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A FACULTY PERSPECTIVE OF THE ROLE
OF THE COMMUNITY COLLEGE IN MASSACHUSETTS
PUBLIC HIGHER EDUCATION

A Dissertation Presented

By

Theresa Davio Howard

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1981

Education


A FACULTY PERSPECTIVE OF THE ROLE
OF THE COMMUNITY COLLEGE IN MASSACHUSETTS
PUBLIC HIGHER EDUCATION

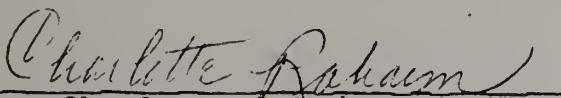
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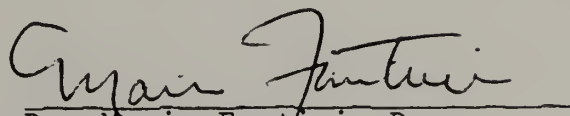
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1981

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DEDICATION

To my parents, Joseph Davio (deceased) and Rose E. Davio, who taught me the value of an education and encouraged me in all my endeavors, and to my husband, Tom, and my children, Laura and Tommy, for their support and unending patience.

ACKNOWLEDGEMENTS

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---my colleagues throughout the Massachusetts
public community college system who participated
in this study.

---my family and friends for being there when
needed and for being so understanding.

ABSTRACT

A Faculty Perspective of the Role
of the Community College in Massachusetts
Public Higher Education

February 1981

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The Massachusetts public community colleges have been called upon to provide a number of services to an increasingly diverse student population. These include: general education, transfer, and career programs, as well as continuing education and community services, all with an open-door policy and a degree of flexibility necessary to successfully fulfill the role of a comprehensive community college.

This study represents an attempt to ascertain whether the full-time teaching faculty of the Massachusetts public community colleges perceive that the public community college has a role(s) to play in the Massachusetts system of public higher education and whether they perceive that the role(s) is being fulfilled.

In order to do this, a self-administered questionnaire was mailed to a random sampling of 240 full-time faculty in the 15 public community colleges in Massachusetts. The questionnaire contained 48 statements of objectives which a public community college might have. These were in part developed from the Goals and Objectives Statement of the Massachusetts Board of Regional Community Colleges (1973) and covered the components of a comprehensive community college listed in the first paragraph. Participants were asked to indicate whether they felt the statements should be objectives of a public community college along the following scale:

- 1 = Not at All
- 2 = To a Small Degree
- 3 = To a Moderate Degree
- 4 = To a Great Degree

Then, using the same scale, participants were asked to indicate whether they felt the objectives were being met.

Generally speaking, the faculty were in accord with the objectives listed; however, in all but three instances, the objectives fell short of being met in the view of the faculty.

The responses were computerized for the entire sample and then were sorted by teaching discipline as follows: Business, Health, Humanities, Science, Social Science, Miscellaneous, and Unindicated.

They were further sorted according to sex and whether or not tenured.

The responses by discipline, sex, and tenure tended to follow a pattern similar to the responses for the entire sample.

A comments section at the end of the questionnaire provided the opportunity for further remarks by respondents. It produced several reasons why, in the view of the faculty, the objectives are not being met to the degree they should. These included: budgetary constraints, lack of self-autonomy, and heavy faculty workloads.

This prompted one of the suggestions for further research; namely, a similar study done with public community college administrators to determine what they feel the objectives should be, whether they feel the objectives are being met, and if not, why not.

Given the reality of re-organization of public higher education in Massachusetts and the newly created Board of Regents, the data obtained in this study might prove

useful in considering the future direction for the
Massachusetts public community colleges.

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C H A P T E R I

INTRODUCTION

This work is undertaken in an effort to ascertain how the full-time faculty of the 15 public community colleges in the Commonwealth perceive the role(s) of the community college in Massachusetts public higher education and whether they perceive that the role(s) is being fulfilled.

In selecting the objectives listed in the questionnaire completed by the full-time faculty members, the author was guided by the Goals and Objectives Statement of the Massachusetts Board of Regional Community Colleges (1973).

Statement of the Problem

Much has been written and said about the decline in student enrollment brought about by the end of the baby boom, the resultant need to develop programs and services to serve new and diverse student populations, and the impact of the open-door policy in the Commonwealth's public community colleges.

What is meant by the "diverse student population"? To whom do the new faces on campus belong if not to the recent high school graduates?

The high school graduates are still coming, but they are shoulder to shoulder with the new student whose job skills are limited and who must develop new ones, the student who has been bypassed for promotion in favor of younger and less experienced workers with new knowledge which the older worker must now obtain, and the homemaker whose children are now in school, and she must supplement the family income but needs to sharpen old skills or develop new ones.

In addition, there is the woman who has been widowed, divorced, or separated and finds herself at the helm. She is going to have to support her family and keep the ship from sinking, so she has come to obtain marketable job skills.

Next is the older woman whose family no longer demands so much of her time and who wants to lead a more productive life, so she has come to further her education. There is also the high-school dropout, the disadvantaged student, who hopes to develop the necessary skills to become a productive citizen.

Finally, there are the elder students who may have retired from earlier careers and want to further their education in the hope of enjoying a useful and healthy retirement.

That the community college is called upon to serve such a diverse group under an open-door policy brings to mind John Dewey's view that a democracy can be defined simply as a society in which each individual is encouraged to continue his education throughout his life (Dewey, 1916).

In realization of the task set forth for the community colleges, this work will attempt to determine how the faculty view their role(s) in the accomplishment of this task.

Research Questions

The comprehensive community college in Massachusetts wears many hats in its efforts to provide general education, transfer programs, career education, continuing education, and community services, all with an open-door admissions policy, to the diverse student population entering its doors. There are those who say it is not possible for one institution to be all things to all people, while others say that to provide all these components is to be truly a "comprehensive" community college.

What is the faculty view? Two research questions will seek out the answers.

1. How do the full-time faculty of the Massachusetts public community colleges perceive the

role(s) of the community college in Massachusetts public higher education?

This research question will be addressed to determine whether in the view of the full-time faculty the community college should be trying to provide any or all of these components.

It seems apparent that the college-age population coming out of the high schools has decreased and will continue to do so. In fact, indications are that overall enrollments in Massachusetts colleges and universities will decline somewhere between 7 and 13 percent over the next decade and by as much as 25 percent by 1995 (Stafford and Lustberg, 1979).

It would then follow that institutions of higher education, both public and private, are likely to be competing for students and that new populations will have to be served.

Indications are that the community colleges are holding their own in this competition. In 1960, 23 percent of first-time students were enrolled in two-year colleges; by 1970 the figure was 34 percent, and predictions for 1980 are that community colleges will enroll 40 percent of first-time students in higher education (Cloud, 1979).

2. Do the full-time faculty feel that the perceived role(s) of the public community colleges in Massachusetts is being fulfilled?

This research question will be addressed to determine whether the perceived role(s) is actually being fulfilled by the community colleges or if, in fact, the role(s) is not being fulfilled in the perception of the full-time teaching faculty.

Definition of Terms

Faculty

--full-time teaching faculty in the community colleges in Massachusetts.

Full-time faculty

--those teaching a full-time load according to the contract presently in force.

Part-time faculty

--those faculty members hired to teach one or more courses on a per-course fee basis.

Role(s)

--the part community colleges should play in the system of public higher education in Massachusetts.

Lower division

--first and second years of undergraduate study.

Upper division

--third and fourth years of undergraduate study.

Career education

--career, vocational, and/or occupational education to prepare the student to enter the world of work upon graduation with a two-year degree.

Community college

--public two-year community college, of which there are 15 in the Massachusetts system of public higher education.

Participants

--those included in the random sample--used interchangeably with "respondents."

Instrument

--questionnaire used in the study. These two terms are used interchangeably.

Statements

--the numbered items in the questionnaire--used interchangeably with "objectives."

Open-door policy

--"Any person who is satisfactorily completing high school, or who has satisfactorily completed high school or its equivalent may apply for admission." Further, "mature individuals

who are interested in attending the Day Division of the College and who do not have a High School diploma or its equivalent should contact the Admissions Office for an interview before filing application" (Holyoke Community College, 1980/1981).

Delimitations of the Study

This study concerns itself with the public community colleges in Massachusetts. In addition, this study seeks to define the role(s) of the community college in the system of public higher education in Massachusetts as perceived by the respondents in the study.

Administrators and other professional staff such as counselors were not asked to participate in the study. The intention is to obtain the perception of the teaching faculty only.

Further, only full-time teaching faculty were asked to participate in the study. Part-time faculty were not included as participants because of the possibility that their perceptions might be influenced by other commitments and philosophies (as full-time members of the business and industrial community, for example).

Because of the large number of full-time teaching faculty in the 15 public community colleges in Massachusetts.

(1,200 when the study was done), the data was obtained by a self-administered questionnaire which was sent to a random sampling of 240 participants representing the various teaching disciplines in the colleges.

Basic Assumptions

1. It is assumed that the public community colleges do have a role(s) to play in the Massachusetts system of public higher education.
2. It is assumed that the full-time teaching faculty will perceive that there is such a role(s).
3. It is assumed that the faculty will also have a feeling as to whether or not the perceived role is currently being fulfilled.
4. It is assumed that there will be a future role(s) for the public community colleges in the Massachusetts system of public higher education.

Need for and Significance of the Study

Given the reality of the reorganization of Massachusetts public higher education, this study may help to put in perspective just where the community colleges should or perhaps will fit within the framework provided by the reorganization.

Further, the study may cause the faculty to examine

closely, perhaps for the first time, the role(s) of the institutions of which they are a part. Is there a role(s); is it being fulfilled?

Lastly, this study may contain useful information for those involved in the reorganization process. The information obtained is representative of the entire Massachusetts community college full-time teaching faculty and could be a source of input to the new Board of Regents and Boards of Trustees which are being created as a result of the reorganization of public higher education in Massachusetts.

Remaining Chapters

In Chapter II, the literature pertaining to the components of a comprehensive community college, i.e., general education, transfer programs, career programs, continuing education, and community services, will be reviewed along with that pertaining to the increasingly diverse student population which the community college is being called upon to serve with an open admissions policy.

Chapter III will detail the pilot study, design of the main study, participants, and method of data collection.

Chapter IV will provide an analysis of the data

to determine whether the research hypotheses are valid.

Chapter V will summarize the results, draw conclusions based thereon, and offer suggestions for further research.

C H A P T E R I I

REVIEW OF THE LITERATURE

Much has been written and said about the "comprehensive" community college but perhaps never so succinctly as in the words of Richard M. Millard, the first Chancellor of Higher Education in Massachusetts:

Massachusetts from the very beginning of its community college system has in many ways been singularly blessed, so much so that I am not sure that the Massachusetts citizens or even all the people involved in the Massachusetts community colleges realize how relatively fortunate they are. From the passage of the authorizing legislation and the establishment of the Regional Board of Community Colleges in 1958, the community colleges in Massachusetts have been thought of and planned for not as a series of independent units whose primary function was transfer of arts and science students and whose goal was to graduate into four-year institutions themselves, but as a system of community related institutions, comprehensive in character, complementary in function, and on the whole located where they would most advantageously meet the needs of the state and local communities (Millard, 1972).

To be truly a comprehensive community college is not a simple matter. It involves providing a number of components including general education, transfer programs, career programs, continuing education, and community

services to an increasingly diverse student population, and with an open-door policy, to boot.

There are those who say this is indeed an impossible task. The community college "is a remedial center, a vocational center, adult center, career center, community center, senior-citizen center, center for non-English speaking people, local recreation center, and finally a college. No doubt all these missions need doing, but one institution cannot do them all (Slutsky, 1978).

While every, or most, community college should be comprehensive, there is a limit to feasible comprehensiveness (Millard, 1972).

No matter, comprehensiveness is what the "community" served by these institutions seems to expect in return for tax dollars, and it is in the light of this comprehensive mission that the study undertaken in this work was formulated. Therefore, let us take a close look at each of the components of the comprehensive community college as mentioned.

Transfer Programs

The transfers in large numbers of two-year college graduates in Massachusetts to four-year institutions is

a relatively new phenomenon. "Only within the last five or six years has there been heavy involvement with transfer students in this state. However, it has not reached a magnitude of major proportion" (Beals, 1972). As a result of a study of Massachusetts two-year college students, some interesting data was obtained as to why students chose to begin their studies in a two-year college. Some of the reasons were as follows:

1. The two-year college is a "more comfortable and supportive" type of institution.
2. It provides for academic exploratory opportunities before the students have to decide upon an upper-division-level major.
3. The two-year college was cheaper than a residential college.
4. Some students felt that they would not be accepted into a four-year college, and the two-year college provided the opportunity for these students to establish themselves as worthy candidates coming in through the transfer program.

5. Some students are four-year college dropouts who have come to the two-year college to redirect their education (Beals, 1972).

The study posed the question as to whether "upper division" colleges should be developed to accommodate the ever-expanding number of two-year college students who wish to transfer (Beals, 1972). While these "upper division" colleges have not appeared on the horizon in the years since this study, it might be an interesting prospect to consider the provision of "lower division" study by the community colleges and "upper division" and graduate study by the four-year colleges and universities.

Career Programs

Broadly speaking, it might be said that one is equally engaged in vocational or occupational education whether he/she chooses the life of the dental technician, the classical scholar, the auto mechanic, the medical doctor, the electronics technician, the engineer, or the philosopher (Millard, 1972).

However, for purposes of this work, let us consider career education as a means of providing the community

with needed labor forces (Whisnant, 1978). It has been said that occupational students have a career commitment when they enter college; they have a plan to concentrate on things which will be useful to them in their jobs; and they also have realistic career preferences regarding educational requirements (Cross, 1971).

For these students, the community college must develop in two years the requisite skills and technical knowledge to compete in the labor market while at the same time considering each student's capacities, interests, and standards. For, after two short years, they will be "transferring" to the "university of hard knocks," the working world (Martona, 1973).

If we consider that the major function of education, in contrast to research and other forms of community service, is to prepare students for a vocation, a life work, and a life style in the broad sense (Millard, 1972), then should career education be left to the community colleges who through such things as articulation with the community it serves and job market surveys can determine the needs for programs in their service areas (Landry, 1979).

Continuing Education

Continuing education has been described as "part-time higher education for adults whose primary activity is not of a full-time student. Evening divisions, summer divisions, and extension programs are included" (Cotoia, 1975).

Because each of the variant forms of the two-year college came into being to serve a perceived educational need, the history and tradition of each institution has influenced the concept of the role of continuing education (Lauroesch, 1979).

In any case, it has been said that comparable instructional and related educational services to all students attending community colleges in the Commonwealth should be provided without distinction as to whether they are day, evening, full-time, or part-time students.

In addition, college credit courses should be made available to citizens at times that are convenient to them and that they should be able to become involved in non-credit studies on and off the campus.

Further, citizens should be provided with the means to develop or renew specific interests, skills, and knowledge and help in becoming a more productive citizen in society (Cotoia, 1975).

The continuing education student, generally speaking, is more motivated and harder working than the day-student counterpart (Tenore, 1979). In addition, these students now constitute as large a proportion (or larger) of the total student body in postsecondary education and more particularly in higher education than full-time students (Cotoia, 1975).

Since they are present in our community colleges in large numbers and appear to be serious minded in their academic endeavors, with definite expectations and a willingness to pay more than their day-student counterparts, it would appear that continuing education is a most essential component of the "comprehensive" community college.

Community Services

Following closely upon the heels of continuing education in the progression of this discussion is the community services component, and purposely so, for one finds an overlap between the two in much of what is written about these two components.

Though it is sometimes difficult to distinguish between the two, one distinction that might be made is that community services provides avocational services to the community as well as vocational (Green, 1978).

A comprehensive community college should provide services that stimulate imagination, foster creativity, and make lifelong learning feasible (Whisnant, 1978).

Community-service offerings seem the ideal way to provide such diversity.

Adults frequently need something other than credit from their community colleges (Bulpitt, 1973). If a credit course does not meet their needs, then the community college should be able to provide noncredit courses in the needed area, whatever it may be: bridge, macrame, photography, horticulture, music, sewing, etc. Adult students are seeking these offerings and are willing and able, in most cases, to pay for them (Bulpitt, 1973).

Who are these students who are seeking community service programs? They include:

1. The retired person who is making up for lost time and attempting to fill retired life with meaningful experiences.
2. The artist or craftsman who, though no longer working at the art or craft, needs to continue to use his skills.
3. The disadvantaged adult who needs and wants to contribute something worthwhile to family and community.

4. The adult who is afraid of, or who has been turned off by, credit course offerings.
5. The adult who has a degree but who enjoys school and wants intellectual stimulation (Bulpitt, 1973).

It may be said that community-service offerings are overly diverse and extended, attempting to do something for everyone (Cotoia, 1976).

From what has been said thus far, it can be seen that these offerings include a multitude of activities such as:

1. Individual self-development through weekend and evening classes, seminars, in-plant training, social outreach to the disadvantaged, cultural development, and leisure-time activities.
2. Community development through an advisor liason (such as committees to advise on college programs), staff consultation (consulting skills of the faculty), interagency co-operation (linkage between related college programs and the community), and a public forum (speakers bureau).

3. Program development through providing opportunities for professional development, public information (interpreting college resources to staff and to community residents, and conference planning (Frankel, 1974).

However, community colleges must realize that the 18-20-year-old market has dwindled and will continue to do so, and this market of adult students represents a rather vast group of students for the flexible and comprehensive community college to serve (Bulpitt, 1973).

Community-service offerings are a way of providing for all age groups educational services that utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district at large (Harlacher, 1969).

General Education

Certainly, general education cannot be ignored as a component of the comprehensive community college. There is no more humane view of education than as growth in understanding, sensibility, and character, and no more noble viewing democracy than as the dedication

of society to the lifelong education of all its members (Cremin, 1965).

The catalog of one of the Commonwealth's public community colleges states that "it wishes the award of its diploma to signify that its graduates have shown an appetite for learning, a capacity for self-discipline, a sensitivity to the problems of their own and other societies, and a commitment to use the tools the College provides them for the improvement of the human condition (Holyoke Community College, 1979/1980).

Among the conceptions of the aims of education are personal enlightenment, social development, exploration of the realms of knowledge, and even adjustment or search for identity (Millard, 1972).

If education is to help one to grow, to change, and to liberate oneself at any stage in one's life or, in fact, throughout life, then general education seems destined to occupy a place along with the other components mentioned in making the Commonwealth's public community colleges truly comprehensive.

Now that we have examined the components of a "comprehensive" community college, let us look at the context in which these components are offered; that is, in the light of the open-door admissions policy and the diverse student population.

The Open Door

The open-door admissions policy is a fact of life in the Massachusetts community college system, and it seems to speak for itself. It means that there are no screening procedures. Students are accepted on a first-come, first-served basis. College boards are not required, and the student's high-school transcript is not examined as a criterion of accepting the student (Tenore, 1979).

Further, "mature individuals" who do not have a high school diploma or its equivalent may apply. (Holyoke Community College, 1979/1980). These students can be accepted with the stipulation that they have their G.E.D. high-school equivalency certificate by the time of their graduation from the college (Tenore, 1979).

This policy poses obvious difficulties for the community college. Many students come to the college who cannot read with comprehension, write coherently, or think analytically. Large numbers of students suffer from serious cognitive deficiencies (Martin, 1978). The open door thus permits, and indeed encourages, these students to come; therefore, the burden of serving this population falls heavily upon the community college (Losak, 1973).

If community colleges are to be responsive to the needs of these students, they find themselves in the position of providing specific kinds of instruction to overcome these disabilities. Cognitive therapy becomes necessary--instruction designed to teach intellectual skills and ways of processing information while at the same time teaching the content of a discipline (Martin, 1978).

The open-door policy carries certain obligations that must be met; those who decreed the open door did not really anticipate its major problems, and society expects the community college to come up with acceptable solutions or recommendations (Mirabeau, 1977).

Certainly one of the challenges the open-door poses for community-college teachers is that of teaching in one group people who have varied reading abilities and the necessity of communicating at once "with students from varied cultures and subcultures" (Mirabeau, 1977).

In addition to the faculty, all agencies of the college (admissions, counseling, financial aid, etc.) must have personnel who can deal in a sensitive and caring way with the disadvantaged students coming through the open door. "Every point of contact with the institution can be positively or negatively wired, depending upon

the judicious choice and careful training of personnel (Lauroesch, 1972).

Perhaps, in order to best serve the "open-door" students, we need to commit ourselves to moving from "selective" to "adaptive" modes of education. Selective refers to the use of various psychometric devices to predict student success and the offering of educational experiences that involve only those skills and aptitudes tested. Adaptive refers to the institution's attempt to meet the students' needs, rather than expecting students to change to meet the school's needs. Learning experiences are tailored to match student modes of learning based on aptitudes and experiences (Whisnant, 1978).

If the comprehensive community college is to successfully offer the components which have been discussed and do so in the context of the open door, then its survival may well be contingent upon its ability to be adaptive.

This ability brings us to the final element to be considered, that of the diverse student population.

It has been said that the predominant function of community and junior colleges is the education and guidance of students from widely varying backgrounds and with diverse interests and objectives (Knoell, 1973).

Today's community college students bring with them different skills (and generally fewer traditional ones) than traditional college enrollees; they use different forms of expression in the English language; they may choose to solve problems with less analytic processes; they frequently do not possess knowledge of basic concepts with which we expect familiarity; they are generally poorer and older and more likely to be members of minority groups; and they are less accustomed to college environments (Ludwig, 1973).

Many of them do not share our goals or values or even our perceptions of the purposes of higher education (Cross, 1971).

Community colleges are the primary beneficiaries of two postsecondary trends: the graying of the campus and aspirations for college education held by many students academically unprepared for college-level work. In the classroom, the effect of these trends is the wide chronological and academic diversity of community college students (Bers, 1978).

Adult students represent an increasing segment of the new population. They have a longer and more involved history which has shaped their opinions and life style and which affects their attitudes toward and demands on the college (Bulpitt, 1973).

Many of these adult students are mature women returning to school, whether married, divorced, or widowed, or single women in dead-end jobs.

These students frequently lack confidence in their ability to achieve academically and generally have a weak self-concept (Bulpitt, 1973).

In addition to the adult students, there are the nontraditional young students who may be pictured in three categories: the alienated dropout, the stopout, and the shoved-out.

The dropout generally has left school because of anger, alienation, or being turned off, and the "open door" provides the opportunity to resume his/her formal education.

The stopout has taken time off from education, usually to enhance personal growth through life experiences of one sort or another, thus returning to college with perhaps a different perspective than previously.

The shoved-out student is one who was actually shoved out because of societal pressures such as peer group influences negative to education or a minimum of stimulation in the home (Robbins, 1973).

Flexibility and personalization are again necessary in providing worthwhile learning experiences for these students.

The handicapped students are increasingly present in the new student populations. For many years, there was a tendency to hide the handicapped from the rest of society. While data are not readily available on the number of handicapped adults currently enrolled in community colleges, it is known that there has been an increased awareness of handicapped persons, their concerns and needs, as they related to social services generally, and to education in particular (Walsh, 1979). Here, too, flexibility is the order of the day.

Finally, the elderly population is not to be ignored as they represent a fast-growing segment of society. It is likely they will be seeking new uses for their time and be more involved politically and in community affairs, thus creating implications for education (Walsh, 1979).

Community colleges, with their mandate for embracing the needs of the whole community are particularly appropriate environments for developing programs to meet the needs of the elderly. Of existing educational institutions, community colleges have evidenced the most flexibility with regard to program content, styles of teaching, use of off-campus facilities, and outreach and recruitment efforts (Glickman, 1975).

This can be said not only with regard to the elderly but also with regard to all the other types of students included in the varied student population of the community college.

Both philosophically and practically, the introduction of the new student populations to the public college campus is in conflict with the traditional view of public education in the role of defender and preserver of the status quo (Lauroesch, 1972).

So why try to be so many things to so many people? Is it necessary? It is if one considers them as individuals.

It has been aptly stated:

A man cannot get a coat or a pair of boots to fit him unless they are either made to his measure or he has a whole warehouse to choose from; and is it easier to fit him with a life than with a coat, or are human beings more like one another in their whole physical and spiritual confrontation than in the shape of their feet? (Mill, 1977).

Can less be said for a community-college education?

Of course, providing all the components of a comprehensive community college to its diverse student population coming through the "open door" may seem an awesom task, and well it is!

However, the concept of the comprehensive community college probably comes as close to the embodiment of the ideal as any form of education existing today. It is designed to offer the range of opportunities from remedial through technical, preprofessional, general, transfer, and continuing education to meet a variety of citizens' needs of all ages (Millard, 1972).

The ability of the system and its individual colleges to anticipate and to meet the needs of the people of the Commonwealth in the next decade requires a level of public understanding and support greater than that which now exists (Hardy, 1979).

The study undertaken in this work will attempt to reveal a perceived role(s) which may reaffirm the comprehensiveness of the Massachusetts public community colleges. Hopefully one of the outcomes of the reorganization process will be that the public community colleges in Massachusetts will continue to have the opportunity to meet the needs of the citizens of the Commonwealth which have been discussed in this chapter.

C H A P T E R I I I

METHODOLOGY

Introduction

This chapter will discuss the pilot study done in early April, 1980, and the main study, done in May, 1980, including the instrument used, participants, and procedures for collecting and analyzing the data.

This work was undertaken to determine whether the full-time public community-college faculty in Massachusetts perceive that the community college has a role(s) in Massachusetts public higher education.

Thus, the study represents an attempt to gather data from a representative sampling of the population described which would substantiate that there is or is not such a perceived role(s) and whether in the view of the population sampled the perceived role(s) is being fulfilled.

Pilot Study

A pilot study was undertaken in early April, 1980, with a sample of 20 faculty members from one Massachusetts public community college. The instrument used was a self-administered questionnaire for reasons detailed

in the rationale for procedure which follows this section.

The questionnaire consisted of three parts as follows:

Part I requested demographic information which would be useful in characterizing the sample. This information included: name, name of college, teaching discipline, sex, tenure, and number of years of teaching experience in the community college system. This section also contained a statement regarding the preservation of anonymity.

Part II listed 48 objectives which a college system might have. Respondents were asked to indicate the degree to which they thought a community college system should have each objective by circling the appropriate number on the following scale:

- 1 = Not at All
- 2 = To a Small Degree
- 3 = To a Moderate Degree
- 4 = To a Great Degree

The four-point scale was chosen rather than a five-point scale because it creates a more forced-choice situation where the respondents would have to express an opinion one way or the other, thereby eliminating neutral

responses which would not provide the degree to which the perceptions were held by the respondents.

Using the same procedure, respondents were then asked to indicate the extent to which they thought a university/state college system should have this objective.

Part III asked for the respondents' views as to whether the objectives listed in Part II were being met by any of the college systems mentioned. Respondents were asked to indicate whether they thought the objectives were being met by a community college system, university/state college system, or both, by writing on the line next to their response for each objective one of the following codes:

C = Community College

U = University/State College

C/U = Both

Of the 20 questionnaires distributed in the pilot study, 10 were completed and returned--a 50 percent return. When contacted, the remaining 10 persons in the sample indicated that the questionnaire arrived at a bad time, other commitments were too numerous and too pressing, or the questionnaire was too formidable.

Of the 10 responding, there was no apparent difficulty in completing Parts I and II. However, Part III

did present some difficulty in that a number of blanks were left, a number of question marks written in, and in three cases this part was not even attempted. One of these three respondents simply noted that to some degree both the community college and university/state colleges attempt to meet the objectives; another indicated that he had had enough after doing Parts I and II; and the third indicated that she could not complete the section because she could not be sure whether the objectives were being met by any system.

Because it became apparent that Part III would not render valid information and was not, in fact, essential in proving the validity of the research hypotheses, it was decided to omit it from the questionnaire used in the main study.

Because the pilot-test sample included community college faculty only who might not have knowledge of what a university/state college should have as objectives and for the reasons listed in the preceding paragraphs, the questionnaire was further modified by omitting the last step in Part II wherein participants were asked to indicate the degree to which they thought a university/state college should have the objectives listed.

The final questionnaire used in the study was then prepared (See Appendix A).

Rationale for Procedure

Because of the large number of participants included in the sample, the mailed questionnaire rather than the interview was chosen as the instrument to be used to collect the data. In addition, the size of the sample suggested the use of a self-administered questionnaire which was sent to faculty at each of the 15 public community colleges in Massachusetts. These were sent to the college addresses, not the home addresses.

The questionnaire was administered by mail because of the expense and geography involved which included the entire commonwealth of Massachusetts. This method required approximately two months from initial mailing through follow-up mailings and telephone follow up as necessary.

For the preceding reasons, the questionnaire was used in spite of its weaknesses which include the following, according to Orlich (1975):

1. the complexity of the design process;
2. difficulties in choosing an appropriate sample.

3. the potential for different interpretations of meaning on questions;
4. the impossibility of determining respondent honesty and accuracy;
5. the potential for a low return and biased data;
6. the challenge to design valid questions that would provide the desired data.

In an attempt to make these weaknesses less significant, the following steps were taken:

1. pilot test of the questionnaire which led to changes as detailed previously;
2. post-card follow up;
3. telephone follow up;
4. additional mailing to home addresses.

Procedures for Collecting and Analyzing Data

In defining the population to be studied, the "universe" and "subset" as described in Applied Sampling (Sudman, 1976) were considered, the universe being the entire full-time teaching faculty of the Massachusetts community college system encompassing 15 community colleges. The sample was then a subset of that universe, consisting of a total of 240 participants from the

disciplines represented in each of the 15 community colleges.

The next step was to obtain from each community college a listing of all full-time teaching faculty by division and also by discipline or department. This stratification was to insure that all areas of teaching would be sampled, i.e., humanities, social sciences, business, health related, science, etc. This would help determine whether faculty from these different areas might perceive the role(s) of the public community college in a different way.

Using the lists of full-time faculty and the table of "A Million Random Digits" (Rand Corporation, 1955), random selections of the full-time teaching faculty (universe) were made to arrive at the total subset of 240 participants.

Questionnaire statements were developed from the Goals and Objectives Statement of the Massachusetts Board of Regional Community Colleges (1973) and from Educational Testing Service's 1972 Inventories. In addition, some of the questionnaire statements were formulated to address issues discussed in Responding to New Missions (Marty, 1978).

Related statements were grouped according to such areas as general education, transfer programs, career

programs, continuing education, community services, the open-door admissions policy, lifelong learning, flexibility, etc.

Statements were chosen which would address the following research question:

1. How do the full-time faculty of the Massachusetts public community colleges perceive the role(s) of the community college in Massachusetts public higher education?

The questionnaire also addressed the second research question:

2. Do the full-time faculty feel that the perceived role(s) of the public community college in Massachusetts is being fulfilled?

The questionnaire contained two parts rather than the three outlined in the pilot study.

Part I was not modified and requested background information as described in the pilot study. Part II was modified, however, and contained two sections wherein 48 objectives were listed and participants were asked to indicate the degree to which they thought a community college should have each objective by circling the appropriate number on the following scale:

1 = Not at All

2 = To a Small Degree

3 = To a Moderate Degree

4 = To a Great Degree

Participants were then asked to indicate to what extent they felt the objectives were being met following the same scale.

The instrument was further modified by including a "Comments" section at the end of Part II.

Summary

Following the initial mailing of 240 questionnaires and a two-week response time, a postcard follow-up was sent to nonrespondents. Following another two-week period, telephone follow up was done to faculty at colleges with particularly low response rates.

Interestingly, at this point no responses had been received from one particular community college, neither to the initial mailing nor to the postcard follow up. Fifteen questionnaires had been sent to faculty at this college.

Home addresses were obtained for these participants; and an explanatory letter detailing the initial mailing and postcard follow up was sent to each of these participants, along with another questionnaire for them to complete. As a result, 8 were completed and returned by

these participants, a response rate of 53 percent from this particular college. In several cases, these respondents indicated that they had never received the original questionnaire.

A total of 123 responses were received as detailed in the next chapter which will also present an analysis of the computerized data.

C H A P T E R I V
RESULTS OF THE STUDY

Introduction

The questionnaire for the study contained two parts, the first providing demographic information on the respondents including: name, name of college, teaching discipline, sex, and whether or not tenured, together with a statement of preservation of anonymity. The second part contained 48 objectives which a community college system might have. These objectives were in part derived from the Goals and Objectives Statement of the Massachusetts Board of Regional Community Colleges (1973).

The terms "objectives" and "statements" are used interchangeably throughout this chapter when discussing the 48 objectives on the questionnaire.

Respondents were asked to indicate on a scale of "1" (Not at All) to "4" (To a Great Degree) whether they thought a community college should have the objective and then were asked to indicate along the same scale whether in their belief the Massachusetts community college system is meeting those objectives.

The 48 objective statements were geared to the

following areas: general education, transfer, the open door, community services, continuing education, career education, and flexibility--the areas under discussion in Chapter II with regard to the comprehensiveness of a community college and whether, in fact, a community college can be all things to all people.

The responses were tabulated in toto and then were sorted according to the following variables: teaching discipline, tenured or nontenured, and male or female.

Of the 240 questionnaires sent out, 123 were completed and returned (51.2 percent) as indicated in Table 1.

TABLE 1

Questionnaires Sent and Returned by College

Name of College	Number Sent	Number Returned
Berkshire	14	8
Bristol	15	7
Bunker Hill	15	8
Cape Cod	19	8
Greenfield	13	6
Holyoke	16	15
Massachusetts Bay	17	4
Massasoit	16	7
Middlesex	14	6
Mt. Wachusett	16	10
North Shore	18	12
Northern Essex	21	10
Quinsigamond	14	7
Roxbury	8	4
Springfield Technical	24	11
Totals:	240	123

By teaching discipline, the 240 questionnaires sent out were categorized as follows: Business, Health, Humanities, Science, Social Science, and Miscellaneous (Physical Education, Developmental Studies, Aviation Science, Fire Science, etc.).

Table 2 indicates the number of questionnaires sent and returned in each category.

TABLE 2
Questionnaires Sent and Returned by Discipline

Discipline	Number Sent	Number Returned
Business	41	17
Health	41	25
Humanities	50	25
Science	58	27
Social Science	44	23
Miscellaneous	6	5
Unindicated	—	<u>1</u>
Totals:	240	123

Analysis of Data

The following analysis will consider each objective as it was dealt with by the respondents in both

Parts I and II of the questionnaire, i.e., should it be an objective of a community college, and is the objective being met by the Massachusetts public community college system.

Research Question One: How do the full-time faculty of the Massachusetts public community colleges perceive the role(s) of the community college in Massachusetts public higher education? The objective statements appearing on the questionnaire were developed in part from the Goals and Objectives Statement of the Massachusetts Board of Regional Community Colleges (1973) which address the following needs: the co-operative development of a systemwide approach to educational programming, maintenance of the open-door policy, expansion and co-ordination of occupational and continuing education, reassessment and expansion of urban educational opportunities, development of a new clientele in terms of age and socio-economic status, and co-ordinated planning among the community colleges and other institutions and sectors of education.

The objectives included in the questionnaire dealt with some of these issues in an effort to determine whether the views of the full-time faculty are in accord with the aims of the Board as stated above.

Research Question Two: Do the full-time faculty feel that the perceived role(s) of the public community colleges in Massachusetts is being fulfilled? In addition to indicating whether they felt the objective statements on the questionnaire were appropriate for public community colleges, respondents were also asked to indicate to what extent they felt these objectives were being fulfilled.

No. 1. To teach methods of scholarly inquiry.

The responses to this statement are illustrated in Figure 1 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	16	62	45	123
Percent of total	0	13	50	37	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	11	53	48	8	120
Percent of total	9	44	40	7	100

Figure 1. Responses to Statement No. 1.

It is apparent that a total of 87 percent of the respondents felt this should be an objective to a moderate or great degree. As far as meeting the objective is concerned, only 47 percent of those responding felt this

objective was being met to such a degree, a drop of 40 percent from the "should be" category.

It would appear that this objective falls quite short of being met in the view of the faculty.

No. 2. To teach students methods of scientific research. The responses to this statement are illustrated in Figure 2 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	4	34	59	25	122
Percent of total	3	28	48	21	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	18	56	40	3	117
Percent of total	15	48	34	3	100

Figure 2. Responses to Statement No. 2.

It can be seen that 69 percent of those responding felt that this should be an objective to a moderate or great degree. However, with regard to meeting the objective, only 37 percent of those responding felt that it was being met to such a degree, a drop of 32 percent from the "should be" category.

This objective also falls quite short of being met in the view of the faculty.

No. 3. To teach students methods of problem definition and solution. The responses to this statement are shown in Figure 3 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	3	37	83	123
Percent of total	0	2	30	68	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	4	38	66	9	117
Percent of total	3	33	56	8	100

Figure 3. Responses to Statement No. 3.

It is apparent that 98 percent of the respondents felt this should be an objective to a moderate or great degree. As to meeting the objective, however, only 64 percent of those responding felt it was being met to such a degree, a drop of 34 percent from the "should be" category.

Again, the objective falls quite short of being met in the view of the faculty.

No. 4. To instill in students a lifelong commitment to learning. The responses to this statement are illustrated in Figure 4 on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	6	33	84	123
Percent of total	0	5	27	68	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	10	39	60	10	119
Percent of total	8	33	50.5	8.5	100

Figure 4. Responses to Statement No. 4.

It is apparent that 95 percent of the respondents felt that this should be an objective to a moderate or great degree. As far as meeting the objective is concerned, however, only 59 percent of those responding felt it was being met to such a degree, a drop of 36 percent from the "should be" category.

This objective also appears to fall quite short of being met in the view of the faculty.

No. 5. To ensure that students who graduate have achieved some level of reading comprehension.

The responses to this statement are shown in Figure 5 on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	4	13	102	122
Percent of total	2	3	11	84	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	5	37	56	19	117
Percent of total	4	32	48	16	100

Figure 5. Responses to Statement No. 5.

It can be seen that 95 percent of those responding felt this should be an objective to a moderate or great degree. As far as meeting the objective is concerned, however, only 64 percent of those responding felt that it was being met to such a degree, a drop of 31 percent from the "should be" category.

Once again, the objective appears to fall short of being met in the view of the faculty.

No. 6. To carry on a broad and vigorous program of extracurricular activities and events for students.
The responses to this statement are illustrated in Figure 6 on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	4	47	58	14	123
Percent of total	3	38	47	12	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	6	45	48	21	120
Percent of total	5	37.5	40	17.5	100

Figure 6. Responses to Statement No. 6.

It is apparent that 59 percent of the respondents felt this should be an objective to a moderate or great degree. As far as meeting this objective is concerned, 57.5 percent of those responding felt it was being met to such a degree, a drop of only 1.5 percent from the "should be" category.

Perhaps because this objective receives a lower priority, it seems to be one which comes very close to being met in the view of the faculty. It is interesting to note that there was a shift from "moderate" to "great" when comparing the "should be" responses with the "is being met" responses.

No. 7. To carry on a broad and vigorous program of recreational activities and events for students. The

responses to this statement appear in Figure 7 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	6	63	42	12	123
Percent of total	5	51	34	10	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	8	53	43	15	119
Percent of total	7	44	36	13	100

Figure 7. Responses to Statement No. 7.

It can be seen that the responses to this objective follow a pattern similar to the preceding one. Forty-four percent of the respondents felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 49 percent of those responding felt it was being met to such a degree, an increase of 5 percent from the "should be" category.

This was one of the few times when the faculty apparently felt this objective is being more than adequately met.

No. 8. To help students develop a sense of self worth. The responses to this statement are illustrated in Figure 8 on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	3	21	99	123
Percent of total	0	2	17	81	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	23	67	28	120
Percent of total	2	19	56	23	100

Figure 8. Responses to Statement No. 8.

It appears that 98 percent of the respondents felt this should be an objective to a moderate or great degree. As to meeting this objective, 79 percent of those responding felt it was being met to such a degree, a drop of 19 percent from the "should be" category.

This objective falls short of being met in the view of the faculty.

No. 9. To encourage students to become conscious of the important moral issues of our time.
The responses to this statement are illustrated in Figure 9 on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	14	45	62	122
Percent of total	1	11	37	51	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	8	52	51	8	119
Percent of total	7	43	43	7	100

Figure 9. Responses to Statement No. 9.

It can be seen that 88 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 50 percent felt it was being met to such a degree, a drop of 38 percent from the "should be" category.

This objective also appears to fall far short of being met in the view of the faculty.

No. 10. To help students develop a sense of self-confidence. The responses to this statement are presented in Figure 10 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	3	30	90	123
Percent of total	0	3	24	73	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	31	66	19	119
Percent of total	3	26	55	16	100

Figure 10. Responses to Statement No. 10.

It is apparent that 97 percent of the respondents felt this should be an objective to a moderate or great degree. As far as meeting this objective is concerned, however, 71 percent of those responding felt that it was being met to such a degree, a drop of 26 percent from the "should be" category.

This objective also falls short of being met in the view of the faculty.

No. 11. To define and clarify the role of general education in community college curricula. The responses to this statement are illustrated in Figure 11 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	8	41	65	117
Percent of total	2.5	7	35	55.5	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	8	44	51	10	113
Percent of total	7	39	45	9	100

Figure 11. Responses to Statement No. 11.

It can be seen that 90.5 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting this objective, 54 percent of those responding felt it was being met to such a degree, a drop of 36.5 percent from the "should be" category. However, it should be noted that ten persons did not complete this part for this statement, perhaps indicating a greater than usual degree of uncertainty as to whether the objective is, in fact, being met.

This objective also appears to fall short of being met in the view of the faculty.

No. 12. To encourage students to be concerned about the welfare of mankind. The responses to this statement appear in Figure 12 on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	10	48	60	121
Percent of total	2	8	40	50	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	12	48	47	10	117
Percent of total	10	41	40	9	100

Figure 12. Responses to Statement No. 12.

As seen in Figure 12, 90 percent of those responding, felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 49 percent of those responding felt it was being met to such a degree, a drop of 41 percent from the "should be" category.

The objective appears to fall quite short of being met in the view of the faculty.

With regard to Statements 1 through 12 concerning general education objectives, all except two appear to fall short of being met in the view of the faculty. The two objectives which are being met in their view are those of carrying on a broad and vigorous program of extra-curricular activities and events for students (only 1.5

percent difference from what should be and what is) and carrying on a broad and vigorous program of recreational activities and events for students (a 5 percent increase from what should be to what is).

It should be noted that statement no. 5 concerned with ensuring that students who graduate have achieved some level of reading comprehension was seen as an important objective to a great degree by a significant number (102) of faculty but was seen by only 19 faculty as being met to such a degree.

In addition, in all but two instances (nos. 6 and 7), a shift is seen from "great" to "moderate" when completing the second part for each statement regarding the degree to which the objectives are being met. This same shift is evident for most of the objectives in this study. While certain respondents felt the objectives were being met, the degree shifted to the "moderate" category rather than remaining in the "great" category as indicated in the first part for each statement concerning what should be an objective.

These responses are presented in Table 3 which appears on the next page.

TABLE 3
General Education Statements
Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE		OBJECTIVE IS BEING MET	
	Moderate	Great	Moderate	Great
1	62	45	48	8
2	59	25	40	3
3	37	83	66	9
4	33	84	60	10
5	13	102	56	19
6	58	14	48	21
7	42	12	43	15
8	21	99	67	28
9	45	62	51	8
10	30	90	66	19
11	41	65	51	10
12	48	60	47	10

Table 4 on pages 57 and 58 lists the responses to the general education statements, nos. 1 through 12, by discipline. One respondent declined to list the discipline and so is listed throughout this chapter as "Unindicated."

As can be seen by Table 4, these objectives received high priority from each discipline in the "should be" part with the exception of nos. 6 and 7, as was the case with the response tally from the total population previously discussed.

Interestingly, 10 respondents from the Business discipline felt that no. 2 should be an objective only

TABLE 4
General Education Objectives
Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
1	Business	0	2	9	6	0	5	7	5
	Health	0	2	14	9	4	13	7	0
	Humanities	0	5	12	8	3	12	9	1
	Science	0	2	13	12	2	9	15	1
	Social Science	0	3	12	7	0	11	8	2
	Miscellaneous	0	1	3	1	0	2	2	1
	Unindicated	0	0	0	1	0	0	0	0
2	Business	0	10	4	3	1	6	10	0
	Health	3	6	9	7	8	9	6	1
	Humanities	0	5	15	4	2	12	8	1
	Science	0	5	15	7	3	15	9	0
	Social Science	0	6	7	9	1	14	4	2
	Miscellaneous	1	1	3	0	0	2	2	0
	Unindicated	0	0	1	0	0	0	0	0
3	Business	0	1	7	9	0	3	11	3
	Health	0	0	5	20	0	7	15	1
	Humanities	0	1	5	19	1	10	13	1
	Science	0	0	11	16	2	7	16	1
	Social Science	0	1	6	16	1	11	8	2
	Miscellaneous	0	0	1	4	0	0	4	0
	Unindicated	0	0	0	1	0	0	0	0
4	Business	0	1	4	12	1	2	11	3
	Health	0	1	8	16	3	8	9	4
	Humanities	0	0	5	20	2	7	14	1
	Science	0	2	11	14	2	11	14	0
	Social Science	0	5	2	16	1	12	7	2
	Miscellaneous	0	1	2	2	0	2	3	0
	Unindicated	0	0	0	1	0	0	0	0
5	Business	1	0	2	14	1	3	9	4
	Health	1	2	6	16	1	11	10	1
	Humanities	0	0	3	22	1	9	10	5
	Science	0	1	2	24	0	8	13	6
	Social Science	0	1	4	16	0	10	6	4
	Miscellaneous	0	0	1	4	0	0	4	0
	Unindicated	0	0	0	1	0	0	0	0
6	Business	0	7	8	2	1	7	6	3
	Health	0	11	10	4	0	10	10	5
	Humanities	4	6	12	3	2	7	8	8
	Science	0	11	13	3	1	12	12	2
	Social Science	1	5	10	7	3	5	11	3
	Miscellaneous	0	3	1	1	0	3	2	0
	Unindicated	0	0	1	0	0	0	0	0

TABLE 4 (Continued)
 General Education Objectives
 Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
7	Business	0	12	3	2	1	6	7	3
	Health	1	11	10	3	2	9	11	3
	Humanities	3	8	12	2	2	10	11	2
	Science	1	15	8	3	1	17	7	2
	Social Science	1	6	8	7	3	5	8	4
	Miscellaneous	0	4	0	1	0	4	1	0
	Unindicated	0	0	1	0	0	0	0	0
8	Business	0	2	3	12	0	4	9	4
	Health	0	0	4	21	0	5	13	7
	Humanities	0	1	4	20	0	3	14	8
	Science	0	0	7	20	0	6	14	7
	Social Science	0	1	5	17	0	7	11	4
	Miscellaneous	0	0	1	4	0	1	3	0
	Unindicated	0	0	0	1	0	0	0	0
9	Business	0	4	7	6	0	5	10	2
	Health	1	3	5	16	2	8	13	2
	Humanities	0	2	8	15	2	15	6	2
	Science	0	3	11	13	2	10	12	3
	Social Science	0	1	8	14	0	7	11	4
	Miscellaneous	0	1	4	0	0	3	1	0
	Unindicated	0	0	0	1	0	0	0	0
10	Business	0	1	7	9	0	5	8	4
	Health	0	1	4	20	1	7	12	4
	Humanities	0	1	7	17	0	5	15	5
	Science	0	0	7	20	1	6	16	4
	Social Science	0	0	7	16	0	7	9	6
	Miscellaneous	0	0	2	3	0	1	3	0
	Unindicated	0	0	0	1	0	0	0	0
11	Business	0	3	6	8	0	9	7	1
	Health	0	1	11	13	2	7	12	4
	Humanities	0	2	5	16	0	11	8	3
	Science	2	1	11	11	3	7	13	2
	Social Science	1	2	8	11	5	8	8	0
	Miscellaneous	0	1	2	2	0	2	2	0
	Unindicated	0	0	0	1	0	0	0	0
12	Business	0	0	9	8	0	4	8	5
	Health	0	2	9	14	3	9	11	2
	Humanities	1	0	8	16	3	12	9	1
	Science	0	4	13	10	4	10	12	1
	Social Science	2	3	4	14	3	10	4	4
	Miscellaneous	1	0	4	0	0	3	1	0
	Unindicated	0	0	0	1	0	0	0	0

to a small degree, and only 7 felt it should be to a moderate (4) or great (3) degree. Almost half responding from the Health discipline felt that this objective, concerned with teaching students methods of scientific research, should be an objective not at all (3) or only to a small degree (6). Only one other respondent (from Miscellaneous) felt this should not be an objective.

Also, with regard to statement no. 5 concerning the objective of ensuring some level of reading comprehension among graduates, 1 respondent from the Business discipline felt this should not be an objective, while 3 from Health felt it should be an objective not at all (1) or only to a small degree (2). This was the one which the total population felt strongly should be an objective to a great degree (102 of 122 responding).

Only 1 respondent (from Health) felt that no. 9 (encouraging students to become conscious of the important moral issues of our time) shouldn't be an objective at all.

Only 3 respondents (2 from Science and 1 from Social Science) felt that no. 11 (defining and clarifying the role of general education in community college curricula) shouldn't be an objective at all.

Only 4 respondents (1 from Humanities, 2 from Social Science, and 1 Miscellaneous) felt that no. 12 (encouraging students to be concerned about the welfare of mankind) shouldn't be an objective at all.

The responses to these 12 statements concerning general education are also presented in tables by sex and tenure in Appendix B.

Statements 13 and 14 dealt with transfer programs, another component of a comprehensive community college as discussed in Chapter 2.

No. 13. To improve the quality of transfer programs. The responses to this statement appear in Figure 13 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	9	42	71	123
Percent of total	1	7	34	58	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	7	37	57	17	118
Percent of total	6	31	48	15	100

Figure 13. Responses to Statement No. 13.

It can be seen that 92 percent of the respondents felt this should be an objective to a moderate or great

degree. As far as meeting this objective is concerned, 63 percent of those responding felt it was being met to such a degree, a drop of 29 percent from the "should be" category.

In the view of the faculty, this objective seems to fall short of being met.

No. 14. To participate in a network of colleges through which students, according to plan, may study on several campuses at several levels during their undergraduate years. The responses to this statement are presented in Figure 14 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	11	37	42	30	120
Percent of total	9	31	35	25	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	40	46	19	8	113
Percent of total	35	41	17	7	100

Figure 14. Responses to Statement No. 14.

As seen in Figure 14, 60 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, only 24 percent of those responding felt it was being

met to such a degree, a drop of 36 percent from the "should be" category.

This objective seems to fall far short of being met in the view of the faculty. It should be noted that 10 people left this part blank for this statement, which is a larger than usual number, perhaps indicating greater uncertainty as to what is being done to meet this objective.

Both objective statements concerning transfer programs seem to fall short of being met to a substantial degree, especially concerning participation in a network of colleges through which students may study on several campuses at several levels during their undergraduate years. At the same time, it should be noted that more respondents felt no. 14 should be an objective not at all (11) or only to a small degree (37) than for any of the other objectives except nos. 6, 7, and 24, thus indicating a lower priority for this objective.

In addition, the same shift from "great" to moderate as seen in the general education objectives is evident in the transfer objectives when comparing what should be and what is. These responses appear in Table 5 on the next page.

TABLE 5

Transfer Statements

Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE Moderate	OBJECTIVE Great	OBJECTIVE IS BEING MET Moderate	Great
13	42	71	57	17
14	42	30	19	8

The responses to the transfer statements by discipline are shown in Table 6 on the next page. It can be seen that 3 respondents (1 from Science and 2 from Social Science) felt that no. 13 shouldn't be an objective at all (improving the quality of transfer programs). This seems interesting since these curricula would be ones from which students might generally transfer into four-year programs.

Only a total of 11 felt this should be an objective to a small degree; the rest placed this objective in the "moderate" or "great degree" categories.

Statement no. 14 (participating in a network of colleges through which students may study on several campuses at several levels during their undergraduate years) did not receive as high a priority as no. 13 (as was the case with the total population). Ten respondents from the various disciplines felt this should not be an objective (3 of the 10 were from the Health discipline.

TABLE 6
Transfer Objectives
Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
13	Business	0	2	9	6	0	5	9	3
	Health	0	4	5	16	3	7	13	2
	Humanities	0	1	7	17	1	8	12	3
	Science	1	1	12	13	2	7	14	3
	Social Science	2	2	4	15	4	12	2	4
	Miscellaneous	0	1	2	2	0	2	2	0
	Unindicated	0	0	0	1	0	0	0	0
14	Business	1	4	7	5	5	8	2	2
	Health	3	7	8	7	8	9	5	1
	Humanities	1	7	11	5	7	7	7	2
	Science	2	11	7	5	9	13	3	0
	Social Science	2	4	8	9	5	8	6	3
	Miscellaneous	1	3	1	0	3	1	0	0
	Unindicated	0	0	1	0	0	0	0	0

Thirty-six felt it should be an objective only to a small degree (11 of these from the Science discipline). The remaining 74 from the various disciplines placed this objective in the "moderate" or "great degree" categories.

The responses to these statements on transfer are also presented in tables by sex and tenure in Appendix C.

Statements 15 through 18 included objectives concerned with self-directed learning, interacting in groups, and serving the educational needs of students from diverse backgrounds and cultures.

No. 15. To increase the desire and ability of students to undertake self-directed learning. The responses to this statement appear in Figure 15 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	4	22	51	46	123
Percent of total	3	18	41.5	37.5	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	12	72	30	6	120
Percent of total	10	60	25	5	100

Figure 15. Responses to Statement No. 15

It can be seen that 79 percent of the respondents felt this should be an objective to a moderate or great degree. As to meeting this objective, however, 30 percent of those responding felt it was being met to such a degree, a drop of 49 percent from the "should be" category.

Once again, the objective seems to fall far short of being met in the view of the faculty.

No. 16. To provide educational experiences relevant to the evolving interests of Blacks, Hispanics, and American Indians. The responses to this statement appear in Figure 16 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	4	24	57	35	120
Percent of total	3	20	48	29	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	10	60	35	11	116
Percent of total	9	52	30	9	100

Figure 16. Responses to Statement No. 16.

It is apparent that 77 percent of those responding felt this should be an objective to a moderate or great

degree. As far as meeting this objective is concerned, 39 percent of those responding felt it was being met to such a degree, a drop of 38 percent from the "should be" category.

This objective also apparently falls short of being met in the view of the faculty.

No. 17. To help students understand and respect people from diverse backgrounds and cultures. The responses to this statement are illustrated in Figure 17 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	5	7	38	73	123
Percent of total	4	6	31	59	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderage Degree	Great Degree	TOTAL
Responses	9	51	50	10	120
Percent of total	7.5	42.5	42	8	100

Figure 17. Responses to Statement No. 17.

As seen in Figure 17, 90 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 50 percent of those responding felt it was being met to such a degree, a drop of 40 percent from the "should be" category.

In the view of the faculty, this objective is quite far from being met.

No. 18. To develop students' ability to interact in groups, with individuals, and with the institution as a whole. The responses to this statement are shown in Figure 18 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	10	36	75	123
Percent of total	2	8	29	61	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	37	4	67	10	118
Percent of total	31	3	57	9	100

Figure 18. Responses to Statement No. 18.

It can be seen that 90 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting this objective, 66 percent of those responding felt it was being met to such a degree, a drop of 24 percent from the "should be" category.

This objective also falls short of being met in the view of the faculty.

Objectives 15 through 18, like almost all of those discussed so far, fall short of being met in view of the faculty as shown in Table 7 below.

TABLE 7
Statements 15 through 18
Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE		OBJECTIVE IS BEING MET	
	Moderate	Great	Moderate	Great
15	51	46	30	6
16	57	35	35	11
17	38	73	50	10
18	36	75	67	10

The same shift from "great" to "moderate" previously discussed is again evident in Table 7 when comparing what should be and what is for these four objectives.

Table 8 on the next page shows the responses to these statements by discipline.

Only 4 respondents (2 from Business and 1 each from Health and Humanities) felt that no. 15 (increasing the desire and ability to undertake self-directed learning) should not be an objective. Twenty-two from the various disciplines felt it should be an objective only to a small degree (including 5 each from Business and Social Science). The remaining 97 felt it should be to a moderate or great degree, with heaviest emphasis

TABLE 8
Objectives 15 through 18
Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
15	Business	2	5	7	3	3	9	5	0
	Health	1	3	8	13	2	14	8	1
	Humanities	1	2	8	14	3	15	4	3
	Science	0	4	16	7	1	16	9	1
	Social Science	0	5	8	10	2	10	9	1
	Miscellaneous	0	3	2	0	0	3	1	0
	Unindicated	0	0	1	0	0	0	0	0
16	Business	1	5	6	5	4	6	5	2
	Health	1	5	7	11	1	13	6	4
	Humanities	0	6	10	8	0	15	5	3
	Science	2	5	16	3	2	13	9	2
	Social Science	0	2	9	11	3	7	8	3
	Miscellaneous	0	1	2	2	0	2	2	0
	Unindicated	0	0	1	0	0	0	0	0
17	Business	1	1	5	10	2	6	8	1
	Health	0	2	7	16	1	10	12	2
	Humanities	0	2	7	16	0	12	11	2
	Science	2	2	11	12	5	12	7	3
	Social Science	1	1	7	14	1	12	5	4
	Miscellaneous	1	0	0	4	0	1	3	0
	Unindicated	0	0	0	1	0	0	0	0
18	Business	0	2	4	11	1	3	11	2
	Health	0	0	7	18	0	9	15	2
	Humanities	0	4	6	15	0	9	15	1
	Science	1	2	14	10	1	7	15	2
	Social Science	1	0	4	17	1	11	5	4
	Miscellaneous	0	1	1	3	0	1	3	0
	Unindicated	0	0	0	1	0	0	0	0

coming from Health, Humanities, and Science. However, all disciplines felt this objective was not being met to the degree it should.

For objective no. 16 (providing educational experiences relevant to the evolving interests of Blacks, Hispanics, and American Indians), again only 4 respondents (1 each from Business and Health and 2 from Science) felt this should not be an objective. Twenty-four from the various disciplines felt it should be to a small degree. The remaining 91 placed it in the "moderate" or "great degree" categories with 11 each from Health and Social Sciences placing it in the "great degree" category. Again, all disciplines felt the objective wasn't being met to the degree it should.

Five respondents (1 from Business, 2 from Science, 1 from Social Science, and 1 Miscellaneous) felt that no. 17 (helping students understand and respect people from diverse backgrounds and cultures) should not be an objective, and only 8 from the various disciplines felt it should be only to a small degree. The remaining 110 felt it should be to a moderate or great degree, indicating that this objective received a high priority among all the disciplines. A glance at the "Is Being Met" column indicates that this objective falls short of

being met in the view of faculty from all disciplines.

Only 2 respondents (1 each from Science and Social Science) felt that no. 18 (developing students' ability to interact in groups, with individuals, and with the institution as a whole) should not be an objective, and only 9 (4 of these from Humanities) felt it should to a small degree. The remaining 111 felt it should be to a moderate or great degree, again indicating high priority among all the disciplines. The "Is Being Met" column again shows that the objective is not being met to the degree it should in the view of faculty from all disciplines.

The responses to Statements 15 through 18 are also presented in tables by sex and tenure in Appendix D.

The open admissions policy is a fact of life in the Massachusetts public community college system, and it provides for classrooms full of students with widely divergent abilities and educational backgrounds and, to say the least, a challenging mix for the faculty to successfully teach.

Statements 19 through 22 address the open-door policy.

No. 19. To maintain a policy of open admissions.

The responses to this statement are presented in Figure 19 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	8	7	43	65	123
Percent of Total	6	6	35	53	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	6	27	84	118
Percent of total	1	5	23	71	100

Figure 19. Responses to Statement No. 19.

It is apparent that 88 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting this objective, 94 percent of those responding felt it was being met to such a degree, an increase of 6 percent from the "should be" category.

It appears this is one of the few objectives which is being met adequately in the view of the faculty.

No. 20. To develop meaningful experiences for all who are admitted. The responses to this statement are illustrated in Figure 20 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	8	27	80	116
Percent of total	1	7	23	69	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	36	57	18	113
Percent of total	2	32	50	16	100

Figure 20. Responses to Statement No. 20.

It is apparent that 92 percent of those responding felt this should be an objective to a moderate or great degree. As far as meeting this objective is concerned, 66 percent of those responding felt it was being met to such a degree, a drop of 26 percent from the "should be" category.

In the view of the faculty, it appears that once again the objective is not being met. It should be noted, however, that 10 people did not complete this part for this statement, perhaps indicating a greater than usual degree of uncertainty about what is being done to meet this objective.

No. 21. To develop admissions procedures aimed at potential rather than past assessment. The responses to

this statement are presented in Figure 21 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	11	48	59	120
Percent of total	2	9	40	49	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	6	33	45	35	119
Percent of total	5	28	38	29	100

Figure 21. Responses to Statement No. 21.

As seen in Figure 21, 89 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 67 percent of those responding felt it was being met to such a degree, a drop of 22 percent from the "should be" category.

It appears that this objective also is not being met in the view of the faculty.

No. 22. To provide developmental or remedial programs in basic skills (reading, writing, mathematics) to prevent the open door from becoming a revolving door.

The responses to this statement are illustrated in Figure 22 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	2	25	92	122
Percent of total	2	2	21	75	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	6	33	45	35	119
Percent of total	5	28	38	29	100

Figure 22. Responses to Statement No. 22.

It can be seen that 96 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 67 percent of those responding felt it was being met to such a degree, a drop of 29 percent from the "should be" category. It is interesting to note that while 92 respondents felt this should be an objective to a great degree only 35 felt it was being met to such a degree.

Once again, the objective appears to fall short of being met in the view of the faculty.

All but one of the objectives concerned with the open-door policy were not met to the degree they should in the view of the faculty. This is shown in Table 9 which appears on the next page.

TABLE 9
Open-Door Statements
Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE		OBJECTIVE IS BEING MET	
	Moderate	Great	Moderate	Great
19	43	65	27	84
20	27	80	57	18
21	48	59	56	25
22	25	92	45	35

A glance at the table reveals that the objective of maintaining a policy of open admissions is one that is more than adequately being met in the view of the faculty. This is one of the few times where there is a shift from "moderate" to "great" when comparing what should be with what is.

The other three objectives which are concerned with providing meaningful experiences for those admitted; developing admissions procedures aimed at potential rather than past assessment; and providing developmental or remedial programs in basic skills again fall short of being met as can be seen by Table 9.

Unfortunatly, it is these very objectives which would help to ensure the effectiveness of the open-door policy. Should there not be a concern about the policy's effectiveness in addition to simply maintaining the policy?

The responses to these statements by discipline are shown in Table 10 on the next page.

While 7 respondents felt that maintaining an open admissions policy should not be an objective (2 from Health, 3 from Humanities, and 1 each from Science and Social Science), only one (from Social Science) felt this objective was not being met at all. In all disciplines except one (Social Science), Table 10 shows that more respondents felt the objective was being met to a great degree than the number who felt this should be an objective to such a degree.

Regarding objectives 20 through 22, these received high priority from all the disciplines, with very few respondents who felt that these should not be objectives. Most felt they should be to a moderate or great degree, and again most felt these objectives were not being met to such a degree.

The responses to the open door admissions statements are also presented in tables by sex and tenure in Appendix E.

No. 23. To help students develop positive self-concepts. The responses to this statement appear in Figure 23 on page 80.

TABLE 10
 Open-Door Objectives
 Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
19	Business	0	1	6	10	0	2	2	13
	Health	2	1	14	8	0	4	9	12
	Humanities	3	1	9	12	0	1	3	20
	Science	1	0	12	14	0	0	9	17
	Social Science	1	4	1	17	1	4	5	12
	Miscellaneous	0	1	1	3	0	0	0	4
	Unindicated	0	0	0	1	0	0	0	0
20	Business	0	0	6	11	0	7	7	3
	Health	0	1	3	20	2	5	14	3
	Humanities	1	1	6	15	0	5	13	5
	Science	0	3	8	15	0	9	10	7
	Social Science	0	3	2	17	0	7	8	6
	Miscellaneous	0	0	0	5	0	1	3	0
	Unindicated	0	0	1	0	0	0	0	0
21	Business	0	0	7	10	1	5	9	2
	Health	0	4	8	13	2	6	11	6
	Humanities	0	3	9	11	1	6	9	5
	Science	1	2	13	11	0	4	18	5
	Social Science	1	2	7	13	4	8	6	4
	Miscellaneous	0	1	2	2	1	0	3	1
	Unindicated	0	0	1	0	0	0	0	0
22	Business	0	0	2	15	2	3	5	7
	Health	2	0	4	19	1	7	13	4
	Humanities	0	1	6	18	2	4	9	10
	Science	1	0	9	17	0	7	12	7
	Social Science	0	2	8	13	4	8	5	5
	Miscellaneous	0	0	0	5	0	2	2	1
	Unindicated	0	0	1	0	0	0	0	0

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	9	37	77	123
Percent of total	0	7	30	63	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	33	71	13	119
Percent of total	1.5	28	59.5	11	100

Figure 23. Responses to Statement No. 23.

It can be seen that 93 percent of the respondents felt this should be an objective to a moderate or great degree. As to meeting this objective, 70.5 percent of those responding felt it was being met to such a degree, a drop of 22.5 percent from the "should be" category.

Again, the objective is not being met in the view of the faculty.

The responses to this one statement are not presented in table form by discipline, sex, and tenure. However, no one from any discipline felt this should not be an objective, and only 9 (1 each from Business, Humanities, and Miscellaneous and 3 each from Health and Science) felt it should be to a small degree. The

rest placed it in the "moderate" (39) or "great" (75) categories. With regard to meeting the objective, only 2 (from Social Science) felt it wasn't being met at all, and 33 felt it was only to a small degree. Seventy felt it was being met to a moderate degree, while 14 placed it in the "great degree" category. Again a shift from "great" to "moderate" is evident when comparing what should be and what is.

No male respondents felt this should not be an objective, while 2 felt it should to a small degree. The rest felt it should be to a moderate (13) or great (40) degree. As to meeting the objective, 3 males felt it wasn't being met at all, while 18 felt it was to a small degree. The rest felt it was to a moderate (38) or great (4) degree.

No females felt this should not be an objective, while 6 felt it should to a small degree. The rest felt it should to a moderate (13) or great (40) degree. As to meeting the objective, none felt it was not being met, while 15 felt it was to a small degree. The rest felt it was to a moderate (30) or great (10) degree.

Of the tenured faculty, none felt this should not be an objective, while 5 felt it should to a small degree. The rest felt it should to a moderate (18) or

great (30) degree. As to meeting the objective, 2 felt it wasn't being met at all, and 14 felt it was being met only to a small degree. The rest felt it was being met to a moderate (28) or great (8) degree.

Of the nontenured faculty, none felt this should not be an objective, while 3 felt it should to a small degree. The rest felt it should to a moderate (20) or great (46) degree. As to meeting the objective, 1 felt it wasn't being met at all, and 22 felt it was to a small degree. The rest felt it was being met to a moderate (39) or great (4) degree.

Statements 24 through 36 addressed the areas of community services and continuing education, which are included as components of a comprehensive community college in the discussion presented in Chapter II.

No. 24. To focus resources of the institution on the solution of major social and environmental problems. The responses to this statement are illustrated in Figure 24 which is shown on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	8	46	42	27	123
Percent of total	6.5	37	34	22.5	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	15	69	34	2	120
Percent of total	12.5	57.5	28	2	100

Figure 24. Responses to Statement No. 24.

It can be seen that this objective seemed to be of lower priority in the view of the faculty. Of those responding, 56.5 percent felt it should be an objective to a moderate or great degree. As far as meeting this objective is concerned, 30 percent of those responding felt it was being met to such a degree, a drop of 26.5 percent from the "should be" category.

Once again, the indications are that the objective is not being met in the view of the faculty.

No. 25. To be responsive to regional priorities when considering new educational programs for the institution. The responses to this statement are shown in Figure 25 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	5	42	71	120
Percent of total	2	4	35	59	100

OBJECTIVE IS BEING MET	Not al All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	23	68	23	117
Percent of total	2.5	20	58	19.5	100

Figure 25. Responses to Statement No. 25.

It is apparent that 94 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting the objective, 77.5 percent of those responding felt it was being met to such a degree, a drop of 16.5 percent from the "should be" category.

This objective also falls short of being met in the view of the faculty.

No. 26. To include local citizens in planning college programs that will affect the community.

The responses to this statement are illustrated in Figure 26 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	10	57	53	122
Percent of total	2	8	47	43	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	8	41	48	21	118
Percent of total	6.5	35	40.5	18	100

Figure 26. Responses to Statement No. 26.

As seen in Figure 26, 90 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, however, 58.5 percent of those responding felt it was being met to such a degree, a drop of 31.5 percent from the "should be" category.

It is apparent that this objective falls quite short of being met in the view of the faculty.

No. 27. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities. The responses to this statement are presented in Figure 27 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	7	49	65	121
Percent of total	0	6	40	54	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	11	39	57	8	115
Percent of total	9.5	34	49.5	7	100

Figure 27. Responses to Statement No. 27.

It can be seen that 94 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting the objective, however, 56.5 percent of those responding felt it was being met to such a degree, a drop of 37.5 percent from the "should be" category.

This objective also appears to fall quite short of being met in the view of the faculty.

No. 28. To sponsor each year a rich program of cultural events, lectures, concerts, art exhibits, and the like. The responses to this statement are illustrated in Figure 28 which appears on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	16	59	47	123
Percent of total	1	13	48	38	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	8	52	45	14	119
Percent of total	6.5	43.5	38	12	100

Figure 28. Responses to Statement No. 28.

It is apparent that 86 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting the objective, 50 percent of those responding felt that it was being met to such a degree, a drop of 36 percent from the "should be" category.

Again, the objective falls quite short of being met in the view of the faculty.

No. 29. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis. The responses to this statement are presented in Figure 29 which appears on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	2	12	109	123
Percent of total	0	1.5	10	88.5	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	13	33	74	120
Percent of total	0	11	27	62	100

Figure 29. Responses to Statement No. 29.

As seen in Figure 29, 98.5 percent of the respondents felt this should be an objective to a moderate or great degree. As far as meeting the objective is concerned, 89 percent of those responding felt it was being met to such a degree, a drop of 9.5 percent from the "should be" category. This objective comes closer to being met than most; however, it still falls a little short in the view of the faculty.

No. 30. To promote participation by senior citizens in courses offered by the institution. The responses to this statement are presented in Figure 30 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	6	44	72	122
Percent of total	0	5	36	59	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	5	34	48	31	118
Percent of total	4	29	41	26	100

Figure 30. Responses to Statement No. 30.

Figure 30 shows that 95 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting this objective, 67 percent of those responding felt it was being met to such a degree, a drop of 28 percent from the "should be" category.

Once again, the objective falls short of being met in the view of the faculty.

No. 31. To promote institutional sponsorship of seminars, conferences, workshops, etc. for high school students, teachers, parents, etc. The responses to this statement are illustrated in Figure 31 which appears on the next page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	16	52	49	120
Percent of total	3	13	43	41	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	21	57	30	9	117
Percent of total	18	48.5	25.5	8	100

Figure 31. Responses to Statement No. 31.

It is apparent that 84 percent of those responding felt this should be an objective to a moderate or great degree. As far as meeting this objective is concerned, however, only 33.5 percent of those responding felt it was being met to such a degree, a substantial drop of 50.5 percent from the "should be" category.

Thus, in the view of the faculty, this objective falls quite short of being met.

No. 32. To promote attendance by persons from the community at selected cultural or recreational events. The responses to this statement are presented in Figure 32 which is shown on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	22	56	42	122
Percent of total	2	18	46	34	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	11	58	35	15	119
Percent of total	9	49	29	13	100

Figure 32. Responses to Statement No. 32.

It can be seen that 80 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting this objective, 42 percent felt it was being met to such a degree, a drop of 38 percent from the "should be" category.

In the view of the faculty, then, this objective falls quite short of being met.

No. 33. To provide release time to faculty members for community services. The responses to this statement are illustrated in Figure 33 which is presented on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	9	24	42	46	121
Percent of total	7	20	35	38	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	49	51	12	7	119
Percent of total	41	43	10	6	100

Figure 33. Responses to Statement No. 33.

As seen in Figure 33, 73 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting the objective, however, only 16 percent of those responding felt that it was being met to such a degree, a substantial drop of 57 percent from the "should be" category.

The indication seems clear that this objective is not being met in the view of the faculty.

No. 34. To develop co-operative institutional/ community planning efforts to identify and meet local needs. The responses to this statement are presented in Figure 34 which appears on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	6	13	57	47	123
Percent of total	5	11	46	38	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	13	67	33	7	120
Percent of total	11	56	27	6	100

Figure 34. Responses to Statement No. 34.

As seen in Figure 34, 84 percent of those responding felt this should be an objective to a moderate or great degree. As far as meeting the objective is concerned, however, only 33 percent of those responding felt it was being met to such a degree, a substantial drop of 51 percent from the "should be" category.

This objective also appears to fall very short of being met in the view of the faculty.

No. 35. To increase the number of off-campus persons served by institutional extension services.
The responses to this statement are illustrated in Figure 35 which is presented on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	7	19	47	45	118
Percent of total	6	16	40	38	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	11	52	40	11	114
Percent of total	9.5	46	35	9.5	100

Figure 35. Responses to Statement No. 35.

It can be seen that 78 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting the objective, however, 44.5 percent felt it was being met to such a degree, a drop of 33.5 percent from the "should be" category.

Again, the objective falls short of being met in the view of the faculty, though not to the extent that some of the others concerned with community services did. It should be noted that 9 persons did not complete this part for this statement, perhaps indicating a greater than usual degree of uncertainty as to whether the objective is, in fact, being met.

No. 36. To provide the community with courses and/or programs that stimulate imagination, foster

creativity, and make lifelong learning feasible. The responses to this statement appear in Figure 36 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	6	32	80	121
Percent of total	2	5	27	66	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	6	36	60	16	118
Percent of total	5	30.5	50.5	14	100

Figure 36. Responses to Statement No. 36.

Figure 36 shows that 93 percent of those responding felt this should be an objective to a moderate or great degree. As far as meeting this objective is concerned, 64.5 percent of those responding felt it was being met to such a degree, a drop of 28.5 percent from the "should be" category.

Once again, the objective falls short of being met in the view of the faculty.

In summary, in the areas of community services and continuing education particularly, some objectives fall very far from being met in the view of the faculty; and none of them appear to be met satisfactorily. This is shown in Table 11 on the next page.

TABLE 11

Community Service and
Continuing Education Statements

Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE		OBJECTIVE IS BEING MET	
	Moderate	Great	Moderate	Great
24	42	27	34	2
25	42	71	68	23
26	57	53	48	21
27	49	65	57	8
28	59	47	45	14
29	12	109	33	74
30	44	72	48	31
31	52	49	30	9
32	56	42	35	15
33	42	46	12	7
34	57	47	33	7
35	47	45	40	11
36	32	80	60	16

It seems apparent that objectives no. 31 (sponsoring seminars, conferences, workshops, etc. for high school students, teachers, parents, etc.); no. 33 (providing release time to faculty for community service); and no. 34 (developing co-operative institutional/community planning efforts to identify and meet local needs) appear to fall very short of being met in the view of the faculty.

The responses to these statements by discipline are shown in Table 12 on pages 98 and 99.

Objective no. 24 (focusing resources of the institution on the solution of major social and environmental

TABLE 12
 Community Service and Continuing Education Objectives
 Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
24	Business	0	9	6	2	0	11	6	0
	Health	1	8	12	4	2	15	7	1
	Humanities	3	7	8	7	6	10	9	0
	Science	3	11	10	3	4	15	8	0
	Social Science	1	4	5	13	4	12	5	1
	Miscellaneous	0	3	1	1	0	3	1	0
	Unindicated	0	0	1	0	0	0	0	0
25	Business	0	1	7	9	0	5	8	4
	Health	0	1	4	20	1	4	16	4
	Humanities	2	1	12	8	1	1	16	5
	Science	0	2	9	16	1	2	19	5
	Social Science	1	0	4	18	2	7	11	2
	Miscellaneous	0	0	1	4	0	0	2	2
	Unindicated	0	0	0	1	0	0	0	0
26	Business	0	3	5	9	1	6	3	7
	Health	0	2	14	9	0	9	12	3
	Humanities	1	2	13	8	3	8	10	2
	Science	0	3	14	10	3	9	10	5
	Social Science	0	4	10	9	0	7	10	4
	Miscellaneous	0	0	3	2	0	3	2	0
	Unindicated	0	0	1	0	0	0	0	0
27	Business	0	1	10	6	2	6	6	3
	Health	0	5	6	14	2	7	11	2
	Humanities	0	0	12	13	2	11	12	0
	Science	0	1	13	13	3	7	14	2
	Social Science	0	7	7	9	1	8	10	2
	Miscellaneous	0	0	1	3	0	2	2	0
	Unindicated	0	0	0	1	0	0	0	0
28	Business	0	2	8	7	0	5	8	4
	Health	1	5	13	6	1	11	9	3
	Humanities	0	0	12	13	2	10	11	2
	Science	0	6	13	8	3	14	8	1
	Social Science	0	2	6	15	4	7	10	1
	Miscellaneous	0	0	3	2	0	2	2	1
	Unindicated	0	0	1	0	0	0	0	0

TABLE 12 (Continued)
 Community Service and Continuing Education Objectives
 Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
34	Business	1	2	9	5	1	10	4	2
	Health	1	2	10	12	2	14	5	3
	Humanities	1	5	12	7	4	14	5	2
	Science	3	4	13	7	6	14	7	0
	Social Science	1	1	8	13	3	13	5	0
	Miscellaneous	0	0	3	2	0	2	3	0
	Unindicated	0	0	1	0	0	0	0	0
35	Business	1	2	6	8	2	7	6	2
	Health	1	4	12	6	1	12	6	3
	Humanities	1	5	11	7	2	13	6	3
	Science	4	5	11	6	4	14	8	0
	Social Science	0	2	7	14	3	10	6	3
	Miscellaneous	0	1	1	2	0	1	2	0
	Unindicated	0	0	0	1	0	0	0	0
36	Business	0	0	9	8	1	4	9	3
	Health	0	1	8	16	1	7	11	5
	Humanities	0	0	7	18	0	10	12	3
	Science	1	5	5	16	3	9	15	0
	Social Science	2	0	9	11	1	9	10	1
	Miscellaneous	0	0	0	5	0	1	3	1
	Unindicated	0	0	0	1	0	0	0	0

problems) received a lower priority than the other objectives in this section with 8 respondents who felt this should not be an objective (1 each from Health and Social Sciences and 3 each from Humanities and Science).

Other objectives of lower priority included no. 33 (providing release time to faculty for community service) with 2 each from Business and Humanities and 3 from Science who felt this should not be an objective. Also, no. 34 (developing co-operative institution/community planning efforts to identify and meet local needs) was lower in priority with 1 each from Business, Health, Humanities, and Social Sciences and 3 from Science who felt this should not be an objective.

Finally, objective no. 35 (increasing the number of off-campus persons served by institutional extension services) received a lower priority with 1 each from Business, Health, and Humanities, and 4 from Science who felt this should not be an objective.

All the objectives in this section fall short of being met in the view of the faculty, even though some received lower priority, except no. 25 (being responsive to regional priorities when considering new educational programs) which is being met in the view of faculty from one discipline. Twenty respondents from the

Humanities discipline felt this should be an objective to a moderate or great degree, while 21 Humanities respondents felt this objective is being met to such a degree, an increase of 1.

The shift from "great" to "moderate" can again be seen overall for the objectives in this section when comparing what should be with what is.

The responses to these objectives are also presented in tables by sex and tenure in Appendix F.

Statements 37 and 38 were concerned with personal goals, whether pertaining to general education, transfer programs, career education, etc.

No. 37. To help students identify their own personal goals. The responses to this statement appear in Figure 37 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	6	33	84	123
Percent of total	0	5	27	68	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	35	66	14	118
Percent of total	2	30	56	12	100

Figure 37. Responses to Statement No. 37.

As seen in Figure 37, 95 percent of the respondents felt this should be an objective to a moderate or great degree. As to meeting this objective, 68 percent of those responding felt it was being met to such a degree, a drop of 27 percent from the "should be" category.

This objective apparently is not being met in the view of the faculty.

No. 38. To help students develop means of achieving their personal goals. The responses to this statement appear in Figure 38 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	3	31	88	122
Percent of total	0	3	25	72	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	2	36	61	19	118
Percent of total	2	31	51	16	100

Figure 38. Responses to Statement No. 38.

It is apparent that 97 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting the objective, 67 percent of those responding felt it was being met to such a degree, a drop of 30 percent from the "should be" category.

This objective also falls short of being met in the view of the faculty.

As shown in Table 13 below, both objectives 37 and 38 are not being met when comparing what should be and what is.

TABLE 13
Statements 37 and 38
Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE		OBJECTIVE IS BEING MET	
	Moderate	Great	Moderate	Great
37	33	84	66	14
38	31	88	61	19

The table shows the familiar shift from "great" to "moderate" which has been evident for so many of the objectives when comparing what should be with what is.

The responses to these statements by discipline are shown in Table 14 on the next page.

Both objectives were of high priority. No one felt that either no. 37 or no. 38 should not be an objective, and most placed both in the "moderate" or "great degree" categories.

Only 5 respondents (1 each from Health, Humanities, and Social Science and 2 from Science) felt that no. 37 (helping students identify their own personal goals)

TABLE 14
 Objectives 37 and 38
 Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
37	Business	0	0	6	11	0	8	5	4
	Health	0	1	8	16	1	6	14	3
	Humanities	0	1	5	19	1	3	19	1
	Science	0	2	9	16	0	7	17	3
	Social Science	0	1	4	18	1	7	13	1
	Miscellaneous	0	0	2	3	0	2	2	0
	Unindicated	0	0	0	1	0	0	0	0
38	Business	0	0	6	11	0	6	7	4
	Health	0	0	8	17	0	8	13	3
	Humanities	0	1	5	19	1	4	15	4
	Science	0	1	8	18	1	7	13	6
	Social Science	0	2	4	17	1	7	13	1
	Miscellaneous	0	0	0	5	0	2	3	0
	Unindicated	0	0	0	1	0	0	0	0

should be an objective to a small degree.

With regard to no. 38 (helping students develop means of achieving their personal goals), only 4 respondents (1 each from Humanities and Science and 2 from Social Science) felt this should be an objective to a small degree.

The responses to these objectives are also presented in tables by sex and tenure in Appendix G.

Statements 39 through 44 were concerned with career education, another component of a comprehensive community college as discussed in Chapter II.

No. 39. To develop educational programs geared to new and emerging career fields. The responses to this statement appear in Figure 39 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	7	25	90	122
Percent of total	0	6	20	74	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	5	33	63	18	119
Percent of total	4	28	53	15	100

Figure 39. Responses to Statement No. 39.

As seen in Figure 39, 94 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 68 percent of those responding felt it was being met to such a degree, a drop of 26 percent from the "should be" category.

Again, the objective falls short of being met in the view of the faculty. It is interesting to note that while 90 respondents felt this should be an objective to a great degree, only 18 felt it was being met to such a degree.

No. 40. To provide opportunities for students to prepare for specific occupational careers, e.g., nursing, accounting, engineering, etc. The responses to this statement appear in Figure 40 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	3	14	106	123
Percent of total	0	2	12	86	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	7	44	69	120
Percent of total	0	6	37	57	100

Figure 40. Responses to Statement No. 40.

Figure 40 shows that 98 percent of the respondents felt this should be an objective to a moderate or great degree. As to meeting this objective, 94 percent of those responding felt it was being met to such a degree, a slight drop of 4 percent from the "should be" category.

This objective appears to have been met to a greater degree than most of the others in the view of the faculty.

No. 41. To assist students in deciding upon a career. The responses to this statement appear in Figure 41 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	3	34	85	123
Percent of total	1	2	28	69	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	28	61	28	120
Percent of total	3	23	51	23	100

Figure 41. Responses to Statement 41.

It can be seen that 97 percent of the respondents felt this should be an objective to a moderate or great degree. As far as meeting the objective is concerned, 74 percent of those responding felt it was being met to such a degree, a drop of 23 percent from the "should be"

category. This objective also falls short of being met in the view of the faculty.

No. 42. To work with area vocational schools to develop, where appropriate, jointly sponsored occupational programs. The responses to this statement are shown in Figure 42 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	4	22	46	48	120
Percent of total	3.3	18.3	38.3	40	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	25	53	32	8	118
Percent of total	21	45	27	7	100

Figure 42. Responses to Statement No. 42.

It is apparent that 78.3 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 34 percent felt it was being met to such a degree, a drop of 44.3 percent from the "should be" category.

This objective falls far short of being met in the view of the faculty.

No. 43. To provide retraining opportunities for individuals whose job skills have become out of date.

The responses to this statement are presented in Figure 43 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	6	46	68	121
Percent of total	1	5	38	56	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	12	54	38	14	118
Percent of total	10	46	32	12	100

Figure 43. Responses to Statement No. 43.

It can be seen that 94 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting the objective, 44 percent of those responding felt it was being met to such a degree, a drop of 50 percent from the "should be" category.

This objective falls quite short of being met in the view of the faculty.

No. 44. To co-ordinate with appropriate professional, health, human services, and technical groups by providing the technical training necessary for students to enter into these fields. The responses to this

statement are illustrated in Figure 44 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	5	39	76	121
Percent of total	1	4	32	63	100

OBJECTIVE IS BEING MET	Not a All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	1	30	54	32	117
Percent of total	1	26	46	27	100

Figure 44. Responses to Statement No. 44.

As seen in Figure 44, 95 percent of those responding felt this should be an objective to a moderate or great degree. As far as meeting this objective is concerned, 73 percent of those responding felt it was being met to such a degree, a drop of 22 percent from the "should be" category.

This objective also appears to fall short of being met, though not as drastically, it would seem, as nos. 42 and 43.

With regard to career education, then, it would appear that none of the objectives are being met to the degree they should in the view of the faculty. This is shown in Table 15 on the next page.

TABLE 15
 Career Education Statements
 Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE		OBJECTIVE IS BEING MET	
	Moderate	Great	Moderate	Great
39	29	90	63	18
40	14	106	44	69
41	34	85	61	28
42	46	48	32	8
43	46	68	38	14
44	39	76	54	32

The greatest disparity between what should be and what is appears to be in the areas of working with vocational schools to develop jointly sponsored occupational programs and in providing retraining opportunities for individuals whose job skills have become out of date (nos. 42 and 43). Also, in all cases, a shift is seen from the "great" to "moderate" categories, indicating that though some of the respondents felt the objectives were being met, they were not being met to the degree they should.

The responses to these statements by discipline are shown in Table 16 which appears on the following page.

As can be seen from the table, these objectives all received high priority with the exception of one.

TABLE 16
 Career Education Objectives
 Responses by Discipline

Objective No.	Discipline	Should Be Objective				Objective Is Being Met			
		1	2	3	4	1	2	3	4
39	Business	0	0	4	13	1	8	5	3
	Health	0	1	5	19	1	8	12	3
	Humanities	0	2	4	18	0	4	15	5
	Science	0	1	8	18	1	4	18	4
	Social Science	1	2	3	17	2	3	8	9
	Miscellaneous	0	0	1	4	0	1	4	0
	Unindicated	0	0	0	1	0	0	0	0
40	Business	0	1	1	15	0	3	6	8
	Health	0	0	2	23	0	1	8	15
	Humanities	0	1	3	21	0	0	10	15
	Science	0	0	6	21	0	1	11	15
	Social Science	0	1	1	19	0	4	8	8
	Miscellaneous	0	0	2	3	0	0	3	2
	Unindicated	0	0	0	1	0	0	0	0
41	Business	0	0	2	15	1	6	8	2
	Health	0	2	8	14	0	6	8	9
	Humanities	1	0	8	15	0	5	11	8
	Science	0	1	11	15	1	4	20	2
	Social Science	0	0	2	11	0	4	6	2
	Miscellaneous	0	0	1	4	0	0	4	1
	Unindicated	0	0	0	1	0	0	0	0
42	Business	0	4	5	8	5	7	2	3
	Health	1	2	12	9	6	9	6	2
	Humanities	1	5	10	7	4	10	8	1
	Science	1	9	9	8	8	12	7	0
	Social Science	1	1	4	7	1	7	4	0
	Miscellaneous	0	0	1	3	0	2	1	1
	Unindicated	0	0	0	0	0	0	0	0
43	Business	0	1	6	10	1	9	3	4
	Health	0	0	12	12	6	10	4	3
	Humanities	1	1	9	12	2	8	10	2
	Science	0	4	9	14	2	12	10	3
	Social Science	0	0	5	8	0	4	7	1
	Miscellaneous	0	0	2	3	0	4	1	0
	Unindicated	0	0	0	0	0	0	0	0
44	Business	0	1	5	11	0	7	5	5
	Health	0	0	6	17	0	6	7	3
	Humanities	0	0	10	13	0	2	12	3
	Science	1	2	11	13	1	6	17	3
	Social Science	0	1	2	10	0	4	5	2
	Miscellaneous	0	0	2	3	0	0	3	1
	Unindicated	0	0	0	1	0	0	0	0

This was no. 42 (working with area vocational schools to develop, where appropriate, jointly sponsored occupational programs). Four respondents felt this should not be an objective at all (one each from Health, Humanities, Science, and Social Science). Also, 21 respondents felt this should be an objective only to a small degree (4 from Business, 2 from Health, 5 from Humanities, 9 from Science and 1 from Social Science).

Objective no. 40 (providing opportunities for students to prepare for specific occupations, e.g., nursing, accounting, engineering, etc.) comes close to being met in the view of the Business, Health, Science, and Social Science faculty. It is being met in the view of the faculty in the Miscellaneous category, and it is being met more than adequately in the view of the Humanities faculty, seen, of course, with a shift from the "great" to "moderate" categories.

Objective 41 (assisting students in deciding upon a career) comes close to being met in the view of the Humanities and Science faculties and is being met in the view of the Miscellaneous faculty, also, however, showing the shift from "great" to "moderate."

Objective 44 (co-ordinating with appropriate professional health, human services, and technical groups

This was no. 42 (working with area vocational schools to develop, where appropriate, jointly sponsored occupational programs). Four respondents felt this should not be an objective at all (one each from Health, Humanities, Science, and Social Science). Also, 21 respondents felt this should be an objective only to a small degree (4 from Business, 2 from Health, 5 from Humanities, 9 from Science and 1 from Social Science).

Objective no. 40 (providing opportunities for students to prepare for specific occupations, e.g., nursing, accounting, engineering, etc.) comes close to being met in the view of the Business, Health, Science, and Social Science faculty. It is being met in the view of the faculty in the Miscellaneous category, and it is being met more than adequately in the view of the Humanities faculty, seen, of course, with a shift from the "great" to "moderate" categories.

Objective 41 (assisting students in deciding upon a career) comes close to being met in the view of the Humanities and Science faculties and is being met in the view of the Miscellaneous faculty, also, however, showing the shift from "great" to "moderate."

Objective 44 (co-ordinating with appropriate professional health, human services, and technical groups

by providing the technical training necessary for students to enter into these fields) comes close to being met in the view of the Humanities, Science, Social Science, and Miscellaneous faculty. Again the shift from "great" to "moderate" is seen.

The responses to these objectives are also presented in tables by sex and tenure in Appendix H.

Statements 45 through 48 were concerned with flexibility. It would seem that if a community college is to be comprehensive and provide the components discussed thus far, a certain degree of flexibility is necessary.

No. 45. To develop within the resource capabilities of the college appropriate programs for all types of exceptional students. The responses to this statement appear in Figure 45 below.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	3	24	44	49	120
Percent of total	2	20	37	41	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	16	55	36	7	114
Percent of total	14	48	32	6	100

Figure 45. Responses to Statement No. 45.

Figure 45 shows that 78 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting this objective, 38 percent of those responding felt it was being met to such a degree, a drop of 40 percent from the "should be" category. There was also a definite shift from the "great" to "moderate" category as only 7 felt the objective was being met to a great degree, while 49 felt it should be an objective to such a degree.

This objective also falls short of being met in the view of the faculty. It is interesting to note that 9 persons left this part blank for this statement, a larger than usual number, perhaps indicating a greater than usual degree of uncertainty among the faculty as to just what is being done at present to meet this objective.

No. 46. To encourage participation of nontraditional students in institutional programs and activities.

The responses to this statement are illustrated in Figure 46 which is presented on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	0	15	44	62	121
Percent of total	0	12.3	36.3	51.3	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	12	42	47	15	116
Percent of total	10	36	41	13	100

Figure 46. Responses to Statement No. 46

It is apparent that 87.6 percent of those responding felt this should be an objective to a moderate or great degree. As to meeting this objective, 54 percent of those responding felt it was being met to such a degree, a drop of 33.6 percent from the "should be" category.

This objective also falls short of being met in the view of the faculty.

No. 47. To experiment with new approaches to individualized instruction such as tutorials and students planning their own programs. The responses to this statement appear in Figure 47 which is presented on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	4	19	48	50	121
Percent of total	3	16	40	41	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	16	50	39	12	117
Percent of total	14	43	33	10	100

Figure 47. Responses to Statement No. 47.

It is apparent that 81 percent of those responding felt this should be an objective to a moderate or great degree. With regard to meeting this objective, 43 percent of those responding felt it was being met to such a degree, a drop of 38 percent from the "should be" category.

Once again, the objective falls short of being met in the view of the faculty.

No. 48. To provide flexibility in scheduling classes, i.e., 4 to 7 o'clock and weekend classes in order to serve persons from the community wishing to take courses at the college. The responses to this statement appear in Figure 48 on the following page.

SHOULD BE OBJECTIVE	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	5	17	35	64	121
Percent of total	4	14	29	53	100

OBJECTIVE IS BEING MET	Not at All	Small Degree	Moderate Degree	Great Degree	TOTAL
Responses	28	48	28	14	118
Percent of total	24	40	24	12	100

Figure 48. Responses to Statement No. 48.

It can be seen that 82 percent of those responding felt this should be an objective to a moderate or great degree. As far as meeting this objective is concerned, 36 percent felt it was being met to such a degree, a drop of 46 percent from the "should be" category.

This objective also appears to fall quite short of being met in the view of the faculty.

With regard to flexibility, then, all objectives concerning this area were not met as shown in Table 17 which appears on the next page. The objective concerning flexibility with regard to scheduling classes in the late afternoon and on weekends for the convenience of persons from the community who need to come at these times fell particularly short of being met. As far as

TABLE 17
Flexibility Statements
Comparison of What Should Be and What Is

Objective No.	SHOULD BE AN OBJECTIVE		OBJECTIVE IS BEING MET	
	Moderate	Great	Moderate	Great
45	49	49	36	7
46	44	62	47	15
47	48	50	39	12
48	35	64	28	14

developing programs for exceptional students is concerned, there seems to be greater uncertainty about what is being done to meet this objective than for the other objectives in this section.

The responses to these statements by discipline are shown in Table 18 on the next page.

Of the four flexibility statements, no. 46 (encouraging participation of nontraditional students in institutional programs and activities) received the highest priority. No one felt this shouldn't be an objective, and only 14 felt it should to a small degree (7 from Science, 3 from Health, 2 from Humanities, and 1 each from Business and Miscellaneous).

As can be seen from Table 18, all these objectives fall short of being met in the view of faculty from all disciplines.

The responses to these objectives are also presented in tables by sex and tenure in Appendix I.

Summary

In this chapter, we have discussed the responses for each of the objective statements included in the study, indicating which of these were being met in the view of the faculty as a whole and also by discipline.

Chapter V will include a discussion of the results and also suggestions for further research.

C H A P T E R V

DISCUSSION OF RESULTS, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The conclusions drawn from the study attempted in this dissertation will be discussed in this chapter as they related to the two research questions posed. In addition, the chapter will offer recommendations for further research.

The literature related to the concept of the comprehensive community college was discussed in Chapter II and involved the elements of general education, transfer programs, career programs, continuing education, and community services, as well as the open-door policy which is a reality in the Massachusetts community college system, and the obvious need for flexibility.

All these areas were addressed in the objective statements included in the questionnaire in an effort to answer the following research questions posed by the author:

1. How do the full-time faculty of the Massachusetts public community colleges perceive the role(s) of the community college in Massachusetts public higher education?

2. Do the full-time faculty feel that the perceived role(s) of the public community college is being fulfilled?

Results of the Study

The following discussion will attempt to answer the research questions in the light of the data collected.

Research Question One: How do the full-time faculty of the Massachusetts public community colleges perceive the role(s) of the community college in Massachusetts public higher education? The responses indicate that the faculty do perceive the role of the community college in Massachusetts public higher education to be comprehensive in nature. All of the questionnaire statements in the areas of general education, transfer programs, career education, continuing education, community services, the open-door policy, and flexibility were seen by the faculty as objectives of a community college system.

Those which received highest priority included:

- No. 3. To teach students methods of problem definition and solution.

- No. 4. To instill in students a lifelong commitment to learning.
- No. 5. To ensure that students who graduate have achieved some level of reading comprehension.
- No. 8. To help students develop a sense of self-worth.
- No. 10. To help students develop a sense of self-confidence.
- No. 13. To improve the quality of transfer programs.
- No. 20. To develop meaningful experiences for all who are admitted.
- No. 22. To provide developmental or remedial programs in basic skills (reading, writing, mathematics) to prevent the open door from becoming a revolving door.
- No. 23. To help students develop positive self-concepts.
- No. 25. To be responsive to regional priorities when considering new educational programs for the institution.
- No. 27. To help people from disadvantaged communities acquire knowledge and skills

they can use in improving conditions in their own communities.

- No. 29. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis.
- No. 30. To promote participation by senior citizens in courses offered by the institution.
- No. 36. To provide the community with courses and/or programs that stimulate imagination, foster creativity, and make lifelong learning feasible.
- No. 38. To help students develop means of achieving their personal goals.
- No. 39. To develop educational programs geared to new and emerging career fields.
- No. 40. To provide opportunities for students to prepare for specific occupational careers, e.g., nursing, accounting, engineering, etc.
- No. 41. To assist students in deciding upon a career.
- No. 43. To provide retraining opportunities for individuals whose job skills have become out of date.

No. 44. To co-ordinate with appropriate professional, health, human services, and technical groups by providing the technical training necessary for students to enter into these fields.

It is apparent that these objectives touch upon all elements of a comprehensive community college which have been mentioned and that the faculty perceive the role of the public community college in Massachusetts public higher education to be a comprehensive one, offering many things to many people.

As to how well the public community colleges are delivering these offerings, the following discussion will attempt to answer the next research question from the data collected.

Research Question Two: Do the full-time faculty feel that the perceived role(s) of the public community colleges is being fulfilled? Seventeen of the 21 objectives of high priority previously listed are being met not at all or only to a small degree in the view of at least 30 respondents (24 percent) or more.

The remaining 4 also fall short of being met in the view of the faculty, though not by such a high percentage. These were nos. 8, 25, 29, and 40.

The only areas where the faculty do perceive that the objectives are being met include the following which were of lower priority:

No. 6. To carry on a broad and vigorous program of extracurricular activities and events for students.

No. 7. To carry on a broad and vigorous program of recreational activities and events for students.

No. 19. To maintain a policy of open admissions.

It would appear that the faculty do not perceive that the role of the public community college in Massachusetts is being fulfilled with regard to the objectives to which they gave highest priority. In fact, all the objectives except the three mentioned above fall short of being met in the view of the faculty.

Conclusions

The faculty do perceive the public community colleges as having a comprehensive role to fulfill, attempting to be a number of things to a number of people. Even though it has been said that this is an impossible task and that one institution cannot perform all these missions even though they all need doing (Slutsky, 1978), the faculty apparently feel that this is what a public community

college should be doing. As to how well it is being done, it would appear that the faculty perceive that the public community colleges are not doing it well enough as the objectives included in this study all fall short of being met, except for three, in the view of the faculty.

Recommendations for Further Research

The full-time teaching faculty in the Massachusetts public community college system comprised the population for this study.

Perhaps a similar study could be done using the administrators in the system as the population to be studied. The results could then be compared to see whether there was agreement on what should indeed be the objectives of a community college system.

In addition, a comparison could then be made of the administrators' views as to whether the objectives are being met.

If such a study indicated a significant correlation between the two groups, perhaps the next step might be further research into why the objectives are not being met. Some of the reasons suggested by faculty in the "Comments" section of the questionnaire included budgetary

constraints, lack of self-autonomy, and heavy faculty workloads.

Finally, now that a new Board of Regents of Higher Education has been created and the Massachusetts Board of Regional Community Colleges will cease to function, further research might be done to compare the objectives of this study which come for the most part from the Goals and Objectives Statement of the Massachusetts Board of Regional Community Colleges (1973) with whatever objectives may be forthcoming for public community colleges from the new Board.

Concluding Statement

This study represents an effort to focus upon the role of the public community college in the system of public higher education in Massachusetts. Faculty, for perhaps the first time, were asked to look at the objectives of a public community college system and express their views as to whether these were proper objectives and whether they were actually being fulfilled.

The magnitude of the task set before the Massachusetts public community colleges was perhaps brought home to them for the first time.

Indeed, these institutions of higher learning are expected to do many things for many people and are a vital segment of the system without which many residents of this Commonwealth would be deprived of quality higher education at an affordable price for whatever their pursuits in life may be!

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APPENDIX A

Questionnaire

A FACULTY PERSPECTIVE OF THE ROLE OF THE COMMUNITY
COLLEGE IN MASSACHUSETTS PUBLIC HIGHER EDUCATION

There are two parts to this questionnaire. The first part requests background information which will be used to characterize our sample of respondents. The anonymity of the responses will be preserved. Your name is requested so that you will not receive a follow-up reminder which will be sent to nonrespondents.

PART I

Name: _____ Tenured: Yes _____ No _____ Sex: _____

Name of College: _____ Number of Years Teaching Experience
in the Community College System: _____

Teaching Discipline: _____

PART II

Listed below are objectives which a community college system might have. For each objective, please indicate in Column 1 the degree to which you think a community college should have the objective. To make this rating, please circle the appropriate number on the following scale:

- 1 = Not at All
- 2 = To a Small Degree
- 3 = To a Moderate Degree
- 4 = To a Great Degree

Then, using the same procedure, indicate in Column 2 the extent to which you think the Massachusetts Community College System is meeting these objectives.

	<u>Column 1</u>	<u>Column 2</u>
1. To teach students methods of scholarly inquiry.	1 2 3 4	1 2 3 4
2. To teach students methods of scientific research.	1 2 3 4	1 2 3 4
3. To teach students methods of problem definition and solution.	1 2 3 4	1 2 3 4
4. To instill in students a lifelong commitment to learning..	1 2 3 4	1 2 3 4
5. To ensure that students who graduate have achieved some level of reading comprehension.	1 2 3 4	1 2 3 4

Please turn over.

	Column 1				Column 2			
1 = Not at All								
2 = To a Small Degree								
3 = To a Moderate Degree								
4 = To a Great Degree								
6. To carry on a broad and vigorous program of extracurricular activities and events for students.	1	2	3	4	1	2	3	4
7. To carry on a broad and vigorous program of recreational activities and events for students.	1	2	3	4	1	2	3	4
8. To help students develop a sense of self-worth.	1	2	3	4	1	2	3	4
9. To encourage students to become conscious of the important moral issues of our time.	1	2	3	4	1	2	3	4
10. To help students develop a sense of self-confidence.	1	2	3	4	1	2	3	4
11. To define and clarify the role of general education in community college curricula.	1	2	3	4	1	2	3	4
12. To encourage students to be concerned about the welfare of all mankind.	1	2	3	4	1	2	3	4
13. To improve the quality of transfer programs.	1	2	3	4	1	2	3	4
14. To participate in a network of colleges through which students, according to plan, may study on several campuses at several levels during their undergraduate years.	1	2	3	4	1	2	3	4
15. To increase the desire and ability of students to undertake self-directed learning.	1	2	3	4	1	2	3	4
16. To provide educational experiences relevant to the evolving interests of Blacks, Hispanics, and American Indians.	1	2	3	4	1	2	3	4
17. To help students understand and respect people from diverse backgrounds and cultures.	1	2	3	4	1	2	3	4
18. To develop students' ability to interact in groups, with individuals, and with the institution as a whole.	1	2	3	4	1	2	3	4
19. To maintain a policy of open admissions.	1	2	3	4	1	2	3	4
20. To develop meaningful experiences for all who are admitted.	1	2	3	4	1	2	3	4

1 = Not at All
 2 = To a Small Degree
 3 = To a Moderate Degree
 4 = To a Great Degree

Column 1 Column 2

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 21. To develop admissions procedures aimed at potential rather than past assessment. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 22. To provide developmental or remedial programs in basic skills (reading, writing, mathematics) to prevent the open door from becoming a revolving door. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 23. To help students develop positive self-concepts. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 24. To focus resources of the institution on the solution of major social and environmental problems. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 25. To be responsive to regional priorities when considering new educational programs for the institution. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 26. To include local citizens in planning college programs that will affect the community. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 27. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 28. To sponsor each year a rich program of cultural events, lectures, concerts, art exhibits, and the like. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 29. To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 30. To promote participation by senior citizens in courses offered by the institution. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 31. To promote institutional sponsorship of seminars, conferences, workshops, etc. for high school students, teachers, parents, etc. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 32. To promote attendance by persons from the community at selected cultural or recreational events. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 33. To provide release time to faculty members for community service. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 34. To develop co-operative institutional/community planning efforts to identify and meet local needs. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 35. To increase the number of off-campus persons served by institutional extension services. | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

1
3
3

Please turn over.

	<u>Column 1</u>	<u>Column 2</u>
1 = Not at All		
2 = To a Small Degree		
3 = To a Moderate Degree		
4 = To a Great Degree		
36. To provide the community with courses and/or programs that stimulate imagination, foster creativity, and make lifelong learning feasible.	1 2 3 4	1 2 3 4
37. To help students identify their own personal goals.	1 2 3 4	1 2 3 4
38. To help students develop means of achieving their personal goals.	1 2 3 4	1 2 3 4
39. To develop educational programs geared to new and emerging career fields.	1 2 3 4	1 2 3 4
40. To provide opportunities for students to prepare for specific occupational careers, e.g., nursing, accounting, engineering, etc.	1 2 3 4	1 2 3 4
41. To assist students in deciding upon a career.	1 2 3 4	1 2 3 4
42. To work with area vocational schools to develop, where appropriate, jointly sponsored occupational programs.	1 2 3 4	1 2 3 4
43. To provide retraining opportunities for individuals whose job skills have become out of date.	1 2 3 4	1 2 3 4
44. To co-ordinate with appropriate professional, health, human services, and technical groups by providing the technical training necessary for students to enter into these fields.	1 2 3 4	1 2 3 4
45. To develop within the resource capabilities of the college appropriate programs for all types of exceptional students.	1 2 3 4	1 2 3 4
46. To encourage participation of nontraditional students in institutional programs and activities.	1 2 3 4	1 2 3 4
47. To experiment with new approaches to individualized instruction such as tutorials and students planning their own programs.	1 2 3 4	1 2 3 4
48. To provide flexibility in scheduling classes, i.e., 4 to 7 o'clock and weekend classes in order to serve persons from the community wishing to take courses at the college.	1 2 3 4	1 2 3 4

Comments:

Thank you for your participation.

APPENDIX B

General Education Statements
Responses by Sex and Tenure

TABLE 19
General Education Objectives
Responses by Sex

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	TENURED								NONTENURED							
1	0	8	32	21	4	23	27	6	0	7	29	23	3	26	21	6
2	2	6	25	29	5	25	20	10	3	21	22	13	10	24	19	2
3	0	2	23	38	2	19	36	6	0	2	10	47	1	19	31	2
4	0	17	9	37	7	30	24	2	0	3	18	38	4	18	26	7
5	1	1	14	44	1	22	25	12	1	4	7	47	3	19	24	8
6	2	12	29	19	7	21	23	11	1	22	30	6	2	21	23	11
7	3	12	25	22	9	19	28	6	1	29	24	5	4	26	18	8
8	0	4	22	37	4	17	30	12	0	2	10	47	0	11	29	16
9	0	2	16	45	2	18	27	16	1	9	18	31	2	23	24	7
10	0	1	23	38	3	20	26	13	0	2	13	44	1	10	34	10
11	3	6	25	27	10	28	18	5	1	5	19	32	4	20	23	6
12	3	7	24	28	8	29	17	8	0	5	22	32	4	23	23	5

TABLE 20
 General Education Objectives
 Responses by Tenure

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	TENURED		NONTENURED		TENURED		NONTENURED		TENURED		NONTENURED		TENURED		NONTENURED	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	0	5	21	27	6	17	23	7	0	6	32	31	4	26	28	8
2	0	11	17	25	5	17	21	10	5	11	22	32	6	30	20	9
3	0	1	22	31	3	12	33	5	0	3	14	53	0	23	37	5
4	3	7	25	19	5	20	25	3	1	11	16	42	6	33	26	2
5	2	1	14	37	1	12	30	11	0	3	11	53	3	20	29	10
6	1	14	25	14	1	17	22	13	1	19	34	15	5	23	28	11
7	1	20	19	14	1	20	24	6	2	20	26	22	7	24	27	10
8	0	6	14	34	3	17	21	12	1	2	22	45	4	19	33	11
9	0	5	15	33	3	16	14	20	1	8	20	41	3	27	26	11
10	0	2	17	35	3	12	25	14	0	1	21	47	1	19	36	10
11	1	5	18	28	6	21	20	4	3	3	27	35	5	34	24	2
12	1	6	27	19	5	20	23	5	2	7	29	31	9	34	18	4

APPENDIX C

Transfer Objectives

Responses by Sex and Tenure

TABLE 21

Transfer Objectives
Responses by Sex

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>MALE</u>								<u>FEMALE</u>							
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
13	9	19	29	17	21	19	5	0	6	16	37	4	17	24	9	9
14	11	31	18	14	28	18	3	5	20	18	14	19	20	9	3	3

TABLE 22

Transfer Objectives
Responses by Tenure

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>TENURED</u>								<u>NONTENURED</u>							
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
13	7	19	27	8	20	17	8	1	13	23	32	11	25	22	7	7
14	11	24	14	9	28	10	5	3	13	29	23	19	25	16	4	4

APPENDIX D

Objectives 15 through 18
Responses by Sex and Tenure

TABLE 23
 Objectives 15 through 18
 Responses by Sex

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	MALE								FEMALE							
15	4	11	23	24	6	30	22	4	4	9	24	22	7	33	14	2
16	1	12	20	29	5	24	28	5	2	9	28	19	6	29	10	9
17	3	2	21	37	3	27	26	6	2	3	15	39	3	23	23	7
18	1	1	17	43	3	22	27	9	1	6	14	38	1	19	31	5

TABLE 24
Objectives 15 through 18
Responses by Tenure

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>TENURE</u>				<u>NONTENURED</u>											
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
15	2	9	18	25	6	26	16	6	4	9	26	30	6	37	19	4
16	1	7	23	22	3	23	23	3	1	11	24	32	8	32	18	7
17	2	3	17	32	4	17	25	8	3	3	15	49	3	31	27	5
18	0	6	17	31	1	14	34	4	2	1	17	50	3	25	32	6

APPENDIX E

Open-Door Objectives
Responses by Sex and Tenure

TABLE 25
Open-Door Objectives
Responses by Sex

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>MALE</u>															
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
19	2	2	18	40	2	13	18	29	3	6	23	27	0	5	15	36
20	0	2	11	49	1	13	27	21	1	6	12	37	1	16	27	9
21	1	7	24	30	4	20	29	9	1	4	25	29	7	12	25	12
22	0	7	25	30	6	25	20	11	1	2	12	44	3	15	24	15
	<u>FEMALE</u>															

TABLE 26
Open-Door Objectives
Responses by Tenure

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>TENURED</u>				<u>NONTENURED</u>											
19	2	2	17	33	0	7	19	28	2	5	24	38	2	7	19	38
20	1	1	7	42	0	8	17	26	0	2	14	51	2	14	34	14
21	0	11	25	16	4	17	23	6	2	5	32	30	4	21	30	12
22	2	6	21	23	6	15	21	9	0	8	24	37	7	27	23	10

APPENDIX F

Community-Service and Continuing-Education Objectives
Responses by Sex and Tenure

TABLE 27

Community Service and Continuing Education Objectives
Responses by Sex

Objective No.	Should Be Objective								Objective Is Being Met							
	MALE				FEMALE				MALE				FEMALE			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
24	4	13	19	27	10	27	24	2	4	19	29	7	4	33	18	1
25	1	1	16	45	4	10	37	12	1	3	18	36	0	9	36	10
26	2	16	27	18	2	24	23	12	1	6	29	23	3	20	26	7
27	2	21	19	21	5	21	31	3	0	6	23	29	1	26	21	6
28	0	3	20	40	4	23	27	7	1	9	28	21	2	24	25	6
29	0	4	19	39	4	16	18	24	0	1	4	54	0	8	14	34
30	0	2	17	44	3	17	28	15	0	4	20	35	1	17	25	12
31	0	6	24	30	6	23	27	4	2	7	24	24	9	30	11	4
32	2	7	29	24	8	24	24	6	0	12	29	17	3	30	16	6
33	1	6	24	32	16	27	16	4	4	11	24	19	18	23	9	6
34	5	11	24	22	12	32	14	3	3	8	26	22	7	33	11	5
35	1	11	25	26	5	29	22	6	2	9	26	18	5	31	12	4
36	2	7	22	29	2	20	31	7	2	2	18	37	3	23	24	6

APPENDIX G

Objectives 37 and 38

Responses by Sex and Tenure

TABLE 29

Objectives 37 and 38
Responses by Sex

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>MALE</u>								<u>FEMALE</u>							
37	0	3	19	41	6	21	32	4	0	5	14	40	0	15	33	7
38	0	3	21	39	7	17	38	4	0	3	13	43	0	15	30	11

TABLE 30

Objectives 37 and 38
Responses by Tenure

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>TENURE</u>								<u>NON-TENURED</u>							
37	0	4	21	28	1	16	27	7	0	3	18	48	4	0	37	4
38	0	7	17	33	1	14	26	11	0	4	16	49	1	20	30	8

APPENDIX H

Career Education Objectives
Responses by Sex and Tenure

TABLE 31
 Career Education Objectives
 Responses by Sex

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>MALE</u>				<u>FEMALE</u>											
39	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
40	2	3	19	39	1	7	28	25	0	3	7	49	3	14	27	12
41	0	3	9	48	0	12	22	26	0	0	9	50	0	2	24	30
42	0	0	9	23	0	7	18	7	0	2	17	38	0	13	27	14
43	2	4	10	16	6	10	13	3	1	11	24	19	13	25	13	2
44	1	2	12	17	2	11	13	6	0	2	22	32	5	25	18	5
45	0	2	9	20	0	4	15	12	0	1	17	39	0	14	24	15

TABLE 32
Career Education Objectives
Responses by Tenure

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>TENURED</u>								<u>NONTENURED</u>							
39	1	6	14	32	0	15	18	20	3	1	13	52	4	10	34	16
40	0	3	11	39	0	10	25	18	0	5	9	54	0	11	25	29
41	1	1	11	18	2	8	14	7	0	1	12	31	0	10	19	12
42	1	8	12	10	6	18	4	3	2	10	16	14	14	16	9	1
43	0	3	12	16	4	17	6	4	1	2	19	21	4	18	14	4
44	0	2	14	15	0	10	16	5	0	2	12	29	0	7	19	13

APPENDIX I

Flexibility Objectives
Responses by Sex and Tenure

TABLE 33
Flexibility Objectives
Responses by Sex

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>MALE</u>								<u>FEMALE</u>							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
45	1	8	12	11	6	14	10	1	1	8	23	24	4	27	16	4
46	0	4	12	15	2	11	12	5	0	6	17	34	4	15	26	8
47	1	5	12	14	6	10	9	6	2	11	23	21	8	23	19	4
48	0	4	8	20	7	15	6	3	2	6	18	30	16	18	14	6

TABLE 34
Flexibility Statements
Responses by Tenure

Objective No.	Should Be Objective				Objective Is Being Met				Should Be Objective				Objective Is Being Met			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<u>TENURED</u>								<u>NOTTENURED</u>							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
45	2	8	8	12	6	14	7	3	1	6	20	17	3	20	15	0
46	0	4	15	12	3	14	11	3	0	4	14	26	3	13	17	6
47	0	7	10	13	0	18	8	4	1	6	20	17	9	15	14	2
48	3	5	9	13	5	16	6	3	0	4	15	24	13	17	8	2

