion one, criterion two, criterion three, and criterion seven.

The three groups agreed that the instructor's knowledge of subject matter was the most important criterion in this functional area. Also, the amount of cooperation and interaction with community agencies and businesses was of great importance and each group ranked it second most important. Table XLIII illustrated the relative criterion, their respective importance, and those which reflected significant differences of opinion at the .05 significance level.

As illustrated in the table, eighty percent of the criteria earned a priority one rating, ten percent priority two, and ten percent priority three. An encouraging point concerning the priority three criterion, "participation of adults only," was the recognition that

TABLE XLIII
 COMMUNICATION EDUCATION/SERVICES
 CRITERIA ITEM ANALYSIS

Criterion	Mean Value Response	Standard Deviation	Rank	Significant Difference
1. Number of individuals participating in the program	1.9917	0.8803	8	*
2. Learner's satisfaction with educational experience	1.5868	0.7150	3	*
3. Courses that reflect individual/community interests	1.6694	0.6632	4	*
4. Adult participation only	3.7395	0.9063	10	
5. Availability of classroom space and materials during day and evening hours	1.8678	0.6575	6	
6. Size of community education/services budget and array of courses offered	2.3109	0.8996	9	
7. Community leadership	1.7934	0.7844	5	*
8. Advisory board of community members	1.8678	0.8750	7	
9. Cooperation and interaction with other community agencies and businesses	1.5702	0.7508	2	
10. Instructor's knowledge of subject matter	1.3470	0.4780	1	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

these educational and services opportunities should be open to all groups of people.

Criterion one was concerned with the number of individuals who participated in the community education/services programs. It generated a difference of opinion between the community college presidents and state chamber of commerce leaders. While the overall mean was 1.9917 and the standard deviation was 0.8803, the community college presidents responded with a mean of 1.7500 and a standard deviation of 0.7605 indicating that the number of participants was important. The state chamber of commerce leaders had a mean of 2.4231 and a standard deviation of 1.0266 suggesting that numbers of students may not be all important in this specific function.

Perhaps this was indicative of a more conservative approach by the community college presidents who are responsible for fiscal resources. Also, it may indicate a more liberal approach to the question by business leaders who perceive the need for occupational, cultural, or other types of services that are nontraditional in terms of student size and fiscal commitment. Table XLIV illustrated the relationship between each of the three groups.

The second criterion resulted in a difference of opinion between groups in higher education and those respondents in the business community. "The learners satisfaction with the educational experience" resulted in an overall mean of 1.5868 and a standard deviation of 0.7150. The leaders of higher education attached a priority one rating to the criterion while the business leaders ranked it as priority two. Table XLV showed these differences of perception concerning the criterion.

TABLE XLIV
 NUMBER OF INDIVIDUALS PARTICIPATING IN
 COMMUNITY/EDUCATION SERVICES PROGRAMS

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	9.8215	4.9108	6.9673	.0014
Within Groups	118	83.1702	.7048		
Total	120	92.9917			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1*	68	1.7500	.7605	.0922	1.0000	4.0000
Grp 2	27	2.1852	.8338	.1605	1.0000	4.0000
Grp 3*	26	2.4231	1.0266	.2013	1.0000	5.0000
Total	121	1.9917	.8803	.0800	1.0000	5.0000

*A significant difference exists at the .05 level of significance.

TABLE XLV
 THE LEARNER'S SATISFACTION WITH
 THE EDUCATIONAL EXPERIENCE

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	17.4125	8.7062	23.3876	.0000
Within Groups	118	43.9264	.3723		
Total	120	61.3388			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1*	68	1.3088	.5797	.0703	1.0000	4.0000
Grp 2**	27	1.6296	.4921	.0947	1.0000	2.0000
Grp 3**	26	2.2692	.7776	.1525	1.0000	5.0000
Total	121	1.5868	.7150	.0650	1.0000	5.0000

*Significant difference exists at the .05 level of significance.

It is clear that the greatest gap in perception existed between the community college presidents and the chamber of commerce executives. Perhaps those in higher education felt they must provide a means by which the learner will be satisfied or he will not return, whereas the business executives believed employees, or whatever group, need not necessarily enjoy the experience but must benefit to some degree from it. This was perplexing because the business group, if this is the rationale for their responses, was ignoring basic principles of effective marketing and ignoring the importance of consumer satisfaction.

The third criterion, "courses that reflect individual/community interests," created a difference of perception shown by the F probability of .0000. This significant difference existed between the community college presidents and the other two groups. Although both groups representing the higher education community listed the criterion as a priority one, there was enough difference to merit significant differences in perception.

It is also interesting to note the importance attached to the criterion by the chamber of commerce leaders with their mean value of 2.0769 and the standard deviation of 0.6884. Table XLVI illustrated these difference of perception concerning the criterion's importance.

Even though significant differences existed, the criterion received in overall rating of a priority-one concerning its importance in this functional area. It may be due to the intimate knowledge of limited fiscal resources in the two-year college that caused the presidents of the institutions to place such importance on this criterion. Whatever the reason for the differences all groups recognized the importance of

TABLE XLVI
 COURSES REFLECTING INDIVIDUAL/
 COMMUNITY INTERESTS

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	8.7586	4.3793	11.7396	.0000
Within Groups	118	44.0183	.3730		
Total	120	52.7769			

Group	Count	Mean	Standard Deviation	Standard Error	Mimumum	Maximum
Grp 1*	68	1.4412	.5567	.0675	1.0000	3.0000
Grp 2*	27	1.8519	.6624	.1275	1.0000	4.0000
Grp 3*	26	2.0769	.6884	.1350	1.0000	4.0000
Total	121	1.6694	.6632	.0603	1.0000	4.0000

*Shows significant differences exist at the .05 level of significance.

knowing, to some degree, what the individual and community wanted in community education/service programs.

The last criterion in this functional area that resulted in a significant difference of perception was concerned with "community leadership." The degree of involvement in determining the direction of the community through community education/services input was perceived differently by the community college presidents and the state chamber of commerce leaders. Table XLVII illustrated the levels of importance placed upon the criterion by the three groups respectively.

Clearly all thought it was at least important to be involved in community leadership, but the first group felt it imperative. Once again it was perhaps due to their intimacy with the environment in which

TABLE XLVII
COMMUNITY LEADERSHIP

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	9.4917	4.7458	8.7035	.0003
Within Groups	118	64.3431	.5453		
Total	120	73.8347			

Group	Count	Mean	Standard Deviation	Standard Error	Mimimum	Maximum
Grp 1*	68	1.5588	.6993	.0848	1.0000	5.0000
Grp 2	27	1.9630	.7586	.1460	1.0000	4.0000
Grp 3*	26	2.2308	.8152	.1599	1.0000	5.0000
Total	121	1.7934	.7844	.0713	1.0000	5.0000

*Denotes a significant difference at the .05 level of significance.

the institution must freely interact that causes the priority-one classification by the institution's leaders. Failure to assist in the determination of the community's future direction might spell disaster not only regarding its continued performance, but whether it functioned according to its original purpose.

There were some similarities in the present study and Mosier's study (1983) as shown by Table XLVIII.

It was interesting to observe the differences in responses for criterion one, criterion four, and criterion six respectively. In one and six there seemed to be a dramatic difference of opinion between respondents of the two studies. This might indicate the necessity of delving further into the perceptions of those influential community leaders to help determine their level of expectations and the degree of fiscal commitment they are willing to provide.

TABLE XLVIII
 COMMUNITY EDUCATION/SERVICES CRITERIA
 ANALYSIS COMPARISON

Criterion	<u>Mosier's Study</u>		<u>Present Study</u>		Difference Exists
	Mean Response	Standard Deviation	Mean Value Response	Standard Deviation	
1. Number of individuals participating in the program	3.94	1.110	1.9917	0.8803	*
2. Learner's satisfaction with educational experience	1.61	0.693	1.5868	0.7150	
3. Courses that reflect individual/community interests	1.56	0.705	1.6694	0.6632	*
4. Adult participation only	2.33	1.085	3.7395	0.9063	*
5. Availability of classroom space and materials during day and evening hours	1.78	0.732	1.8678	0.6575	
6. Size of community education/services budget and array of courses offered	3.56	1.199	2.3109	0.8996	*
7. Community leadership	1.83	0.707	1.7934	0.7844	
8. Advisory board of community members	1.94	0.938	1.8678	0.8750	
9. Cooperation and interaction with other community agencies and businesses	1.56	0.616	1.5702	0.7508	
10. Instructor's knowledge of subject matter	1.17	0.514	1.3471	0.4780	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

TABLE XLIX
COMMUNITY EDUCATION/SERVICES FUNCTION
LEVELS OF PRIORITY

Priority Level	Rank Order	Criterion
Priority One	1	Instructor's knowledge of subject matter
	2	Cooperation and interaction with other community agencies and businesses
	3	Learner's satisfaction with educational experience
	4	Courses that reflect individual/community interests
	5	Community leadership
	6	Availability of classroom space and materials during day and evening hours
	7	Advisory board of community members
	8	Number of individuals participating in the program
Priority Two	9	Size of community education/services budget and array of courses offered
Priority Three	10	Adult participation only
Priority Four	--	None Reported

Most of the criteria in the community education/services function were ranked as priority one and therefore perceived necessary to provide part of the necessary ingredients for a successful two-year college. Table XLIX illustrated criteria that were rated according to their respective levels of importance.

This priority ranking of the community education/services function indicated the need to provide a viable, well-planned and well-executed

program. Successful implementation of such a program could lead to better relations between the institution and its environment in addition to better communication and understanding.

Section 9. General Criteria for Excellence

Research Question Eight. What were the community college presidents', state higher education chancellors', and state chamber of commerce leaders' perceptions of general criteria for excellence in community colleges?

Fourteen criteria were evaluated by each of the three groups to determine perceptions relative to each criterion. Table L provided a look at each criterion and its perceived degree of importance in the community junior college.

As shown in the table, all the general criteria received either a priority one or priority two rating. This indicated the importance of these specific criteria in the evaluation of an institution's quality.

Fifty percent of the criteria were shown to have significant differences of perception concerning the importance of that particular criterion. Business leaders and educational leaders saw the importance of "admitting all students who aspire to attend" by rating it in at least the two-to-one ranges of priority.

This first criterion was determined to be important, but there seemed to be a difference in "how far" the respondents would go in achieving this end. Table LI showed the range in the mean responses to this criterion.

While all respondents demonstrated their belief in the opportunity to attend, state coordinators for higher education provided the greatest

TABLE L
GENERAL CRITERIA FOR EXCELLENCE
IN THE TWO-YEAR COLLEGE

Criterion	Mean Value Response	Standard Deviation	Rank	Significant Difference
1. Admittance of all students who aspire to attend	2.2066	1.2775	11	*
2. Fulfillment of the educational wants, needs, and aspirations of people of community	1.5966	0.7401	4	
3. Innovation in ways and means of providing education	1.6694	0.8205	7	
4. Impact of institution on community's growth and change	1.5966	0.7515	5	
5. Good teaching	1.2066	0.5151	1	*
6. Faculty's ability to interact with students in classroom	1.2397	0.4477	2	*
7. Faculty's ability to interact with students outside classroom	1.8512	0.7817	8	*
8. Appearance of physical plant	1.9752	0.8212	9	*
9. Size of budget compared to number of students served	2.1074	0.9469	10	
10. Leadership of institution	1.4583	0.5783	3	*
11. Economic status attained by graduates	2.3471	0.8823	13	
12. Students' reported satisfaction with education received	1.6694	0.6505	6	*
13. Average salaries of instructors in comparison to national standards	2.2893	0.9612	12	
14. Amount of private support from foundation or endowment associations	2.5702	1.0151	14	

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

TABLE LI
 ADMITTANCE OF ALL STUDENTS WHO
 ASPIRE TO ATTEND

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	19.0801	9.5401	6.3689	.0024
Within Groups	118	176.7546	1.4979		
Total	120	195.8347			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1	68	2.0294	1.2091	.1466	1.0000	5.0000
Grp 2	27	1.9259	1.2380	.2383	1.0000	5.0000
Grp 3	26	2.9615	1.2484	.2448	1.0000	5.0000
Total	121	2.2066	1.2775	.1161	1.0000	5.0000

support for the concept. These higher education officials were followed by the community college presidents and state chamber of commerce leaders, respectively, in their commitments to the criterion.

Clearly there was a rather dramatic difference of commitment between business leaders and both groups of higher education leaders. The chamber of commerce executives were not as willing to provide access to all who would want to attend, and this could possibly reflect a more conservative posture in their expectations of the two-year institution.

The fifth criterion, "excellent teaching in community colleges" has consistently supported this function as being of great importance in the two-year college. This supports the concepts reported in the review of the literature. Although there were significant differences reported,

TABLE LII
EXCELLENT TEACHING IN THE
COMMUNITY COLLEGE

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	5.0972	2.5486	11.2478	.0000
Within Groups	118	26.7375	.2266		
Total	120	31.8347			

Group	Count	Mean	Standard Deviation	Standard Error	Mimimum	Maximum
Grp 1	68	1.0294	.1702	.0206	1.0000	2.0000
Grp 2	27	1.3704	.6877	.1323	1.0000	4.0000
Grp 3	26	1.5000	.7071	.1387	1.0000	4.0000
Total	121	1.2066	.5151	.0468	1.0000	4.0000

each of the three groups attached a great deal of importance to the criterion. Table LII showed how strongly each of the three groups perceived this criterion to be.

The level of significance reinforces the perception that the criterion of excellent teaching is an absolute necessity when evaluating an institution for its demonstrated quality. This criterion was also rated as the number one priority within this functional category.

Criterion six addressed the "faculty members' ability to interact with students in the classroom" and supported the idea that personal interaction is very important. As in the fifth criterion, all groups rated the criterion as a priority one, but there was a difference in the

TABLE LIII
FACULTY MEMBERS' INTERACTION WITH
STUDENTS IN THE CLASSROOM

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	3.8205	1.9103	11.1430	.0000
Within Groups	118	20.2291	.1714		
Total	120	24.0496			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1*	68	1.1324	.3414	.0414	1.0000	2.0000
Grp 2*	27	1.1852	.3958	.0762	1.0000	2.0000
Grp 3**	26	1.5769	.5778	.1133	1.0000	3.0000
Total	121	1.2397	.4477	.0407	1.0000	3.0000

*Signifies a significant difference at the .05 level.

higher education leaders commitment to the criterion and that of the chamber of commerce leaders. Table LIII illustrates the strength this criterion garnered from each of the three groups.

Although significant differences existed, the commitment to the criterion of faculty interaction with students was absolute among each of the three groups. This would indicate that the encouragement, guidance, and leadership provided by faculty was perceived to be of great importance.

The seventh criterion did not receive the same degree of support as criteria five and six, but it still garnered enough support to merit a priority one rating. Chamber of commerce leaders gave a mean response

TABLE LIV
FACULTY INTERACTION WITH STUDENTS
OUTSIDE THE CLASSROOM

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	7.8966	3.9483	7.1210	.0012
Within Groups	118	65.4257	.5545		
Total	120	73.3223			

Group	Count	Mean	Standard Deviation	Standard Error	Mimimum	Maximum
Grp 1*	68	1.6618	.7042	.0854	1.0000	4.0000
Grp 2	27	1.8889	.7511	.1445	1.0000	4.0000
Grp 3*	26	2.3077	.8376	.1643	1.0000	4.0000
Total	121	1.8512	.7817	.0711	1.0000	4.0000

*Signifies a significant difference at the .05 level.

of 2.3077 with a standard deviation of 0.8376, which placed the criterion in a priority-two designation.

A significant difference, $F=0.0012$, between the institutions' presidents and the chamber of commerce leaders existed as shown in Table LIV.

Interaction between faculty that goes beyond sheer dispersion of content was perceived to be of importance in determining a quality institution.

"Appearance of the physical plant" was the eighth criterion that resulted in a significant difference of perception. Community college presidents reported it as necessary to be considered excellent, but

TABLE LV
APPEARANCE OF THE PHYSICAL PLANT

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	12.8796	6.4398	11.1674	.0000
Within Groups	118	68.0460	.5767		
Total	120	80.9256			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1*	68	1.6912	.6049	.0734	1.0000	3.0000
Grp 2*	27	2.2593	.9027	.1737	1.0000	4.0000
Grp 3*	26	2.4231	.9454	.1854	1.0000	5.0000
Total	121	1.9752	.8212	.0747	1.0000	5.0000

*Signifies a significant difference at the .05 level.

coordinators for higher education and chamber of commerce leaders felt it did not merit as much importance. Table LV illustrated this degree of difference among the three groups.

It was perhaps the daily encounters that presidents have with their respective institutions and their insufficient state of repair that elicited this response. With fiscal resources sometimes limited by state legislatures and/or local taxpayers, it was of growing importance to the presidents who had first-hand knowledge of their physical plants.

It was encouraging to note that even though a significant difference of opinion and perception existed, there was still a desire to maintain the institutions' more visible character. This was important when dealing with the perceptions of quality that students and

TABLE LVI
LEADERSHIP OF THE COMMUNITY COLLEGE

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	3.2703	1.6352	5.2384	.0066
Within Groups	117	36.5213	.3121		
Total	119	39.7917			

Group	Count	Mean	Standard Deviation	Standard Error	Mimimum	Maximum
Grp 1*	68	1.3382	.4766	.0578	1.0000	2.0000
Grp 2	27	1.4815	.5092	.0980	1.0000	2.0000
Grp 3*	25	1.7600	.7789	.1558	1.0000	4.0000
Total	120	1.4583	.5783	.0528	1.0000	4.0000

*Signifies a significant difference at the .05 level.

other constituencies had from when they first gained early impressions, and through repeated exposures.

"Leadership of the community college" was the tenth criterion and it received a priority-one rating in terms of importance. This supported research cited in the review of literature regarding the need for effective leadership at all institutions of higher education. Each of the three groups reported it to be a priority-one element of the quality two-year college. Table LVI showed the strong support given to this important criterion.

Although a significant difference did exist, the overall commitment by each of the three groups was indicative of the importance that should be placed on an institution's leadership. Successful implemen-

TABLE LVII
STUDENTS SATISFACTION WITH THEIR EDUCATION

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	5.2787	2.6394	6.8452	.0015
Within Groups	118	45.4981	.3856		
Total	120	50.7769			

Group	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Grp 1*	68	1.4853	.5597	.0679	1.0000	3.0000
Grp 2*	27	1.8889	.6980	.1343	1.0000	4.0000
Grp 3*	26	1.9231	.6884	.1350	1.0000	4.0000
Total	121	1.6694	.6505	.0591	1.0000	4.0000

*Signifies a significant difference at the .05 level.

tation of goals by an adept team of leaders could reasonably be expected to yield positive results for a college and its community.

Criterion twelve dealt with the "students' reported satisfaction with the education they received." It earned a priority one rating from each of the three groups surveyed, although a significant difference was evident between community college presidents and the other two groups. Table LVII demonstrated both the strength afforded the criterion and the significant differences between the three groups.

Each group concluded that students should feel satisfaction with their respective educational experiences. The criterion merited a priority-one rating, thus, supporting the concept that student success was the key to maintaining the viability of the two-year college.

TABLE LVIII
AVERAGE SALARIES OF INSTRUCTORS COMPARED
TO NATIONAL STANDARDS

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	2	5.6230	2.8115	3.1520	.0464
Within Groups	118	105.2531	.8920		
Total	120	110.8760			

Group	Count	Mean	Standard Deviation	Standard Error	Mimimum	Maximum
Grp 1*	68	2.1471	.8511	.1032	1.0000	5.0000
Grp 2	27	2.2593	1.0952	.2108	1.0000	5.0000
Grp 3*	26	2.6923	1.0107	.1982	1.0000	5.0000
Total	121	2.2893	.9612	.0874	1.0000	5.0000

*Signifies a significant difference at the .05 level.

The final criterion to generate a difference of opinion in this section concerned the "average salaries of instructors in community colleges in comparison to national standards." The thirteenth criterion received a combined mean of 2.2893 and a standard deviation of 0.9612. The net result was that respondents felt it was important to provide reasonable salaries to attract competent professional instructors, but it was not as critical as some of the other criteria.

Differences in regional averages might account for this priority two rating. The capacity of different states, counties, and municipalities to reward their instructors varied according to economic climate and the degree of commitment attached to the educational process. Nonetheless, this criterion received a rating of importance in

TABLE LIX

MISCELLANEOUS CRITERIA ITEM ANALYSIS COMPARISON

Criterion	Mosier's Study		Present Study		Difference Exist
	Mean Response	Standard Deviation	Mean Response	Standard Deviation	
1. Admittance of all students who aspire to attend	2.17	1.150	2.2066	1.2775	
2. Fulfillment of the educational wants, needs, and aspirations of people in the community	1.44	0.784	1.5966	0.7401	
3. Innovation in ways and means of providing education	1.94	0.539	1.6694	0.8205	
4. Impact of institution on community's growth and change	1.78	0.808	1.5966	0.7515	
5. Good teaching	1.11	0.323	1.2066	0.5151	
6. Faculty's ability to interact with students in classroom	1.28	0.461	1.2397	0.4477	
7. Faculty's ability to interact with students outside classroom	2.28	1.018	1.8512	0.7817	
8. Appearance of physical plant	4.33	0.594	1.9752	0.8212	*
9. Size of budget compared to number of students served	3.83	0.857	2.1074	0.9469	*
10. Leadership of institution	1.33	0.594	1.4583	0.5783	
11. Economic status attained by graduates	3.50	0.924	2.3471	0.8823	*
12. Students' reported satisfaction with education received	1.83	0.786	1.6694	0.6505	
13. Average salaries of instructors in comparison to national standards	3.56	1.042	2.2893	0.9612	*
14. Amount of private support from foundation or endowment associations	3.33	1.029	2.5702	1.0151	*

*Mean values are as follows: 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, and 5 = strongly disagree.

terms of perception. Table LVIII represented the responses and depicted the significant difference between community college presidents and chamber of commerce executives.

Results of the study of general criteria used in determining excellence were compared to the results of Mosier's (1983) study in Table LIX. However, as mentioned before, caution in making comparisons must be observed because of the differences in research methodologies.

Differences appeared between the Mosier and present studies regarding criteria eight, nine, eleven, thirteen, and fourteen, but it must be remembered that differences in clientele surveyed would naturally create some variances.

Ranking of criterion to determine priority of importance illustrated the relative importance attached to each in terms of quality. The general criteria used to determine perceptions of excellence were shown in Table LX.

These general criteria for excellence were all important in the evaluation of an institution's definition of excellence. Those criteria that had the same mean, for example, criteria two and four, were prioritized according to which had the smallest deviation from the mean.

Section 10. Traditional Measures of Evaluating Excellence in Higher Education

Research Question Nine. What were the community college presidents', state higher education coordinators', and state chamber of commerce leaders' perceptions of criteria for excellence in each community college function differ with criteria most commonly used to determine quality in American higher education. These included input

TABLE LX
 PRIORITY RANKING OF GENERAL
 CRITERIA OF EXCELLENCE

Priority Level	Rank Order	Criterion
Priority One	1	Good teaching
	2	Faculty's ability to interact with students in classroom
	3	Leadership of institution
	4	Fulfillment of the educational wants, needs, and aspirations of people of community
	5	Impact of institution on community's growth and change
	6	Students' reported satisfaction with education received
	7	Innovation in ways and means of providing education
	8	Faculty's ability to interact with students outside classroom
	9	Appearance of physical plant
Priority Two	10	Size of budget compared to number of students served
	11	Admittance of all students who aspire to attend
	12	Average salaries of instructors in comparison to national standards
	13	Economic status attained by graduates
	14	Amount of private support from foundation or endowment associations
Priority Three and Four	0	None Reported

criteria, output criteria, student/institutional involvement criteria, and institutional/departmental criteria.

Each of the major functions of the community college was addressed relative to the traditional categories named above. Three of the

functional categories agreed with Mosier's (1983) findings while two did not.

The academic-transfer function had as its most important criteria those associated with involvement. The results of the analysis were shown in Table LXI.

This analysis was in agreement with Mosier (1983, p. 46) and the Report on Excellence in Higher Education (1985) recommendations concerning the importance of student/institutional involvement. It was also indicated that the finished products of the institution's efforts were academic transferees and they must demonstrate skills adequately if the college is to be afforded any degree of excellence.

TABLE LXI
TRADITIONAL MEASURES OF HIGHER EDUCATION
QUALITY APPLIED TO THE ACADEMIC-
TRANSFER FUNCTION

	Input	Output	Involvement	Institutional
Mean	2.946	1.767	1.528	2.182
SD	0.667	0.667	0.448	0.624

Findings regarding the occupational-technical education function differed with Mosier's (1983, p. 47) conclusions. Her study revealed involvement to be the most important aspect of the traditional criteria

used to measure excellence, while Table LXI showed a shift in the perception of importance relative to this function.

According to the analysis the result of the finished product, the students' ability to perform those skills for which they were trained, was of great importance. However, emphasis upon the end result of the occupational-technical training process could occur only if there were a great deal of student and institutional involvement.

TABLE LXII
TRADITIONAL MEASURES OF HIGHER EDUCATION QUALITY
AS APPLIED TO THE OCCUPATIONAL-
TECHNICAL EDUCATION FUNCTION

	Input	Output	Involvement	Institutional
Mean	2.483	1.404	1.597	1.792
SD	0.698	0.482	0.481	0.548

The remedial-compensatory function was the second functional area not in agreement with Mosier's (1983, p. 50) earlier findings. However, there was little difference in the mean values attributed to the output criteria and the involvement criteria in this function. Table LXIII illustrated this difference.

The table illustrated the closeness with which the traditional criteria were viewed. It was perhaps due to the perception that if

TABLE LXIII
 TRADITIONAL MEASURES OF HIGHER EDUCATION QUALITY
 APPLIED TO THE REMEDIAL-COMPENSATORY
 EDUCATION FUNCTION

	Input	Output	Involvement	Institutional
Mean	2.388	1.574	1.585	1.950
SD	0.757	0.651	0.643	0.654

acceptable results were to be demonstrated in the remedial-compensatory programs, then it was critical to assure a high degree of student/institutional involvement through caring, advisement, and human interaction.

Traditional categories in the student services function agreed with Mosier's findings (1983, p. 52) with the input criteria winning most support. Table LXIV illustrated the relative value placed on each criterion of traditional measure.

TABLE LXIV
 TRADITIONAL MEASURES OF HIGHER EDUCATION
 QUALITY APPLIED TO THE STUDENT
 SERVICES FUNCTION

	Input	Output	Involvement	Institutional
Mean	1.769	2.157	2.092	2.095
SD	0.577	0.612	0.611	0.633

The input category proved to be the criterion that were perceived to be most important while output received the least support.

The functional area, community education/services also agreed with the findings of Mosier's (1983, p. 56) study of Oklahoma and Kansas community leaders. Involvement was the most important category of traditional standards of excellence. Table LXV displayed these relationships.

TABLE LXV
TRADITIONAL MEASURES OF HIGHER EDUCATION
QUALITY APPLIED TO THE COMMUNITY
EDUCATION/SERVICES FUNCTION

	Input	Output	Involvement	Institutional
Mean	2.690	1.789	1.595	1.989
SD	0.556	0.691	0.522	0.622

Clearly, the involvement criterion used traditionally was perceived as the most important to evaluate the quality of the community education/services function.

Finally, the general criterion in the study were evaluated using the traditional measures of excellence and they, once again, corroborated Mosier's (1983, p. 62) miscellaneous criteria of two-year college excellence. Table LXVI showed the respective traditional criteria and how they were perceived by study respondents.

TABLE LXVI
 TRADITIONAL MEASURES OF HIGHER EDUCATION QUALITY APPLIED
 TO THE GENERAL CRITERIA OF EXCELLENCE IN
 THE TWO-YEAR COLLEGE

	Input	Output	Involvement	Institutional
Mean	2.207	1.802	1.433	2.011
SD	1.277	0.468	0.461	0.579

The table was clear in showing the importance of the student/institutional involvement that should take place if the institution were to be perceived as one of quality. Commitment on the part of the students, faculty, and other members of the institution was important if the best results were to be achieved.

Section 11. Size Criteria

Research Question Seven. What were the community college presidents', state higher education coordinators', and state chamber of commerce leaders' perceptions of the minimum and maximum sizes for the quality community college and its various functions?

This portion of the research effort generated the greatest degree of skepticism, hostility, and non-cooperation of any section of the research instrument. In essence, the respondents felt it was impossible to determine an institution's level of quality based upon size alone. The same was true for each of the functional areas identified in the two-year college.

The results will be reported using the limited responses with caution regarding generalizability. It must be understood that the results were indicative of only a portion of each group and should not be presumed reflective of each groups' perception of ideal size.

Tables LXVII - LXIX illustrated the results of the analysis from both low and high responses.

A close view of the frequency tables corroborated the caveats concerning the acceptance of size criteria as conclusive evidence when determining institutional or functional quality.

It was interesting to note that state chamber of commerce leaders came closer to the Carnegie Commissions Report (1970) considering institutions to be less effective when enrollment was less than 2500. The business leaders' low mean score was 2582.143 with a standard deviation of 2708.648. Community college presidents reported a mean value of 1682.353 and a standard deviation of 1487.643 for the low in institutional enrollment. The state coordinators for higher education reported a low enrollment figure of 1704.545 with standard deviation of 3033.023.

Considering the wide range of responses, and number of missing responses, it is not prudent to suggest an ideal institutional or functional minimum or maximum size. Also, there was no apparent correlation with Mosier's research study of 1983.

TABLE LXVII

MINIMUM AND MAXIMUM ENROLLMENT FREQUENCY TABLE

INSTITUTION AND ACADEMIC TRANSFER FUNCTION

Minimum Enrollment For Institution					Maximum Enrollment For Institution				
Value	Frequency	Percent	Valid Percent	Cum Percent	Value	Frequency	Percent	Valid Percent	Cum Percent
200	3	2.5	3.9	3.9	500	2	1.7	3.6	3.6
250	1	.8	1.3	5.3	1000	1	.8	1.8	5.5
300	3	2.5	3.9	9.2	1200	1	.8	1.8	7.3
400	1	.8	1.3	10.5	1500	1	.8	1.8	9.1
500	12	9.9	15.8	26.3	2000	4	3.3	7.3	16.4
600	1	.8	1.3	27.6	2400	1	.8	1.8	18.2
750	1	.8	1.3	28.9	2500	4	3.3	7.3	25.5
800	3	2.5	3.9	32.9	3000	5	4.1	9.1	34.5
1000	17	14.0	22.4	55.3	4000	3	2.5	5.5	40.0
1200	2	1.7	2.6	57.9	5000	5	4.1	9.1	49.1
1300	1	.8	1.3	59.2	6000	1	.8	1.8	50.9
1500	6	5.0	7.9	67.1	8000	3	2.5	5.5	56.4
2000	7	5.8	9.2	76.3	10000	10	8.3	18.2	74.5
2500	1	.8	1.3	77.6	15000	4	3.3	7.3	81.8
2900	1	.8	1.3	78.9	16000	1	.8	1.8	83.6
3000	5	4.1	6.6	85.5	17200	1	.8	1.8	85.5
4000	4	3.3	5.3	90.8	20000	4	3.3	7.3	92.7
5000	3	2.5	3.9	94.7	25000	2	1.7	3.6	96.4
6000	1	.8	1.3	96.1	40000	1	.8	1.8	98.2
7000	1	.8	1.3	97.4	50000	1	.8	1.8	100.0
10000	1	.8	1.3	98.7		66	54.5	Missing	
10700	1	.8	1.3	100.0					
Total	45	37.2	Missing		Total	121	100.0	100.0	
Median	1000.000	Mode	10000.000		Median	6000.000	Mode	10000.000	
Mean	1851.316	Std Dev	2023.841		Mean	9460.000	Std Dev	9601.072	
n = 76, Missing = 45					n = 55, Missing = 66				

TABLE LXVII (Continued)

Minimum Enrollment Academic Transfer					Maximum Enrollment Academic Transfer				
Value	Frequency	Percent	Valid	Cum	Value	Frequency	Percent	Valid	Cum
			Percent	Percent				Percent	Percent
20	1	.8	1.5	1.5	50	1	.8	2.0	2.0
100	3	2.5	4.5	6.0	100	1	.8	2.0	4.1
150	2	1.7	3.0	9.0	200	1	.8	2.0	6.1
200	6	5.0	9.0	17.9	250	1	.8	2.0	8.2
250	4	3.3	6.0	23.9	500	1	.8	2.0	10.2
300	4	3.3	6.0	29.9	800	1	.8	2.0	12.2
400	5	4.1	7.5	37.3	1000	4	3.3	8.2	20.4
500	14	11.6	20.9	58.2	1300	1	.8	2.0	22.4
600	1	.8	1.5	59.7	1500	2	1.7	4.1	26.5
800	3	2.5	4.5	64.2	2000	5	4.1	10.2	36.7
900	1	.8	1.5	65.7	2500	3	2.5	6.1	42.9
1000	10	8.3	14.9	80.6	3000	3	2.5	6.1	49.0
1200	3	2.5	4.5	85.1	3500	1	.8	2.0	51.0
1500	2	1.7	3.0	88.1	4000	4	3.3	8.2	59.2
2000	3	2.5	4.5	92.5	4500	1	.8	2.0	61.2
2500	1	.8	1.5	94.0	5000	4	3.3	8.2	69.4
3000	2	1.7	3.0	97.0	5200	1	.8	2.0	71.4
3200	1	.8	1.5	98.5	6000	1	.8	2.0	73.5
5000	1	.8	1.6	100.0	7000	1	.8	2.0	75.5
	54	44.6	Missing		7500	1	.8	2.0	77.6
Total	<u>121</u>	<u>100.0</u>	<u>100.0</u>		10000	4	3.3	8.2	85.7
Median	500.000	Mode	500.000		15000	1	.8	2.0	87.8
Mean	839.104	Std Dev	882.927		20000	3	2.5	6.1	93.9
n = 67, Missing = 54					42000	1	.8	2.0	95.9
					50000	2	1.7	4.1	100.0
						<u>72</u>	<u>59.9</u>	<u>Missing</u>	
					Total	<u>121</u>	<u>100.0</u>	<u>100.0</u>	
					Median	3500.000	Mode	2000.000	
					Mean	7416.327	Std Dev	11488.801	
					n = 49, Missing = 72				

TABLE LXVIII

MINIMUM AND MAXIMUM FREQUENCY TABLES

Minimum Enrollment for Occupational/Technical					Maximum Enrollment For Occupational/Technical				
Value	Frequency	Percent	Valid Percent	Cum Percent	Value	Frequency	Percent	Valid Percent	Cum Percent
15	1	.8	1.5	1.5	200	1	.8	2.0	2.0
100	2	1.7	2.9	4.4	250	1	.8	2.0	3.9
150	2	1.7	2.9	7.4	400	1	.8	2.0	5.9
200	6	5.0	8.8	16.2	500	4	3.3	7.8	13.7
250	7	5.8	10.3	26.5	600	2	1.7	3.9	17.6
300	6	5.0	8.8	35.3	750	1	.8	2.0	19.6
400	3	2.5	4.4	39.7	1000	2	1.7	3.9	23.5
500	13	10.7	19.1	58.8	1200	1	.8	2.0	25.5
600	3	2.5	4.4	63.2	1500	3	2.5	5.9	31.4
750	1	.8	1.5	64.7	2000	7	5.8	13.7	45.1
800	2	1.7	2.9	67.6	2500	3	2.5	5.9	51.0
1000	9	7.4	13.2	80.9	3000	1	.8	2.0	52.9
1200	2	1.7	2.9	83.8	3500	1	.8	2.0	54.9
1500	1	.8	1.5	85.3	4000	4	3.3	7.8	62.7
2000	2	1.7	2.9	88.2	4300	1	.8	2.0	64.7
2500	2	1.7	2.9	91.2	5000	4	3.3	7.8	72.5
2600	1	.8	1.5	92.6	6000	2	1.7	3.9	76.5
2900	1	.8	1.5	94.1	10000	3	2.5	5.9	82.4
3000	2	1.7	2.9	97.1	11000	1	.8	2.0	84.3
5000	2	1.7	2.9	100.0	15000	1	.8	2.0	86.3
Total	<u>53</u>	<u>43.8</u>	<u>Missing</u>		20000	3	2.5	5.9	92.2
	121	100.0	100.0		25000	1	.8	2.0	94.1
Median	500.000		Mode	500.000	30000	1	.8	2.0	96.1
Mean	889.926		Std Dev	1035.787	40000	1	.8	2.0	98.0
n = 68, Missing = 53					50000	1	.8	2.0	100.0
					Total	<u>70</u>	<u>57.9</u>	<u>Missing</u>	
						121	100.0	100.0	
					Median	2500.000		Mode	2000.000
					Mean	6937.255		Std Dev	10345.844
					n = 51, Missing = 70				

TABLE LXVIII (Continued)

Minimum Enrollment Remedial-Compensatory					Maximum Enrollment Remedial-Compensatory				
Value	Frequency	Percent	Valid Percent	Cum Percent	Value	Frequency	Percent	Valid Percent	Cum Percent
5	1	.8	1.8	1.8	50	1	.8	2.3	2.3
25	2	1.7	3.5	5.3	75	1	.8	2.3	4.5
30	1	.8	1.8	7.0	100	4	3.3	9.1	13.6
40	1	.8	1.8	8.8	125	1	.8	2.3	15.9
50	11	9.1	19.3	28.1	200	4	3.3	9.1	25.0
80	1	.8	1.8	29.8	300	1	.8	2.3	27.3
100	10	8.3	17.5	47.4	400	3	2.5	6.8	34.1
125	1	.8	1.8	49.1	500	4	3.3	9.1	43.2
150	2	1.7	3.5	52.6	550	1	.8	2.3	45.5
200	7	5.8	12.3	64.9	800	1	.8	2.3	47.7
210	1	.8	1.8	66.7	1000	4	3.3	9.1	56.8
250	2	1.7	3.5	70.2	1500	2	1.7	4.5	61.4
300	4	3.3	7.0	77.2	2000	5	4.1	11.4	72.7
450	1	.8	1.8	78.9	2500	2	1.7	4.5	77.3
500	4	3.3	7.0	86.0	3000	3	2.5	6.8	84.1
600	2	1.7	3.5	89.5	3400	1	.8	2.3	86.4
1000	3	2.5	5.3	94.7	5000	1	.8	2.3	88.6
2100	1	.8	1.8	96.5	8000	1	.8	2.3	90.9
4000	1	.8	1.8	98.2	10000	1	.8	2.3	93.2
5000	1	.8	1.8	100.0	20000	1	.8	2.3	95.5
	<u>64</u>	<u>52.9</u>	<u>Missing</u>		50000	1	.8	2.3	97.7
Total	121	100.0	100.0		99999	1	.8	2.3	100.0
						<u>77</u>	<u>63.6</u>	<u>Missing</u>	100.0
Median	150.000		Mode	50.000	Total	121	100.0	100.0	
Mean	407.719		Std Dev	864.627					
n = 57, Missing = 64					Median	1000.000		Mode	2000.000
					Mean	5311.341		Std Dev	16656.475
					n = 44, Missing = 64				

TABLE LXIX

MINIMUM AND MAXIMUM ENROLLMENTS FOR COMMUNITY

EDUCATION/SERVICES FUNCTION

Minimum Enrollment for Community Education/Services					Maximum Enrollment For Community Education/Services				
Value	Frequency	Percent	Valid Percent	Cum Percent	Value	Frequency	Percent	Valid Percent	Cum Percent
20	1	.8	1.7	1.7	50	1	.8	2.4	2.4
50	3	2.5	5.1	6.8	125	1	.8	2.4	4.9
100	11	9.1	18.6	25.4	400	1	.8	2.4	7.3
125	1	.8	1.7	27.1	500	3	2.5	7.3	14.6
150	1	.8	1.7	28.8	800	1	.8	2.4	17.1
200	6	5.0	10.2	39.0	1000	6	5.0	14.6	31.7
250	2	1.7	3.4	42.4	2000	4	3.3	9.8	41.5
400	2	1.7	3.4	45.8	2500	1	.8	2.4	43.9
500	14	11.6	23.7	69.5	3000	3	2.5	7.3	51.2
1000	7	5.8	11.9	81.4	4000	1	.8	2.4	53.7
2000	6	5.0	10.2	91.5	4500	1	.8	2.4	56.1
2500	1	.8	1.7	93.2	5000	6	5.0	14.6	70.7
2700	1	.8	1.7	94.9	6000	1	.8	2.4	73.2
5000	1	.8	1.7	96.6	10000	3	2.5	7.3	80.5
9000	1	.8	1.7	98.3	15000	1	.8	2.4	82.9
10000	1	.8	1.7	100.0	20000	3	2.5	7.3	90.2
	<u>62</u>	<u>51.2</u>	<u>Missing</u>		22000	1	.8	2.4	92.7
					50000	1	.8	2.4	95.1
Total	121	100.0	100.0		60000	1	.8	2.4	97.6
					99999	1	.8	2.4	100.0
Median	500.000	Mode	500.000			<u>80</u>	<u>66.1</u>	<u>Missing</u>	
Mean	1004.153	Std Dev	1835.427		Total	121	100.0	100.0	
n = 59, Missing = 62					Median	3000.000	Mode	1000.000	
					Mean	9996.927	Std Dev	19033.121	
					n = 41, Missing = 80				

Summary

Data collected for this study was reported using measures of central tendency to determine the perceptions of community college presidents, state coordinators for higher education, and state chamber of commerce leaders. Analysis of variance was used to compare the means of the respective groups and significant differences at the .05 level were determined by the Scheffe multiple range test.

Criteria for excellence covered five community college functions commonly recognized as necessary to provide a quality educational experience. They were, the academic transfer function, occupational-technical education function, remedial-compensatory training, student services function, community education/services function, and general criteria relative to the two-year community college.

In addition, certain demographic variables were collected to determine the characteristic of the respondents. The backgrounds of respondents and their family members relative to the community college were evaluated to determine familiarity with the two-year institution.

Respondents were also asked to rank order the five functional areas involved in the study by level of importance. Lastly, traditional measures of excellence in higher education such as input, output, involvement, and institutional variables were evaluated to determine their applicability in determining the quality of community colleges.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The study was designed to evaluate the perceptions of community college presidents, state coordinators for higher education, and state chamber of commerce leaders to determine relative perceptions of criteria for excellence in the two-year community college. Respondents were chosen randomly from institutions represented in each of the states. State executives in higher education and from chambers of commerce were also selected by means of a random sample representing the fifty states.

The purpose of the study was to determine what perceptions were relative to criteria for excellence and to identify significant differences of perception among the three groups. An additional purpose of the study was to determine the relationship of criteria to the traditional measures used to evaluate excellence in higher education.

Areas of concern included those related to the academic-transfer function, occupational-technical function, remedial-compensatory training function, student services, and community education/services functions. The traditional elements of evaluation included input criteria, output criteria, student/institution involvement, and characteristics related to institutional size.

Respondents were middle-aged in most instances, highly educated and in the majority of instances had not attended a community college. Community college presidents experienced academic transfer classes, occupational technical, and community education classes more often than the other respondents. State coordinators for higher education were the group second most familiar with the community college; state chamber of commerce leaders had the least experience with the two-year college from a personal standpoint.

Although respondents had not generally attended a community college, many reported that family members had attended. Community college presidents' family members had attended most often, followed by state higher education chancellors' family members and last family members of the state chamber of commerce leaders.

On the basis of limited returns, there appeared to be no overall agreement concerning the ideal size of an institution in terms of minimum enrollment or maximum enrollment. Comments pointed to centrality of the availability of fiscal resources to determination of the size of the institution. Standards afforded by quality leadership, faculty, and staff were deemed important in determining excellence. Size alone did not appear to be appropriate to use as a central factor in predicting institutional or functional success.

Findings

Responding to questions identified in chapter one and relating specifically to criteria used to determine institutional and functional excellence within the two-year college, findings of the study have been presented using the following rationale.

Community college presidents, state coordinators for higher education, and state chamber of commerce leaders responded to research question one by ranking the relative importance of five institutional functions. Research questions one through eight were answered by the same group of respondents to ascertain their perceptions of specific excellence criteria relative to the five functional areas studied. Also, identification of significant differences of opinion and perception were addressed. Traditional measures of institutional quality in higher education (research question 9) were addressed to determine which was most applicable by the three groups of respondents.

Perceptions of the Importance of Each Community College Function by Rank Order Relative to Institutional Excellence

Without exception leaders representing each of the three groups ranked the occupational-technical education function as the most important functional area. It was closely followed by the academic transfer function as the second most important element in an excellent community college.

The remedial-compensatory training function was rated a distant third overall. While community college presidents and state coordinators for higher education ranked the function third in importance, the chamber of commerce leaders ranked it fourth. The greatest difference in perception regarding the remedial-compensatory training function existed between the coordinators for higher education ($x=2.769$) and the chamber of commerce leaders ($x=3.769$).

The student services function generated additional differences in perception. Coordinators for higher education ranked it fifth ($x=4.231$) as did the chamber of commerce leaders ($x=4.385$); community college presidents rated it fourth in functional importance ($x=3.453$).

Community education/services functions were perceived to be the third most important by chamber of commerce leaders ($x=3.115$), fourth by the coordinators for higher education ($x=3.577$), and fifth by community college presidents ($x=3.531$). Thus, a marked difference of perceived importance was noted by respondents representing each group.

Rankings of functional importance compared well with Mosier's (1983) findings regarding perceptions of community leaders in Oklahoma and Kansas. When compared to the perceptions of chamber of commerce leaders, the results were identical in terms of rank order. There were, however, notable differences between the community leaders of Mosier's study (1983) and the higher education respondents surveyed in the present study. For example, Mosier's respondents perceived no difference between the academic-transfer function and the occupational-technical education function. The present study placed the occupational-technical function first in terms of priority followed by the academic-transfer function.

Selected Criteria for Excellence
in Community Colleges as Per-
ceived by Community College
Presidents, Coordinators for
Higher Education, and State
Chamber of Commerce Leaders

Criteria used to identify excellence in the two-year college were presented in order of priority with one being very important in determining an excellent institutional function. Priority two reflected a moderately important-to-important functional criterion. The third priority designation indicated low importance ascribed to a functional criteria indicating excellence.

The following criteria were selected by respondents in rank order from the most important to the least important.

Occupational-Technical Education

Priority-One Criteria for Excellence.

1. The students' on-the-job success upon program completion.
2. Faculty knowledge of the occupational-technical subject matter and their "on-the-job experience."
3. Possession and/or access to updated equipment and materials.
4. The number of students who get jobs upon program completion.
5. Occupational advisement for job placement.
6. Recognized institutional leadership in the occupational/technical field.

7. Contracts and working agreements for training with business and industry.

8. Faculty's support and encouragement of students' activities in professional/technical organizations.

Priority-Two Criterion

9. Size of the occupational/technical budget compared to the number of students served in these programs.

Priority-Three Criterion

10. Admittance of only those students who have exhibited medium to high aptitude for the program's content.

Academic-Transfer Function

Priority-One Criteria for Excellence.

1. Faculty's knowledge of academic subject matter and degrees earned.

2. Student success after transfer to a four-year college or university.

3. Academic advising of students in course selection and transfer capabilities to specific four-year colleges and universities.

4. Academic leadership.

5. Faculty's support and encouragement of students' activities in academic honor organizations.

6. Articulation/transfer agreements with other colleges and universities.

Priority-Two Criteria

7. Number of students who transfer to a four-year college or university.
8. Number of books in the library.
9. Size of the academic-transfer budget compared to the number of students served in these programs.

Priority-Three Criterion

10. Admittance of only those students with a 3.0 grade point average or better.

The reader should be reminded that there were significant differences of opinion regarding the remaining three functional areas. In most instances, the greatest differences in perception were between the community college presidents and state chamber of commerce leaders as noted in tables found in Chapter IV.

REMEDIAL-COMPENSATORY TRAINING FUNCTION

Priority-One Criteria for Excellence.

1. Personal advising and confidence building.
2. Faculty's knowledge of remedial/compensatory techniques and materials, and their educational accomplishments.
3. Remediation of students' educational weaknesses.
4. Success of students upon enrollment in college equivalent classes.
5. Faculty support and encouragement of student and remedial-compensatory program outside the classroom.

6. Leadership in remedial/compensatory techniques.
7. Availability of materials and equipment that facilitate alternate modes of learning.
8. Admittance of students with educational weaknesses due to a weak educational background.

Priority-Two Criteria for Excellence.

9. Size of the remedial/compensatory programs budget compared to the number of students served in the programs.
10. Admittance of students with educational weaknesses due to intellectual/mental handicaps.

Findings support the first two rankings of Mosier's study (1983) for the remedial-compensatory function. Regarding the student services function, the most dramatic difference was the rise in perceived importance of student financial aid.

COMMUNITY EDUCATION/SERVICES FUNCTIONS

Priority-One Criteria for Excellence.

1. Instructor's knowledge of the subject matter.
2. Cooperation and interaction with other community agencies and businesses.
3. The learner's satisfaction with the educational experience.
4. Courses that reflect individual/community interests.
5. Community leadership.
6. Availability of classroom space and materials during day and evening hours.

7. Advisory boards comprised of community members.
8. Number of individuals participating in the program.

Priority-Two Criterion for Excellence.

9. Size of the community educational/services budget and array of courses offered.

Priority-Three Criterion for Excellence.

10. Adult participation only.

The first seven criteria were almost exactly the same as those listed in Mosier's study (1983). There was therefore some degree of consistency in national perceptions as compared to those of community leaders in Oklahoma and Kansas.

GENERAL CRITERIA FOR INSTITUTIONAL EXCELLENCE

Priority-One Criteria for Quality.

1. Good teaching.
2. Faculty's ability to interact with students in the classroom.
3. Leadership of the institution.
4. Fulfillment of the educational wants, needs, and aspirations of people in the community served.
5. The impact of the institution on the community's growth and change.
6. Students' reported satisfaction with the education received.
7. Innovation in the ways and means of providing education.

8. Faculty's ability to interact with students outside the classroom.

9. Appearance of the physical plant.

Priority-Two Criteria for Quality.

10. Size of the budget compared to the number of students served.

11. Admittance of all students who aspire to attend.

12. Average salaries of instructors in comparison to national standards.

13. Economic status attained by the institution's graduates.

14. The amount of private support from foundation or the endowment associations.

Although there were some differences in criteria ranking, the results of this section, from the combined degrees of importance placed by all three groups surveyed, supported Mosier's 1983 findings in Oklahoma and Kansas. There were differences, however, reflected within each group's perceptions when compared to the earlier study.

Traditional Criteria Of Excellence

In Higher Education As Applied To

The Community College

In the study of those traditional criteria used to determine quality within the two-year institution, the most important element was student/institutional involvement. The academic-transfer function, community education/services function, and general criteria for excellence in the two-year college each supported involvement as the most important criteria perceived by the study respondents.

The occupational-technical education function and the remedial-compensatory training function had output criteria identified as the most important determinants of excellence. The student services function was the only area in which input was believed to be the most critical criterion.

Conclusions

Each of the functional areas were perceived as important by each of the three groups surveyed. Nevertheless, there were marked differences regarding degrees of importance ascribed to various functional areas. Community college presidents generally rated criteria for excellence at a higher priority level than chancellors or chamber of commerce leaders. However, the trends were reversed regarding some criteria, for example, the community education/services function.

Despite these differences of perception the following conclusions were drawn.

1. The community college that supported occupational-technical education and the academic transfer functions with resources suitable to provide exemplary performance were perceived as excellent. Each of the three groups judged these two functional areas to be of critical importance to the mission of the community college. (See tables IX, XII, XIX, XXI, XXIII, and XXIV.) Levels of priority ascribed to the two functions would indicate these were of great importance to the quality in a community college. These findings were supported in terms of the functions' perceived rank of importance by the respondents, but were further supported by the priority-one or priority-two level of importance provided in the tables.

2. Competent leadership was necessary if community colleges were to provide the vision and encouragement of constituencies for support and participation in two-year colleges. Leaders' abilities to persuade legislatures and outside forces were important when delivering upon the promises of the community college. (See tables XIII, XVII, XIX, XX, XXI, XXIV, XXV, XXIX, XXXIV, XXXVIII, XLII, XLIV, and L.) In addition, the review of literature suggested the importance ascribed to the leadership function in determining the direction and vitality of higher education institutions (Kauffman, 1980, Mayhew, 1974).

3. Faculty should be good teachers first with demonstrated competency in content and interpersonal skills. They should be prepared to perform more than the technical aspects of their instructional duties and encourage students to achieve academic and personal growth. (See tables XIII, XX, XXIV, XXXIV, XLIX, LII, and LX.) The ability of the instructors to provide both course content and proper motivation, caring, and guidance was of importance for all functional areas.

4. The willingness to interact well with students inside the classroom, as well as outside its domain, was the mark of an exceptional faculty. Human relations skills that encouraged, challenged, and helped build student self-confidence were of paramount importance. There was no substitute for teachers who really cared about their students growth. (See tables XIX, XXIV, XXX, XXXI, XXXIV, LXI, LXII, LXIII, and LXV.) Note that each of these tables illustrated a commitment to student-faculty interaction at least at the priority-two level of importance. Also, the traditional measures of institutional excellence demonstrated that, in most cases, involvement was of critical importance.

5. The doors of the institution should remain open to all who want to experience the community college and its curricular, cultural, and occupational offerings. (See tables XX, XXIV, XXXIV, XLIX, and LX.) These tables indicate there should be no pre-determined class of student accepted by arbitrary standards. The students were to be admitted regardless of background and provided the opportunity to benefit from the educational experience irregardless of age, sex, background or other factors. It is also implied, and was supported earlier, that faculty and staff guidance in these functional areas was important in helping students achieve levels of success relative to their capacities.

Recommendations

Recommendations based upon the findings in this study were offered below:

1. Community colleges should proceed to determine measureable and observable criteria for excellence within their institutions and within each functional area. The criteria should be in harmony with the mission and purpose of the institution and should be clearly communicated to community and state constituencies. Differences in perception in a number of areas between the higher education leaders and those representing the business community were evident. For example, see tables XIV, XXII, XXVII, XXX, and XLV, in which each indicated a significant difference of opinion existed between groups of respondents relative to those criteria. Therefore, improved efforts at mutually understanding the purposes and missions of the two-year college would seem useful.

2. Faculty should be recruited systematically based on their competency in the field and, just as importantly, on their ability to communicate, stimulate, and motivate students to grow. This effort requires the establishment of effective job specifications and job descriptions for full and part-time faculty that reflect accurately the characteristics described above. Specifically, tables XX, XXIV, XXXIV, LX, LXI, LXII, LXIII, LXV, and LXVI. Their training and skills of communication and their desire to involve themselves in the growth and development of students was perceived to be of great importance. Therefore, methods of recruitment selection, and staff development helped contribute to the success of this effort.

3. Full-time and part-time faculty should become experts in advising and providing an acceptable degree of counsel for students. They should be available! Student services should also provide testing, counseling, and referral services for those students needing higher levels of professional help. The study demonstrated the importance of faculty involvement with students. Also, the importance of advising, financial aid, and student services was shown in tables XXXIX and XLII to be least at the priority-two level of importance.

4. Additional research should concentrate on the perceptions of students, faculty, and staff within each institution concerning criteria for institutional and functional excellence.

5. Leadership should not be confined to only those in top executive positions. It also should be encouraged, observed, documented, and rewarded at lower levels within the institution. This includes faculty, staff, and students directly involved with the two-year college.

Criteria in tables XIII, XX, XXIV, XXXV, XLII, and XLIX indicated the importance of leadership in the functional areas and implied the necessity of creating opportunities for leadership toward excellence, at all levels of the organization.

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APPENDIX A

RESEARCH INSTRUMENT

Directions: The following statements represent various criteria for excellence traditionally used by institutions of higher education. Please read each item carefully and respond by circling the number which best indicates your opinion regarding each of the criteria for excellence and whether it should be applied to your community college.

Strongly Agree	SA	Circle 1
Agree	A	Circle 2
Uncertain	U	Circle 3
Disagree	D	Circle 4
Strongly Disagree	SD	Circle 5

Section 1

General

Criteria for excellence for the community college should include:

	SA	A	U	D	SD
1. Admittance of all students who aspire to attend	1	2	3	4	5
2. Fulfillment of the educational wants, needs and aspirations of the people of the community	1	2	3	4	5
3. Innovation in the ways and means of providing education	1	2	3	4	5
4. Impact of the institution on the community's growth and direction	1	2	3	4	5
5. Excellent teaching in the community college	1	2	3	4	5
6. Faculty members' ability to interact with the students in the classroom	1	2	3	4	5
7. Faculty members' ability to interact with the students outside the classroom	1	2	3	4	5
8. Appearance of the physical plant	1	2	3	4	5
9. Size and budget compared to the number of students served	1	2	3	4	5
10. Leadership of the community college	1	2	3	4	5
11. Economic status attained by community college graduates	1	2	3	4	5
12. Students' reported satisfaction with the education they received	1	2	3	4	5
13. Average salaries of instructors in the community colleges in comparison to national standards	1	2	3	4	5
14. Amount of private support from foundations or endowment associations	1	2	3	4	5

Glossary of Terms

Academic-Transfer	The preparation of students for the first two years of the baccalaureate degree.
Occupational/Technical	The preparation of students for the job-market upon completion of the two-year program.
Remedial/Compensatory	The preparation of students with the necessary skills in reading, writing, and arithmetic.
Student Services	Aiding students who want to learn how to secure certain basic necessities, i.e., housing, food, health (mental and physical), and employment.
Community Education/Services	Promotion of the concept of lifelong learning to improve the quality of life for individuals in the community.

Academic-Transfer Function

Criteria for excellence for the academic-transfer programs at the community college should include:

	SA	A	U	D	SD
1. The number of students who transfer to a four-year college or university	1	2	3	4	5
2. Student success after transfer to a four-year college or university	1	2	3	4	5
3. Admittance of only those students with a 3.0 grade point average or better	1	2	3	4	5
4. Articulation/transfer agreements with other colleges or universities	1	2	3	4	5
5. The number of books and materials in the library/learning resources center	1	2	3	4	5
6. Size of the academic-transfer budget compared to the number of students served in these programs	1	2	3	4	5
7. Academic leadership in the community college	1	2	3	4	5
8. Faculty's knowledge of the academic subject matter	1	2	3	4	5
9. Faculty's support and encouragement of student activities academic/honor organizations	1	2	3	4	5

SA A U D SD

- | | |
|---|-----------|
| 10. Academic advising of students in course selection and transfer capabilities to specific four-year colleges and universities | 1 2 3 4 5 |
|---|-----------|

Occupational/Transfer Function

Criteria for excellence for the occupational/technical programs at community colleges should include:

SA A U D SD

- | | |
|--|-----------|
| 1. The number of students who get jobs upon program completion | 1 2 3 4 5 |
| 2. On-the-job success of the student upon program completion | 1 2 3 4 5 |
| 3. Admittance of only those students who have exhibited medium to high aptitude for the program content | 1 2 3 4 5 |
| 4. Contacts and working agreements for training with business and industry | 1 2 3 4 5 |
| 5. Possession and/or access to updated equipment and materials | 1 2 3 4 5 |
| 6. Size of the occupational/technical budget compared to the number of students served in these programs | 1 2 3 4 5 |
| 7. Recognized institutional leadership in the occupational/technical field | 1 2 3 4 5 |
| 8. Faculty's knowledge of occupational/technical subject matter and their on-the-job experience | 1 2 3 4 5 |
| 9. Faculty's support and encouragement of student activities in professional/technical organizations | 1 2 3 4 5 |
| 10. Occupational advising for job placement | 1 2 3 4 5 |

Remedial/Compensatory Function

Criteria for excellence for the remedial/compensatory programs at community colleges should include:

- | | |
|---|-----------|
| 1. Remediation of the student's educational weaknesses | 1 2 3 4 5 |
| 2. The success of the student upon enrollment in college equivalent classes | 1 2 3 4 5 |

	SA	A	U	D	SD
3. Admittance of students with educational weaknesses due to intellectual/mental handicaps	1	2	3	4	5
4. Admittance of students with educational weaknesses due to a weak educational background	1	2	3	4	5
5. Availability of materials and equipment that facilitate alternate modes of learning	1	2	3	4	5
6. Size of remedial/compensatory programs budget compared to the number of students served in these programs	1	2	3	4	5
7. Leadership in remedial/compensatory techniques	1	2	3	4	5
8. Personal advising and confidence building	1	2	3	4	5
9. Faculty's support and encouragement of the student and the remedial/compensatory program outside of the classroom	1	2	3	4	5
10. Faculty's knowledge of remedial/compensatory techniques and materials and their educational accomplishments.	1	2	3	4	5

Student Services Function

Criteria for excellence for the student services function at the community college should include:

1. Personal guidance and counseling of students	1	2	3	4	5
2. Student success in demonstrating competencies of basic emotional and physical well-being	1	2	3	4	5
3. A provision of a comprehensive testing program for students prior to enrollment in classes	1	2	3	4	5
4. A provision of financial aid to needy students	1	2	3	4	5
5. The provision of extra-curricular activities for students (i.e. athletics, band, etc.)	1	2	3	4	5
6. The number of students who are directly serviced and the extend of those services	1	2	3	4	5
7. The size of the student services budget and the range of services offered	1	2	3	4	5
8. Student services leadership in the college	1	2	3	4	5

	SA	A	U	D	SD
9. Number of faculty and staff involved in the student services programs	1	2	3	4	5
10. Facilities available for student use (i.e. student union, gymnasium, etc.) through student services	1	2	3	4	5

Community Education/Services Function

Criteria for excellence in the community education/services programs at the community college should include:

1. The number of individuals participating in the programs	1	2	3	4	5
2. The learner's satisfaction with the educational experience	1	2	3	4	5
3. Courses that reflect individual/community interests	1	2	3	4	5
4. Adult participation only	1	2	3	4	5
5. Availability of classroom space and materials during both day and evening hours	1	2	3	4	5
6. Size of the community education/services budget and the range of courses offered	1	2	3	4	5
7. Community leadership	1	2	3	4	5
8. An advisory board of community members	1	2	3	4	5
9. Cooperation and interaction with other community agencies and businesses	1	2	3	4	5
10. Instructor's knowledge of subject matter	1	2	3	4	5

Section 2

Directions: Please rank the following community college functions according to your opinion as to their level of importance in determining an institution's overall excellence. 1 (high) and 5 (lowest).

- _____ Academic-Transfer
- _____ Occupational/technical
- _____ Remedial/Compensatory
- _____ Community Education/Services
- _____ Student Services

APPENDIX B

LETTER TO COMMUNITY COLLEGE PRESIDENTS
AND STATE COORDINATORS FOR
HIGHER EDUCATION

June 1, 1985

Dear Educator:

As a recognized leader in the higher education community you are aware of the importance of excellent performance and the need for quality in organizations of all types. Your perceptions concerning criteria for judging excellence are important to my research effort.

As a doctoral candidate in higher education at Oklahoma State University I am attempting to collect and analyze the perceptions of influential business leaders, community college presidents, and state higher education leaders regarding criteria for judging excellence in the community college. Improvements in understanding, communication, cooperation, and excellent educational offerings are possible only if a dialogue is created between the three groups concerned in this study.

Your response to the attached questionnaire will be of great assistance in determining how you, the chief higher education community representative, perceive what an excellent community college should be. If you have any questions concerning the questionnaire or the study, please call me at 918-542-8441, or 918-542-6963 and I will try to answer your questions completely. Also, if you would like a summary of the study and analysis please return this letter with your questionnaire by June 15, 1985, in the enclosed, stamped, self-addressed envelope.

Your assistance as an influential leader in the higher education community is of utmost importance in determining current perceptions of quality for the community college.

Thank you for your help.

Sincerely,

John Larry Keen

Attachment

APPENDIX C

LETTER TO STATE CHAMBER
OF COMMERCE LEADERS

June 1, 1985

Dear Business Leader:

As a recognized leader in the business community you are aware of the importance of excellent performance and the need for quality in organizations of all types. Your perceptions concerning criteria for judging excellence are important to my research effort.

As a doctoral candidate in higher education at Oklahoma State University I am attempting to collect and analyze the perceptions of influential business leaders, community college presidents, and state higher education leaders regarding criteria for judging excellence in the community college. Improvements in understanding, communication, cooperation, and excellent educational offerings are possible only if a dialogue is created between the three groups concerned in this study.

Your response to the attached questionnaire will be of great assistance in determining how you, the state's business community representative, perceive what an excellent community college should be. If you have any questions concerning the questionnaire or the study, please call me at 918-542-8441, or 918-542-6963 and I will try to answer your questions completely. Also, if you would like a summary of the study and analysis please return this letter with your questionnaire by June 15, 1985, in the enclosed, stamped, self-addressed envelope.

Your assistance as an influential leader in the business community is of utmost importance in determining current perceptions of quality for the community college.

Thank you for your help.

Sincerely,

John Larry Keen

Attachment

APPENDIX D

FOLLOW-UP LETTER TO RESPONDENTS

June 29, 1985

Dear Respondent:

Several weeks ago, I sent you a letter and questionnaire asking for your perceptions concerning "Excellence in the American Two Year College". Your busy schedule may not have allowed you to respond to and return the questionnaire.

Therefore, I am enclosing another copy of the questionnaire and ask for your expertise and insight. As a doctoral candidate at Oklahoma State University my research effort will be used to provide clearer communication between educational and business leaders in America. Thus, your professional cooperation is of great importance.

A self-addressed, stamped envelope is enclosed for your convenience when returning the completed questionnaire by July 15, 1985. Also, if you would like a summary of the results of the study, please return your letter with the questionnaire.

Your individual responses will be treated with the utmost confidentiality thus, ensuring your anonymity. Please, disregard this reminder if you have sent your questionnaire and thank you for your cooperation.

Sincerely,

John Larry Keen

Enclosure

2
VITA

John Larry Keen

Candidate for the Degree of

Doctor of Education

Thesis: COMMUNITY COLLEGE EXCELLENCE: A COMPARISON OF PERCEPTIONS
OF COMMUNITY COLLEGE PRESIDENTS, STATE COORDINATORS FOR
HIGHER EDUCATION, AND STATE CHAMBER OF COMMERCE LEADERS

Major Field: Higher Education

Biographical:

Personal Data: Born in Gainesville, Florida,
January 19, 1947, the son of Ann and Johnny Keen.

Education: Graduated from Gainesville High School,
Gainesville, Florida, in June 1966; earned the
Associate of Arts degree from Northeastern Oklahoma
A&M College, Miami, Oklahoma, with a major in
business administration in 1968; earned the Bachelor
of Science degree with a major in business
administration from Missouri Southern College,
Joplin, Missouri, in July 1973; earned the Master of
Science degree with a major in business education from
Kansas State College of Pittsburg, in July 1976;
completed requirements for the Doctor of Education
degree with a major in Higher Education, at Oklahoma
State University, Stillwater, Oklahoma, in December 1985.

Professional Experience: Department Head, Middle-Management
Department at Northeastern Oklahoma A&M College, Miami,
Oklahoma, 1973-1978; Chairman of the Business Division
at Northeastern Oklahoma A&M College, Miami, 1978 -
present; Graduate Associate at Oklahoma State University
in the Department of Educational Administration and
Higher Education, Oklahoma State University, 1983-1984.

Professional Organizations: Higher Education Alumni Council,
Association For the Study of Higher Education, The
Oklahoma Technical Society.