



Community-based education criteria and its relationship to the selected perceptions of community junior college
by Richard Todd Shigley

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION
Montana State University
© Copyright by Richard Todd Shigley (1979)

Abstract:

The problem of this study was to determine if there was a relationship between criteria of community-based education used by a community junior college's administrators and attitudes of the community toward the community junior college as perceived by selected residents of the college's service area. The study spans the 1978-79 academic year. The criteria investigated were developed by Gollattschech and Wattenbarger. These two sets of criteria were condensed to eliminate duplicating criteria.

This study was accomplished by the selection of a stratified random sample of forty-five institutions from Nebraska, Iowa, Missouri, and Kansas. Questionnaires were then mailed to each of the two following samples. First, the administrative sample was surveyed to determine the use of and support for individual community-based education criteria. Second, the residential sample was surveyed to determine the attitude toward that community junior college was perceived by its community. The data collected in this study was analyzed by multiple regression analysis.

The following variable was the only one found to be significant at the .01 level: the community junior college recognizes its campus extends to all locations within its service area. Two other variables were found to be significant at the .10 level and judgement was suspended. They were: the community junior college works with other institutions or groups in the community to plan and conduct activities; and the community junior college evaluates its contribution to the community through a formal procedure.

Three restricted models were developed using five additional community-based education variables. These three models were all significant at the .10 level; therefore, judgement was suspended on the appropriate null hypotheses.

These variables should be remembered if a community-based community junior college desires to raise its perceived worth by the community and is designing its program goals. These eight community-based criteria must remain a strong consideration until further study can either eliminate or confirm their importance to a successful community-based education program.

© 1979

RICHARD TODD SHIGLEY

ALL RIGHTS RESERVED

COMMUNITY-BASED EDUCATION CRITERIA AND ITS RELATIONSHIP TO
THE SELECTED PERCEPTIONS OF COMMUNITY JUNIOR COLLEGE

by

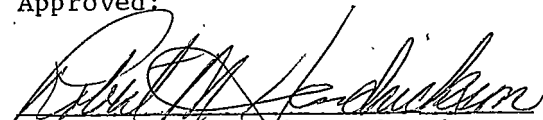
RICHARD TODD SHIGLEY


A thesis submitted in partial fulfillment
of the requirements for the degree

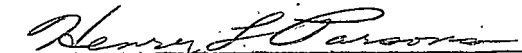
of

DOCTOR OF EDUCATION

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1979

ACKNOWLEDGEMENTS

Special acknowledgement and thanks must go to my chairman, Dr. Robert Hendrickson and also to Dr. Gloria Gregg for their time and guidance, as well as their aid in my topic selection. To Dr. Earl Ringo, Dr. John Kohl, Dr. Robert Harvie, and Dr. Raymond Mentzer for both their guidance and committee membership, I give my continuing gratitude. A special thanks goes also to Dr. Lawrence Ellerbruch and Dr. Eric Strohmeyer for their aid in analyzing the data.

I would also like to thank Dr. John Harms for encouraging my return to school and for his special aid and advice. Also, I would like to thank my doctoral colleagues, Robert Hokom and Gary Acton, for their spiritual and mental support throughout. My special appreciation goes to Darlene Hartze for her advice and typing expertise.

To my family, Sharlene, my wife, and Sarah, my daughter, whose extra sacrifice, love, support, tolerance, and encouragement allowed me to complete this study, goes a special thanks. Words cannot thank you. So many have helped, and to everyone who promoted the completion of this task, I express my gratitude and appreciation. Thank you.

TABLE OF CONTENTS

VITA ii
ACKNOWLEDGEMENTS iii
TABLE OF CONTENTS. iv
LIST OF TABLES vii
ABSTRACT ix

Chapter 1

INTRODUCTION 1
Statement of the Problem 3
Need for the Study 5
Questions to be Investigated 9
General Procedures 10
Limitations and Delimitations 12
Operational Definition of Terms. 13
Theoretical Definitions. 14
Summary. 15

Chapter 2

REVIEW OF LITERATURE 16
History of the Community Junior College. 16
1850 - 1920: The First Developmental Period 18
1920 - 1945: The Second Developmental Period. 25
1945 - 1965: The Third Developmental Period 29
1965 - to Present: The Fourth Developmental
Period 31
Philosophy of the Community Junior College 32
Community Service at the Community Junior College. 37
Summary. 45

Chapter 3

PROCEDURE. 47
Population and Sampling Procedure. 47

Categories of the Study	50
Questions to be Investigated	51
The Method of Collecting the Data	52
The Organization of Data.	56
Statistical Hypotheses.	57
Analysis of Data.	60
Precautions for Accuracy.	65
Summary	66
 Chapter 4	
PRESENTATION AND ANALYSIS OF THE DATA	67
Sample Population and Their Responses	67
Selected Community Residents.	69
Community Junior College Administrators	73
Selected Community Residents Demographic Analysis	79
Community Bank Presidents	80
Community County Commissioners.	81
Community Employment Service Directors.	82
Community Newspaper Editors	84
Community Superintendents	85
Community Junior College Administrators	87
College Board Presidents.	88
College Presidents.	89
Community Service Directors	90
Major Hypotheses.	92
Analysis of College Board Presidents' Responses	94
Analysis of College Presidents' Responses	96
Analysis of Community Service Directors' Responses	98
Analysis of the Combined Responses	100
Restricted Models	104
College Board Presidents' Restricted Model.	104
College Presidents' Restricted Model.	104
Community Service Directors' Restricted Model	107
Combined Responses' Restricted Model.	109
Summary	111
 Chapter 5	
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	114
Summary	114

Conclusion and Recommendations	118
General Recommendations.	121
REFERENCES	124
APPENDIX A - LIST OF COMMUNITY JUNIOR COLLEGES	131
APPENDIX B - LETTERS	137
APPENDIX C - QUESTIONNAIRE	145
APPENDIX D - TABLES OF COMMUNITY VALUE SCORES.	155
APPENDIX E - COMMENTS AND CHANGES TO THE QUESTIONNAIRES.	161

LIST OF TABLES

1. Number of Community Junior Colleges Studied by State	68
2. Sample Population Response Rate.	69
3. Selected Community Resident Respondents and Their Response Rates.	70
4. Community Average Value Scores of Combined Selected Residents.	72
5. Community Junior College Administrative Respondents and Their Response Rates	74
6. Responses of Community Junior College Administrators to C.B.E.C. Variables	76
7. Demographic Information of Community Bank Presidents as Related to C.A.V. Scores	81
8. Demographic Information of Community County Commissioners as Related to C.A.V. Scores	82
9. Demographic Information of Community Employment Service Directors as Related to C.A.V. Scores.	83
10. Demographic Information of Community Newspaper Editors as Related to C.A.V. Scores	84
11. Demographic Information of Community Superintendents as Related to C.A.V. Scores	85
12. Summary of Significant Demographic Variables and the Direction of the Relationship as Related to C.A.V. Scores.	86
13. Demographic Information of College Board Presidents as Related to C.A.V. Scores	89
14. Demographic Information of College Presidents as Related to C.A.V. Scores	90
15. Demographic Information of Community Service Directors As	

Related to C.A.V. Scores.	91
16. Summary of Significant Demographic Variable and the Direction of the Relationship as Related to C.A.V. Scores	92
17. C.B.E.C. Variables Responses by College Board Presidents As Related to C.A.V. Scores.	95
18. C.B.E.C. Variable Responses by College Presidents' As Related to C.A.V. Scores.	97
19. C.B.E.C. Variables Responses by Community Service Directors' As Related to C.A.V. Scores	99
20. Combined Administrators' Responses on C.B.E.C. Variables As Related to C.A.V. Scores	101
21. College Presidents' Most Efficient Restricted Model	105
22. Community Service Directors' Most Efficient Restricted Model	107
23. Combined Responses' Most Efficient Restricted Model	110
24. Community Bank Presidents Value Scores	156
25. Community County Commissioners Value Scores	157
26. Community Employment Service Directors Value Scores	158
27. Community Newspaper Editors Value Scores.	159
28. Community Superintendents Value Scores.	160

ABSTRACT

The problem of this study was to determine if there was a relationship between criteria of community-based education used by a community junior college's administrators and attitudes of the community toward the community junior college as perceived by selected residents of the college's service area. The study spans the 1978-79 academic year. The criteria investigated were developed by Gollattschech and Wattenbarger. These two sets of criteria were condensed to eliminate duplicating criteria.

This study was accomplished by the selection of a stratified random sample of forty-five institutions from Nebraska, Iowa, Missouri, and Kansas. Questionnaires were then mailed to each of the two following samples. First, the administrative sample was surveyed to determine the use of and support for individual community-based education criteria. Second, the residential sample was surveyed to determine the attitude toward that community junior college was perceived by its community. The data collected in this study was analyzed by multiple regression analysis.

The following variable was the only one found to be significant at the .01 level: the community junior college recognizes its campus extends to all locations within its service area. Two other variables were found to be significant at the .10 level and judgement was suspended. They were: the community junior college works with other institutions or groups in the community to plan and conduct activities; and the community junior college evaluates its contribution to the community through a formal procedure.

Three restricted models were developed using five additional community-based education variables. These three models were all significant at the .10 level; therefore, judgement was suspended on the appropriate null hypotheses.

These variables should be remembered if a community-based community junior college desires to raise its perceived worth by the community and is designing its program goals. These eight community-based criteria must remain a strong consideration until further study can either eliminate or confirm their importance to a successful community-based education program.

Chapter 1

INTRODUCTION

In 1970, a Carnegie Commission report on community junior colleges stated that the evolution of the community junior college has been the most striking structural development in higher education in the United States in recent years. The Commission gave three reasons for the rapid growth of the community junior college. First, open admissions and low tuition policies allowed people to try out a college career without a large risk of time and money. Second, the community junior college has provided educational opportunities to working adults who wish to upgrade their skills and training. Finally, the community junior college has been more representative of the general population of the United States than any other major segment of higher education. (p. 3-6)

Two statements about the community junior college typify comments made by many authors in the latter half of this century. First, the primary mission of the community junior college has been to serve the special needs of its own community by drawing on the community's resources to conduct its instructional program. (Reindeau, 1967:14-15) Second, the community junior college faculty and staff should try to solve the human problems in the community, for the community junior college is particularly well suited to be

a community service agency. (Harlarcher, 1969:69) This mission to use the community's resources to solve the human problems of the community is called community-based education.

Wattenbarger stated in 1977: "What is missing then must be a complete understanding of community-based education." (p. 21)

Fletcher, Rue, and Young used the following definition in a 1977 report. They stated community-based education is:

. . . courses and activities for credit or noncredit, formal classroom or non-traditional programs, cultural, recreational offerings specially designed to meet the needs of the surrounding community and utilizing school, college and other facilities. Programming is determined with input from the community being served. (1977:12)

Using this definition, they found a 95 percent commitment by administrators to community education, when studying 1,275 community junior colleges in the United States and Canada.

While there was high commitment to the above statement, their study did not indicate to what extent the community junior colleges were taking full advantage of resources and facilities in their communities. Nor did the study measure the benefits of the community's perception of a community-based education program. The following study was designed to measure the use of community-based education and its effect on the community's perception of the value of a community junior college.

Statement of the Problem

The problem of this study was to determine if there was a relationship between criteria of community-based education used by a community junior college's administrators and attitudes of the community toward the community junior college as perceived by selected residents of the college's service area. The study spans the 1978-79 academic year.

The criteria of community-based education used in the investigation were developed by Gollattscheck and Wattenbarger. These two sets of criteria were condensed to eliminate similar criteria that were expressed by both authors.

The combined criteria were then submitted to Gollattscheck and Wattenbarger for comment and review. The combined criteria were:

1. The community junior college involves the community in the development of goals for the college.
2. The community junior college is attentive to the possible negative impact of college programs on the community.
3. The community junior college faculty involves itself in the community and is sensitive to community needs.
4. The community junior college facilities are accesible to the community.
5. The community junior college assesses the needs of the

community to determine programs.

6. The community junior college makes its services accessible to all elements of the community.

7. The community junior college cooperates with community and outside agencies to provide services to the community.

8. The community junior college is recognized by the community as a resource to solve community problems.

9. The community junior college recognizes its campus extends to all locations within its service area.

10. The community junior college evaluates its contribution to the community through a formal procedure.

11. The community junior college works with other institutions or groups in the community to plan and conduct activities.

12. The community junior college bases its programs on competencies rather than credits.

13. The community junior college bases its programs on individual learning needs rather than specific degrees.

14. The community junior college attempts to adapt its methods of instruction to the needs of its learners.

15. The community junior college provides services outside the formal classroom framework.

Need for the Study

Community-based education exists when a community junior college is responsive to community needs and involves the community in determining those needs. The responsiveness to community needs could be an appropriate measure of the level of support for community-based education in the community junior college. A review of the literature on community-based education indicated that success of such programs have been traditionally measured by the numbers of participants in various programs offered by the college. Program participation was usually the community's response to good recruiting rather than a measure of the community junior college successfully meeting the community's needs. Since these measures do not measure the concept of community-based education, criteria need to be identified to measure responsiveness by the college to the community's needs. The measuring of these criteria could identify whether a community junior college is a community-based institution as opposed to a traditional college. (Wattenbarger, 1977:21)

Various community junior colleges in the past have been presented as successful models demonstrating the molding of the community junior college and community-based education into a single concept. (Weiss, 1975:17) Much time has been expended and money spent to stimulate the growth of new and experimental programs which

encourage community participation and development. (Van Voorhees, King and Cwik, 1977:53) However, in the evaluation of these colleges much of the assessment criteria is oriented toward evaluation of the programs rather than their service to community needs. (Weiss, 1975:18) Program evaluation is not bad, for it is a necessary element in the successful maintenance of a good relationship with the community. (Stufflebeam, 1975:8) Community junior colleges must use the proper criteria to assess the community involvement process. Continued evaluation of this process through program assessment not only is useless, but may even retard development of responsiveness to community needs. (Thompson, 1967:97-98) Community junior colleges need an assessment instrument which can analyze the role they are playing in their relationship with the community. (Cwik, King and Van Voorhees, 1976:49-50) Gollattscheck advocated that emphasis should be placed on the process of community involvement rather than on the traditional programs at a community junior college. (1977:2)

Gollattscheck stated that the common criteria of a community-based community junior college should be:

1. They (the community junior college) will be based upon the needs of individuals, groups, and institutions in the community.
2. The college will work with individuals, groups and institutions in the community in planning, conducting, and

evaluating its activities and programs.

3. They (the community junior college) will be accessible to all in the community who need them.

4. They (the community junior college) will be based on competencies and skills needed rather than traditional credits and degrees except where such credentials are basic to the satisfaction of individual and community learning needs.

5. Every attempt will be made to adapt methods of instruction to the needs of the great diversity of learners. (1977:3)

Likewise, Wattenbarger expressed the need for community junior colleges to become involved and responsive to their communities and he listed these criteria:

1. The community college involves the community in the development and articulation of college goals and bases its programs on the impact they will have on the community.

2. The community college provides a faculty that is a part of the community and sensitive to community needs.

3. The community college's facilities and services are accessible and available to the entire community.

4. The community college bases its programs on a thorough needs assessment of the community and provides educational services to all elements of the community.

5. The community college acts as a broker, catalyst, and intermediary for the community and agencies outside the community.

6. The community college is recognized as an available resource for helping to solve community problems. This includes providing services outside the formal classroom framework.

7. The community college recognizes the campus to be coterminous with its district boundaries.

8. The community college works with other agencies in the community for the purpose of extending services (in contrast to duplicating, trading off, or otherwise limiting available services).

9. The community college evaluates its contributions to the community in organized cybernetic fashion. (1977:22-23)

The development of an instrument based on Gollattscheck and

Wattenbarger's combined criteria for community-based education could be beneficial. The instrument could be used for institutional self-examination to determine areas needing improvement or changes required to achieve the community-based education philosophy.

Community junior colleges could then plan and develop community orientated programs with schools, agencies, and individual residents within their respective service areas.

If criteria were developed for colleges to evaluate community-based education, an instrument could identify the degrees of community involvement at a specific college. This task could be accomplished through a method of relating the perceptions of the value of an institution by its community to the number of community-based education criteria used by that institution. Assuming there is a relationship between positive perception and community-based education, then a community-based education prediction model could be developed demonstrating degrees of responsiveness and involvement needed for a positive perception of the institution by the community. This model is necessary for the continued growth in community-based education in the community junior college.

Questions to be Investigated

In determining whether a community junior college is a community-based or traditional junior college, the following questions were investigated:

1. What community-based education criteria were identified by the president of each of the community junior colleges as being used by that college?
2. What community-based education criteria were identified by the President of the Board of each of the community colleges as being used by that college?
3. What community-based education criteria were identified by the director of continuing education, community services, or community education of each of the community junior colleges as being used by that college?
4. What were the levels of use and support of community-based education criteria identified by the president, president of the board, and director of community services as a group?
5. What were the combined perceptions as measured by the assessment instrument, of the community junior college as reported by a president of a bank, an employment service representative, a county commissioner, a newspaper editor, and a superintendent of schools residing in the community junior college's service area as

a group?

6. How were the perceptions of community junior college's service areas selected residents on an assessment instrument related to the community-based education criteria employed by the administration?

General Procedures

The study was accomplished through the following steps. First, a preliminary questionnaire was developed through a review of the literature concerning criteria of community-based education at the community junior college level. This preliminary questionnaire was submitted for comment and review to Ms. S. Fletcher and her staff of the Center for Community Education of the American Association of Community and Junior Colleges, Dr. E. Harlacher, President of Metropolitan Community College, Dr. J. Gollattscheck, President of Valencia Community College, Dr. C. Van Voorhees, Professor at the University of Michigan, and Dr. J. Wattenbarger, Professor at the University of Florida. Based on this review, revisions were made as necessary. (See Appendix E for comments on these revisions.) The preliminary questionnaire was then tested for reliability at five randomly selected community junior colleges throughout Colorado. As a result of the pilot study, further

revisions were made.

Second, the revised questionnaire on community-based education was mailed to forty-five randomly selected community junior colleges throughout Kansas, Iowa, Missouri, and Nebraska. The sample was stratified and random to insure that each geographical area of the four states was represented proportionally. The president of the college, the administrator responsible for continuing education, and the president of the board of trustees from each institution were selected to respond to the questionnaire. Third, a superintendent of schools, an employment service director, a president of a bank, a newspaper editor, and a county commissioner were randomly selected from each community junior college's service area and mailed a separate questionnaire. This questionnaire was designed to measure their perception of the community's attitude toward the community junior college.

Finally, information gathered by the use of the two questionnaires is presented in tabular and narrative form in Chapter 4. Tables were used to display the relationships of the perception of the value of a community junior college to the criteria of community-based education. Narrative comments accompany each of these tables.

Limitations and Delimitations

This study was limited to perceptions of selected administrators and selected residents as to their knowledge of the programs in the community junior college and the needs of their community.

This study was delimited to:

1. Public community junior colleges and not dissimilar types of institutions of higher learning;
2. Community junior colleges within Nebraska, Kansas, Iowa, and Missouri and a sample size of forty-five institutions;
3. Perceived indicators of community-based education identified by a review of the literature and reviewed by several experts in the field;
4. A review of literature that was limited to the libraries at Montana State University, University of Montana, and Eastern Montana College;
5. A computer search of both E.R.I.C. and Datrix publications files;
6. The administrators and selected residents of the community junior college and its service area;
7. The academic year of 1978-79.

Operational Definition of Terms

The definitions used specifically for this study as defined by the investigator were:

Administration. The administration of the community junior college is defined as the president of the college, the chairperson of the board of trustees and the director of continuing education, community services, or community education.

Community. The term community was defined as being coterminous with the boundaries of the community junior college district.

Community-based education criteria. Those fifteen combined criteria which are suggested by Gollattscheck and Wattenbarger as being critical for the development of community-based education.

Community junior college. All public community junior colleges as defined by the American Association of Community and Junior Colleges.

Perceive. The term perceive was defined as an individual's view of reality. This subjective view may differ from an observer's objective determination, but it is the individual's perception of reality upon which he/she usually acts.

Selected residents. Selected residents are those residents of a community junior college's service area who are included in the study. They are a president of a bank, an employment service

representative, a county commissioner, a newspaper editor, and a superintendent of schools.

Theoretical Definitions

Community-based education. The value system of the community junior college which places the learning needs of students above the teaching needs of the institution, while being dedicated to the upgrading of every citizen within the community. The community-based college delivers the kinds of education students want and need, not what the college thinks is good for them.

(Gollattscheck, 1977:2)

Community involvement. Community involvement is the inclusion of residents of the community in the development and articulation of community junior college goals. The college bases its programs on the impact they have on the community. The community junior college works with agencies in its service area for the purpose of extending services without duplicating existing services. (Wattenbarger, 1977:21)

Community responsiveness. A systematic survey of what the community perceives it needs and an organized effort to reach those needs. (Gollattscheck, 1977:2)

Summary

The evolution of the community junior college has been the most striking structural development in higher education in recent years. Community junior colleges have been directing their efforts to community-based education and while there has been a consensus on the goal, there has been little direction on how that goal is to be reached. This has created the problem of assessing what is the criteria of community-based education. Practitioners need a specific instrument to measure this process of community-based education so they can assess when a community junior college has entered this realm; or when the institution has remained traditional. To accomplish this task, forty-five institutions were surveyed to discover the support of community-based education criteria and how these criteria were related to the community's perception of that college.

Chapter 2

REVIEW OF LITERATURE

The review of literature for this chapter was divided into three areas. First, the historical background was presented to help the reader understand the development of the community junior college concept. Second, the mission and philosophy of the community junior college was presented to the reader. Finally, the growth, philosophy and trends in the development of programs used by community junior colleges to service their communities was presented.

History of the Community Junior College

The community junior college was an early development of the last century and was modeled after the public schools. The principles on which the public schools were built became the roots for the community junior college. (Monroe, 1972:1) The colleges were designed to effectively meet the knowledge requirements in a society that was moving from a rural-agricultural society to an urban-industrial one. (Medsker and Tillery, 1971:13) Monroe listed arguments voiced by proponents of that time which stated that uneducated citizens were a serious threat to the public welfare and that the promise of the good life could be fulfilled by educational

opportunities. (1972:14) Other forces which aided the development of the community junior college were: the rapid economic development of the country, the popularity of practical education, and public acceptance of the concept of universal access to higher education. (Kelley and Wilbur, 1970) These concepts were in contrast to the European theory that competition for security and social position should eliminate the unfit from the educational system. (Hillway, 1958:36) Medsker stated, "Thus junior colleges in the United States evolved naturally from the egalitarian premise that each individual should be allowed to develop to the limits of her/his capabilities." (1971:14)

Germany, in the nineteenth century, was the leading industrial nation of Europe, and its educational system was much admired by the United States. (Hillway, 1958:33-34) The community junior college became the United States' version of the German Gymnasium. (Zwerling, 1967:44) The German student did not enter the university after the twelfth grade, but rather after the fourteenth grade or Gymnasium. This idea would free the university of the responsibility for the immature freshmen and sophomores and allow them to take the more mature students. (Hillway, 1958:44) This purge from the university was believed necessary to improve the quality of upper division work. (Zwerling, 1976:45)

Various authors have argued over the number of stages of development of junior colleges. Larimer believed that there were three basic stages of development of the community junior college. (1972:220-224) For the purpose of this study, the four stages developed by Thornton were used. During the first stage, from approximately 1850 to 1920, the junior colleges offered the first two years of the baccalaureate degree. Stage two from 1920 to 1945, saw the concepts of terminal and semi-professional education entering the junior college curriculum. Stage three, 1945 to 1965, saw the addition of service to the adults of the community and use of the new term, community college. Finally from 1965 to present, marked the beginning of the trend toward the full actualization of the open door concept. (1972:48-55)

1850 - 1920: The First Developmental Period

The establishment of small colleges and academies was an early tradition in the United States with hundreds of these institutions dotting the countryside. The curriculum was limited to the instruction of the clergy, law, and teaching professions. (Carnegie Commission on Higher Education, 1970:9) The South established several two year denominational colleges for Negroes. These institutions established prior to the turn of the century may well be the very first junior colleges operated in America, the

arguments remained unsettled as to which junior college was actually the first. (Hillway, 1958:39) Various junior colleges have been presented as the first, such as Leicesti Junior College in 1784, Montecello College in 1835, Packer Collegiate Institute of Brooklyn in 1845, Lasell Junior College in 1852, Susquehanna University in 1858, Lewis Institute in 1896, or Bradley Polytechnic Institute of Peoria in 1892. (Koos, 1925:6 and Ely and Arrowood, 1934:887) The one most often accepted as the first junior college in America was Joliet Junior College in 1902. This school is usually designated as the first because it was the first public junior college established which remained in continuous operation. (Thornton, 1972: 52-53) The other junior colleges have either evolved to the concept from some other type of institution or have had periods of interrupted service, thus eliminating their claim. (Hillway, 1958:40)

The original gestures for the formation of junior colleges were made by Henry Tappan of the University of Michigan and Colonel W. W. Folwell of the University of Minnesota. These early advocates for the establishment of the junior college were joined by Dr. William Rainey Harper of the University of Chicago, Dean Alexis Lange of the University of California, and David Starr Jordan of Stanford University. (Ely and Arrowood, 1934:888) These early advocates were joined by Richard H. Jesse of the University of Miss-

ouri and J. James of the University of Illinois who supported the idea of the junior college in their respective states. (Monroe, 1972:10) While there was no collaboration between these early leaders, they all seemingly worked for the same goal. (Ely and Arrowood, 1934:889) Professor W. H. Cowley of Stanford University stated that the proponents of the junior college were more concerned with eliminating the lower division work in the university than with the virtues of creating the junior college. (Medsker, 1960:12)

As early as 1852, Henry Tappan stated that he thought secondary education should take over the first two years of school in the ordinary college. Colonel Folwell was in agreement with Dr. Tappan and said in his 1869 inauguration address at the University of Minnesota, that immature youth should remain at home for two more years of education, then enter the university for the work of a man. (Thornton, 1972:53) Both Folwell and Tappan hoped to change their universities into true universities similar to the German model. (Medsker, 1960:12)

Like Tappan and Folwell, William Rainey Harper, the President of the University of Chicago, believed that the first two years of the university belonged in the high schools where subject matter would be best suited for the adolescent mind. (Zwerling,

1967:45) Dr. Harper, at the time of the organization of the University of Chicago, gave two designations to the four years of work at the college level. The first two years of college were given a separate status and were called a junior college, while the second two years of work were called the senior college. Thus it was Dr. Harper who introduced the name junior college. (Larimer, 1977:221) Dr. Harper was also the first to award a separate degree for the first two years of work. Students who passed these years were given an Associate in Arts Degree. (Ely and Arrowood, 1934: 889)

This new division of college work was the first step in Dr. Harper's plan for the radical reorganization of the entire public school system. Harper went on to propose four other planks in his reorganization of American schooling. The first was the connecting of the work of the eighth grade of elementary school with that of the secondary schools, thereby creating the junior high school. Second, he saw the extension of the work of the secondary school to include the first two years of college. Third, was the proposed reduction of the work of these seven years to six. Fourth, was his proposal that the best students should be able to complete secondary school in five years by simply allowing the students to work at their own pace. (Thornton, 1972:51-52)

Several early schools were created by the influence of Dr. Harper's presentations. These early schools were all affiliated with the University of Chicago. (Larimer, 1977:221-222) The first school was Lewis Institute and the second was Bradley Polytechnic Institute of Peoria. The third school established in 1902, was Joliet Junior College. Harper's tenure at the University of Chicago ended with approximately six schools attached as feeders to the University of Chicago. (Ely and Arrowood, 1934:887) While Dr. Harper was the first to establish affiliate schools to the University of Chicago, in 1859 the University of Georgia resolved to abolish its first two years of education because the students were too young and immature. This plan was set in action, but its completion was interrupted by the Civil War and the closing of the school. In 1866, when the school reopened, the plan had mysteriously been forgotten. (Thornton, 1972:50)

While there were earlier proposals than Dr. Harper's and even the proported establishment of several junior colleges, Dr. Harper was seen as the father of the junior college. At the time Dr. Harper made the proposals, the climate for the establishment of such institutions in the United States was more favorable than before. The country was witnessing a rise in productivity which enabled the country to support more students, and at the time time, required

an increasing supply of workers with an education necessary to control and improve the industrial apparatus. (Monroe, 1972:4) The American dream that education could open the door to success was inbred into the American society at every level. (Thornton, 1972:51-52)

The west coast had its champions of the junior college which led to the establishment of Fresno Junior College in 1910. (Zwerling, 1976:48) These early champions in the West were David Starr Jordan, President of Stanford University, and Dean Alex F. Lange of the University of California at Berkeley. Dean Lange first conceptualized his idea of the junior college while attending the University of Michigan under Dr. Tappan. (Ely and Arrowood, 1934: 888) Jordan succeeded in getting the first junior college law passed in California in 1910. (Thornton, 1972:53)

Like his predecessors, Jordan called for the amputation of freshmen and sophomore classes from the university and urged that these classes be handled by the high schools. (Larimer, 1977:222) Jordan, an eloquent spokesman, was successful in persuading the California State Legislature that the state should establish six year high schools and popularized the name junior college by referring to the last two years of high school as such. (Zwerling, 1976:50) The 1907 California legislature stipulated that such post

high school graduate work should approximate the first two years of university courses. However, the legislature went on to state that technical work should be included in these institutions. (Larimer, 1977:222) This addition was largely the result of Lange's influence, for he was the earliest advocate of adding vocational education to the junior college curriculum. There was no tuition at Fresno Junior College except for nonresidents. The first year courses at Fresno included agricultural studies as well as other regular general education courses. (Zwerling, 1976:51)

To aid in the establishment of junior colleges, President David Starr Jordan of Stanford University, recommended in 1910, the additional entrance requirements for Stanford, which included two years or sixty units of collegiate work. Jordan stated that he looked forward to the time when the high schools would relieve the universities of the expense and necessity of the first two years of instruction. (Zwerling, 1976:48) In 1917, a second boost was given to the junior college by the California legislature's passage of the Ballard Act. This legislation provided for state and county financial support for junior colleges on the same basis as that for high schools. (Larimer, 1977:222)

In the early 1900's many situations aided the development of the junior colleges. High schools were lowering the age of

graduation which caused many people to favor local junior colleges as a way to keep their children at home until they were more mature. There were long distances to the universities in western states and there was a great increase in the expense for university attendance. During this period of time there were also large increases in freshman and sophomore enrollment in many of the large universities, this led some of the larger universities to favor the establishment of junior colleges. Likewise, the student desired personal attention and there was an overcrowding of university classes and a lack of dormitory space. Also aiding the junior colleges in the early years was the demand for vocational preparation for minor professions. Another significant factor in the growth of junior colleges was the desire to keep the wealth within the local community, which aroused powerful interest in the junior college movement. (Ely and Arrowood, 1934:223)

1920 - 1945: The Second Developmental Period

The California Legislature began this stage of development of the junior college by authorizing the establishment of independent junior college districts. This legislation allowed the junior college to tax the district in which it was located and moved California to the forefront of the junior college movement.

(Monroe, 1972:11) The California legislature also allowed junior colleges to affiliate with state normal schools and teachers colleges. Thus there were three types of junior colleges developed. First, were the state supported and governed junior colleges. Second, were the public junior colleges which were maintained in connection with city government and high school districts. These junior colleges were generally housed in high schools and shared faculty, students, and social life. Finally, the private junior colleges which were controlled by denominational groups, and like public junior colleges, were associated with secondary schools. The private sector of junior colleges entered this stage of development not only as the largest, but the fastest growing. (Koos, 1925:10)

A key event for the junior colleges occurred in the 1930's. This event was the depression. The depression restricted many students who were planning on attending the more expensive four year colleges, to the practical idea of attending the two year junior college and saving money for their last two years of education at the larger institution. In 1937, the Vocational Education Act allowed federal funding for occupational programs to schools of "less than senior grade." This act stimulated the growth of vocational areas in the junior colleges. (Zwerling, 1976:55-56)

These occupational programs were developed in the junior colleges as a result of the passage in the 1920's of the Smith-Hughes Act for vocational education. (Medsker and Tillery, 1971:14) These factors increased the growth of the terminal degree in the junior colleges.

In 1916, Chaffey Junior College in California became the first school to offer terminal courses in art, manual training, home economics, commerce, music, library training, general agriculture, farm mechanics, and soils. In 1921, there were one hundred terminal courses and by 1930, this number had grown to 1600 and by 1941, to 4000. President Synder of Los Angeles Junior College, which was founded in 1929, established fourteen terminal semi-professional curriculums. Los Angeles Junior College soon became the largest junior college in the nation and later became Los Angeles City College. (Thornton, 1972:53)

Frank W. Thomas set the pattern in 1926 for defining the functions of the junior college. He believed the junior college had these basic educational functions: (1) popularizing, (2) preparatory, (3) terminal, and (4) guidance. (Brumer, 1970:30) In 1930, Nicholas Riccardi defined the junior college as an organization that aimed to meet the needs of the community in which it was located, with both liberal arts education and vocational training.

Byron S. Hollingshead stated in 1936, that the junior college should be a community college. The college should not only provide liberal arts and vocational education, but also adult education, recreational opportunities, cultural activities, and the institution itself should be integrated with the community. (Thornton, 1972:53) Thus it is in this period that the word community became linked to the junior college.

As stated earlier, the four year schools never purged themselves from the first two years of college education. Two practical reasons were cited by Zwerling for failure to eliminate the freshmen and sophomore students. First, since funding was based on enrollment and especially during the depression, these schools needed tuition money collected from the freshmen and sophomore classes to subsidize education at the senior level. Second, were the athletic programs which needed the freshmen and sophomore students for their various teams. An institution which desired to compete successfully in intercollegiate sports would have to do so without half of its eligible students. (1976:47-48)

The second major boom to the community junior college occurred during the Second World War. The enrollment in classes conducted during the day dropped after the outbreak of World War II. However, there was a nation wide emphasis on training for defense.

and this stimulated the community junior colleges to broaden their community activities. (Thornton, 1972:56) The Second World War led many students, who would have transferred, to seek the terminal courses and to make necessary adjustments in their curricular activities for immediate job satisfaction. (Zwerling, 1976:54) These two aforementioned factors forced the community junior colleges into both night courses for adults, and the involvement of the colleges in community activities.

1945 - 1965: The Third Developmental Period

This stage of development was stimulated by three important reports. First, President Truman's commission on higher education recommended further support for community junior colleges. (Monroe, 1972:12) Second, the Strayer Report of 1948 encouraged the State of California to oppose the expansion of existing community junior colleges to four year colleges because the financial burden would be overwhelming. (Kelley and Wilbur, 1970:13) Finally, President Eisenhower's commission on higher education stated in 1957 that 50 percent of the population had the capabilities for benefiting from 14 years of education. (Medsker and Tillery, 1971:16)

In the late 1950's and early 1960's, two more important pieces of legislation which affected community junior colleges were enacted. The California legislature demanded a state plan which

clearly delineated the roles of the institutions of higher learning. The plan, which was finally adopted in 1960, placed community junior colleges in full equal status with the other segments of higher education. (Carnegie Commission on Higher Education, 1970: 10) In 1963, the United States' Congress passed the Higher Education Act which enabled community junior colleges to receive federal money for their vocational programs. (Gleazer, 1968:15) This act came at a time when less than one-quarter of the students signed up for these programs. The act once again placed emphasis on the vocational area which was necessary to stimulate the growth of these programs. (Zwerling, 1976:62-63)

During this stage of development the community junior college concept blossomed. The returning veterans from World War II and the Korean Conflict were provided subsidies for education and this caused a marked increase in enrollment. The number of students graduating from high school increased and resulted in enrollment increases during this time period. (Reynolds, 1965:1) Along with enrollment increases, this period was characterized by a crystallization of the concepts and philosophies of the community college. The first concept was the universal access to public education for all persons free of discrimination as to social class, family income or ethnic, social or religious background. The second

concept was that of local control and the support of free institutions for local residents. The third concept was that of a curriculum designed to meet both the needs of the individual college student and the needs of the nation. (Monroe, 1972:1)

1965 to Present: The Fourth Developmental Period

By this time, the tasks of the community junior college were crystallized and have been generally accepted by the colleges. Even though these tasks have been accepted, the realization of them has yet to be reached. The open door admissions policy has been installed, yet no method has been found to stop the high proportion who drop out. Occupational education was stressed, but three-fourths of the student body remain in the transfer programs. Not enough counselors were available to meet the student need in relation to community junior college enrollments. Finally, since 1965, emphasis has been placed on program development rather than on the improvement of student performance. (Thornton, 1972:56)

Edmund J. Gleazer depicted the community junior college in this stage when he stated:

. . . The community college has become a comprehensive institution with a great variety of programs to match the cross section of the community represented in its students. The concept of comprehensiveness, although still a subject for occasional debate, generally is accepted. This means preparation for employment as well as transfer to four-year colleges and includes a number of other community related

services. The comprehensive community college exists to give students opportunity beyond the high school level to find suitable lines of educational development in a social environment of wide range of interests, capacities, aptitudes, and types of intelligence. (1969:28).

Philosophy of the Community Junior College

A new philosophy of education evolved in the late 1800's which was called "experimentalism." This philosophy developed at the same time scientific and industrial advancements were being made and a new emerging educational institution, the junior college, was also coming to the forefront. (Gremin, 1961:90-95)

Experimentalism is a dynamic philosophy, one which attempts to gather all previous knowledge and then process that knowledge. The practitioner should be able to locate, analyze, and synthesize this knowledge through the use of scientific methods. An example of an early practitioner of experimentalism was Darwin. His theory of evolution did not give support to the systematic machine like development of the world envisioned by the realist. Darwin's theory of evolution talked of many alternative paths and the happening of chance incidents which shook the realist's vision of the world of absolutes. (Gremin, 1961:92-98) At the turn of the century, the gathering and discovery of knowledge had reached a new and frantic pace. The people had difficulty synthesizing all

the new knowledge with prior knowledge and were awed by the realization that the assimilation of knowledge could still be in its infancy.

At this point in their historical evolution, societies recognized the need for a formal and deliberate agency to take over this work, to concentrate and intensify the growing-up process, and to regulate it according to the developing necessities of any given social system. (Morris and Pai, 1976:11)

John Dewey, a leading exponent of experimentalism, stated:

The sources of educational science are any portions of ascertained knowledge that enter into the heart, head and hands of educators, and which, by entering in render the performance of the educational function more enlightened, more human, more truly educational than it was before. But there is no way to discover what is 'more truly educational' except by the continuation of the educational act itself. The discovery is never made; it is always making. (Dewey, 1929:76-77)

This statement of philosophy by Dewey radically changed man's previous outlook towards education and knowledge. In Dewey's view, no longer could man search for absolute answers, but rather, those answers were dynamic and dependent on society and the present state of knowledge at any given time. Truth or knowledge was not stagnant. This greatly influenced the American way of transmitting knowledge to the next generation. Now, the fast changing American culture of that time, and of present time, had a method of analyzing and synthesizing new interpretations of knowledge with a critical methodology. (Morris and Pai, 1976:11)

Dewey stated that the educational institutions should not only teach society as it is, but moreover, reflect and experience that society. (1959:7) Experimentalists believe that living is education and therefore our experiences foster a greater understanding which leads to personal and societal enrichment. When Dewey discussed axiology, he stated:

. . . There cannot be two sets of ethical principles, one for life in the school, and the other for life outside of the school. As conduct is one, so also the principles of conduct are one. The tendency to discuss the morals of the school as if the school were an institution by itself is highly unfortunate. (1959:7)

This statement showed how the merger of school and society should take place.

The philosophy of the public community colleges has evolved through a changing of functions of the community college. These changes have been identified during varying historical periods. With some latitude recognized, these periods of development were: (1) 1900 to 1920, which was the development of the public junior college, some using idealistic philosophy for a transfer function and the majority (California and the western states) using an experimentalist philosophy; (2) 1920-1945, the period of greatest development of occupational programs and a strengthening of the experimentalist philosophy; (3) 1945-1965, which saw the develop-

ment and growth of the "community" college concept and some reinfiltration of the idealist and realist philosophies due to the large number of transfer bound students; (4) 1965 to the present saw a return to the experimentalist philosophy with the recognition and acceptance of the open-door policy. (Thornton, 1972:42-50)

Gleazer, a leading spokesman and proponent of the community college, summarized in general terms what the community college had come to mean:

. . . I believe that the community college is an educational instrument for these times in which we live. It has evolved out of the aspirations of the people of this land; it has responded to the changing and critical needs of the community. It is not an idea superimposed upon the American scene by a national committee, board, or agency. Rather, its form and functions have emerged from the interplay of the values of our democratic society and the facts of economic and social change. (1965:3)

Gleazer further stated that these functions have opened doors for students in occupations; have developed life-long learning opportunities, and developed the community as the central context of learning. (1965:3) This statement by Gleazer reconfirms Dewey's concept of merging the school and the community into one and is a reaffirmation of the experimentalist philosophy in the community college. The community college has become the best representative of Dewey's hypothesis that the school should reflect the community.

Medskar listed six functions of the community college that guided its philosophy. These were:

1. Offering occupational and academic programs for full-time and part-time students in both day and evening programs;
2. Providing for remedial work for those students needing it;
3. Maintaining a liberal admissions policy;
4. Emphasizing a guidance program;
5. Performing services to the community;
6. Insisting on an individual identity without resembling a four year college. (1960:203)

Monroe established the most comprehensive list of functions of the comprehensive community college during this period. This list included all the functions that he believed needed to be included in developing an institutional philosophy. These functions were:

1. Transfer curriculum
2. Citizenship and general education
3. Occupational training
4. General studies
5. Adult and continuing education
6. Remedial programs
7. Counseling and guidance
8. Salvage (closely related to remedial and guidance)
9. Screening function
10. Goal finding or cooling-out function
11. Custodial function
12. Cocurricular or student activity opportunities. (1972:32:41)

The comprehensive community college of the 1970's has established its philosophy based on these functions. This philosophy is to assist the development of the community's resources

with . . . "the assumption that each individual has potential and should have opportunities to develop it. . . ." Gleazer went on to state. . . "The mission is no longer to develop the select few, but to develop all." (1973:88-89) This then becomes the basis for the comprehensive community college curriculum.

The philosophy of experimentalism would become the dominant philosophy of the comprehensive community college. The community college would undertake six major functions: (1) the transfer function; (2) community services; (3) vocational training; (4) adult education; (5) guidance and rehabilitation; (6) emphasize teaching rather than research. (Hillway, 1958:82-83)

Community Service at the Community Junior College

Harlarcher, in 1969, stated the distinction between the community college, a college that primarily duplicated the mission of the first two years of a four year college, and a comprehensive community college was that this new college had an entity of its own, was a full partner with the community, and was the cultural and intellectual center as well as the foundation of community pride. Harlacher stated that the campus must entail the complete college service area and that the total population of the service area was the student body. Thus the act of taking the college to

the people has freed the comprehensive community college from the traditional image of the college and university, and has allowed it to establish its own identify. (p. 4)

Gollattscheck and Harlacher stated, in 1976, that the new mission of a community-based college could not be implemented without a set of principles to guide the college. Five principles were discussed:

1. Identification of potential clientele to be served. The college must determine the needs of the community - a procedure requiring active involvement of the institution with the community in order to find out what is going on and what the real needs are.

2. Removal of barriers to access. The college must ensure that its facilities are available to those who compose the community. The facilities include the physical campus, if any, as well as the intangible campus represented by satellite centers and other environments for learning.

3. Development of new avenues of access. The college must cooperate with, and become a broker between, the community and the variety of agencies within the community that provide a potential for satisfying needs of individuals and groups. In other words, community renewal education requires the college to be an educational catalyst for the community and its citizens.

4. Development of curriculums and services. In addition to being a change agent in the community, the community renewal college must be adaptable and ready to change itself. Target groups can assist it in designing the strategies and delivery modes for instruction and service.

5. Demonstration of its practicality and effectiveness. The institution must be continually evaluating its own programs, its own responsibilities to the community, and its ability to serve the public. Using such evaluations, it must make decisions regarding its role as initiator, promoter, broker, or silent partner in the educational process. (p. 136-137)

This new direction was a radical departure from the original mission of continuing education discussed by Koos and other authors. Buck in 1969, stated that continuing education in the early stages took the forms of clubs, lecture series, and public forums rather than organized classes. William Rainey Harper began summer sessions and correspondence courses based on his experiences at the original Chautauqua Institution. (p. 139)

Early community junior colleges did not see continuing education as their responsibility. (Buck, 1969: 159-160) In the October 1934 issue of the Junior College Journal, Brothers stated in an editorial that one of the greatest opportunities for significant service to its community by a community junior college lay in designing a workable continuing education program. (p. 2) Finally, in 1952, the American Association of Junior Colleges placed continuing education development as a priority project to encourage its development. (Buck, 1969:141)

This development was retarded by two factors. First, the rapid growth of on-campus students in the 1950's and 1960's and second, a confusion over what the role of a community junior college should become. The former was discussed earlier in this chapter. The later was best voiced by James J. Zigerell in 1970 when he stated:

. . . General education, liberal education, or what you will, must still remain the prime goal of the community college. Training and retraining people of all ages for particular job skills, supplying leisure time activities and adult education, running child care centers for the community--these are all valuable and needed activities. But regarded as ends in themselves, they can perhaps be carried on as well, or even more effectively, by other agencies. . . . (p. 710)

Yet, these are the very things Margaret Mead discusses as areas to which educational institutions must become more sensitive to meet the needs of a society in rapid transition.

When we look realistically at today's world and become aware of what the actual problems of learning are, our conception of education changes radically. Although the educational system remains basically unchanged, we are no longer dealing primarily with the vertical transmission of the tried and true by the old, mature, and experienced teacher to the young, immature, and inexperienced pupil in the classroom. . . . What is needed and what we are already moving toward is the inclusion of another whole dimension of learning: the lateral transmission to every sentient member of society, of what have just been discovered, invented, created, manufactured, or marketed. . . . Is not the break between past and present -- and so the whole problem of outdatedness in our educational system--related to a change in the rate of change? For change has become so rapid that adjustment cannot be left to the next generation. Adults must--not once, but continually--take in, adjust to, use, and make innovations in a steady stream of discovery and new conditions. . . . What we call the lateral transmission of knowledge. . . is not an outpouring of knowledge from the 'wise old teacher' into the minds of young pupils, as in vertical transmission: Rather it is a sharing of knowledge by the informed with the uninformed, whatever their ages. The primary requisite for the learner is the desire to know. (Mead, 1959:5)

The desire, ability and access to learning has too often been aborted within the present academic structure of conventional

educational institutions. A steady stream of discovery and new conditions should bring the community junior college into a closer liaison relationship with the community at large in order to develop programs and delivery systems to meet community needs. People from all walks of life and many age groups should be able to take advantage of unlimited learning opportunities to fulfill individual needs and desires through a new type of education. (Gollattscheck and Harlacher, 1976:8-9)

In the past, human life has been divided into four different stages. First, a short stage of early childhood - the time of happy play. Second, a longer stage of twenty to twenty-five years - devoted almost exclusively to full-time learning. Third, the longest stage which consists of full time work. Finally, came the stage of retirement for human beings. (Boyer, 1974:5) These patterns are changing for many reasons. Two of these are: the sudden surge of interest in continued education, and the pool of traditional college age students is declining. (Gollattscheck and Harlacher, 1976:5) This is causing community junior colleges to re-examine their role in and their relationship with their community.

The community-based community junior college will provide the kinds of education community members want or need, not what

either the college already offers or feels is good for them. The college should be guided by open participation in discovering learning needs, formulating solutions, and designing the delivery system. These decisions should no longer be made only by educators and board members, but rather in consultation with community members. No longer should the college grant education to community residents, but share its role with other agencies and community residents to create meaningful human endeavors. The community junior college should not confine its activities to campus, but decentralize its activities to the total community. The college's mission should be to help people grow in a variety of ways, from maximizing employment to personal enrichment. (Gollattscheck and Harlacher, 1976:11)

Community-based education is often defined as a community junior college's responsiveness to community programming. Colleges cannot afford to merely respond. The new community-based community junior college must assume a leadership role in its community. The college should engage in community development, organizing community resources and enhancing the quality of life in its service area. Thus the community junior college must learn to interact with its community. (Ratcliff, 1977:273-274)

Two studies were found dealing with community junior colleges and community-based education. The first study was done

by Yarrington in 1975, using structured interviews and a sample size of fifty-four persons. The sample population consisted of trustees, administrators, faculty, students, classified staff, citizens, and representatives of other area colleges. The study was designed to assess how a community-based community junior college in the Portland, Oregon, area was performing community-based education. The goal of the study was to develop an assessment program for use in community junior colleges to determine if they were assessing the community needs and how well they were responding to them.

Yarrington's study developed two sets of questions to be used by a community junior college which was interested in completing a self-assessment program. The questionnaires were developed by interviewing the aforementioned sample population and a subjective analysis was done on the results of the interviews. This study was limited to a case study approach to the problem and used a non-statistical method for analyzing the data collected. (Yarrington, 1975:9-11)

The second study was done by Fletcher, Rue, and Young. This study was divided into five major categories: (1) the nature of the respondents; (2) the nature of the offerings in the area of community education by community junior colleges; (3) attitudes

toward inter-agency cooperation; (4) the nature of community education employed by responding community junior colleges; (5) and a summary. The study was conducted using a population of administrators for 1,275 public and private community junior colleges in the United States and Canada.

Fletcher, Rue, and Young found a very strong commitment to community education by 95 percent of the administrators who responded. These results were clouded by a lack of a clear identity for community-based education programs. The specific differences between community education, community services, and continuing education were hazy and unclear as reported by respondents to the survey. While two-thirds of the responding community junior colleges had a full-time administrator to oversee the community education program, the administrators were called by varying titles and had little or no formal training for their position. The researchers reported that the use of community education could not therefore be effectively studied due to the lack of a clear definition of community education. A recommendation presented by this study was that since community junior colleges use persons of diverse training as community education personnel, they should train these personnel so that they react and educate in accordance with the mission of a community-based community junior college. (Fletcher, Rue, and

Young, 1977:10-15)

Summary

The review of literature for this chapter was divided into three areas. First, the historical background was presented to help the reader understand the development of the community junior college concept. Second, development of the mission and philosophy for the community junior college was presented. Finally, the growth, philosophy, trends, and development of programs used by the community junior colleges to service their communities were presented.

The history of the community junior college traces the development of the institution through four stages. The first stage was 1850 to 1920. This stage witnessed the birth of an idea by various leaders in education which led to the foundation and growth of community junior colleges. The second stage, from 1920 to 1945, discussed various legislative acts which allowed direct support to community junior colleges and new growth in vocational areas. The third stage was from 1945 to 1965. During this stage three important reports were developed which influenced community junior college development. The fourth stage was from 1965 to the present. By this time the comprehensive community junior college, which

offered a variety of programs had developed. Since 1965 emphasis has switched from improvement of performance in the classroom to program development.

The philosophy of the community junior college was the next area discussed, including the effects of idealism and experimentalism on the community junior college. The removal of the first two years of the university education was sought by the idealist.

Dewey, an experimentalist who believed that a school should become a miniature society, influenced the community junior college to accept a more practical education.

Finally, the area of community service or continuing education was discussed. Trends demonstrated by recent literature in this area argued for the community junior college to become both a catalyst for social improvement and a vehicle to provide meaningful educational opportunities to community residents, as well as more traditional education for transfer and vocational students.

Chapter 3

PROCEDURE

The problem of this study was to determine if there was a relationship between criteria of community-based education used by a community junior college's administrators and attitudes of the community toward the community junior college as perceived by selected residents of the college's service area. The study spans the 1978-79 academic year. This chapter describes the population surveyed, the categories of investigation, the questions were answered, the methods of collecting and organizing the data, the hypotheses, the analysis of the data, and the precautions taken to insure accuracy.

Population and Sampling Procedure

The population for this study consisted of all public community and junior colleges and their service area residents in Nebraska, Kansas, Iowa, and Missouri, as identified in the most recent copy of the Association of Community and Junior Colleges Directory. All independent community junior colleges, as defined by AACJC, were excluded from the sample. The administrative population consisted of the presidents of the colleges, the chairpersons of the boards of trustees, and the directors of continuing education, community services or community education. These representa-

tives of the community junior college administration were surveyed to identify actual factors of community-based education used by the college and the college's commitment to each factor. The selected resident sample consisted of residents from the community junior college's service area and included a president of an area bank, a county commissioner, a newspaper editor, an employment service representative, and a superintendent of schools. The selected residents were surveyed as to their perceptions of the community's attitude of the community junior college.

Representatives of the selected resident population were chosen for the following reasons: the bank president, newspaper editor, and the county commissioners were chosen because their positions were determined by Booth and Adrian as positions most often related to community leadership. Booth and Adrian also stated that successful community leadership was dependent on the current interpretation of direction, issues, and character of the community; (1962:232) the employment service representative was chosen because of his/her knowledge of the successful placement and the attitude of local business and industry towards graduates of the community junior college; and the superintendent of schools was selected for his/her perceptions of the quality of service and education which were afforded by the community junior college to high school

graduates.

The following procedure was used to identify the selected resident sample. The names of the selected residents were obtained through the following methods:

1. The names of bank presidents who had their business in the community junior colleges' service areas were obtained through the use of a Polk's World Bank Directory, 1979.

2. The names of newspaper editors who had their business in the community junior colleges' service areas were obtained through the use of an Ayer's Director of Publications. (Luedke, 1978)

3. The names of superintendents of schools within the community junior colleges' service areas were obtained from the State's Departments of Education and Patersons' American Education (Elliot, 1979).

4. The names of employment service representatives within the community junior colleges' service areas were obtained from the State's Departments of Employment.

5. The names of county commissioners were obtained by using the most recent state annuals located in Montana State University's library.

Five lists were made for each of the five occupational groupings from each of the selected institution's service areas.

These lists were then alphabetized and numbered. A random sample of names was taken from each list through the use of a table of random numbers.

The sample population was drawn using a stratified and random selected process. A sample consisted of forty-five institutions selected from the states of Nebraska, Kansas, Iowa, and Missouri for the purpose of testing the hypotheses. A second sample consisted of five institutions selected from Colorado for the purpose of testing the reliability of the questionnaires.

Categories of the Study

The population involved in this study was divided into two major categories:

1. The community junior college administrators who were asked to identify which factors of community-based education were used by their community junior college and also the perceived support of those criteria.

2. The selected residents who were surveyed to determine their perception of the worth to the community of that community junior college.

Questions to be Investigated

In determining the relationship between acceptance of criteria of community-based education and community attitudes toward the community college, the following questions were investigated:

1. What community-based education criteria were identified by the presidents of community junior colleges as being used by that college?

2. What community-based education criteria were identified by the presidents of the board of trustees of each community junior college as being used by that college?

3. What community-based education criteria were identified by the director of continuing education, community services, or community education of each community junior college as being used by that college?

4. What were the levels of use and support of community-based education criteria identified by the president, president of the board, and the director of community services as a group?

5. What were the combined perceptions as measured by the assessment instrument of the community junior college as perceived by a president of a bank, an employment service representative, a county commissioner, a newspaper editor, and superintendent of schools residing in the community junior college's service area as

a group?

6. How did the perceptions of the community junior college's selected residents relate to the community-based education criteria employed by the administration?

The Method of Collecting the Data

This study required the construction of two questionnaires for the collection of data. The first questionnaire was to measure which criteria of community-based education were employed by selected administrators at the sample institutions. The questionnaire also measured the level of support or opposition to each criteria. The administrators of the sample community junior colleges responded by choosing one of the following alternatives to each criteria: strong opposition, not used; moderate opposition, not used; slight opposition, not used; slight support, used; moderate support, used; strong support, used. (Shaw and Wright, 1967:404) The questionnaire also included questions to solicit demographic information about the community junior college and personal information regarding the administrator. (See Appendix B)

The second questionnaire constructed measured the perceived value of the community junior college by selected residents living

in the service area of that community junior college. Statements designed to assess these perceptions were constructed from sample statements listed in Shaw and Wright's Scales for the Measurement of Attitudes. The reliability of these statements ranged from .71 to .98 depending on the type of institution that was investigated. (1967:552-555) The residents of the community junior colleges' service areas responded to each item on the attitude instrument by choosing one of the following alternatives: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree. (Shaw and Wright, 1967:469) The questionnaire included items to obtain demographic information regarding educational level attained, years in present position, and years in the community. (See Appendix B)

The demographic information on both questionnaires was treated as community-based education criteria. This information was used in the prediction equation to determine if there was any relationship between this demographic information and the perception of the value of the community junior college. The significance of the demographic information was then assessed.

The aforementioned questionnaires were validated by submitting them for comment, and review to Ms. S. Fletcher and her staff of the Center for Community Education of the American Association

of Community and Junior Colleges, Dr. E. Harlacher, President of Metropolitan Community College, Dr. J. Gollattscheck, President of Valencia Community College, Dr. C. Van Voorhees, Professor at the University of Michigan, and Dr. J. Wattenbarger, Professor at the University of Florida. Based on these reviews, additional criteria of community involvement were added to the questionnaire used in the reliability test.

The reliability of the questionnaire was analyzed through a test-retest of five community junior colleges selected at random from the state of Colorado. These community colleges received the questionnaires in November, 1978. Ten days later a postcard was mailed to those who failed to respond to the questionnaire. Ten days after the postcard was mailed, a second questionnaire was mailed in an effort to get maximum response. A second set of questionnaires were mailed to the Colorado community junior colleges two weeks after the return of the original questionnaires. The same procedure as outlined was followed to gain response to the second questionnaires. The total returns from the two separate mailings to the same individuals were then correlated to determine reliability. A total of twenty-eight questionnaires were used to establish reliability.

The process consisted of comparing each individual answer on the first questionnaire to each individual answer on the second

questionnaire. A correlation coefficient was calculated on each set of answers to determine the relationship. The items showing the thirty highest positive relationships were selected for the study. Those that had significant correlations or contributed the most to the selected resident sample and the administration sample questionnaires were selected.

No questions were eliminated from the questionnaire for measurement of use and support of community-based education by community college administrators. The overall correlation coefficient calculated on this questionnaire was .83. Ten questions were eliminated from the questionnaire for the measurement of the perceived value of the community junior college. The correlation coefficient calculated on the total questionnaire was .84 on the revised items.

The questionnaires were mailed in March of 1979 to the forty-five community junior colleges selected for the study. A postcard was mailed five days later reminding those who had failed to respond to the questionnaires to respond. Twenty days later, a second questionnaire was mailed to those who had failed to respond, urging their response. Finally, three administrators from the group who had failed to respond were randomly selected and telephoned to gain their response to the questionnaire.

The questionnaires' items for measurement of use and support of community-based education by community junior college administrators were treated individually. A minimum of one administrator was necessary before the college score was used.

The items for measurement of the perceived value of the community junior college were averaged to gain a composite score. A minimum of two community residents for a particular community junior college was necessary before the score was used.

The Organization of Data

Information gathered through the use of the two questionnaires in this study is presented in tabular and narrative form. Tables are used to display the relationship of the criterion variable (perception of the value of a community junior college) and the predictor variables (criteria of community-based education). Seven tables are presented demonstrating the relationship, the value of R^2 , the calculated F value, and the critical F value. Narrative comments accompany each of these tables.

The data collected and analyzed through multiple regression are presented in the following format.

Using the following prediction equation:

$$Y^1 = b_1X_1 + b_2X_2 \dots b_{15}X_{15} + K \text{ where}$$

Y^1 = The perception of the value of community junior college by selected residents of that college's service area;

$b_1, b_2 \dots b_{15}$ = Constants used as weighting factors to be determined by multiple regression analysis;

$x_1, x_2 \dots x_{15}$ = Criteria of community-based education;

K = Constant determined by multiple regression analysis.

(Ferguson, 1976:460)

Statistical Hypotheses

In order to determine the relationship between the support and use of community-based education criteria and perceptions of that community junior college, the following null hypotheses were tested:

1. There is no relationship between the use of community-based education criteria by community junior colleges and the perception of the value of that community junior college by the community.

2. There is no relationship between the involvement of community in development of the goals of the community junior college and the perception of the value of that community junior college by the community.

3. There is no relationship between the attention the community junior college pays to the possible negative impact of their programs and the perception of the value of that community junior college by the community.

4. There is no relationship between the community junior college faculty that involves itself in the community and is sensitive to community needs and the perception of the value of that community junior college by the community.

5. There is no relationship between the accessibility of the community junior college's facilities and the perception of the value of that community junior college by the community.

6. There is no relationship between the assessment of community needs to determine the community junior college's programs and the perception of the value of that community junior college by the community.

7. There is no relationship between the accessibility of community junior college's services and the ability to provide those services to all elements of the community and the perception of the value of that community junior college by the community.

8. There is no relationship between the community junior college's cooperation with both community and outside agencies to provide services to the community and the perception of the value

of that community junior college by the community.

9. There is no relationship between the recognition of the community junior college as a resource to solve problems and the perception of the value of that community junior college by the community.

10. There is no relationship between the community junior college that recognizes its campus to be the same as its service area boundaries and the perception of the value of that community junior college by the community.

11. There is no relationship between the community junior college that evaluates its contributions to the community in an organized method and the perception of the value of that community junior college by the community.

12. There is no relationship between the community junior college that works with other institutions or groups in the community in the planning and conducting of activities and the perception of the value of that community junior college by the community.

13. There is no relationship between the community junior college that bases its programs on the individual learning needs rather than specific degrees and the perception of the value of that community junior college by the community.

14. There is no relationship between the community junior

college that bases its program on competencies rather than credits and the perception of the value of that community junior college by the community.

15. There is no relationship between the community junior college that attempts to adapt its methods of instruction to the needs of its learners and the perception of the value of that community junior college by the community.

16. There is no relationship between the community junior college that provides services outside the formal classroom framework and the perception of the value of that community junior college by the community.

Analysis of Data

The data collected in this study were analyzed by multiple regression analysis. The significance levels which were used involved a dual level of significance.

In general scientific practice, where externally determined risks are of little or not consequence, there is another possibility. Instead of confining ourselves to a two-choice decision-rejection or acceptance-we might allow a third possibility, that of suspended judgement, which usually calls for a replication of the experiment. For example, if the deviation is significant at the .01 level or better, we might reject H_0 ; if the deviation is smaller than the boundary of the critical region at the .10 level, we might accept H_0 . Between the two levels, .10 and .01, we might suspend judgement. (Guilford and Fruchter, 1978:176)

The Guilford and Fruchter levels of significance were used for the purpose of this study. If the calculated F was significant at the .01 level, the null hypothesis was rejected. If the calculated F was not significant at the .10 level, the null hypothesis was rejected. If the calculated F was larger than the critical F for the .10 level and smaller than the critical F for the .01 level, judgement was suspended regarding the relationship between community-based criteria and the community's perception of the community junior college for further testing were made. The use of Guilford and Fruchter's levels of significance appropriate for this study since it is early in the development of community-based education theory and, its use is still in the embryonic stage. The rejection of the null hypothesis when the null hypothesis was true (Type I error) could lead the community junior colleges to continue to practice community-based education when it does not contribute to increased value perceptions of that college by its residents. The acceptance of the null hypothesis when the null hypothesis was false (Type II error) has more serious effects. Community junior colleges could then fail to practice community-based education when in fact it contributed to increased value perceptions of that college by its residents. Type II error is the more serious of the two types of error because not only could it

cause a loss of students to the community junior college, it could also deprive community residents of community junior college's benefits. The selection of future roles for all community junior colleges should be in part made on the basis of empirical studies. Thus, a dual scale was necessary for the discovery and refinement of community-based education criteria.

Multiple regression analysis was used to analyze the data of this study. Multiple regression was used to examine the relationship between the dependent criterion variable (perceived value of the community junior college) and two or more predictor variables which were the variables that showed the actual use and perceived support of the community-based education criteria by the administration of the community junior colleges. A multiple regression prediction equation was developed so that values of the criterion variable might be predicted from knowledge of the predictor variables. (Guilford, Fruchter, 1978:371) The prediction equation used was:

$$Y^1 = b_1x_1 + b_2x_2 + \dots + b_{15}x_{15} + K \text{ where}$$

Y^1 = The perception of the value of the community junior college by residents of that college's service area;

$b_1, b_2 \dots b_{15}$ = Constants used as weighting factors to be determined by multiple regression analysis;

$x_1, x_2 \dots x_{15}$ = Criteria of community-based education;

K = Constant determined by multiple regression analysis.

(Ferguson, 1976:460)

This multiple regression prediction equation yields an R^2 . The significance of R^2 can be tested with the F statistic. The F statistic test allowed the determination of a calculated F value. This value was compared to the critical F value to determine whether to reject or retain the null hypothesis. The formula for the F statistic for the full model is:

$$F = \frac{(RSQ_F) df_1}{(1 - RSQ_F) / df_2}$$

Where:

RSQ_F = The R^2 from the full regression model.

df_1 = The number of independent predictors (the actual use and perceived support of community-based education factors by administration) in the full regression model.

df_2 = The number of individuals used in deriving the full regression model. For example, the full model will have df_2 which is equal to the number of individuals in the administrative sample from all the colleges.

The full model is the prediction equation using all predic-

tive variables to estimate the criterion variable. A restricted model is one that excludes one or more of the predictor variables. Using the restricted model, individual predictor variables or combinations of predictor variables may be excluded from the full model. From these restricted models, restricted F scores can be mathematically determined and the significance of these scores can be assessed. (Ferguson, 1976:464-465) The formula for the F statistic test for the restricted model is:

$$F = \frac{(RSQ_F - RSQ_R) / df_1}{(1 - RSQ_F) df_2}$$

where:

RSQ_F = The R^2 from the full regression model.

RSQ_R = The R^2 obtained from the model which excludes one or more of the community-based education criteria. For example, the exclusion of the predictor variable, "the including of the community in setting of the community junior college goals" would give RSQ_R .

df_1 = The number of independent predictors (the actual used and perceived support of community-based education criteria by administration) in the full regression model, minus the number of independent predictors in the restricted model. For example, the

exclusion of one predictor would give $df_1 = 15-14 = 1$.

df_2 = The number of subjects (all the members of the administrative sample) used to derive the model, minus the number of independent predictors in the full model.

A standard error of estimate was calculated for each of the full models to determine accuracy.

Since the standard error of estimate indexes the amount of error in estimating y-scores, a 'good fit' is reflected by a relatively small standard error of estimate; a bad fit is reflected by a relatively large standard error of estimate. The standard error of estimate is equal to zero when the regression line provides a perfect fit with the observed data. . . . (Kohout, 1974:133)

The formula for the standard error of estimate is:

$$SE_{EST} = \sqrt{S^2(1 - R^2)}$$

where:

S = Standard deviation of the predictor variables.

Precautions for Accuracy

The data collected by the two questionnaires of the study was processed at the Computer Center, Montana State University. The individual data cards were processed, checked and verified. If discrepancies were noted, a check was made between the computer cards and the questionnaire to eliminate the error.

Summary

The problem of this study was to determine if there was a relationship between criteria of community-based education used by a community junior college's administrators and attitudes of the community toward the community junior college as perceived by selected residents of the college's service area. The study spans the 1978-79 academic year. This was accomplished by the selection of a stratified random sample of forty-five institutions, from Nebraska, Iowa, Missouri, and Kansas. Questionnaires were then mailed to each of the two respondent groups. First, the administrative sample was surveyed to determine the use and support of individual community-based education criteria. Second, the residential sample was surveyed to determine the attitude toward that community junior college as perceived by its community.

The data collected in this study was analyzed by multiple regression analysis. The level of significance used was the dual test of significance described by Guilford and Fruchter. The data collected by the two questionnaires was analyzed at the Computer Center, Montana State University.

Chapter 4

PRESENTATION AND ANALYSIS OF THE DATA

The primary purpose of this study was to determine if there is a relationship between community-based education and the perception of a community junior college by its community. The findings of this study are presented in five sections. First, is a description of the sample population and their responses. Second, is an analysis of the demographic data from the community residents' responses. Third, is an analysis of the demographic data from the community junior college administrators' responses. Fourth, is the analysis of the community-based education criteria as it relates to the hypotheses tested. Finally, the most efficient models derived from the multiple regression analysis are presented. Tables are presented, where appropriate, within each section.

Sample Population and Their Responses

This study provides information about administrators and community residents from forty-five community junior colleges in Kansas, Missouri, Iowa, and Nebraska. Table 1 presents the number of community junior colleges included in the study by state. The forty-five community junior colleges are listed in Appendix A.

Table 1

Number of Community Junior Colleges Studied by State

State	Number
Iowa	14
Kansas	14
Missouri	10
Nebraska	7
TOTAL	45

The sample population at each community junior college was three administrators (the college respondents) and five selected community residents (the community respondents) within the community junior college service area. Table 2 presents the two populations of the study and their overall response rate. The difference between the number responding and the useable number responding resulted from the return of blank questionnaires.

Table 2

Sample Population Response Rate

	Number Responding	Respondent Percentage	Useable Number Responding	Useable Respondent Percentage
College Respondents	108	80.0	106	78.5
Community Respondents	167	74.2	162	72.0
TOTALS	275		268	

Selected Community Residents

The selected community resident population consisted of one bank president, one county commissioner, one employment service director, one newspaper editor, and one superintendent from each of the forty-five community junior college's service area. At least two completed resident responses were necessary to make the community junior college eligible for the study. This requirement was met in all forty-five cases. Table 3 presents the five categories in the resident population, the useable responses, and the respective percentage of the total useable respondents from each category. The overall percentage of resident population responding was 74.2 percent, while the overall useable percentage was 72.0 percent.

Table 3

Selected Community Resident Respondents
and Their Response Rates

Respondent	Number Responding	Percentage Responding	Useable Number Responding	Useable Percentage Responding
Bank President	26	57.8	25	55.6
County Commissioners	32	71.1	32	71.1
Employment Service Director	38	84.4	36	80.0
Newspaper Editors	30	66.7	29	64.4
Superintendents	41	91.1	40	88.9
TOTAL	167		162	

The questionnaire responses for the measurement of the perceived value of the community junior colleges were averaged to obtain a composite score or a community average value (C.A.V.) score. A minimum of two community residents responses for a particular community junior college was necessary before the C.A.V. score was used. This C.A.V. score then became the criterion variable for the multiple regression analysis. The lower the numerical value of C.A.V., the lower the perceived value of a community junior college's worth to the community as perceived by selected community

residents. Conversely, the higher the numerical value of C.A.V., the higher the perceived value of a community junior college's worth to the community as perceived by selected community residents.

Table 4 presents the C.A.V. scores for all forty-five community junior colleges. This table was constructed by averaging scores of the bank presidents, county commissioners, employment service directors, newspaper editors and superintendents for a single value score. The individual scores of the five categories can be located in Appendix C, along with the mean, median, and mode for each of the five categories.

Table 4

Community Average Value Scores of
Combined Selected Residents

Score	Absolute Frequency	Relative Frequency Percentage	Adjusted Frequency Percentage	Cumulative Frequency Percentage
93	1	2.2	2.2	2.2
95	1	2.2	2.2	4.4
101	1	2.2	2.2	4.4
105	1	2.2	2.2	8.9
109	1	2.2	2.2	11.1
114	1	2.2	2.2	13.3
117	2	4.4	4.4	17.8
121	1	2.2	2.2	17.8
123	1	2.2	2.2	22.2
124	1	2.2	2.2	24.4
125	1	2.2	2.2	26.7
126	2	4.4	4.4	31.1
127	2	4.4	4.4	35.6
128	1	2.2	2.2	37.8
129	1	2.2	2.2	40.0
130	1	2.2	2.2	42.2
131	1	2.2	2.2	44.4
132	1	2.2	2.2	46.7
133	1	2.2	2.2	48.9
134	1	2.2	2.2	51.1
135	3	6.7	6.7	57.8
136	1	2.2	2.2	60.0
137	2	4.4	4.4	64.4
138	3	6.7	6.7	71.1
139	3	6.7	6.7	77.8
140	2	4.4	4.4	82.8
144	2	4.4	4.4	86.7
145	1	2.2	2.2	88.9
147	1	2.2	2.2	91.1
151	1	2.2	2.2	93.3
155	1	2.2	2.2	95.6
157	1	2.2	2.2	97.8

Table 4 Continued

Score	Absolute Frequency	Relative Frequency Percentage	Adjusted Frequency Percentage	Cumulative Frequency Percentage
176	1	2.2	2.2	100.0
Total	45	100.0	100.0	
Mean	131.3	Range	83	
Median	134.3	Kurtosis	.84	
Mode	138	Skewness	-.2	
Minimum Score	93	Standard Deviation	15.82	
Maximum Score	176	Valid Cases	45	

Community Junior College Administrators

The administrator portion of the college respondents of the sample population consisted of the board president, the college president, and the community service director of each community junior college, the total sample was three administrators per college. At least one administrator's response was necessary to make the community junior college eligible for this study. This requirement was met in all forty-five cases. Table 5 presents the three categories of administrators in the sample population. The overall number of responses was 80.0 percent, while the overall useable percentage was 78.5 percent.

Table 5

Community Junior College Administrator
Respondents and Their Response Rates

Respondent	Number Responding	Percentage Responding	Useable Number Responding	Useable Percentage Responding
President	39	86.7	38	84.4
Community Service Director	42	93.3	42	93.3
Board President	27	60.0	26	57.8
Total	108		106	

The questionnaire for the administrator's sample measured which community-based education criteria (C.B.E.C.) were employed by the sample institutions. The questionnaire also measured the level of support or opposition to each C.B.E.C. The administrators of the sample community junior colleges responded by choosing one of the following alternatives to each criteria: strong opposition, not used; moderate opposition, not used; slight opposition, not used; slight support, used; moderate support, used; strong support, used.

These fifteen C.B.E.C. scores then became the predictor variable for the multiple regression analysis. The lower the numerical value of an individual C.B.E.C., on a scale of one to

six, the lower the support and use of an individual C.B.E.C. at a community junior college as perceived by individual administrators. Conversely, the higher the numerical value of individual C.B.E.C., the higher the support and use of an individual C.B.E.C. at a community junior college as perceived by individual administrators. The following table presents the fifteen C.B.E.C. variables and the mean, median, mode, and range for each of the three subdivisions of administrators.

Table 6

Responses of Community Junior College
Administrators to C.B.E.C. Variables

Variable	Mean	Median	Mode	Range
1. Involves the community in the development of the goals for the college.				
College President	5.32	5.39	5.0	3.0
Community Service Director	5.31	5.35	5.0	3.0
Board President	5.31	5.57	6.0	4.0
2. Is attentive to possible negative impact of college programs on the community.				
College President	5.16	5.20	5.0	2.0
Community Service Director	5.00	5.10	5.0	4.0
Board President	4.96	5.15	5.0	5.0
3. Faculty involves itself in the community and is sensitive to community needs.				
College President	5.11	5.15	5.0	3.0
Community Service Director	4.98	5.03	5.0	3.0
Board President	4.92	5.10	5.0	3.0
4. College Facilities are accessible to the community.				
College President	5.89	5.94	6.0	1.0
Community Service Director	5.78	5.28	5.0	2.0
Board President	5.42	5.82	6.0	4.0
5. Assess the needs of the community to determine programs.				

Table 6 Continued

Variable	Mean	Median	Mode	Range
College President	5.61	5.71	6.0	2.0
Community Service Director	5.31	5.28	5.0	2.0
Board President	5.46	5.57	6.0	2.0
6. Makes its services accessible to all elements of the community.				
College President	5.58	5.77	6.0	3.0
Community Service Director	5.34	5.47	6.0	2.0
Board President	5.35	5.42	5.0	3.0
7. Cooperates with community and outside agencies to provide services to the community.				
College President	5.61	5.71	6.0	2.0
Community Service Director	5.55	5.66	6.0	2.0
Board President	5.42	5.57	6.0	2.0
8. Is recognized by the community as a resource to solve community problems.				
College President	5.18	5.31	6.0	2.0
Community Service Director	4.48	4.44	4.0	4.0
Board President	4.65	5.00	6.0	4.0
9. Recognizes its campus extends to all locations within its service area.				
College President	5.84	5.90	6.0	1.0
Community Service Director	5.61	5.74	6.0	2.0
Board President	5.65	5.74	6.0	1.0
10. Evaluates its contribution to the community through a formal procedure.				

Table 6 Continued

Variable	Mean	Median	Mode	Range
College President	4.62	4.65	4.0	4.0
Community Service Director	3.67	3.73	4.0	5.0
Board President	4.23	4.50	5.0	4.0
11. Works with other institutions or groups in the community to plan and conduct activities.				
College President	5.53	5.60	6.0	2.0
Community Service Director	5.33	5.50	6.0	3.0
Board President	5.15	5.13	5.0	2.0
12. Bases its programs on competencies rather than credits.				
College President	4.61	4.50	6.0	3.0
Community Service Director	4.42	4.73	5.0	4.0
Board President	4.79	4.94	5.0	3.0
13. Bases its programs on individual learning needs rather than specific degree requirements.				
College President	4.84	4.95	6.0	3.0
Community Service Director	4.71	4.80	5.0	4.0
Board President	4.72	4.67	4.0	3.0
14. Attempts to adapt its methods of instruction to the needs of its learners.				
College President	5.21	5.35	6.0	3.0
Community Service Director	5.08	5.10	5.0	3.0
Board President	5.08	5.13	6.0	2.0
15. Provides services outside the formal classroom framework.				

Table 6 Continued

Variable	Mean	Median	Mode	Range
College President	5.43	5.66	6.0	2.0
Community Service Director	5.21	5.32	6.0	3.0
Board President	5.34	5.50	6.0	2.0

The fifteen C.B.E.C. variables were then used as predictor variables in the multiple regression analysis to determine if there was a relationship to the C.A.V. scores.

Selected Community Residents Demographic Analysis

This section of the study is an analysis of whether demographic data affects the C.A.V. responses of selected community residents. The demographic information collected on the questionnaire is presented for each of the five categories of selected community residents. The demographic information on the questionnaire was treated as if it were a community-based education criteria to determine if there was any relationship between this demographic information and the perception of the value of the community junior college. The significance of the demographic information was then assessed. The number (N) may vary due to the failure of a respondent to answer a specific question.

The five demographic questions asked of selected residents were:

1. Population of the community,
2. Age of resident,
3. Months the resident has lived in the community,
4. Months the resident has held the present position, and
5. Highest educational degree obtained.

The response mode to these questions can be seen in Appendix B, where the sample questionnaire is presented.

The Statistical Package for the Social Sciences (Computer Program, Xerox Version 6.02) was used to analyze the criterion variable and the predictor variables. This analysis was computed on a Xerox Sigma Seven CP-U D1B at Montana State University.

Community Bank Presidents

A total of twenty-five of the forty-five community bank presidents responded to the questionnaire. This was approximately 15 percent of the total sample population for the selected community residents. None of the five demographic questions, when treated as variables in multiple regression analysis, were significant at the .10 level. See Table 7.

Table 7

Demographic Information of Community Bank Presidents
as Related to C.A.V. Scores

Variable	R ²	N	df	Calculated F	Critical F	Significance
1	.068	23	1	1.63	2.95	
2	.035	23	1	.82	2.95	
3	.143	23	1	.44	2.95	
4	NR	23	1	.22	2.95	
5	.113	23	1	.66	2.95	
Total R ²	.360					

NR - Not Reported by SPSS Program because less than .001

Community County Commissioners

A total of thirty-two of the forty-five community county commissioners responded to the questionnaire. This was approximately 20 percent of the total sample population for the selected community residents. Two of the five demographic questions which were asked of county commissioners were found to be significant at the .10 level. These two questions were:

1. Population of the community,
2. Months the resident has lived in the community.

Both these questions had a negative relationship, or the larger the population of a community and the longer a resident had lived in a

community, the lower the C.A.V. score of a community junior college. However, the total R^2 accounted for by all five variables was 21.9 percent, which means only 21.9 percent of the total area can be explained by all variables. See Table 8. Variables one and three had a R^2 of 11 percent. The term area refers to how reliable a variable was in predicting the criterion variable (C.A.V. scores), a perfect predictor variable would account for 100 percent of the area.

Table 8

Demographic Information of Community County Commissioners
as Related to C.A.V. Scores

Variable	R^2	N	df	Calculated F	Critical F	Significance
1	.110	26	1	3.08	2.92	*
2	NR	26	1	.39	2.92	
3	.110	26	1	3.37	2.92	*
4	NR	26	1	.05	2.92	
5	NR	26	1	.34	2.92	

Total R^2 .219

* - Significant at .10

NR - Not Reported by SPSS Program because less than .001

Community Employment Service Directors

A total of thirty-six of the forty-five community employment directors responded to the questionnaire. This consisted of

approximately 22 percent of the total sample population for the selected community residents. One of the five demographic questions which were asked of employment service directors was found to be significant at the .10 level. This question was variable one or the population of the community. The population of the community was inversely related to the C.A.V. score of a community junior college. Variable one accounted for 10.8 percent of the total area. The total R^2 explained by all five variables was 18.5 percent of the area. See Table 9.

Table 9

Demographic Information of Community Employment Service
Directors as Related to C.A.V. Scores

Variable	R^2	N	df	Calculated F	Critical F	Significance
1	.108	30	1	3.51	2.89	*
2	NR	30	1	1.48	2.89	
3	.022	30	1	1.25	2.89	
4	NR	30	1	.49	2.89	
5	.054	30	1	1.82	2.89	

Total R^2 .185

* - Significant at .10

NR - Not Reported by SPSS Program because less than .001

Community Newspaper Editors

A total of twenty-nine of the forty-five community newspaper editors responded to the questionnaire. This was approximately 18 percent of the total sample population for the selected community residents. One of the five demographic questions which were used of all newspaper editors was found to be significant at the .10 level. This question was variable two or the age of the residents. The age of the resident was directly related to the C.A.V. score of a community junior college. Variable two accounted for 11.1 percent of the total area. The total R^2 explained by all the variables was 19.8 percent of the area. See Table 10.

Table 10

Demographic Information of Community Newspaper Editors
as Related to C.A.V. Scores

Variable	R^2	N	df	Calculated F	Critical F	Significance
1	NR	26	1	.28	2.92	
2	.111	26	1	3.12	2.92	*
3	.062	26	1	1.81	2.92	
4	.024	26	1	.01	2.92	
5	NR	26	1	.21	2.92	

Total R^2 .198.

* - Significant at .10

NR - Not Reported by SPSS Program because less than .001

Community Superintendents

A total of forty of the forty-five community superintendents responded to the questionnaire. This was approximately 25 percent of the total sample population for the selected community residents. One of the five demographic questions which were asked of all superintendents was found to be significant at the .10 level. This question was variable two or the older the resident the higher the C.A.V. score of a community junior college. Variable two accounted for 9.6 percent of the total area. The total R^2 explained by all the variables was 16.3 percent of the area. See Table 11.

Table 11

Demographic Information of Community Superintendents
as related to C.A.V. Scores

Variable	R^2	N	df	Calculated F	Critical F	Significance
1	.045	30	1	.57	2.89	
2	.096	30	1	3.09	2.89	*
3	.005	30	1	.03	2.89	
4	.009	30	1	.10	2.89	
5	.047	30	1	1.55	2.89	
Total R^2	.163					

* - Significant at .10

The analysis of the community residents demographic information showed only three demographic variables significant. The highest R^2 accounted for by any of the significant variables was 11 percent. These variables were:

1. Population of the community.
2. Age of resident, and
3. Months lived in the community.

While there were significant relationships, the highest total R^2 was 21.9 percent of the area, when all variables were added in the full model. See Table 12 for a summary table of those significant variables and whether the relationship was positive or negative.

Table 12

Summary of Significant Demographic Variables and the Direction of the Relationship As Related to C.A.V. Scores

Community Residents	Significant Variables	Direction of the Relationship
Community Bank Presidents	0	
Community County Commissioners	1, 3	N, N
Community Employment Service Directors	1	N
Community Newspaper Editors	2	P
Community Superintendents	2	P
N - Negative		
P - Positive		

Community Junior College Administrators

This section of the study is an analysis of demographic information on college administrators and its effect on C.A.V. scores. The demographic information collected on the questionnaire was treated as if it were a community-based education criteria to determine if there was any relationship between this demographic information and the perception of the value of the community junior college. The significance of the demographic information was then assessed. The number (N) may vary due to the failure of a respondent to answer a specific question.

Six demographic questions were asked of respondents in the administrative sample. These questions were:

1. Population of the community,
2. Age of administrator,
3. Months the administrator has lived in the community,
4. Months the administrator has held the present position,
5. Highest educational degree earned by administrators, and
6. Enrollment of the community junior college.

The response mode to these questions can be seen in Appendix B, where the sample questionnaires are presented.

College Board Presidents

A total of twenty-four of the forty-five college board presidents responded to the questionnaire. This was approximately 25 percent of the total administrative sample population. One of the six demographic questions which was asked of all administrative personnel was found to be significant at the .10 level. This question was variable four or the number of months they have held their present position. The length of the board president's term in office was inversely related to the C.A.V. score. Variable four accounted for 15.4 percent of the total area. The total R^2 explained by all six variables was 21.3 percent of the area. The term area refers to how reliable a variable was in predicting the criterion variable (C.A.V.). A perfect predictor variable would account for 100 percent of the area. See Table 13.

Table 13

Demographic Information of College Board Presidents
As Related to C.A.V. Scores.

Variable	R ²	N	df	Calculated F	Critical F	Significance
1	NR	23	1	.53	2.95	
2	NR	23	1	.02	2.95	
3	NR	23	1	.15	2.95	
4	.154	23	1	4.02	2.95	*
5	.058	23	1	1.57	2.95	
6	NR	23	1	.36	3.95	

Total R² .213

* - Significant at .10

NR - Not Reported by SPSS Program because less than .001

College Presidents

A total of thirty-seven of the forty-five community junior college presidents responded to the questionnaire. This was approximately 36 percent of the total administrator sample population. None of the six demographic questions were significant when treated as variables in multiple regression analysis at the .10 level. See Table 14.

Table 14

Demographic Information of College Presidents
As Related to C.A.V. Scores

Variable	R ²	N	df	Calculated F	Critical F	Significance
1	.062	36	1	2.32	2.88	
2	NR	36	1	.01	2.88	
3	.017	36	1	.03	2.88	
4	.019	36	1	.62	2.88	
5	.016	36	1	.32	2.88	
6	NR	36	1	.07	2.88	

Total R² .118

NR - Not Reported by SPSS Program because less than .001

Community Service Directors

A total of forty-two of the forty-five community service directors responded to the questionnaire. This was approximately 40 percent of the total administrative sample population. None of the six demographic questions were significant when treated as variables in multiple regression analysis at the .10 level. See Table 15.

Table 15

Demographic Information of Community Service Directors
As Related to C.A.V. Scores

Variable	R ²	N	df	Calculated F	Critical F	Significance
1	.09	39	1	.38	2.84	
2	.022	39	1	.89	2.84	
3	NR	39	1	.52	2.84	
4	.004	39	1	.81	2.84	
5	NR	39	1	.04	2.84	
6	.066	39	1	2.70	2.84	
Total R ²	.101					

NR - Not Reported by SPSS Program because less than .001.

The analysis of the community junior college administrators demographic information showed only one significant demographic variable for one administrative position. The R² accounted for by this variable was 15.4 percent. This variable was: months the administrator has lived in the community. While there was a significant relationship, the R² was 21.3 percent of the area, when all variables were added in the full model. See Table 16, a summary table of administrative positions and the significant variable and whether the relationship was positive or negative.

Table 16

Summary of Significant Demographic Variable and the
Direction of the Relationship as
Related to C.A.V. Scores

Community Junior College Administrators	Variable	Direction of the Relationship
College Board Presidents	4	N
College Presidents	0	
Community Service Directors	0	
N - Negative		

Major Hypotheses

The major hypothesis investigated by this study was "There is no relationship between the use of community-based education criteria by community junior colleges and the perception of the value of that community junior college by the community." This major hypothesis was analyzed by determining if there was a relationship between the fifteen C.B.E.C. variables and the C.A.V. scores for: First, the college board presidents; second, the community junior college presidents; third, the community service directors; and finally, the full model using all the C.B.E.C. scores for each of the three aforementioned administrative subdivisions. Tables are used to display the relationship of the criteria of community-based

education to community average values scores. Following these tables are tables demonstrating the most efficient restricted model. The direction of significant variables are not indicated since all relationships were positive. That is, as use and support of a predictor variable increased so did the score of the criterion variable.

Guilford and Fruchter's levels of significance were then modified and used for this study. If the calculated F was significant at the .01 level, the null hypothesis was rejected. If the calculated F was not significant at the .10 level, the null hypothesis was retained. If the calculated F was larger than the critical F for the .10 level and smaller than the critical F for the .01 level, judgement was suspended regarding the relationship between community-based education and the community's perception of the community junior college. The use of Guilford and Fruchter's levels of significance was appropriate for this study, since community-based education was early in the development of community-education theory and its use was still in the embryonic stage.

The Statistical Package for the Social Sciences (Computer Program, Xerox Version 6.02) was used to analyze the criterion variable and the predictor variables. This analysis was computed

on a Xerox Sigma Seven CP-U DIB at Montana State University.

This analysis was done by comparing each C.B.E.C. variable to the C.A.V. score. Each C.B.E.C. variable was treated individually to determine if there was a relationship to the C.A.V. score.

Analysis of College Board Presidents' Responses

Analyses were made on fifteen C.B.E.C. variables to determine if there was a relationship to the C.A.V. scores. Table 17 gives the results of that analysis.

Table 17

C.B.E.C. Variables Responses by College Board Presidents
As Related to C.A.V. Scores

Variable	R ²	N	df	Calculated F	Critical F	Significance
11	.149	22	1	3.68	2.96	*
1	.215	22	1	.36	2.96	
2	NR	22	1	.04	2.96	
3	.052	22	1	1.29	2.96	
4	NR	22	1	.13	2.96	
5	.0699	22	1	.08	2.96	
6	.028	22	1	.18	2.96	
7	.064	22	1	.03	2.96	
8	.127	22	1	.23	2.96	
9	.021	22	1	.26	2.96	
10	.038	22	1	.02	2.96	
12	.118	22	1	.59	2.96	
13	.369	22	1	.86	2.96	
14	.002	22	1	.76	2.96	
15	.015	22	1	.53	2.96	

Total R² .937

* - Significant at .1

NR - Not Reported by SPSS Program because less than .001

The analysis indicates a significant relationship at the .10 level for C.B.E.C. variable number eleven. This H₀ was:

There is no relationship between the community junior

college that works with other institutions or groups in the community in the planning and conducting of activities and the perception of the value of that community junior college by the community.

Since the calculated F value of C.B.E.C. variable eleven is 3.68, which is greater than the critical F of 2.96 at the .10 level but not greater than the critical F of 8.02 at the .01 level, judgement on this hypothesis was suspended. The total R^2 accounted for by all fifteen C.B.E.C. variables was 93.7 percent, while C.B.E.C. variable eleven accounted for 14.9 percent of the area.

Analysis of College Presidents' Responses

Analyses were made on fifteen C.B.E.C. variables to determine if there was a relationship to the C.A.V. scores. Table 18 gives the results of that analyses.

Table 18

C.B.E.C. Variable Responses by College Presidents'
As Related to C.A.V. Scores

Variable	R ²	N	df	Calculated F	Critical F	Significance
9	.235	35	1	10.45	2.88	**
1	.042	35	1	1.12	2.88	
2	NR	35	1	1.14	2.88	
3	.021	35	1	.17	2.88	
4	NR	35	1	.02	2.88	
5	.008	35	1	.03	2.88	
6	.004	35	1	.51	2.88	
7	NR	35	1	.0001	2.88	
8	.030	35	1	1.37	2.88	
10	NR	35	1	.46	2.88	
11	.05	35	1	.22	2.88	
12	.012	35	1	.18	2.88	
13	.053	35	1	.39	2.88	
14	.010	35	1	.05	2.88	
15	.020	35	1	1.13	2.88	

Total R² .485

** - Significant at .01

NR - Not Reported by SPSS Program because less than .001

The previous analysis indicates a significant relationship at the .01 level for C.B.E.C. variable number nine. This H₀ was:

There is no relationship between the community junior

college that recognizes its campus to be the same as its service area boundaries and the perception of the value of that community junior college by the community.

Since the calculated F value of C.B.E.C. variable nine was greater than either the critical F of 2.88 at the .10 level and the critical F of 7.56 at the .01 level, the null hypothesis was rejected. None of the other C.B.E.C. variables were greater than the aforementioned critical F values. The total R^2 accounted for by all fifteen C.B.E.C. variables was 48.5 percent, while C.B.E.C. variable nine accounted for 23.5 percent of the area alone.

Analysis of Community Service Directors' Responses

Analyses were made on fifteen C.B.E.C. variables to determine if there was a relationship to the C.A.V. scores. Table 19 gives the results of that analysis.

Table 19

C.B.E.C. Variables Responses by Community Service Directors'
As Related to C.A.V. Scores

Variable	R ²	N	df	Calculated F	Critical F	Significance
11	.113	36	1	4.47	2.88	*
1	.015	36	1	1.32	2.88	
2	.017	36	1	.43	2.88	
3	.012	36	1	.56	2.88	
4	.003	36	1	.02	2.88	
5	.010	36	1	.47	2.88	
6	.009	36	1	.57	2.88	
7	.033	36	1	.21	2.88	
8	.030	36	1	.01	2.88	
9	.004	36	1	1.17	2.88	
10	.074	36	1	3.10	2.88	*
12	.160	36	1	2.37	2.88	
13	.026	36	1	2.30	2.88	
14	NR	36	1	.02	2.88	
15	.004	36	1	.03	2.88	

Total R² .365

* - Significant at .1

NR - Not Reported by SPSS Program because less than .001

The previous analyses indicates two significant relationships at the .10 level for C.B.E.C. variables ten and eleven. These H₀'s are:

There was no relationship between the community junior college that evaluates its contributions to the community in an organized method and the perception of the value of that community junior college by the community.

There was no relationship between the community junior college that works with other institutions or groups in the community in the planning and conducting of activities and the perception of the value of that community junior college by the community.

Since the calculated F values of C.B.E.C. variables ten and eleven were 3.1 and 4.47 respectively, both were greater than the critical F of 2.88 at the .10 level. Neither value exceeded the critical F of 7.56 at the .01 level; therefore, judgement on these hypotheses was suspended. The total R^2 accounted for by all fifteen C.B.E.C. variables was 36.5 percent, while C.B.E.C. variables ten and eleven accounted for 18.7 percent of the area.

Analysis of the Combined Responses

The next analyses were made on forty-five C.B.E.C. variables which were a combination of the college presidents', community service directors', and college board presidents' C.B.E.C. variables. This was done to determine if there was a relationship to the C.A.V. scores. Once again, each individual C.B.E.C. variable was treated individually to determine a relationship. Table 20 gives the results of that analyses.

Table 20

Combined Administrators' Responses on C.B.E.C. Variables
As Related to C.A.V. Scores

Variable	R ²	N	df	Calculated F	Critical F	Significance
CP 9	.190	18	1	5.22	3.03	*
CP 1	NR	18	1	.54	3.03	
CP 2	.105	18	1	.55	3.03	
CP 3	NR	18	1	.08	3.03	
CP 4	NR	18	1	.01	3.03	
CP 5	NR	18	1	.01	3.03	
CP 6	NR	18	1	.25	3.03	
CP 7	NR	18	1	.00	3.03	
CP 8	NR	18	1	.66	3.03	
CP 10	NR	18	1	.22	3.03	
CP 11	.001	18	1	.11	3.03	
CP 12	NR	18	1	.09	3.03	
CP 13	NR	18	1	.19	3.03	
CP 14	NR	18	1	.24	3.03	
CP 15	NR	18	1	.55	3.03	
CS 1	NR	18	1	.50	3.03	
CS 2	NR	18	1	.02	3.03	
CS 3	.083	18	1	.84	3.03	
CS 4	NR	18	1	1.27	3.03	
CS 5	NR	18	1	.00	3.03	
CS 6	NR	18	1	2.51	3.03	
CS 7	NR	18	1	.34	3.03	
CS 8	.067	18	1	.30	3.03	

Table 20 Continued

Variable	R ²	N	df	Calculated F	Critical F	Significance
CS 9	NR	18	1	1.02	3.03	
CS 10	.166	18	1	.76	3.03	
CS 11	.091	18	1	3.15	3.03	*
CS 12	NR	18	1	.22	3.03	
CS 13	NR	18	1	.48	3.03	
CS 14	NR	18	1	.76	3.03	
CS 15	NR	18	1	.10	3.03	
CB 1	NR	18	1	.00	3.03	
CB 2	NR	18	1	.23	3.03	
CB 3	NR	18	1	1.72	3.03	
CB 4	NR	18	1	.71	3.03	
CB 5	NR	18	1	.04	3.03	
CB 6	NR	18	1	.01	3.03	
CB 7	.114	18	1	.89	3.03	
CB 8	NR	18	1	2.54	3.03	
CB 9	NR	18	1	.09	3.03	
CB 10	NR	18	1	.65	3.03	
CB 11	.129	18	1	3.26	3.03	*
CB 12	NR	18	1	.48	3.03	
CB 13	.010	18	1	.03	3.03	
CB 14	NR	18	1	1.09	3.03	
CB 15	NR	18	1	.08	3.03	

Total R² .956

* - Significant at .10

NR - Not Reported

CPx - College Presidents' C.B.E.C.

CSx - Community Service Directors' C.B.E.C.

CBx - College Board Presidents' C.B.E.C.

The previous analyses indicates three significant relationships at the .10 level for the combined C.B.E.C. variables. These H_0 's are:

There was no relationship between the community junior college that recognizes its campus to be the same as its service area boundaries and the perception of the value of that community junior college by the community.

There was no relationship between the community junior college that works with other institutions or groups in the community in the planning and conducting of activities and the perception of the value of that community junior college by the community.

Since the calculated F values of C.B.E.C. variable nine for college presidents, variable eleven by community service directors and variable eleven for college board presidents exceed the critical F of 3.03 at .10 level, they were significant. The calculated values of F did not exceed the critical F of 8.40 at .01 level; therefore, the appropriate null hypotheses were not rejected, and judgement was suspended on these three C.B.E.C. variables. The total R^2 accounted for by all forty-five C.B.E.C. combined variables was 95.6 percent, while these three combined variables accounted for 31.0 percent of the area. The three significant variables indicate that a possible relationship between community-based education criteria and perceived worth of that community junior college by community residents could exist.

Restricted Models

The analysis of the most efficient restricted models was done to determine whether a larger set of C.B.E.C. variables could be found to account for more of the R^2 than the individual significant C.B.E.C. variables. From this, the most efficient restricted multiple regression models were developed. These models were developed by adding community-based education criteria into a prediction equation. Two restrictions were placed on this analysis. First, the ratio of degrees of freedom to residuals (N-df) must be no smaller than one to three; second, the larger set of C.B.E.C. variables would remain significant at the .10 level.

College Board Presidents' Restricted Model

Further analysis of these variables was not possible because the addition of more variables to a restricted model was not significant until the one to three ratio of degrees of freedom to residuals was violated.

College Presidents' Restricted Model

Further analyses were done to attempt to determine whether a larger set of C.B.E.C. variables could be found to account for more than 23.5 percent of the area. The most efficient restricted

model meeting the aforementioned restrictions is presented in Table 21.

Table 21

College Presidents' Most Efficient
Restricted Model

Variable	R ²	N	df	Calculated F	Critical F	Significance
	.411	35	5	4.18	2.05	*

Variables in Equation

9	15.78
8	5.89
11	1.88
1	3.94
13	2.69

Constant 26.69

* - Significant at .10

The college presidents' most efficient model uses five C.B.E.C. variables and accounts for 41.1 percent of the 48.5 percent of the R² accounted for by all fifteen variables. This model has a calculated F of 4.48 which is greater than the critical F at the .10 level. The variables included in this model are:

C.B.E.C. 9 - Recognizes its campus extends to all locations within its service area.

C.B.E.C. 8 - Is recognized by the community as a resource to solve community problems.

C.B.E.C. 11 - Works with other institutions or groups in the community to plan and conduct activities.

C.B.E.C. 1 - Involves the community in the development of goals for the college.

C.B.E.C. 13 - Bases its programs on individual learning needs rather than specific degrees.

These C.B.E.C. variables are listed in order of their contribution to the total R^2 , from most significant to the least significant. Further addition of C.B.E.C. variables violated one or both of the two aforementioned restrictions.

The calculated F of 4.18 in this model is greater than the critical F of 2.05 at the .10 level, but not greater than the critical F of 4.23 at the .01 level. Therefore, judgement was suspended on the null hypothesis that there was no relationship to the use of community-based education criteria by community junior colleges and perception of the value of that community junior college by the community.

Community Service Directors' Restricted Model

Further analyses was done to attempt to determine whether a larger set of C.B.E.C. variables could be found to account for more than 18.7 percent of the area, while still abiding by the aforementioned restrictions. The most efficient restricted model meeting these restrictions is presented in Table 22.

Table 22

Community Service Directors' Most
Efficient Restricted Model

Variable	R ²	N	df	Calculated F	Critical F	Significance
	.292	36	6	2.06	1.98	*
Variables in Equation						
11					2.15	
10					3.22	
13					.75	
8					2.23	
7					1.39	
12					.68	
Constant 59.37						
* - Significant at .10						

The community service directors' most efficient restricted model uses six C.B.E.C. variables and accounts for 29.2 percent of 36.5 percent of the R² accounted for by all fifteen variables. This

model has a calculated F of 2.06 which is greater than the critical F of 1.98 at the .10 level. The variables in this model are:

C.B.E.C. 11 - Works with other institutions or groups in the community to plan and conduct activities.

C.B.E.C. 10 - Evaluates its contribution to the community through a formal procedure.

C.B.E.C. 13 - Bases its programs on individual learning needs rather than specific degrees.

C.B.E.C. 8 - Recognized as a resource to solve community problems.

C.B.E.C. 7 - Cooperates with community and outside agencies to provide services to the community.

C.B.E.C. 12 - Bases its programs on competencies rather than credits.

These C.B.E.C. variables are listed in order of their contribution to the total R^2 , from most significant to the least significant. Further addition of C.B.E.C. variables violated one or both of the two aforementioned restrictions.

Since the calculated F of 2.06 for this model is greater than the critical F of 1.98 at the .10 level, but not greater than the critical F of 3.47 at the .01 level, the null hypothesis, that there was no relationship to the use of community-based education

criteria by community junior colleges and perception of the value of that community junior college by the community, was neither accepted or rejected. The null hypothesis falls in the region between .10 to .01 levels; therefore, judgement is suspended pending further study.

Combined Responses' Restricted Model

Further analyses were done to attempt to determine whether a larger set of combined C.B.E.C. variables could be found to account for more than 31.0 percent of the area, while still abiding by the aforementioned restrictions. The most efficient restricted model meeting these restrictions is presented in Table 23.

Table 23

Combined Responses' Most Efficient
Restricted Model

Variable	R ²	N	df	Calculated F	Critical F	Significance
	.522	18	4	3.83	2.39	*
Variables in Equation						
CP 9				8.57		
CB 11				3.50		
CS 11				3.55		
CS 8				1.96		
Constant - 89.51						
* - Significant at .10						
				CPx - College President C.B.E.C.		
				CSx - Community Service Director C.B.E.C.		
				CBx - College Board President C.B.E.C.		

The combined responses' most efficient restricted model used four combined C.B.E.C. variables and accounts for 52.2 percent of 95.6 percent of the R² accounted for by all forty-five variables. This model has a calculated F of 3.83 which is greater than the critical F of 2.39 at the .10 level. The variables in this model are:

C.B.E.C. CP 9 - Recognizes its campus extends to all locations within its service area. (College President)

C.B.E.C. CB 11 - Works with other institutions or groups in the community to plan and conduct activities. (College Board

President)

C.B.E.C. CS 11 - Works with other institutions or groups in the community to plan and conduct activities. (Community Service Director)

C.B.E.C. CS 8 - Is recognized by the community as a resource to solve community problems. (Community Service Director)

These combined C.B.E.C. variables are listed in order of their contribution to the total R^2 , from most significant to least significant. Further addition of combined C.B.E.C. variables violated one or both of the aforementioned restrictions.

Since the calculated F of 3.83 for this model is greater than the critical F of 2.39 at the .10 level, but not greater than the critical F of 5.04 at the .01 level, the null hypothesis, that there was no relationship to the use of community-based education criteria by community junior colleges and perception of the value of that community junior college, was neither accepted or rejected. The null hypothesis falls in the region between .10 to .01 levels; therefore, judgement is suspended pending further study.

Summary

Each of the sixteen hypotheses was analyzed and discussed with regard to their being rejected, retained for comment, or

accepted through the use of the Guilford and Fruchters' levels of significance. Tables were presented to verify and explain the collected data.

Four demographic variables were found to be significant at the .10 level, three for the community residents sample and one for the administrative sample. Months lived in the community was the significant variable for the administrative sample, while the population of the community, age of the resident, and the months lived in the community were significant for the community residents sample. None of the demographic variables could explain more than 15.4 percent of the area.

The following variable was the only variable found to be significant at the .01 level: Your community junior college recognizes its campus extends to all locations within its service area. Two other variables were found to be significant at the .10 level and were retained for comment. They were: the community junior college works with other institutions or groups in the community to plan and conduct activities; and the community junior college evaluates its contribution to the community through a formal procedure. These three variables indicate a possible relationship between community-based education and the perception of a community junior college by its community.

Three restricted models were developed using five additional community-based education criteria variables. These three models were all significant at the .10 level; therefore, judgement on the appropriate null hypotheses was suspended with neither acceptance or rejection. These three models then further support a possible relationship between community-based education and the perception of a community junior college by its community.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of this study was to determine if there was a relationship between criteria of community-based education used by a community junior college's administrators and perceived attitudes of the value of that community junior college by selected residents living in that college's service area. The study spans the 1978-79 academic year. The criteria investigated were developed by Gollattscheck and Wattenbarger and modified by the investigator. These two sets of criteria were condensed to eliminate duplicating criteria.

Summary

The review of literature traced the development of the community junior college through four stages. The first stage was 1850 to 1920. This stage witnessed the birth of an idea by various leaders in education and the early foundation and growth of community junior colleges. The second stage discussed was from 1920 to 1945. This stage was various legislative acts passed which allowed direct support to community junior colleges and new growth in vocational areas. The third stage was from 1945 to 1965, which saw support from two United States presidents, as well as the

Strayer Report which encouraged the State of California to oppose the expansion of existing community junior colleges to four year colleges. Finally, this stage saw the development of the comprehensive community junior college which offered a variety of programs, such as academic, vocational, and community services.

The philosophy of the community junior college was the next area to be discussed. The effects of idealism and experimentalism on the community junior college were presented. The removal of the first two years of the university education was sought by the idealist Dewey, who advocated experimentalism, believed that a school should become a miniature society which influenced the community junior college to accept a more practical education.

Finally, the area of community service or continuing education was discussed. Recent literature indicated a trend for the community junior college to become a catalyst for social improvement and a vehicle to provide meaningful educational opportunities to community residents, as well as more traditional education for transfer and vocational technical students.

Two studies were found dealing with community junior colleges and community-based education. The first was done by Yarrington, in 1975. This study used structured interviews with a sample size of fifty-four persons. The study was designed to

assess how a community-based community college in the Portland, Oregon area was performing community-based education.

The second study was done by Fletcher, Rue, and Young, who sent questionnaires to 1,275 public and private community junior colleges in the United States and Canada for the purpose of investigating the use and commitment to community education. Fletcher, Rue and Young reported a very strong commitment to community education by 95 percent of the administrators studied. The researchers reported that the application of community education could not be effectively studied due to the lack of a clear definition of community education.

The present study was accomplished by the selection of a stratified random sample of forty-five institutions, from Nebraska, Iowa, Missouri, and Kansas. Questionnaires were then mailed to each of the two respondent group samples. First, the administrative sample was surveyed to determine the use and support of individual community-based education criteria. Second, the residential sample was surveyed to determine the attitude toward that community junior college as perceived by its community.

The data collected in this study was analyzed by multiple regression analysis. Each of the sixteen hypotheses were analyzed and discussed with regard to their being rejected, judgement suspen-

ded, or accepted through the use of the Guilford and Fruchters' levels of significance. Tables were presented to verify and explain the collected data.

Four demographic variables were found to be significant at the .10 level, three for the community residents sample and one for the administrative sample. Months you have lived in the community was the significant variable for the administrative sample, while the population of the community, age of the resident, and the months lived in the community were significant for the community residents sample. None of the significant demographic variables individually could explain more than 15.4 percent of the area of the community value score.

The following variable was the only one found to be significant at the .01 level; the community junior college recognizes its campus extends to all locations within its service area. Two other variables were found to be significant at the .10 level on which judgement was suspended. They were; the community junior college works with other institutions or groups in the community to plan and conduct activities; and the community junior college evaluates its contribution to the community through a formal procedure.

Three restricted models were developed using five addition-

al community-based education variables. They were the community junior college:

1. Involves the community in the development of goals for the college.
2. Cooperates with community and outside agencies to provide services to the community.
3. Is recognized by the community as a resource to solve community problems.
4. Bases its programs on competencies rather than credits.
5. Bases its programs on individual learning needs rather than specific degrees.

These three models were all significant at the .10 level when these variables were used in combination. Therefore, judgement was suspended on the appropriate null hypotheses with neither acceptance or rejection.

Conclusions and Recommendations

The following conclusions and recommendations were drawn from the analysis of the collected data:

1. While there were four demographic variables found significant at the .10 level, judgement was suspended on the appropriate null hypothesis with neither acceptance or rejection.

The demographic data appears of little practical value in its ability to predict either the selected residents' preception of the community attitude toward the community junior college or the administrators' use and support of community-based education criteria.

2. There was a significant relationship between a community junior college whose president uses and supports the concept that his/her college campus extends to all locations within its service area and the perception of that college by selected residents. This relationship was significant at the .01 level, and was the only hypothesis accepted in the study. It is important that community junior colleges recognize that their campus is not confined to the college grounds, but rather the residents of the community expect its services to be delivered to the total service area. Support and direction from the presidents' office is necessary for this extension of services to the community.

3. Two more significant relationships were found at the .10 level on which judgement was suspended. The first was that a community junior college work with other institutions or groups to plan and conduct activities. This community-based education variable was found to be important by both community service directors, who work with community institutions and groups, and by college

board presidents, who may be involved with community institutions and groups.

The second significant relationship at the .10 level was that a community junior college should evaluate its contribution to the community through a formal procedure. This was found to be important by community service directors and was related to the worth of the college as perceived by community residents. In a community junior college wishing to establish a community-based college, the administrators must remain cognizant of these two criteria.

4. Three restricted models emerged when five other community-based education variables were used. These three models were all significant at the .10 level and judgement was suspended on these variables contained in these models. While not individually significant, these variables collectively showed some relationship with the perceived worth of a community junior college by community residents. These variables were a community junior college:

a. Involves the community in the development of goals for the college.

b. Cooperates with community and outside agencies to provide services to the community.

c. Is recognized by the community as a resource to solve community problems.

d. Bases its programs on competencies rather than credits.

e. Bases its programs on individual learning needs rather than specific degrees.

These five variables, along with the aforementioned three variables, should be remembered if a community-based community junior college desires to raise its perceived worth by the community and is designing its program goals. These eight community-based education variables must remain a strong consideration until further study can either eliminate or confirm their importance. For in these times of declining enrollments, community junior colleges must remain aware of all factors which could affect their future.

General Recommendations

Based upon statistical results, the conclusions, and recommendations of this investigation, several general recommendations emerge as appropriate areas for further research.

1. This investigation should be replicated following Guilford and Fruchters' recommendations for further investigation. Community-based education criteria, on which judgement was suspen-

ded, should be re-investigated to determine if their relationship to the perceived attitudes toward a community college can be clearly established.

2. This investigation should be replicated including community junior college faculty responses. It would be important to know if the addition of faculty with on-line experience with the use of community-based education would influence a similar study.

3. This investigation should be done as a longitudinal study following the sample population over a period of two to five years to see if as community junior colleges implement new community-based education criteria, the perceptions of the value of that community junior college also increase.

4. This investigation should be done using a case study approach to establish individual differences between community-based community junior colleges and traditional community junior colleges. A case study would be beneficial because, while both types of community junior colleges may use similar approaches to a community need, differences in the method of approach and attitude of personnel may be the differences in classification. A mailed questionnaire may not identify these subtle differences, while an on-site investigation may well be able to identify these differences.

5. This investigation should be done using discrepancy analysis to discover if there is a significant difference between the level of support for community-based education criteria and the amount of use for each of the individual criteria.

6. This investigation should be replicated on other community junior colleges in the nation. It is important to know if these findings would be influenced by varied funding patterns, geographic and cultural differences, and legislated roles for community junior colleges.

7. While this investigation did not address the definition of community-based or community education, it was apparent while reviewing the data that no universal accepted definition exists. If a universally accepted definition could be found, then this study should be replicated to determine its effect on the relationships.

REFERENCES

REFERENCES

- American Association of Community and Junior Colleges. Community Junior, and Technical College Directory. Washington, D.C.: American Association of Community and Junior Colleges, 1975.
- Babbie, E. R. Survey Research Methods. Belmont, California: Wadsworth Publishing Company, Inc., 1973.
- Beyer, W. H. Handbook of Tables for Probability and Statistics, (2nd Ed.) Cleveland, Ohio: The Chemical Rubber Company, 1968.
- Booth, D. A. and Adrian, C. R. "Power Structure and Community Change," Midwest Journal of Political Science, August 1962, 3 (6), 227-296.
- Boyer, E. L. "Breaking up the Youth Ghetto." In D. W. Vermily (Ed.), Lifelong Learners - A New Clientele for Higher Education. San Francisco, California: Jossey-Bass, 1974.
- Brubacher, J. S. and Rudy, W. Higher Education in Transition. New York, New York: Harper and Row, Publishers, 1976.
- Brumer, K. A. "Historical Development of Junior College Philosophy." Junior College Journal, April, 1970, 40 (7), 30-34.
- Buck, M. Forum and Focus for the Junior College Movement. New York, New York: Bureau of Publications, Columbia, 1969.
- Campbell, W. G. and Ballou, S. V. Form and Style: Theses, Reports, Term Papers. (4th ed.) Boston, Massachusetts: Houghton Mifflin Company, 1974.
- The Carnegie Commission on Higher Education. The Open-Door College: Policies for Community Colleges. New York, New York: McGraw-Hill Book Company, 1970.
- _____. Carnegie Commission on Higher Education. Priorities for Action: Final Report of the Carnegie Commission on Higher Education. San Francisco, California: McGraw-Hill Book Company, 1973.
- Cohen, A. M. and Brawer, F. B. "The Community College in Search of Identity." Change, Winter, 1971-1972, 3 55-59.

- Cox, Arthur S. "Equal Opportunity and the Community College." Community and Junior College Journal, May, 1971, 1 (2) 57-58 and 60.
- Cwik, P. Jr., King, J. J. and Van Voorhees, C. "A¹ Compilation of Areas Studied and Areas Needing Research." Community Education Research Monograph, 1976, 2 49-59.
- Dewey, J. Moral Principles in Education. New York, New York: Philosophical Library, 1959.
- _____. The Sources of a Science of Education. Lweright Publishing Corporation, 1929.
- Dugger, R. "The Community College Comes of Age." Change, February, 1976, 8 (1) 32-37.
- Elliot, N. F. Patterson's American Education. Mount Prospect, Illinois: Educational Directories Inc., 1978.
- Ely, Frederwick and Arrowood, C. The Development of Modern Education. New York, New York: Prentice-Hall Inc., 1934.
- Ferguson, G. A. Statistical Analysis in Psychology and Education. (4th ed.) New York, New York: McGraw-Hill Book Company, 1976.
- Fletcher, S. M., Rue, R. N. and Young, R. "Community Education in Community College: Today and Tomorrow." Catalyst, Spring, 1977, 7 (1), 10-15.
- Glass, C. V. and Stanley, J. C. Statistical Methods in Education and Psychology. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.
- Gleazer, E. J., Jr. "A. A. J. C. Approach." Junior College Journal, 1965, 35 2-3.
- _____. "A Significant Linkage," Community Education Journal, January 1, February, 1975 5 (1), 5-6.
- _____. Project Focus: A Forecast Study of Community Colleges. New York, New York: McGraw-Hill Book Company, Inc., 1973.

- _____. This is the Community College. Boston, Massachusetts: Houghton Mifflin Company, 1968.
- Guilford, J. P. and Fruchter, B. Fundamental Statistics in Psychology and Education. (6th ed.) New York: McGraw-Hill Book Company, 1978.
- Gollattscheck, J. F. Community-Based Education: A New Direction for Community Colleges. Boca Raton, Florida: Florida Atlantic University College of Education Publication, October, 1977.
- _____ and Evans, D. L. "Reaching Communities via Television and Radio: The Florida Model." Community and Junior College Journal, 1976, 46 (6), 6-8.
- _____, Harlacher, E. L. Roberts, E. and Wygal, B. J. College Leadership for Community Renewal. San Francisco, California: Jossey-Bass Publishers, 1976.
- Gremin, L. A. The Transformation of the School. New York, New York: Vintage Books, 1961.
- Harlacher, E. L. and Gollattscheck, J. F. Implementing Community-Based Education. San Francisco, California: Jossey-Bass Inc., 1978.
- _____. "New Directions in Community Services: What's Past Is Prologue." Junior College Journal, 1968, 38 (6), 12-17.
- _____. The Community Dimension of the Community College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
- Hillway, T. The American Two-Year College. New York, New York: Harper and Brothers, Publishers, 1958.
- Holt, H. D. "No Steady State . . . in Dallas." Community and Junior College Journal, May, 1976, 46 (8) 8-9 and 24.
- Isaac, S. and Michael, W. B. Handbook in Research and Evaluation. San Diego, California: Edits Publishers, 1978.
- Johnson, B. L. Island of Innovation Expanding: Changes in the Community College. Beverly Hills, California: 1969.

- Kelley, Win and Wilbur, L. Teaching in the Community-Junior College. New York, New York: Appleton-Century-Crofts, 1970.
- Knoell, D. and McIntyre, C. Planning Colleges for the Community. San Francisco, California: Jossey-Bass, Inc., 1974.
- Knowles, M. S. The Modern Practice of Adult Education: Androgogy vs. Pedagogy. New York, New York: Association Press, 1970.
- _____. Self-Directed Learning. New York, New York: Associated Press, 1975.
- Kohout, F. J. Statistics for Social Scientists: A Coordinated Learning System. New York, New York: John Wiley and Sons, Inc., 1974.
- Koos, Leonard V. The Junior-College Movement. Boston, Massachusetts: Ginn and Company, 1925.
- Larimer, W. C. "The Genesis of the Junior College Movement." Peabody Journal of Education, April, 1977, 54 (3) 220-224.
- LeTarte, C. E. and Minzey, J. D. Community Education: From Program to Process. Midland, Michigan: Pendell Publishing Company, 1972.
- Luedke, W. J. Ayer Direction of Publications. Philadelphia, Pennsylvania: Ayer Press, 1978.
- Mead, J. "A Redefinition of Education." National Education Association Journal, 1959, 48 15-17.
- Medsker, L. L. and Tillery, D. Breaking the Access Barriers. New York, New York: McGraw-Hill Book Company, 1971.
- _____. The Junior College: Progress and Prospect. New York, New York: McGraw Hill Book Company, 1960.
- Monroe, C. R. Profile of the Community College. San Francisco, California: Jossey-Bass Inc., 1972.
- Moore, W., Jr. Against the Odds. San Francisco, California: Jossey-Bass Inc., 1970.

- Morris, V. C. and Pai, Y. Philosophy and the American School. Boston, Massachusetts: Houghton Mifflin Company, 1976.
- McGrath, E. J. Universal Higher Education. New York, New York: McGraw-Hill Book Company, 1966.
- Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrunner, K., and Bent, D. H. Statistical Package for the Social Sciences (2nd Ed.) New York, New York: McGraw-Hill Book Company, 1975.
- Polk, R. L. Polk's World Bank Directory. Nashville, Tennessee: R. L. Polk and Company Publishers.
- Punke, H. H. and Hall, J. F. "A Functional Community Philosophy of Education." The Education Digest, March, 1971, 36 (7) 26-28.
- Ratcliff, J. L. "Small Towns, Local Control, and Community-Based Colleges." Peabody Journal of Education, July, 1977, 54 (4) 269-274.
- Reynolds, J. W. The Junior College. New York, New York: The Center for Applied Research in Education, Inc., 1965.
- Riendeau, A. J. The Role of the Advisory Committee in Occupational Education in the Junior College. Washington, D.C.: American Association of Junior Colleges, 1967.
- Rosenberg, M. The Logic of Survey Analysis. New York, New York: Basic Book, Inc., 1968.
- Seashore, C. E. The Junior College Movement. New York, New York: Henry Holt and Company, 1940.
- Seay, M. F. and Associates. Community Education: A Developing Concept. Midland, Michigan: Pendell Publishing Company, 1974.
- Shaw, M. E. and Wright, J. M. Scales for the Measurement of Attitudes. New York: McGraw-Hill Book Company, 1967.
- Stufflebeam, D. L. "Evaluation as a Community Education Process." Community Education Journal, March-April, 1975, 5 (2) 7-12

and 19.

- Thompson, J. D. Organizations in Action. New York, New York: McGraw-Hill Book Company, 1967.
- Thompson, M. M. The History of Education. New York, New York: Barnes and Noble, 1951.
- Thornton, J. W., Jr. The Community Junior College. (3rd ed.) New York, New York: John Wiley and Sons, Inc., 1972.
- United States Department of Health, Education and Welfare. Education Directory of Colleges and Universities. Washington, D.C.: United States Government Printing Office, 1978.
- United States Department of Labor. Directory of Local Employment Security Offices. Washington, D.C.: United States Government Printing Office, 1977.
- Van Voorhees, C., King, M. J. and Cwik, P. J. Four Case Studies: Working Partnerships Between Community Colleges and Community Schools. Washington, D.C.: Office of Community Education Research Community Education Series, March, 1977.
- Wattenbarger, J. L. "Criteria for a Community-Based Community College." Catalyst, Spring, 1977, 7 (1) 21-23.
- Weiss, M. W. "No-Action to Co-Action Through Co-Operation." Community Education Journal, January-February, 1975, 5 (1) 17-21 and 56.
- Yarrington, R. "Assessing the Community Base." Community and Junior College Journal, November, 1975, 46 (3) 9-11.
- Young, R. B. "The Identity Crisis of the Community College: A Dilemma in a Dialectic." The Journal of Higher Education, May-June, 1977, 48 (3) 333-341.
- Zigerell, J. J. "The Community College in Search of an Identity." Journal of Higher Education, December, 1970, 61 (9) 701-712.
- Zwerling, S. Second Best. New York, New York: McGraw-Hill Book Company, 1976.

APPENDIX A

LIST OF COMMUNITY JUNIOR COLLEGES

LIST OF COMMUNITY JUNIOR COLLEGES

IOWA

Des Moines Area Community College
2006 Ankeny Boulevard
Ankeny, Iowa 50021

Hawkeye Institute of Technology
Box 8015
Waterloo, Iowa 50704

Indian Hills Community College
9th and College
Ottumwa, Iowa 52501

Iowa Central Community College
330 Avenue M
Fort Dodge, Iowa 50501

Iowa Lakes Community College
101½ North 6th Street
Estherville, Iowa 51334

Iowa Western Community College
2700 College Road
Council Bluffs, Iowa 51501

Kirkwood Community College
Post Office Box 2068
Cedar Rapids, Iowa

Muscatine Community College
152 Colorado Street
Muscatine, Iowa 52761

Northeastern Iowa Vocational School
Post Office Box 400
Calmar, Iowa 52132

North Iowa Area Community College
500 College Drive
Mason City, Iowa 50401

Scott Community College
Belmont Road
Bettendorf, Iowa

Southeastern Community College
Drawer F
Highway 406
West Burlington, Iowa 52655

Southwestern Community College
1051 Townline
Creston, Iowa 50801

Western Iowa Tech
Post Office Box 265
Sioux City, Iowa 51102

KANSAS

Barton County Community Junior College
Great Bend, Kansas 67530

Butler County Community Junior College
Post Office Box 888
El Dorado, Kansas

Cloud County Community Junior College
2221 Campus Drive
Concordia, Kansas 66901

Coffeyville Community Junior College
11th and Willow
Coffeyville, Kansas 67337

Dodge City Community Junior College
14 Avenue and By-Pass 50
Dodge City, Kansas 67801

Fort Scott Community Junior College
2108 South Horton
Fort Scott, Kansas 66701

Garden City Community Junior College
801 Campus Drive
Garden City, Kansas 67846

Highland Community Junior College
1300 North Plum Street
Hutchinson, Kansas 67501

Independence Community Junior College
Brockside Drive and College Avenue
Independence, Kansas 67301

Labette Community Junior College
200 South 14th
Parson, Kansas 67357

Neosho County Community Junior College
1000 South Allen
Chanute, Kansas 66720

Pratt Community Junior College
Highway 61
Pratt, Kansas 67124

Seward Community Junior College
Post Office Box 1137
Liberal, Kansas 67901

MISSOURI

Crowder College
Neosho, Missouri 64850

East Central Missouri Junior College
Post Office Box 529
Union, Missouri 63084

Longview Community College
500 Longview Road
Lee's Summit, Missouri 64063

Maple Woods Community College
2601 Northeast Barry Road
Kansas City, Missouri 64156

Minearl Area College
Flat River, Missouri 63601

Moberly Junior College
College and Rollins Street
Moberly, Missouri 65270

Saint Louis Community College at Forest Park
5600 Oakland Avenue
Saint Louis, Missouri 63110

State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301

Three Rivers Community College
507 Vine Street
Poplar Bluff, Missouri 63901

Trenton Junior College
1301 Main Street
Trenton, Missouri 64683

NEBRASKA

Central Nebraska Technical Community College
Post Office Box 1024
Hastings, Nebraska 68901

McCook Community College
1205 East 3rd
McCook, Nebraska 69001

Metropolitan Technical Community College
Post Office Box 37210
Omaha, Nebraska 37210

Mid-Plains Community College
Business Office
I 80 Highway 83
North Platte, Nebraska 69101.

Nebraska Western College
1601 East 27th
Scottsbluff, Nebraska 69361

Platte Community College
Post Office Box 1927
Columbus, Nebraska 68601

Southeast Community College
2120 South 56th
Lincoln, Nebraska 68506

APPENDIX B

LETTERS

138

MSU

DEPARTMENT OF EDUCATIONAL SERVICES

COLLEGE OF EDUCATION

MONTANA STATE UNIVERSITY BOZEMAN 59715

August 18, 1978

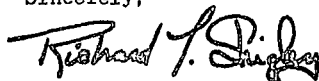
As you are aware, the American Association of Community and Junior Colleges has adopted community education as one of the missions of that organization. I am interested in determining the relationship between the use of the community education philosophy and the community's attitude toward its community college. If a community college is to embrace the community education philosophy, then the realization of what components of community education are most important is beneficial.

Enclosed you will find two questionnaires which will be used in assessing the relationship between attitudes towards a community college and the use of community education. The criteria for measuring community involvement were developed by Gollattscheck and Wattenbarger and the attitude questions were developed by Shaw and Wright. Your comments on these questionnaires would be greatly appreciated.

The selected resident survey will be sent to county commissioners, bank presidents, newspaper editors, employment service representatives, and school superintendents to obtain their perceptions of community attitudes toward the community college. The selected administrator survey will be sent to community college presidents, directors of community services or community education, and community college board members to determine if community education is used and to determine the level of support the community college gives to community education.

Your comments would be greatly appreciated. Thank you for your time and consideration.

Sincerely,



Richard T. Shigley

RIS/ss

Enclosure.

TELEPHONE (406) 994 4933



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

Approximately three weeks ago you completed and returned a questionnaire on your perceptions of your community junior college. Your response is certainly appreciated.

Will you please do me one more favor?

As you know, any study involving the use of questionnaires must have the reliability and validity established. Would you please take the time to fill out the same questionnaire again? Your second response is a most important step in establishing the reliability.

This questionnaire, like the first one you filled out, is coded for follow-up purposes only. All responses will be treated in a confidential manner. Also, I am enclosing a comment sheet for you to respond to on the content and form of the instrument. Please respond freely on this sheet.

Your completion and return of the questionnaire one more time will be appreciated very much. Thank you for your time and cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Richard T. Shigley".

Richard T. Shigley, Researcher

A handwritten signature in cursive script that reads "Robert M. Hendrickson".

Dr. Robert M. Hendrickson, Assistant Professor

Enclosures:



QUESTIONNAIRE EVALUATION

1. In your opinion, were the instructions provided with the questionnaire clear and concise?
 YES
 NO

2. Did the format of the questionnaire offend you in any way?
 YES

 NO

3. Were the questions appropriate for your community junior college?
 YES
 NO

4. Did the rating scales seem appropriate for your community junior college?
 YES
 NO

5. Did any of the questions offend you in any way?
 YES, identify question & explain _____

 NO

6. Were any of the questions unclear?
 YES, identify question & explain _____

 NO

7. Do you think the data collected in this study could be of help to the administration of your community junior college?
 YES
 NO

8. Please indicate the approximate number of minutes it took you to complete the questionnaire. _____ minutes.
9. If you have any additional comments, I would appreciate it if you would use the reverse side to share them with me.



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

A research project concerning the use of community based education at the community junior college is being conducted under the joint sponsorship of the School of Education, Montana State University and the writers of this letter. The purpose of this research is to determine if there is a relationship between the utilization of community based education philosophy and the community's attitude toward its community junior college. As you may be aware, the American Association of Community and Junior Colleges has adopted community based education as one of the missions of that organization. If a community junior college is to embrace the community based education philosophy, then the realization of what components of community based education are most important would be beneficial.

Your community junior college has been randomly selected as one of the representatives of the colleges of your state. Three college personnel and five community residents have been chosen to assess the relationship between the utilization of community based education philosophy and the community's attitude toward its community junior college. Your participation in this study will require only the completion of the enclosed questionnaire. This questionnaire should take only ten to fifteen minutes of your time. A pre-paid envelope is enclosed for your convenience.

Although the return envelopes and questionnaires are coded for follow-up mailings, we assure you that individual questionnaire responses will be treated confidentially. Only summary statistics will be reported.

Your completion and return of the questionnaire will be greatly appreciated. Results of the survey will be mailed to the participating colleges. Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Richard T. Shigley".

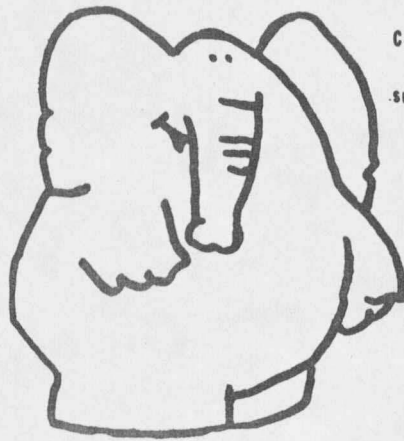
Richard T. Shigley

A handwritten signature in cursive script, appearing to read "Robert Hendrickson".
Dr. Robert Hendrickson

RTS/ss

142

REMINDER POSTCARD



Could you have forgotten
Richard T. Shigley's
survey on Community Based
Education?

Please rush, my master is
waiting!

Thank You!



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59717

We find your name among the few people who have not yet returned our questionnaire sent to you recently. A new questionnaire is herewith enclosed, in case you have mislaid the other one or if it has been lost in the mail. We hope the following short story will encourage you to answer this questionnaire at once.

The Merchant's Dinner

In France before the war it was the custom on a certain holiday for thirty jovial tradesmen to meet at the home of a popular merchant. They foregathered to renew friendships, to have speeches, and to make merry with wine and song. But a sad day came with the advent of the war. The good merchant's stock of wine was exhausted and, on account of business reverses, he had not the means to purchase more. Great were his misgivings as the holiday approached, for he could not think of the feast without the customary wine. The tradesmen all shook their heads sadly, until one made the bright suggestion that each procure a bottle of wine, to replenish the good merchant's cask with thirty bottles.

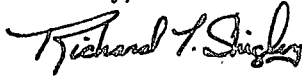
The holiday came. There was no lack of merriment and this served somewhat to dispel the host's fears. Unnoticed by him, the tradesmen one by one proceeded to the cellar, each withdrawing a small bottle from beneath his cloak, emptying the contents into the cask, and returning to the company unnoticed. While the feast was at its height, the merchant made the sad announcement that his wine cask was empty. One of the guests spoke up: "Good friend, perhaps the last drop has not been drawn. Let us at least see the color of a good glass of wine."

The merchant went down to his cellar and was astonished beyond measure when, upon turning the faucet, his pitcher was quickly filled to the brim. He hastened up the dim stairway to his guests. When lo and behold! In place of the golden liquid which he expected to see, there was nothing but water in the pitcher. It seems that every man had said to himself; "Among so many bottles, it will not matter if I fail to furnish good wine. I will fill my bottle with water, and no one will ever know the defference."

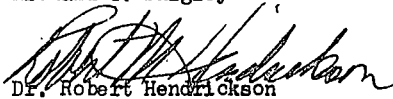


With so many persons being questioned, you may feel that whether or not you answer the questionnaire will make but little difference. But, as the story so forcibly shows, it is only when every man feels responsible for a big undertaking that the undertaking succeeds. We would like to have one hundred per cent of questionnaires returned. Will you please cooperate by sitting down now and filling out the questions?

Sincerely,



Richard T. Shigley



Dr. Robert Hendrickson

RTS/ss

Enclosures.

APPENDIX C
QUESTIONNAIRE

4. Years you have held your present position:
- | | | | | | | |
|------------|---|---|---|---|---|--|
| 0 to 1 | 1 | | | | | |
| 1 to 3 | | 2 | | | | |
| 3 to 5 | | | 3 | | | |
| 5 to 10 | | | | 4 | | |
| 10 or more | | | | | 5 | |
5. Highest educational degree obtained:
- | | | | | | | |
|--------------------|---|---|---|---|---|---|
| No degree | 1 | | | | | |
| High school degree | | 2 | | | | |
| Associate degree | | | 3 | | | |
| Bachelors degree | | | | 4 | | |
| Masters degree | | | | | 5 | |
| Doctorate degree | | | | | | 6 |

These next questions are about your community junior college and how you believe the typical resident would answer the questions.

Strongly Agree
Agree

Your Community Junior College:

Slightly Agree
Slightly Disagree
Disagree

Strongly Disagree

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Is the most admirable of institutions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Represents the best thought in modern life. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Is a strong influence for right living. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Gives real help in meeting social problems. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Is valuable in creating ideals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Encourages social improvement. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Serves the whole community well. | 1 | 2 | 3 | 4 | 5 | 6 |

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
8. Is necessary to society as organized.	1	2	3	4	5	6
9. Adjusts itself to changing conditions.	1	2	3	4	5	6
10. Is improving with the years.	1	2	3	4	5	6
11. Does more good than harm.	1	2	3	4	5	6
12. Is an ideal institution.	1	2	3	4	5	6
13. Has more good points than any other similar institution.	1	2	3	4	5	6
14. Appeals to man's highest nature.	1	2	3	4	5	6
15. Develops good character.	1	2	3	4	5	6
16. Furthers the most lasting satisfactions in life.	1	2	3	4	5	6
17. Has a long useful life before it.	1	2	3	4	5	6
18. Is a powerful agency for promoting individual and social efficiency.	1	2	3	4	5	6
19. Is of real value to civilized individuals.	1	2	3	4	5	6
20. Is fundamentally sound.	1	2	3	4	5	6
21. Is retained in the civilized world because of its value to mankind.	1	2	3	4	5	6

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
22. Offers opportunity for individual initiative.	1	2	3	4	5	6
23. Is increasing in its value to society.	1	2	3	4	5	6
24. Is improving in its service to the community.	1	2	3	4	5	6
25. Promotes false beliefs and much wishful thinking.	6	5	4	3	2	1
26. Represents outgrown beliefs.	6	5	4	3	2	1
27. Give too little service.	6	5	4	3	2	1
28. Is losing ground as education advances.	6	5	4	3	2	1
29. Does not consider individual differences.	6	5	4	3	2	1
30. Is decreasing in its value to society.	6	5	4	3	2	1

ADMINISTRATOR SURVEY

This questionnaire is designed for you to describe how the administration and faculty feel about various community based education and if those concepts are used by your community junior college. It is important that you answer each question as thoughtfully and frankly as possible, so that an accurate perception of your community junior college is gained. The completed questionnaire will be computer processed and summarized into statistical form so that individuals cannot be identified. The accuracy of any survey increases as the rate of response increases, therefore your cooperation is appreciated.

Please use soft pencil and observe these important requirements:

1. Make heavy black marks that fill in the circle.
2. Erase clearly any answer you wish to change.

Demographic information

Mark your answer here

1. Population of the Community.

- | | | | | | | | | |
|---------|---------|---------|---|--|--|--|--|--|
| 1 | to | 4,999 | 1 | | | | | |
| 5,000 | to | 9,999 | 2 | | | | | |
| 10,000 | to | 24,999 | 3 | | | | | |
| 25,000 | to | 49,999 | 4 | | | | | |
| 50,000 | to | 99,999 | 5 | | | | | |
| 100,000 | to | 499,999 | 6 | | | | | |
| 500,000 | or more | | 7 | | | | | |

2. Enrollment of your community junior college?

- | | | | | | | | | |
|--------|---------|-------|---|--|--|--|--|--|
| 1 | to | 999 | 1 | | | | | |
| 1,000 | to | 1,999 | 2 | | | | | |
| 2,000 | to | 3,999 | 3 | | | | | |
| 4,000 | to | 5,999 | 4 | | | | | |
| 6,000 | to | 7,999 | 5 | | | | | |
| 8,000 | to | 9,999 | 6 | | | | | |
| 10,000 | or more | | 7 | | | | | |

3. Your age:

Under 20 years	1					
20 to 29 years		2				
30 to 39 years			3			
40 to 49 years				4		
50 to 59 years					5	
60 or older						6

4. Years you have lived in the community?

0 to 1	1				
1 to 3		2			
3 to 5			3		
5 to 10				4	
10 or more					5

5. Years you have held your present position?

0 to 1	1				
1 to 3		2			
3 to 5			3		
5 to 10				4	
10 or more					5

6. Highest educational degree obtained:

No degree	1				
High school degree		2			
Associate degree			3		
Bachelors degree				4	
Masters degree					5
Doctorate degree					6

These next questions are about your community junior college and how you believe your institution would respond to each statement. If your community junior college uses one of the listed concepts please give one example.

Used, Strongly Agree

Used, Agree

Your Community Junior College:

Used, Slightly Agree

Not used, Slightly Disagree

Not used, Disagree

Not used, Strongly Disagree

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Involves the community in the development of goals for the college.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Is attentive to the possible negative impact of college programs on the community.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Faculty involves itself in the community and is sensitive to community needs.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Facilities are accessible to the community.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Assesses the needs of the community to determine programs.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Makes its services accessible to all elements of the community.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Cooperates with community and outside agencies to provide services to the community. | 1 | 2 | 3 | 4 | 5 | 6 |

Used, Strongly Agree
 Used, Agree
 Used, Slightly Agree
 Not used, Slightly Disagree
 Not used, Disagree
 Not used, Strongly Disagree

Example:

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 8. | Is recognized by the community as a resource to solve community problems.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Recognizes its campus extends to all locations within its service area.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Evaluates its contribution to the community to plan and conduct activities.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Works with other institutions or groups in the community to plan and conduct activities.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Bases its programs on competencies rather than credits.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Bases its programs on individual learning needs rather than specific degrees.
Example: | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Attempts to adapt its methods of instruction to the needs of its learners. | 1 | 2 | 3 | 4 | 5 | 6 |

Used, Strongly Agree

Used, Agree

Used, Slightly Agree

Not used, Slightly Disagree

Not used, Disagree

Not used, Strongly Disagree

Example:

15. Provides services outside the formal classroom framework.

1 2 3 4 5 6

Example:

APPENDIX D

TABLES OF COMMUNITY VALUE SCORES

Table 24

Community Bank Presidents Value Scores

Score	Absolute Frequency	Relative Frequency Percentage	Adjusted Frequency Percentage	Cumulative Frequency Percentage
78	1	2.2	4	4
103	1	2.2	4	8
116	1	2.2	4	12
119	1	2.2	4	16
121	1	2.2	4	20
126	2	4.4	8	28
128	1	2.2	4	32
130	1	2.2	4	36
132	2	4.4	8	44
135	1	2.2	4	48
138	2	4.4	8	56
141	1	2.2	4	60
142	1	2.2	4	64
146	2	4.4	8	72
148	3	6.7	12	84
149	2	4.4	8	92
151	1	2.2	4	96
155	1	2.2	4	100
0	20	44.4	Missing	
TOTAL	45	100	100	

Mean - 133.8

Range - 77

Median - 137.75

Kurtosis - 2.04

Mode - 148

Skewness - -1.39

Minimum Score - 78

Standard Deviation - 17.33

Maximum Score - 155

Valid Cases - 25

Table 25

Community County Commissioners Value Scores

Score	Absolute Frequency	Relative Frequency Percentage	Adjusted Frequency Percentage	Cumulative Frequency Percentage
91	1	2.2	3.1	3.1
93	1	2.2	3.1	6.3
102	1	2.2	3.1	9.4
105	1	2.2	3.1	12.5
109	1	2.2	3.1	15.6
112	1	2.2	3.1	18.8
116	1	2.2	3.1	21.9
117	1	2.2	3.1	25.0
119	1	2.2	3.1	28.1
123	1	2.2	3.1	31.3
124	2	4.4	6.3	37.5
127	3	6.7	9.4	46.9
129	1	2.2	3.1	58.0
131	1	2.2	3.1	53.1
133	1	2.2	3.1	56.3
135	2	4.4	6.3	62.5
141	1	2.2	3.1	65.6
142	1	2.2	3.1	68.8
143	1	2.2	3.1	71.9
145	1	2.2	3.1	75.0
146	1	2.2	3.1	78.1
148	1	2.2	3.1	81.3
150	1	2.2	3.1	84.4
153	1	2.2	3.1	87.5
157	1	2.2	3.1	90.6
167	1	2.2	3.1	93.8
175	1	2.2	3.1	96.9
176	1	2.2	3.1	100.0
0	13	28.9	Missing	
TOTAL	45	100	100	
Mean - 131.9		Minimum Score - 91	Kurtosis - -.47	Valid
Median - 129.5		Maximum Score - 176	Skewness - .14	Cases - 32
Mode - 127		Range - 85	Standard Deviation - 21.18	

Table 26

Community Employment Service Directors Value Scores

Score	Absolute Frequency	Relative Frequency Percentage	Adjusted Frequency Percentage	Cumulative Frequency Percentage
80	1	2.2	2.8	2.8
91	1	2.2	2.8	5.6
100	1	2.2	2.8	8.3
102	1	2.2	2.8	11.1
104	1	2.2	2.8	13.9
116	2	4.4	5.6	19.4
119	1	2.2	2.8	22.2
121	1	2.2	2.8	25.0
123	1	2.2	2.8	27.8
125	1	2.2	2.8	30.6
127	2	4.4	5.6	36.1
129	1	2.2	2.8	38.9
130	1	2.2	2.8	41.7
131	1	2.2	2.8	44.4
132	2	4.4	5.6	50.0
136	3	6.7	8.3	58.3
140	4	8.9	11.1	69.4
141	1	2.2	2.8	72.2
142	2	4.4	5.6	77.8
144	2	4.4	5.6	83.3
145	1	2.2	2.8	86.1
148	1	2.2	2.8	88.9
149	1	2.2	2.8	91.7
151	1	2.2	2.8	94.4
171	1	2.2	2.8	97.2
178	1	2.2	2.8	97.2
0	9	20.0	Missing	
Total	45	100	100	
Mean - 131.3		Maximum Score - 178	Standard Deviation -	
Median - 132.5		Range - 98	19.75	
Mode - 140.		Kurtosis - .59	Valid Cases - 36	
Minimum Score - 80		Skewness - -.34		

Table 27

Community Newspaper Editors Value Scores

Score	Absolute Frequency	Relative Frequency Percentage	Adjusted Frequency Percentage	Cumulative Frequency Percentage
69	1	2.2	3.4	3.4
78	1	2.2	3.4	6.9
105	2	4.4	6.9	13.8
111	1	2.2	3.4	17.2
114	1	2.2	3.4	20.7
120	1	2.2	3.4	24.1
122	2	4.4	6.9	31.0
126	3	6.7	10.3	41.4
130	1	2.2	3.4	44.8
132	1	2.2	3.4	48.3
133	1	2.2	3.4	51.7
135	1	2.2	3.4	55.2
136	1	2.2	3.4	58.6
137	1	2.2	3.4	62.1
139	1	2.2	3.4	65.5
141	1	2.2	3.4	69.0
143	1	2.2	3.4	72.4
144	1	2.2	3.4	75.9
146	1	2.2	3.4	79.3
147	1	2.2	3.4	82.8
149	1	2.2	3.4	86.2
156	1	2.2	3.4	89.7
158	1	2.2	3.4	93.1
163	1	2.2	3.4	96.6
174	1	2.2	3.4	100.0
0	16	35.6	Missing	
TOTAL	45	100	100	
Mean - 130.6		Range - 105		
Median - 133		Kurtosis - .67		
Mode - 126		Skewness - -.73		
Minimum Score - 69		Standard Deviation - 22.87		
Maximum Score - 174		Valid Cases - 29		

Table 28

Community Superintendents Value Scores

Score	Absolute Frequency	Relative Frequency Percentage	Adjusted Frequency Percentage	Cumulative Frequency Percentage
93	1	2.2	2.5	2.5
97	1	2.2	2.5	5.0
98	1	2.2	2.5	7.5
100	1	2.2	2.5	10.0
102	1	2.2	2.5	12.5
108	2	4.4	5.0	17.5
112	1	2.2	2.5	20.0
116	1	2.2	2.5	22.5
119	1	2.2	2.5	25.0
120	2	4.4	5.0	30.0
124	3	6.7	7.5	37.5
127	4	8.9	10.0	47.5
128	1	2.2	2.5	50.0
131	1	2.2	2.5	52.5
137	2	4.4	5.0	57.5
138	1	2.2	2.5	60.0
139	3	6.7	7.5	67.5
142	1	2.2	2.5	70.0
145	2	4.4	5.0	75.0
146	1	2.2	2.5	77.5
147	2	4.4	5.0	82.5
148	2	4.4	5.0	87.5
150	1	2.2	2.5	90.0
153	1	2.2	2.5	92.5
159	1	2.2	2.5	95.0
164	1	2.2	2.5	97.5
167	1	2.2	2.5	100.0
0	5	11.1	Missing	
TOTAL	45	100	100	
Mean - 130.6	Minimum Score - 93	Kurtosis - -.79	Valid Cases -	
Median - 128.5	Maximum Score - 167	Skewness - -.2	40	
Mode - 127	Range - 74	Standard Deviation - 18.87		

APPENDIX E

COMMENTS AND CHANGES TO THE QUESTIONNAIRES

The only substantial change made following the review by leading community education personnel was the addition of demographic items. This change was made prior to the test and re-test procedure conducted on Colorado community junior colleges. Other changes on the questionnaires were minor word changes to improve grammar or clarity of meaning.



3 1762 10011215 8

D378 Shigley, Richard T
 Sh62 Community-based educa-
 cop.2 tion criteria ...

DATE	ISSUED TO
AUG 3 1984	[REDACTED]
[REDACTED]	[REDACTED]
JUL 23 1982	[REDACTED]
[REDACTED]	INTERLIBRARY LOAN
JUN 1 1981	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

D378
 Sh 62
 cop. 2