



The professional preparation of community college faculty in the Northwest  
by Robert Wayne Harsha

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF  
EDUCATION

Montana State University

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Abstract:

In this study, the responses to 718 mailed questionnaires returned from faculty and administrators at 59 community colleges in eight states in the northwest were analyzed. The purpose of the study was to obtain and analyze data about the academic training and experience of respondents and to obtain data concerning the professional preparation and desired qualifications of community college faculty.

Five percent of the faculty had no degree, 26.8% had less than a masters, 56.5% had a masters, and 11.3% had a doctorate. Respondents had taken an average of 10.9 courses in education. Nearly half of the administrators and 38.1% of the faculty had taught in the secondary schools. Ten percent of the faculty teaching in terminal programs, 29.1% of the faculty teaching in transfer programs, and 26.7% of the administrators had taught in four—year colleges. Approximately one fourth of the respondents had non-teaching work experience. One administrator in ten and 18.4% of the faculty had no experience at any college or position other than the present one. Respondents had been at their present schools an average of eight years and in their present positions six and one half years. Nearly twenty percent of the respondents were currently taking courses which would lead to a higher degree, and another twenty-five percent planned to do so at a later date.

Over ninety percent of the respondents were either satisfied or very satisfied with their present positions. Nearly three fourths of the respondents would choose their present school as a first choice of place of employment.

The training recommended for faculty was the same for faculty teaching in terminal and transfer programs. An in-service program was the recommended training for 26 of 37 skills. The five skills ranked as most important were: teaching techniques, motivating students, how to deal with students with weak academic preparation, learning theory and its application for adults, and teaching to community college students. These were all methods skills.

The desired qualifications were: a bachelors degree in a subject field for faculty teaching in terminal programs and a masters in a subject field for faculty teaching in transfer programs, professional or trade certification for all faculty, a teaching internship and teaching experience in a community college, and membership in professional organizations for all faculty.

Faculty and administrators all had similar views of the training needs of both types of faculty. Administrators were not hiring people with the training they suggested and in-service programs were not being provided to meet the training needs. Approximately half of the respondents had received training in each of the thirty-seven professional skill areas.

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by

ROBERT WAYNE HARSHA

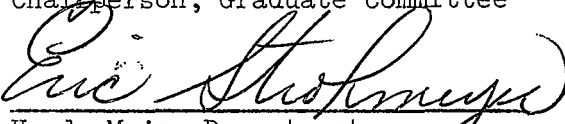
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## ABSTRACT

In this study, the responses to 718 mailed questionnaires returned from faculty and administrators at 59 community colleges in eight states in the northwest were analyzed. The purpose of the study was to obtain and analyze data about the academic training and experience of respondents and to obtain data concerning the professional preparation and desired qualifications of community college faculty. Five percent of the faculty had no degree, 26.8% had less than a masters, 56.5% had a masters, and 11.3% had a doctorate. Respondents had taken an average of 10.9 courses in education. Nearly half of the administrators and 38.1% of the faculty had taught in the secondary schools. Ten percent of the faculty teaching in terminal programs, 29.1% of the faculty teaching in transfer programs, and 26.7% of the administrators had taught in four-year colleges. Approximately one fourth of the respondents had non-teaching work experience. One administrator in ten and 18.4% of the faculty had no experience at any college or position other than the present one. Respondents had been at their present schools an average of eight years and in their present positions six and one half years. Nearly twenty percent of the respondents were currently taking courses which would lead to a higher degree, and another twenty-five percent planned to do so at a later date. Over ninety percent of the respondents were either satisfied or very satisfied with their present positions. Nearly three fourths of the respondents would choose their present school as a first choice of place of employment.

The training recommended for faculty was the same for faculty teaching in terminal and transfer programs. An in-service program was the recommended training for 26 of 37 skills. The five skills ranked as most important were: teaching techniques, motivating students, how to deal with students with weak academic preparation, learning theory and its application for adults, and teaching to community college students. These were all methods skills.

The desired qualifications were: a bachelors degree in a subject field for faculty teaching in terminal programs and a masters in a subject field for faculty teaching in transfer programs, professional or trade certification for all faculty, a teaching internship and teaching experience in a community college, and membership in professional organizations for all faculty.

Faculty and administrators all had similar views of the training needs of both types of faculty. Administrators were not hiring people with the training they suggested and in-service programs were not being provided to meet the training needs. Approximately half of the respondents had received training in each of the thirty-seven professional skill areas.

## CHAPTER 1

### INTRODUCTION

#### SETTING

Though most of America's educational institutions were patterned after institutions in Europe, the junior college was an exception. It was a unique American invention.

The concept of a unit of higher education separate from the traditional college began to grow in the mid-1850's. Henry P. Tappan, president of the University of Michigan, in his inaugural address of 1852 predicted that the first two years of college work would soon be offered in the high schools in larger cities (Brick, 1964:19; Eells, 1936:193-195; Monroe, 1975:7-8). Tappan and other early leaders were aware of growing enrollment in the universities. As a means of easing this enrollment problem, they envisioned keeping the first two years of college as a part of the secondary school system. William Rainey Harper, president of the University of Chicago, gave this idea an acceptable status by referring to the new institution as a "junior college", giving it a separate and unique identity (Brubacker and Ruby, 1976: 253-254).

Harper's influence was instrumental in establishing what is generally accepted as the first public junior college in Joliet, Illinois in 1901 (Monroe, 1975:9; Brick, 1964:11).

From that meager beginning, the junior college grew to over 650

colleges (Gleazer, 1966:5) and 660,000 students by 1960 (Kumpf, 1974:11). By 1975, the American Association of Community and Junior Colleges listed 1211 colleges with 206,865 faculty and administrators and an enrollment of 4,031,621 (Drake, 1976:95).

The phenomenal growth of the junior college created an acute shortage of qualified junior college instructors. In 1949 the American Council on Education called for "immediate consideration of the establishment. . . of a program designed to develop the competencies of the teachers required in these institutions" (American Council on Education, 1949:13). It predicted that 30,000 new instructors would be needed. In 1963, Gleazer (1963:5) reported that 17,500 additional faculty would be required by 1975. O'Banion (1972:63) quoted a need of 78,000 to 118,000 additional faculty in community colleges by 1980.

The shortage of teachers focused attention on the need to expand programs designed especially for junior college teachers. A multitude of studies which attempted to answer questions about community college teacher preparation have been conducted.

The need for new faculty in the junior college was so great that it far exceeded the expectations of planners and the ability of preparation programs to produce enough qualified faculty. Graduates with traditional masters or doctors degrees were not prepared to teach in the two-year colleges. Unfortunately, most graduate schools prepared students to be researchers and not teachers. While four-year colleges

and universities were more interested in the research ability of their faculty than in their desire or ability to teach, the reverse was true of the junior colleges where teaching was the primary activity. Therefore, most graduates with advanced degrees sought and accepted positions in four-year institutions, rather than in the new and less respected junior college.

For over thirty years, the expanding role of the junior college went unnoticed or ignored by many university personnel. Hawk (1960) described the attitude of many college and university officials and faculty this way:

The junior college position in the educational scheme is in many respects similar to that of the American junior high school when it first appeared on the educational ladder. It was considered too sophisticated for elementary folks and too juvenile for the high school (p.340).

Many "senior" college staff did not care about the "junior" college. They did not understand or agree with the junior college philosophy and were insensitive to the factors which made the junior college unique. They ignored both the potential and the problems of the junior college. As Venuto (1972) stated, "the indifference of the four-year colleges and universities to the special needs and functions of the two-year institutions has led to feelings of hostility" (p.23).

A few colleges and universities did recognize the uniqueness of the two year colleges and established programs to prepare faculty for the junior college. However, by 1954, there were only twenty-three

schools which offered any preparation especially designed for the junior college faculty. By 1968, seventy-five colleges and universities offered complete preparation programs for the student planning to teach in a two-year college (Cohen and Brawer, 1972:149).

These few pre-service programs were faced with a nearly impossible task. They could not provide enough faculty to meet the demands of junior colleges. The faculty shortage occurred for three reasons: first, the number of junior colleges increased significantly; second, the few trained individuals who did join the community college faculty soon moved to administrative positions; and third, some faculty members who accepted positions with community colleges chose to continue their academic preparation. Medsker (1960:171) reported that ten percent of the community college faculty were working on the doctorate and nine percent on the masters degree. According to Principe (1972:113) approximately thirty-three percent of the science faculty of community colleges in the New York area planned to continue their graduate study through the doctoral level. Bushnell (1973:32-33) stated that fifty percent of vocational faculty were actively enrolled in an advanced degree program, thirty-three percent of the academic faculty were pursuing an advanced degree, and six percent were working on the doctorate.

With this proportion of teachers pursuing advanced degrees it seemed that the faculty of two-year colleges would improve its academic

qualifications as its members completed their advanced degrees. This did not prove to be the case. As faculty members completed their degrees, they accepted positions other than teaching in community colleges. Some went to the four-year colleges, some went to administrative positions, and some left the teaching profession completely. But, very few continued as community college faculty members.

The teacher shortage in higher education and the expanded role of community colleges resulted in very little change in the academic preparation of persons who actually taught in community colleges. It has been difficult for the relatively few programs designed to prepare community college faculty to demonstrate an impact on community colleges because so few of the graduates actually accepted teaching positions in community colleges.

Concurrent with the slow growth in programs of teacher preparation was an expansion of the role of the two-year college. Initially, the primary role of the junior college was that of a transfer or feeder school to four-year colleges and universities. Good's definition of the junior college typified this philosophy. The junior college is:

. . .generally, a 2-year institution of higher learning; a question has been raised about whether it should be classified as an extension of secondary education or as a part of higher education; sometimes regarded as a "feeder" for 4-year colleges or universities; grants an an associate in arts degree in most cases. (Good, 1973:321)

The broadening of the junior college role and an effort to

expand the number and type of students served brought a change in the name of many institutions. Thus, many junior colleges became community colleges. This move toward change which began after World War II and was given new impetus following Russia's launch of Sputnik, was reflected in the development of the community college concept. Good's definition of the community college demonstrated this expanded role. The community college is:

. . . a college typically set up to meet the educational needs of a particular community and offering 2-year training, either terminal or preparatory, in preprofessional and liberal arts fields; most community colleges are publicly controlled and are coeducational. (Good, 1973:114)

The role of the junior college broadened to include not only the transfer function, serving as a "feeder" facility, but also preprofessional and vocational training. These two roles were often in conflict with one another. Proponents of the two roles neither understood nor accepted the opposing role. This dual role has continued to cause conflict and dissention within the community college faculty and administration since each of these areas has traditionally called for instructors with unique teaching skills.

Strained relations between two-year and four-year colleges, absorption of many qualified community college teachers by the four-year colleges, the magnitude of the teacher shortage throughout higher education, and the dual role of the community college were all significant factors which hindered attempts to establish or expand preparation

programs for community college teachers.

Community college teacher candidates were often unwilling to continue their formal education because the positions to which they would be appointed were no different than those for which they were already academically qualified. Candidates who did continue their formal education were appointed to administrative positions or they accepted positions in four-year institutions. Faculty members who completed higher degrees also moved to administrative positions or to four-year institutions.

The upward movement of qualified faculty members has existed since the community college began and has caused the academic preparation of the community college faculty to remain nearly constant for many years. However, opportunities for selecting better prepared faculty in community colleges have begun to appear. Cheit (1971) studied the financial condition of forty-one colleges and universities and painted a rather gloomy picture of the 1970's for colleges and universities. He predicted that sizeable reductions in faculty would be required at many colleges and universities in order to meet budgets and compensate for declining enrollment.

This writer conducted a similar study in the state of Montana (Harsha and Boyle, 1977). Cutbacks in faculty have occurred in Montana and throughout the nation for the very reason that Cheit predicted. Faculty reductions at four-year institutions have increased the number

of applicants available for teaching positions in community colleges. Both four-year colleges and two-year colleges have felt the impact of this increased teacher supply. In interviews with Dr. David Stimmel, Head of the Psychology Department at Southwest Texas State University and Dr. Gordon Stone at Belleville Area College, an Illinois community college, both men noted an increase in the number of highly qualified applicants for teaching positions. (Stimmel,1978; Stone,1978). As this trend continues and an oversupply of teacher candidates develops, employers can become increasingly selective. As this situation occurs, changes in the quality and preparation of community college faculty will take place.

Historically, because of the shortage of teachers, community college administrators have not always been able to find faculty with the qualifications they desired. As the competition for teaching positions becomes keener, more candidates will be expected to possess the desired qualifications as reported by Stimmel(1978). To be more competitive, according to Phair (1977), candidates will be inclined to enroll in the preparation programs which will give them the qualifications preferred by administrators. An analysis of the desirable qualifications of community college faculty members and of the ideal preparation programs which will develop those qualifications has been the subject of this study.

## NEED FOR THE STUDY

As the community college grew to be an entity separate from either secondary schools or colleges and universities, teachers were recruited from a variety of sources and came with a multitude of backgrounds, experiences, preparation, and commitment to their institutions and tasks. The Dean of Wright Junior College in Chicago recognized in 1939 that this new type of institution would require a new type of staff. He said, "If a new type of institution has emerged then we should expect to find a new type of instructor, one that is not merely a glorified high school teacher, and one that is not a transplanted college professor." (Conley, 1939:507)

Blocker, Plummer, and Richardson (1965) expressed the need for adequate preparation programs for community college teachers this way:

One area in which responsibility must be exercised involves the adequate preparation of teachers. In the past, teaching personnel have been trained specifically for the elementary or secondary school, and the Ph.D. level for research and teaching in the four-year institutions. If the community colleges are to assume the broad responsibilities... it is apparent that there must be certain adaptations in the pre-service and in-service training of teachers for this particular segment of higher education. Instructors in the two-year colleges are neither university professors nor secondary school teachers. They require a preparation that is broader than that ordinarily found among university personnel yet deeper than that necessary for secondary school teachers. Both kinds of preparation should be included in upper and graduate divisions for individuals planning to teach in the two-year colleges. (p.285)

The literature indicates that educators agree with Blocker,

Plummer, and Richardson (1965), that the type of preparation community college teachers receive should be different from the training received by teachers at other levels of education. The variety of pre-service programs reported by Cohen and Brawer (1972), suggests disagreement among educators concerning the desired or necessary content of preparation programs for community college faculty. Many studies have been conducted to determine what training is appropriate for community college faculty, but the issue has not been resolved.

Colleges and universities which propose to train teachers for two-year colleges need to know what an ideal preparation program for faculty members would entail as perceived by the employers of their graduates. They need to know how preparation should be different for faculty members who teach the traditional transfer courses and for those who teach the new vocational or terminal courses. They follow graduates so they can know what qualifications are desirable for teachers of different courses and what qualifications are possessed by the teachers who were able to secure teaching positions.

Johnson (1977) in his review of literature on community college teacher preparation stated:

. . . it was impossible to know anything about institutions or of what goes on within them if we know nothing of the men and women who teach in them. It is necessary to know what kind of people they are; it is necessary to know from what parts of society they come; it is necessary to know what forms of preparation they have had; it necessary to know their values, their

roles, and the material they teach. (Johnson,1977:38; Trent,1972)

To this date, no comprehensive study of community college faculty in the northwest has been attempted. Thus, there is little descriptive data available to aid in program planning. The decisions being made in higher education concerning the community colleges in the northwest are being made without the benefit of valuable data about that faculty.

Accurate, adequate, and timely planning for the preparation of community college faculty should be based on data about the qualifications and training needs of faculty presently employed and the desired qualifications of faculty as expressed by administrators. Currently, neither of these planning tools exist in the northwest.

This study has attempted a comprehensive study of community college faculty in the northwest. Demographic data, data about academic preparation, experience, and training needs of faculty was gathered from faculty and administrators. This information can now provide the data base necessary for improved planning in higher education for more adequate preparation of community college teachers.

#### STATEMENT OF THE PROBLEM

The concerns of this study were (1) to develop a profile of the background, academic preparation, and experience of administrators and faculty at community colleges in the northwest using as a base the

1977-1978 school year; (2) to examine the ideal pre-service and in-service preparation programs for community college teachers as perceived by administrators and faculty of community colleges in the northwest during the base year; (3) to compare the actual pre-service preparation of faculty members currently employed at community colleges in the northwest with the ideal faculty preparation as perceived by administrators from the community college in which those faculty were employed; and (4) to compare the responses of faculty that taught courses and community college administrators to see if there were differences between these groups in terms of how they thought community college faculty should be prepared.

#### QUESTIONS TO BE ANSWERED

The following questions were answered based on the responses to the questionnaire.

1. What is the academic background, experience, and degree of job satisfaction of the faculty and administrators in the northwest?
2. What academic preparation, work experience, and professional education qualifications are perceived as desirable by currently employed community college faculty teaching in terminal and transfer programs in the northwest?
3. What professional preparation have community college faculty and administrators in the northwest actually had?

4. What professional preparation is seen as most important for community college faculty as perceived by current faculty members.

5. How much training should current and new faculty receive in professional preparation activities?

#### GENERAL PROCEDURES FOR GATHERING DATA

The information for this study was collected by a questionnaire mailed to faculty and administrators employed by fifty-nine community colleges in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.

Each college in these states, listed in the 1976 Community, Junior and Technical College Directory (Drake, 1976), was contacted and asked to participate in the study. Initial contact was made with the president of each institution to seek his cooperation and approval to send the questionnaire to faculty in the institution. His approval was indicated by sending a college catalog from which lists of faculty and administrators were compiled. This procedure was patterned after that used by Cohen (1975) in his study of community college faculty. A detailed explanation of procedures is presented in Chapter 3.

After lists of faculty and administrators at participating colleges had been compiled, random samples were drawn. Each faculty member and administrator selected was mailed the questionnaire shown in Appendix F. Each questionnaire contained a self-addressed, stamped

envelope in which the completed form was returned.

Demographic data was gathered from each respondent. Each respondent was asked to select, from a list of possible professional education skills, the five most important and five least important skills to be included in a preparation program for community college teachers. Rank orderings by faculty teaching in terminal programs, faculty teaching in transfer programs, and administrators were established. These rank orderings were compared to reveal perceptual differences between faculty and administration concerning preparation. Recommendations concerning desirable pre-service and in-service training were made from the rank ordered possibilities.

The desired or ideal faculty preparation as perceived by administrators was compared with the preparation of instructors actually employed. The proportion of instructors who have completed each aspect of the ideal pre-service preparation program was determined and a comparison was made to determine if administrators' hiring practices were congruent with their statements of desired preparation.

The need for preparation programs specifically designed for community college teachers was determined by comparing the preparation of faculty with the desired or ideal preparation. With the above information, a model pre-service program was designed and recommendations for needed in-service programs were made.

## DEFINITION OF TERMS

The terms used in this study are defined as follows:

Community College. The term community college is used interchangeably with community junior college; junior college; and two-year college. Community college includes any college listed in the American Association of Community and Junior College's 1976 Community, Junior, and Technical College Directory, (Drake, 1976).

Community Junior College. same as community college.

Two-Year College. same as community college.

Junior College. Although there were differences between the junior college and the community college, this study assumes that all two-year colleges are now operating with the community college philosophy, regardless of the name they use. Therefore, junior college is used interchangeably with community college.

Full-Time. Any staff member who (1) works for the institution thirty hours a week or more, (2) teaches twelve or more credit hours, or (3) is classified by the institution as .75 FTE or more was considered full-time.

Part-Time. A staff member who (1) works for the institution fewer than thirty hours per week, (2) teaches fewer than twelve credit hours, or (3) is classified by the institution as less than .75 FTE was considered part-time.

Terminal Programs. Programs which offer a degree or certification upon completion. These programs include vocational programs, trade school programs, and other programs such as the adult education GED preparation program, not designed to transfer to the four-year college.

Transfer Programs. Any program of study whose primary goal is to prepare the student who intends to continue upper class work at a four-year college or university.

Significant. The .05 confidence level was used to determine significance in all tests in this study.

#### LIMITATIONS

A limitation to any study using a mailed questionnaire is the responsiveness of the persons invited to participate. Participation was voluntary and that fact automatically introduced the potential of a distorted population. The possibility existed that the non-respondents were different demographically from the respondents. As a control, three follow-up letters were sent to non-respondents to attempt to improve the response rate. In addition, some non-respondents were contacted by phone to gather the demographic data of those individuals.

A second limitation was that the findings of this study can only be applied to the population from which the sample was drawn. Therefore, generalizations and predictions may be valid only for

faculty, administrators, and community colleges in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming who participated in the study.

Another limitation was that the faculty list was obtained from the college catalog of the institution. Only full-time faculty were listed in many of these catalogs. Therefore, the part-time instructors were not included in the population of most schools.

#### DELIMITATIONS

The geographic area from which the sample was drawn was delimited to the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.

#### SUMMARY

The preparation a teacher receives is an important aspect of the ultimate quality of teaching he or she will do. This study examined the academic background, experience, and professional preparation of community college faculty and administrators, the perceived ideal faculty preparation program, and the relationship between administrators' concepts of ideal faculty preparation and the preparation of the faculty members actually employed.

## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

Harold C. Reade (1973:19) in his review of literature on community college teacher preparation, stated:

In 1968 Frank Leet commented that it was significant to the needs of his study that there had been little research done which concerned the specific preparation of junior college teachers (Leet, 1968:17). Unfortunately, this still holds true. Most of the writers in the field do make mention of the need, or desirability, for a more specific preparation, but there has been no definitive work done in this vein.

This investigator has found the literature to be replete with writings about and studies of community college teacher preparation because the field is so broad and multifaceted. The academic preparation, teaching experience, and professional preparation of community college faculty have been studied in several parts of the country. But, as Reade (1973) noted, the preparation needs of the community college faculty have not been examined on a systematic basis.

The junior college was conceived as a way to relieve some of the pressure of growing enrollments at colleges and universities (Monroe, 1975:7-8). Some educators felt that the first two years of undergraduate education could best be handled at some location other than the four-year college. The secondary school seemed to be the logical place to teach the thirteenth and fourteenth years of schooling. It was theorized that moving the thirteenth and fourteenth years off the

college campuses would free these institutions to concentrate their efforts on upper division research and teaching. The four-year colleges then would not have to be bothered with the general education courses and could teach what they viewed as really important.

This concept was never fully adopted. Resistance came from both the public schools and the colleges. The distribution of education took a variety of forms, but eventually the junior college emerged as a separate and unique institution (Brubacker and Rudy, 1976:249).

But who was to staff these new institutions? Jarvie (1956:216) quoted California administrators as saying that "we don't have any junior-college teachers in California. We have simply borrowed them from high schools and universities." An opposing view of preparation needs was expressed by Dolar:

Since these institutions were viewed as extensions of the high school, faculty members were recruited primarily from secondary schools. Thus, traditional teacher preparation programs were viewed as sufficient to meet existing needs. (Dolar, 1952:329).

Following World War II, higher education was flooded with returning veterans when congress passed the G.I. Bill of Rights. The president appointed a commission to investigate the impact of higher education in America. The report of that group noted the change in the role of the junior college and identified the need for programs to prepare teachers who were different from either the secondary school or four-year college teachers. The report said:

It is expected that the bulk of the growth in college enrollment during the next decade will be absorbed by the community colleges. The community-centered, community-serving institution is rapidly emerging as a distinctive American institution. The curriculum it is developing calls for some unique teaching abilities. The emergency aspects of the need make it desirable to call special attention to the problem. There are other special subjects which would be included in the training of the prospective community college teacher. For example, the community college teacher needs an understanding of the community, and insight into the total public school program and a background in special professional problems of the community college.

Two years of graduate study, including a rich internship, would be sufficient to equip these teachers with minimum qualifications.

Such a 2-year program, however, should be accepted only during the period of the emergency and as a temporary expedient aimed at meeting the needs of prospective teachers for the thirteenth and fourteenth grades. (President's Commission on Higher Education, Vol 3, 1947:25-26).

This Commission identified important pre-service training needs of community college teachers which need attention.

#### FUNCTIONS OF THE COMMUNITY COLLEGE

Conceived as an institution which would prepare students for lower division courses at traditional universities, the junior college was intended to be a teaching centered institution. Levy (1957:19) and Eckert and Stecklein (1959:86) found that community college teachers spent about seventy-five percent of their time teaching.

The change to the community college concept brought with it new functions for the two-year college. The President's Commission on

Higher Education (1947) made the following statement which reflected the expanded role and function of the community college:

The community college seeks to become a center of learning for the entire community, with or without the restrictions that surround formal course work in traditional institutions of higher education. It gears its programs and services to the needs and wishes of the people it serves, and its offerings may range from workshops in painting or singing or play writing for fun to refresher courses in journalism or child psychology. (p.69-70)

Later in that same report, the Commission added another dimension to the function of the community college, that of adult education.

Reynolds agreed with that concept, but he expressed the role of the community college in broader terms. He identified the function of the community college as satisfying the educational needs of the supporting community rather than as strictly teaching. He listed the following as criteria for identifying a true community college:

1. Sensitivity of the curriculum to community needs: the development of practical methods for discovering community needs, the facility with which innovations may be adopted in the curriculum, methods of evaluating the success with which community needs are met.
2. Extension of the educational program beyond the conventional classroom aspects: cultural activities, recreational activities, thought-provoking activities, adult education classes.
3. Faculty competence used in solving community problems.
4. Student competence used in solving community problems.
5. Community participation in curriculum making. The development of methods for community participation.
6. Using the community as an instructional laboratory. The development of methods for discovering the resources of the community which can be so used, and of methods for using these resources.

7. An effective public relations program.
8. A system for evaluating the success of the community service program. (Reynolds, 1950:202)

The ideas of an expanded student population and of community service were included by Bogue (1950) in discussing the community college. He stated that "a basic function of the community college, it should be apparent, is to make higher education available to larger numbers of people." (p.67) He later summarized the functions of the community college this way:

By examination of life situations of identifiable problems that need solution, on national, state, and local levels, we arrive at conclusions regarding the basic functions of community colleges. They are guidance and counseling for all students and for the people of the community; general education for all students regardless of vocational objectives; technical and other vocational training, and that on a continuing basis, for students who will not advance to upper division collegiate studies; the further democratization of higher education by surmounting barriers of geography and family financial difficulties; the popularization of higher education by breaking down family traditions and creating greater personal interest and motivation; adult education and university-parallel studies for those students who would continue formal education. (Bogue, 1950:76)

The role of the community college was restated by Dolan. He identified the four major functions of the community college as: popularizing, preparatory, terminal, and guidance" (1952:329).

Levy, (1957) expressing a similar line of thinking, listed the four functions of the community college teachers as: "(1) teaching, (2) counseling, (3) administrative duties, and (4) community service." (p.19) The functions of the community college were similarly described

by Fritwell. (1968:46)

Most educators agree that the community college is a teaching institution, its faculty are primarily teachers, and meeting the educational needs of the local community through a variety of channels and programs is the task of these teachers. Meeting educational needs means "opening the doors" and involving the community in the college and the faculty in the community. Meeting educational needs also means responsible and responsive counseling of students.

From the aforementioned literature, the functions of the community college can be described as: (1) teaching, all students of all ages in terminal, transfer, vocational, or refresher courses, (2) community service to meet community needs, both directly and indirectly related to education, and (3) counseling, assisting students to reach their goals and full potential. To these tasks, the community college has dedicated its existence.

#### TRAITS OF COMMUNITY COLLEGE FACULTY

The students and the curriculum are two areas which differentiate the community college from other levels of education. These factors in turn impact on the faculty member. What type of person is needed to teach these special students and to perform the varied functions mentioned? The desirable traits of junior college faculty members have long been a topic of interest.

Eells talked with many junior college administrators about this question. He found the following identified as desirable traits of junior college teachers: strength of character, integrity, interest in both subject matter and students, ability to use a variety of teaching techniques, and a sense of humor. (Eells, 1931:391-393)

Conley (1939) listed four necessary characteristics of community college faculty:

First, he must possess a distinct philosophy of education which is based upon a realization that there is a different type of student in the junior college than in either the university or the high school. Second, the junior college should have a special type of training and a broad background. Thirdly, this new type of instructor in the field of college education should be interested in teaching. A fourth characteristic of the junior college instructor should be intellectual alertness which is measured by creative scholarship. (p.507-508)

Hollis (1941:556) noted that junior college students need counseling and need to be guided to relate their education to life situations. He stated that faculty should be able to help meet those needs. Mead, in a nationwide study, found "broad general scholarship, inspirational power, social culture, potential teaching efficiency, and specialized knowledge" as the most desirable qualifications of teachers, while "ability to advertise the institution, previous secondary school or college teaching experience, ability to write texts and articles, and research ability" were considered "least" desirable qualifications for the community college teacher. (Mead, 1941:246)

Blake (1944) reported that potential faculty members should be able to demonstrate "common sense and a sense of humor, vigorous personality and qualities of leadership, sympathy with humanity, understanding of the adolescent, his experience patterns, his problems and his needs, and work experience" (p.44) before selection to the faculty of a community college.

Smith (1949:391-396) named strong spiritual values, interest in world affairs, and interest in young people as important characteristics. Wood (1950:515) stated that the community college teachers should have a keener interest in people than in subject matter. Trabue (1950:140) found that community college presidents felt the most important characteristics were friendliness and concern for students and the ability to inspire students to think for themselves and to express their own ideas. Bogue (1950:133) listed broad academic background, enthusiasm for teaching, background in general education, understanding of students who attend the community college, and understanding of the duties of an instructor as important qualities in community college faculty.

Other characteristics discussed in the literature were: pleasing appearance, confident and pleasant voice (Colvert, 1952:502-503); teaching ability (Melvin, 1957:402); warmth, establishes rapport easily, adaptable, motivates students (Merson, 1956:496-501); well adjusted, interest in teaching instead of research, cultured background, loyalty to the institution, interest in subject matter, adequate professional

training, good habits of citizenship (Hillway, 1958:186); understands the institution, communicates well (American Association of Junior Colleges, 1966); possess a masters degree, positive attitude toward extracurricular activities, taken courses on the mission of the community college (Blocker, Plummer, Richardson, 1965:48); likes the junior college atmosphere, sold on the value of community college education, dedicated to teaching, empathetic (Kelley and Wilbur, 1970:55-57); participates in community activities (Solomon, 1968:125); academic depth as well as breadth, student teaching in a community college, and knowledge of the sociological foundations of education. (Stone, 1958:369).

These traits or characteristics make an impressive list when taken collectively. If any faculty member could have all these qualifications, he or she would be a superteacher and would have no trouble finding employment. Preparation programs are faced with the task of trying to find ways to develop these traits in the students who will become community college faculty.

The fact must be faced that few if any teachers will have all the desired traits. Three authors reported studies which identified weaknesses in community college teachers. Pugh and Morgan asked community college administrators about weaknesses in their teachers. About fifty shortcomings were identified. They named every desired trait listed in the literature as lacking in some of the faculty. Over half of the respondents identified problems of new faculty members

coming from graduate schools as emotional and physical health, and lack of orientation toward the community college philosophy. (Pugh and Morgan, 1943:430)

Stone (1958) identified four major weaknesses in community college faculty:

One deficiency is too narrow specialization in a single subject. A lack of understanding of the concept of general education. Too little stress on the concept of the junior college as an institution - its place in higher education and its unique role as a community college. There is a lack of understanding of the learning process. (p.368-369)

The areas pointed out by these authors can and should be improved by better pre-service and in-service preparation. Programs should be designed which will ameliorate these weaknesses.

#### PROBLEMS OF COMMUNITY COLLEGE FACULTY

The weaknesses discussed in the previous section were those identified by administrators. Blake surveyed junior college teachers and identified the ten problems of greatest concern to them. Those problems were:

. . . attempting to teach students whose high school preparation had been poor; adjusting assignments and written work to the ability of the students; making provision for individual differences; integrating the work of the high school and the work of the junior college; revising the curriculum; integrating the work of the junior college and higher institutions; cooperating with students in building loyalty to the college; assisting students to learn how to study effectively; cooperating with students in the development of their personalities; assisting students to learn their responsibility to society. (Blake, 1943:57)

Siehr developed a lengthy questionnaire which contained seventy-two possible problems for faculty. He asked new faculty to indicate which problems they had encountered and which persisted. Lack of time ranked first in frequency and persistence. Other problems which ranked high were: arousing and maintaining student interest; adapting instruction to individual differences, dealing with students who require special attention to overcome deficiencies, understanding college policies to be followed in curriculum development and revision, challenging superior students, grading or marking students' work, and increasing my effectiveness in student counseling techniques.

(Siehr, 1962:61)

The studies by Blake (1943) and Siehr (1962) identified similar types of problems. Garrison (1967:16-17) also found lack of time to be the greatest single problem for community college faculty. Cohen and Brawer (1973) in their studies of humanities faculty in junior colleges reported that teachers, when asked what they would like to do with a summer or extra time, indicated that they would like to be able to spend more time in research, in graduate courses, and in interaction with students. This finding also seemed to indicate a lack of time, which would agree with the previously mentioned studies.

Loomis (1964:94) questioned community college administrators in the western states and found the single most important problem in the academic preparation of community college faculty to be insufficient

grounding in the philosophy of the community college. A lack of understanding or acceptance of the community college philosophy could have created or at least contributed to many of the problems identified by the authors listed in this section. Loomis recommended pre-service and in-service education programs which he felt would be capable of ameliorating many of these problems. Studies conducted since 1964 indicate that those programs have not been successfully adopted.

#### HIGHEST DEGREE ATTAINED

Over sixty studies have reported information concerning the highest degree attained by community college faculty. TABLE 1, page 30-36, contains a chronological listing of those studies and their results. Although a few of these studies included schools from the northwest, none was conducted exclusively in the northwest.

The proportions of the faculty with each degree varied considerably depending on the particular type of faculty or part of the country being studied. O'Banion concluded in his study and book that the percentages had remained constant for the last ten years. He found the averages to be about seven percent doctors degrees (O'Banion, 1972:54). The studies in TABLE 1, page 30-36, confirmed that finding. The last two studies, Johnson (1977) and Phair (1977), reported an increase in the number of doctorates. Phair had discovered this trend when he wrote his dissertation in 1975. He predicted an increase in doctorates

TABLE 1

## Highest Degree Attained by Junior College Faculty (in percent)

Author and Date Location and Sample	Less than Bachelors	Bachelors	Masters	Doctorate
McDowell, 1919 Nationwide, all faculty	13.8	49.0	31.2	6.0
Koos, 1924 Nationwide, all faculty	32.2	23.1	41.4	3.6
Ewing, 1925 California, all faculty	17.1	23.9	59.0	
Koos, 1925 Nationwide, all faculty	4.4	52.4	41.2	2.0
Wahlquist, 1930 Nationwide, all faculty	7.0	29.0	59.0	5.0
Eells, 1931 Nationwide, all faculty	3.0	47.0	47.0	3.0
Hollis, 1941 Nationwide, terminal faculty	13.0	29.0	52.0	6.0
Koos, October 1947 Midwest, South, California All faculty	3.3	26.8	63.6	6.3
Mushitz, 1947 Nationwide, all faculty		10.2*	77.1	12.7
Colvert and Litton, 1953 Nationwide, all faculty	4.9	23.1	67.6	6.2
Colvert and Baker, 1954 Nationwide, all faculty	5.7	19.7	67.3	7.3
Levy, 1957 One Texas college Academic faculty		16.0	67.0	17.0

\*includes those with less than a bachelors degree

TABLE 1 (continued)

Author and Date Location and Sample	Less than Bachelors	Bachelors	Masters	Doctorate
Levy, 1957 One Texas college Terminal faculty	67.0	15.0	18.0	
Eckert and Stecklein, 1959 Minnesota, all faculty		16.0*	80.0	4.0
Laffin, 1959 New York, mathematics faculty		40.0	57.8	2.2
Rainey, 1959 Oklahoma, accounting faculty		23.4	76.6	
Clark, 1960 One California college All faculty	4.5	31.3	59.7	4.5
Hawk, 1960 Nationwide, administrators		4.3	51.9	43.8
Hawk, 1960 AACJC records, administrators		6.9	57.0	35.7
Medsker, 1960 Fifteen states, all faculty	8.8	17.0	64.0	9.6
Donnelly, 1961 Michigan, all faculty		2.5	89.9	7.6
Montgomery, 1962 Florida, all faculty and administrators		4.0*	81.0	12.0
Siehr, 1962 Nationwide, new faculty	1.2	18.4	73.2	7.2
Loomis, 1964 Western states, all faculty	2.3	13.8	74.5	8.9

\*includes those with less than a bachelors degree

TABLE 1 (continued)

Author and Date Location and Sample	Less than Bachelors	Bachelors	Masters	Doctorate
Smith, 1964 Nationwide, all faculty		11.4	79.5	9.1
Blocker, 1965 Nationwide, all faculty	1.2	18.4	73.2	7.2
Blocker and others, 1965 South and Southwest, all faculty		12.3	78.0	9.7
Lipscomb, 1965 Mississippi, all faculty		20.0*	78.0	2.0
Maul, 1965 Nationwide, new faculty		23.0*	70.0	7.0
Birnbaum, 1966 New York, all faculty	3.2	21.8	64.0	11.0
Phair, 1968 (1967-68) California, new faculty		21.0*	76.0	3.0
Cashin, 1968 California, all faculty		5.8*	83.8	10.3
Hurlburt, 1968 Florida, all faculty		11.0*	77.0	12.0
Leet, 1968 Missouri, all faculty		6.5	89.0	4.5
National Science Foundation, 1968 Nationwide, science faculty	3.0	11.0	77.0	9.0
Phair, 1968 (1968-69) California, new faculty		18.0*	78.0	4.0
Anderson and Thornblod, 1969 Illinois, all faculty	6.0	13.0	77.0	4.0

\*includes those with less than a bachelors degree

TABLE 1 (continued)

Author and Date Location and Sample	Less than Bachelors	Bachelors	Masters	Doctorate
Beazley, 1969 Nationwide, all faculty		18.4*	74.9	5.9
Morrison, 1969 Florida, all faculty		14.0*	79.0	7.0
Reynolds, 1969 Nationwide, all faculty	5.0	19.0	69.0	7.0
Yarrington, 1969 Florida, all faculty		11.0*	77.0	12.0
Koos, 1970 Nationwide, public faculty	4.0	46.0	47.0	3.0
Koos, 1970 Northern states, private faculty	6.0	58.0	35.0	2.0
Cohen and associates, 1971 Nationwide, all faculty		24.0*	69.0	7.0
Medsker and Tillery, 1971 Nationwide, all faculty	3.5	10.2	77.7	8.6
Buxton, 1972 Phoenix College, all faculty		1.6	78.5	19.8
Hawaii**, 1972 Hawaii, all faculty	3.0	8.0	74.0	7.0
Hisert, 1972 New York, all faculty		10.1	84.5	5.4
O'Banion, 1972 Nationwide, all faculty		18.0	75.0	7.0

\*includes those with less than a bachelors degree

\*\*Title: Selected Characteristics of Full-Time Professional Staff

TABLE 1 (continued)

Author and Date Location and Sample	Less than Bachelors	Bachelors	Masters	Doctorate
Ohm, 1972 Nationwide, physics faculty	1.0	79.4	10.9	
Principe, 1972 New York, science faculty	10.1	74.8	16.1	
Rydzik, 1972 New York, allied health faculty	6.2	16.4	68.9	4.0
Rydzik, 1972 New York, allied health administrators	3.1	9.4	56.3	28.1
Thornton, 1972 Florida, all faculty	7.0*	89.0	7.0	
Bushnell, 1973 Nationwide, all faculty	5.6	13.9	75.0	5.5
Cash, 1973 Texas, natural science faculty	3.4	80.2	16.4	
Larson, 1973 California, new faculty	9.0	17.0	67.0	7.0
Reade, 1973 Mississippi, all faculty	4.1	85.8	10.2	
Smith, 1973 Texas, allied health faculty	31.2	41.1	17.8	2.3
Brown, 1974 North Central Association area all faculty	8.4	31.0	53.7	6.9
Grymes, 1974 One Virginia college, part-time faculty	5.0	34.7	52.8	7.5

\*includes those with less than a bachelors degree

TABLE 1 (continued)

Author and Date Location and Sample	Less than Bachelors	Bachelors	Masters	Doctorate
Grymes, 1974 One Virginia college, full-time faculty	1.0	9.0	74.0	16.0
Hale, 1974 Nationwide, mathematics faculty	6.7	23.4	65.5	4.4
Kumpf, 1974 Ohio, Indiana, Kentucky Administrators	2.2	9.0	69.7	19.1
Kumpf, 1974 Ohio, Indiana, Kentucky, all faculty	4.9	22.4	66.6	6.1
Sylves, 1974 New York, all faculty	3.8	13.7	72.4	8.8
Hawaii**, 1975 Hawaii, all faculty	15.0	20.0	57.0	8.0
Hill, 1975 Pennsylvania, all faculty		21.7*	72.7	5.5
Phair, 1975 California, all faculty		28.0*	65.0	7.0
Cohen and Brawer, 1976 Nationwide, humanities faculty		10.0*	76.0	14.0
Quanty, 1976 One Kansas college, part-time faculty	8.0	23.0	56.0	13.0
Johnson, Robert, 1977 Western states, administrators		8.0	52.0	40.0

\*includes those with less than a bachelors degree

\*\*Title: Selected Characteristics of Full-Time Professional Staff

TABLE 1 (continued)

Author and Date Location and Sample	Less than Bachelors	Bachelors	Masters	Doctorate
Johnson, Robert, 1977 Western states, all faculty		5.0	71.0	19.0
Phair, 1977 California, new faculty		23.0*	65.0	12.0

\*includes those with less than a bachelors degree

because of keener competition in four-year colleges and because of better opportunities to teach in the community colleges. He also explained that the number of faculty with less than a masters degree had increased because of the new emphasis on para-professional, vocational-technical, and occupation programs which did not need faculty with advanced degrees (Phair, 1975:41-53) His findings agree with the prediction of Cheit (1971) which was discussed in Chapter 1.

Although the academic degrees possessed by community college faculty remained relatively constant for many years, recent trends indicate that changes have begun to take place. There is now an over supply of teachers, employers are being more selective, and the academic qualification of community college faculty members is increasing (Stone, 1978)

#### DESIRABLE ACADEMIC DEGREE

Attitudes concerning which academic degree is most desirable for community college faculty have been mixed and changing. Garrison

(1941:135-136) stated that the masters degree is almost universally accepted as the desired degree. This sentiment was restated by Sexson and Harbeson (1946):

As a general principle, it may be stated that in the academic departments the minimum amount of academic training acceptable for appointments as a junior college instructor is that represented by the master's degree with a major in the field of his teaching. In some cases, the equivalent of a master's degree may prove satisfactory, but in general it will be found that the best evidence of advanced training is the actual possession of the advanced degree. (p.180)

Pugh (1947), Colvert (1952), Chambers (1976), and Johnson (1977), all reported the same finding. These studies dealt with faculty teaching in transfer programs and little attention was given to faculty in terminal programs.

Other writers reported that the doctorate is not a desirable degree as community college teacher preparation. Garrison (1967:70) stated that "there is general agreement that the PhD is not necessary for junior college teaching. It is recognized and respected as a research degree; but it represents a depth and manner of training rarely required of junior college faculty." Kovack (1972:31) noted that Michigan administrators felt that "the doctorate as a degree for faculty members is not needed or wanted in the community college."

The masters degree remained as the primary degree in theory and in fact. Other degrees were invented as alternatives. The "Diplomate in Collegiate Teaching" degree was begun at the University of Miami in

conjunction with Miami-Dade Junior College (Besvinick and Fryer, 1969). This degree had some positive advantages, but offered nothing not already available in a well planned doctoral program. The Doctor of Arts degree has been tried, but Johnson (1977) found little better acceptance of this degree than the traditional doctorate as preparation for the community college teacher.

Previously cited studies show that the masters degree still holds the most promise as a desired degree for community college transfer program faculty. Too little information is available to make conclusions about faculty in terminal programs. However, the content rather than the name of the degree seems to be most important. Content of preparation programs will be discussed later in this chapter.

#### TEACHING EXPERIENCE

The teaching experience of community college faculty has often been recorded as a part of other studies. The results of nearly fifty such studies are presented in TABLE 2, page 39. Again, none of these studies were conducted in the northwest.

The trend, as these studies show, was from recruiting the greatest share of the faculty from the secondary schools to hiring teachers from many sources. Eells (1931) reported that eighty percent of the California faculty had secondary school experience. Phair (1977) questioned new faculty in California and found that only twelve percent

TABLE 2

## Teaching Experience of Junior College Faculty (in percent\*\*)

Author and Date Location and Sample	Grad School	Non- Educ	Elem Sch	High Sch	Commun College	4-year College
Wahlquist, 1930 Nationwide, all faculty			28.1	53.1		32.1
Eells, 1931 California, all faculty			21.0	80.0		34.0
Garrison, November, 1941 Nationwide, all faculty			38.0	70.0		35.0
Koos, November, 1947 Midwest, South, California, all faculty		6.2	12.1	61.7	7.3	12.7
Roland, 1953 Nationwide, administrators			19.0	70.0		
Levy, 1957 One Texas college, academic faculty		11.5	29.4	59.0	9.9	41.2
Levy, 1957 One Texas college, terminal faculty			7.5	17.5		12.5
Laffin, 1959 New York, mathematics faculty					20.0	
Clark, 1960 One California college, all faculty	13.0	2.0		67.0	3.0	15.0
Hawk, 1960 Nationwide, administrators		27.2	15.9	40.9	31.8	34.0
Medsker, 1960 Fifteen states, all faculty				64.0*		
Montgomery, 1962 Florida, all faculty and administrators				70.0*		44.0
Siehr, 1962 Nationwide, new faculty			10.9	49.4	19.1	23.5
Siehr and others, 1963 Nationwide, all faculty			11.0	49.0		25.0
Siehr and others, 1963 Nationwide, new faculty	20.5	27.1	2.1	30.6	7.0	11.4
Johnson, 1964 (1957-58) California, new faculty	23.0			46.0	15.0	13.0

\*\*Not all studies will have figures which total 100%. This is because of the various ways of reporting experience.

\*reported as from public schools. May include both elementary and high school experience.

TABLE 2 (continued)

Author and Date Location and Sample	Grad School	Non- Educ	Elem Sch	High Sch	Commun College	4-year College
Johnson, 1964 (1962-63) California, new faculty	27.0			37.0	16.0	13.0
Johnson, 1964 Nationwide, all faculty	27.6	11.1		30.0		17.6
Wattenbarger, 1964 Nationwide, all faculty	21.0	11.0		33.0		17.0
Carter, 1965 Florida, all faculty			11.1	66.7	11.5	30.8
Lipscomb, 1965 Mississippi, all faculty				66.0*		
Maul, 1965 Nationwide, new faculty	23.7	22.9	1.3	31.3		17.1
National Education Association, 1965 Nationwide, new faculty	24.0	11.3		30.0		17.0
Birnbaum, 1966 New York, new faculty	0.5	35.1		28.2	9.8	26.3
Gleazer, 1967 Florida, new faculty	36.0	10.0		27.0		14.0
Gleazer, 1967 Miami-Dade Junior College, all faculty	11.5	23.4		31.0*		28.0
Cashin, 1968 California, all faculty	12.3	18.4		44.7		19.8
Farris, 1968 New York Metropolitan Region; new faculty	12.0			15.0	20.0	46.0
Good and others, 1968 Kansas, all faculty			17.0	67.0	11.0	5.0
Hurlburt, 1968 Florida, all faculty				70.0*		
Leet, 1968 Missouri, all faculty					20.0	
Phair, 1968 (1967-68) California, new faculty	9.0	11.0	2.0	36.0	19.0	15.0
Phair, 1968 (1968-69) California, new faculty	7.0	11.0		34.0	19.0	19.0

\*reported as from public schools. May include both elementary and high school experience.

TABLE 2 (continued)

Author and Date Location and Sample	Grad School	Non- Educ	Elem Sch	High Sch	Commun College	4-year College
Cohen and Brawer, 1969 Nationwide, humanities faculty	3.6			53.1		36.8
Morrison, 1969 Florida, all faculty				53.0*		
Phair, 1969 California, new faculty	4.5	19.0	5.0	36.5*	20.00	15.0
Medsker and Tillery, 1971 Nationwide, all faculty	22.0	10.0		33.0*		11.0
Buxton, 1972 Phoenix College, all faculty	8.4	7.0	11.3	38.5	4.2	30.5
Hisert, 1972 New York, all faculty	8.9	16.1		49.4	19.6	28.0
Rydzik, 1972 New York, allied health faculty			11.8	12.4	25.2	32.8
Rydzik, 1972 New York, allied health administrators			9.4	9.4	53.3	56.3
Thornton, 1972 Florida, all faculty						20.0
Bushnell, 1973 Nationwide, all faculty			10.7	40.8	14.1	26.8
Cash, 1973 Texas, natural science faculty				51.7		
Larson, 1973 California, new faculty	13.0	27.0	2.0	17.0	26.0	15.0
Reade, 1973 Mississippi, all faculty			42.6	56.1	100.00	18.9
Reade, 1973 (more recent study) Mississippi, all faculty	21.6	2.0	10.9	46.6		18.9
Smith, 1973 Texas, allied health faculty		52.0	4.6	6.9	48.0	7.5
Brown, 1974 North Central Assn. region, all faculty	19.2	48.8	1.0	4.9	14.3	11.8
Fricke, 1974 Florida and Texas, psychology faculty	22.0	24.3		31.4*	8.1	13.8

\*reported as from public schools. May include both elementary and high school experience.

TABLE 2 (continued)

Author and Date Location and Sample	Grad School	Non- Educ	Elem Sch	High Sch	Commun College	4-year College
Kumpf, 1974 Ohio, Indiana, Kentucky, all faculty			6.3	35.6		63.9
Kumpf, 1974 Ohio, Indiana, Kentucky, administrators			5.6	48.3		58.4
Phair, 1975 California, new faculty	5.0		3.0	16.0	31.0	16.0
Phair, 1977 California, new faculty		20.0	2.0	12.0	44.0	15.0

had secondary experience while fifteen percent had taught in four-year colleges, and twenty percent had come from non-teaching positions. The increased proportion of faculty with four-year college teaching experience has followed the prediction of Cheit (1971) as discussed in the previous chapter. Phair (1975) explained the increase as a reflection of a shortage of jobs in the colleges and universities. He also theorized that fewer teachers with secondary experience were being hired because more applicants with community college and four-year college teaching experience were available and preferred. He further pointed out that more faculty came without any teaching experience because more community colleges were obtaining both full-time and part-time faculty members from the local community.

Increased diversity of experience of the faculty has offered new potential and new problems for administrators and new challenges for people attempting to design preparation programs for community college faculty.

#### DESIRABLE TEACHING EXPERIENCE

Early leaders in the junior college movement envisioned the junior college as an extension of the secondary school. This concept led administrators to seek and employ faculty with secondary teaching experience. Hamlin (1950) in a study in California, reported that sixty-three percent of the administrators wanted faculty members with high school experience. The reasons given were because faculty with this experience were more sympathetic toward students and their problems and because they were better able to relate subject matter to the needs of the students (pp.236-239). Dolan (1952:330) reported that high school teaching experience was desirable because the preparation of high school teachers had emphasized teaching rather than research. Levy (1957:48) found that high school experience was rated as being of great value due to the close relationship between secondary school and community college and to former secondary school teachers' improved ability to understand the student.

Other writers have made conflicting suggestions. Garrison (1941) wrote that "administrators prefer instructors with experience first in

other public junior colleges; second, in colleges and universities; third, in high schools" (p.136). Buechel (1948:117) stated that "those who have had practical experience in industry or professional fields develop into better instructors."

The literature indicates that the issue of desired or optimum experience of faculty members has not been decided but attitudes are changing. Administrators seem to have moved from preferring secondary experience to looking for teachers who have varied backgrounds and work experiences.

#### EXPERIENCE AS A JUNIOR COLLEGE STUDENT

Two problems of faculty mentioned earlier in this chapter were: insufficient grounding in the philosophy of the community college (Loomis, 1964) and failure to understand the junior college (Colvert, 1952). Teachers who have had experience as students in the junior college find it easier to cope with these problems. TABLE 3, page 45, presents the findings of studies concerning this aspect of the background of teachers.

The percentage of teachers who have had experience as a junior college student should be gradually increasing as a result of the increased number of students attending junior colleges before entering four-year institutions. However, too few studies were found to adequately establish a trend.

TABLE 3

Faculty With Experience as a Junior College Student (percent)

Author and Date Location and Sample	Yes	None
Gordon, 1949 California, all faculty	10.0	90.0
Medsker, 1960 Fifteen states, all faculty	27.0	73.0
Montgomery, 1962 Florida, all faculty and administrators	16.0	84.0
Lipscomb, 1965 Mississippi, all faculty	52.0	48.0
Good and others, 1968 Kansas, all faculty	30.0	70.0
Leet, 1968 Missouri, all faculty	7.5	92.5
Morrison, 1969 Florida, all faculty	20.0	80.0
Medsker and Tillery, 1971 Nationwide, all faculty	28.0	72.0
Hisert, 1972 New York, all faculty	13.7	86.3
Cash, 1973 Florida, all faculty	11.0	89.0
Cohen and Brawer, 1976 Nationwide, humanities faculty	25.1	74.1
Evans, 1970 Nationwide, all faculty	26.2	73.8

The study by Evans (1970:67) found experience as a junior college student to be significant at the .0001 level as a factor relating to faculty agreement with the community college philosophy. He recommended that "communities should give preference to applicants who have been junior college students" (p.88). He thought faculty with a background as a junior college student would help the community college accomplish its goals.

#### PROFESSIONAL PREPARATION

The central aspect of teacher preparation considered in this study was professional preparation. Some community college instructors have had formal course work designed primarily for teachers. Others have come into the teaching profession with no teacher training.

According to Loomis (1964) administrators thought the most important problem of faculty was a lack of grounding in the philosophy of the community college. After his study of junior colleges, Medsker (1960:319) wrote that "even the most adequate preparation of teachers is incomplete if their attitudes toward the junior college is incompatible with its purpose."

Morrison's study revealed that taking a formal course or an in-service program in education helped faculty to more fully accept the philosophy of the community college (Morrison, 1969:159). Another conclusion he reached was that "the greater the acceptance of the community

junior college concept by public junior college faculty, the greater the probability that they will exhibit more student consideration in their role orientation."

In a similar study, Montgomery (1962) found that faculty who accepted the community college philosophy were more likely to have had a teaching methods course than were those who did not accept that philosophy. Litton (1953), studying the preparation of teachers, discovered that a course in the history of education had been a part of the preparation of more "good" teachers than those in the control group. Carter (1965: 180-181) found that teachers who had taken courses in Testing and Measurements and Foundations of Education were more likely to be rated "high" by administrators than teachers who had not taken these courses.

The results of studies which explored the professional preparation of teachers are presented in TABLE 4, page 48. The only national study which reported this data was Medsker and Tillery (1971) who found that one third of the faculty had taken a course dealing with the community college.

The relationship between taking a course dealing with the community college and faculty agreement with the community philosophy was studied by Evans (1970). He found this course to be significant at the .0001 level. Apparently, having taken a course dealing with the community college did make a difference in faculty acceptance of the

TABLE 4

## Professional Preparation of Community College Faculty (percent)

Author and Date Location and Sample	None	Some Education Courses	Community College Course
Levy, 1957 One Texas college, academic faculty		76.0	10.0
Laffin, 1959 New York, mathematics faculty	35.6	64.4	
Good and others, 1968 Kansas, all faculty	32.0	33.0	33.0
Leet, 1968 Missouri, all faculty		16.0	84.0
Medsker and Tillery, 1971 Nationwide, all faculty			33.0
Hisert, 1972 New York, all faculty	50.0	50.0	3.6
Cash, 1973 Texas, natural science faculty	43.0	57.0	57.0
Evans, 1970 Nationwide, all faculty			22.5

community college philosophy (p.66-67).

These studies and those cited earlier indicated that faculty acceptance of the community college philosophy and the resulting teacher effectiveness were enhanced by professional preparation. A course dealing with the community college was especially helpful to faculty. Evans (1970:88) recommended that "community colleges should give preference to applicants. . .who have taken a course in the junior college." He further recommended that "courses on the community college need to be offered more widely and made more acceptable."

The present study attempted to determine which professional education courses were most important and needed to be included in the preparation programs. It also attempted to differentiate between the needs of faculty teaching in transfer programs and faculty teaching in terminal programs.

#### PREPARATION PROGRAMS

Correspondence with the American Association of Community and Junior Colleges (AACJC) revealed that they listed one hundred two colleges and universities which offer some type of preparation for community college faculty in 1977 (Castillo, 1978). The AACJC list makes no distinction between schools which offer full degree programs and those which offer only a few courses. The AACJC does not list schools or organizations which conduct primarily in-service programs.

The schools from the geographic area of this study which offer pre-service community college courses are; Idaho State University, University of Oregon, Oregon State University, Brigham Young University, University of Utah, Eastern Washington University, University of Washington, Washington State University, University of Wyoming (Castillo, 1978), and Montana State University.

The major weakness in most traditional preparation programs has been that the graduates are too narrow and too specialized. Pugh and Morgan (1944), Fields and Pike (1950), and Stone (1958) all addressed this weakness. O'Banion (1972) in his book noted that;

The disciplines in universities are inflexible; the colleges of education are unsure and unpracticed. Available instructors are either discipline-oriented, narrow, subject-matter specialists or secondary school-oriented, college of education graduates. Neither is prepared to instruct at the community-junior college.  
(p.84)

He goes on to say that many of the courses in these pre-service programs are often taught by faculty who have had no experience with the community college.

A list of ten weaknesses in professional preparation programs was developed by Pugh and Morgan (1944).

1. Preparation is frequently of a narrow and specialized nature.
2. Have the content point of view rather than the student point of view.
3. Lack of suitable balance of subject-matter and professional training.

4. Do not understand the junior college.
5. Fail to develop personality traits adapted to the dynamic leadership of youth.
6. Lack ability or knowledge to relate their teaching to practical everyday problems.
7. Placement officers make recommendations upon insufficient evidence.
8. Interested in research, not classroom teaching.
9. Considered junior college with attitudes of condescension.
10. Lack of work experience (p.406-408).

The similarity of these statements by Pugh and Morgan in 1944 and those by O'Banion in 1972 indicate that the same weaknesses and problems have persisted.

#### PROFESSIONAL PREPARATION COURSES

The desirable or ideal preparation for community college teachers has been studied since shortly after the junior college movement began. It would be impractical and beyond the scope of this study to review every study individually. Most of the studies or writers recommended particular content ranging from one course to a complete two or three year masters or doctoral program. TABLE 5, page 53, presents an overview of the courses recommended and the number of studies which recommended each course as a necessary part of the pre-service preparation

of community college teachers. TABLES 6 to 14, pages 54-59, list the authors recommending each course.

As TABLE 5, page 53, indicates, the course most often recommended by researchers and authors was the Teaching Internship (TABLE 14, page, 59). Just as student teaching is a prerequisite for certification of public school teachers in most states, these authors basically recommended the same for community college faculty. The writers did not recommend certification but the supervised teaching experience was viewed as a valuable, if not essential, aspect of professional preparation. They recommended that, other things being equal, administrators should give preference to applicants who had participated in a supervised teaching experience in a community college.

The second most frequently mentioned course was The Community College (TABLE 6, page 54). Faculty, administrators, and writers in this field identified a course on the community college, its functions, organization, and philosophy as vital to community college teachers. Morrison (1969) and Evans (1970) both studied what effect a course on the community college had on a faculty member's acceptance of the community college philosophy. They both found that such a course was significantly related to faculty acceptance of the community college philosophy.

TABLE 5

## OVERVIEW OF COURSES RECOMMENDED

Course Title or Description Location of Data	Number of Studies Making Recommendation
Teaching Internship TABLE 14	55
The Community College TABLE 6	54
Techniques of Teaching TABLE 10	37
Characteristics of Community College Students TABLE 7	36
Principles of Counseling and Guidance TABLE 8	26
Evaluation TABLE 13	24
Curriculum Development TABLE 12	22
Educational Psychology of Junior College Students TABLE 9	17
Learning Theory TABLE 11	16

TABLE 6

## The Community College: It's Functions, Organization, and Philosophy

Author and Date	Author and Date
Eells, 1936	La Grandeur, 1966
Garrison, 1941b	Samlin, 1967
Pugh and Morgan, 1943	Cashin, 1968
Blake, 1944	Hurlburt, 1968
Pugh, 1947	Leet, 1968
Koos, 1949	Pass, 1968
Smith, 1949	Cashin, 1969
Colvert, 1950	Gleazer, 1969
Koos, 1950	Stratton, 1969
Tapley, 1950	Ward, 1969
Colvert, 1952	Evans, 1970
Dolan, 1952	Moore, 1970
Hawkins, 1955	Hisert, 1972
Merson, 1956	O'Banion, 1972
Levy, 1957	Ohm, 1972
Hillway, 1958	Rydzik, 1972
Levy, 1958	Thornton, 1972
Stone, 1958	Lewis, 1973
Laffin, 1959	Reade, 1973
Pyle, 1962	Stockdale and Wochok, 1973
Siehr, 1962	Huff, Kinneavy and Kline, 1974
Rudick, 1963	Kumpf, 1974
Eaton, 1964	Sylves, 1974
Fitzgerald, 1964	Chambers, 1976
Loomis, 1964	Hammons and Wallace, 1976
Blocker and others, 1965	Moe, 1977
Carter, 1965	Smith, 1977

TABLE 7

## Characteristics of Community College Students

Author and Date	Author and Date
Garrison, 1941b	Cashin, 1969
Koos, 1949	Gleazer, 1969
Smith, 1949	Stratton, 1969
Koos, 1950	Ward, 1969
Colvert, 1952	Worthen and Shugrue, 1969
Dolan, 1952	Moore, 1970
Merson, 1956	Hisert, 1972
Tapley, 1956	O'Banion, 1972
Levy, 1957	Rydzik, 1972
Stone, 1958	Thornton, 1972
Medsker, 1960	Reade, 1973
Eaton, 1964	Lewis, 1973
LaGrandeur, 1966	Huff, Kinneavy and Kline, 1974
Louk, 1966	Sylves, 1974
Samlin, 1967	Phair, 1975
Cashin, 1968	Hammons and Wallace, 1976
Hurlburt, 1968	Moe, 1977
Leet, 1968	Smith, 1977

TABLE 8

## Principles of Counseling and Guidance

Author and Date	Author and Date
Garrison, November 1941	Siehr, 1962
Garrison, December 1941	Rudick, 1963
Pugh and Morgan, 1943	Gleazer, 1969
Pugh, 1947	Moore, 1970
Smith, 1949	Gunderson, 1971
Colvert, 1950	Lindahl, 1971
Colvert, 1952	Hisert, 1972
Dolan, 1952	Ohm, 1972
Tapley, 1956	Principe, 1972
Levy, 1958	Thornton, 1972
Stone, 1958	Kumpf, 1974
Laffin, 1959	Moe, 1977
Pyle, 1962	Smith, 1977

TABLE 9

## Educational Psychology of Junior College Students

Author and Date	Author and Date
Garrison, November 1941	Laffin, 1959
Garrison, December 1941	Donnelly, 1961
Blake, 1944	Carter, 1965
Koos, 1949	Ward, 1969
Colvert, 1950	Ohm, 1972
Koos, 1950	Thornton, 1973
Dolan, 1952	Smith, 1973
Tapley, 1956	Kumpf, 1974
Levy, 1957	

TABLE 10

## Techniques of Teaching

Author and Date	Author and Date
Eells, 1936	Leet, 1969
Blake, 1944	Ward, 1969
Koos, 1949	Worthen and Shugrue, 1969
Smith, 1949	Gunderson, 1971
Colvert, 1950	Lindahl, 1971
Colvert, 1952	Hisert, 1972
Dolan, 1952	O'Banion, 1972
Tapley, 1956	Ohm, 1972
Levy, 1957	Principe, 1972
Hillway, 1958	Rydzik, 1972
Laffin, 1959	Thornton, 1972
Donnelly, 1961	Smith, 1973
Montgomery, 1962	Stockdale and Wochok, 1973
Loomis, 1964	Huff, Kinneavy and Kline, 1974
Carter, 1965	Kumpf, 1974
Louk, 1966	Sylves, 1974
Cashin, 1968	Moe, 1977
Gleazer, 1968	Smith, 1977
Cashin, 1969	

TABLE 11

## Learning Theory

Author and Date	Author and Date
Garrison, December 1941	Ohm, 1972
Tapley, 1956	Rydzik, 1972
Samlin, 1967	Thornton, 1972
Cashin, 1968	Lewis, 1973
Cashin, 1969	Kumpf, 1974
Gleazer, 1969	Sylves, 1974
Stratton, 1969	Smith, 1977
Ward, 1969	
Worthen and Shugrue, 1969	

TABLE 12

## Curriculum Development

Author and Date	Author and Date
Koos, 1949	Cashin, 1968
Smith, 1949	Cashin, 1969
Colvert, 1952	Gleazer, 1969
Koos, 1950	Stratton, 1969
Colvert, 1952	Ward, 1969
Dolan, 1952	Worthen and Shugrue, 1969
Tapley, 1956	Moore, 1970
Hillway, 1958	Lewis, 1973
Laffin, 1959	Rydzik, 1972
Carter, 1965	Stockdale and Wochok, 1973
Siehr, 1965	Kumpf, 1974

TABLE 13

## Evaluation

Author and Date	Author and Date
Garrison, November 1941	Cashin, 1969
Garrison, December 1941	Ward, 1969
Smith, 1949	Moore, 1970
Colvert, 1950	Rydzik, 1972
Colvert, 1952	Thornton, 1972
Koren, 1952	Reade, 1973
Laffin, 1959	Stockdale and Wochok, 1973
Donnelly, 1961	Stratton, 1973
Rudick, 1963	Sylves, 1974
Cashin, 1968	Hammons and Wallace, 1976
Tapley, 1956	Moe, 1977
Levy, 1957	Smith, 1977

TABLE 14

## Teaching Internship

Author and Date	Author and Date
Eells, 1936	Cashin, 1968
Garrison, 1941	Cohen and Brawer, 1968
Garrison, 1941b	Gleazer, 1968
Pugh and Morgan, 1943	Hanzeli, 1968
Blake, 1944	Henry, 1968
Pugh, 1947	Howe, 1968
Bishop, 1948	Leet, 1968
Smith, 1949	Solomon, 1968
Koos, 1950	AACJC, 1969
Colvert, 1952	Birkholz, 1969
Dolan, 1952	Gleazer, 1969
Merson, 1956	Stratton, 1969
Tapley, 1956	Ward, 1969
Henderson, 1957	Anderson, 1972
Kinerson, 1957	Cohen and Brawer, 1972
Stone, 1958	Moodie, 1972
Laffin, 1959	Nelson, 1972
Medsker, 1960	O'Banion, 1972
Donnelly, 1961	Ohm, 1972
Wilson, 1961	Principe, 1972
Pyle, 1962	Reese, 1972
Clark, 1963	Rydzik, 1972
Eurich, 1963	Thornton, 1972
Gleazer, 1965	Cash, 1973
Cohen, 1967	Lewis, 1973
Garrison, 1967	Kumpf, 1974
Gilbert, 1967	Chambers, 1976
Gleazer, 1967	

## IN--SERVICE PROGRAMS

Even the most cursory comparison between the estimated need for new community college faculty and the ability of current programs to prepare the teachers to meet those needs reveals that community colleges will have to look for sources other than conventional university programs for adequately prepared faculty. Many of the instructors currently employed have not had the necessary training to prepare them to teach in the community college. O'Banion (1972) pointed out that the only way to meet the training needs of these teachers was the well-planned in-service program. TABLE 15 presents a list of the authors who have written about the need for in-service training.

TABLE 15

## In-Service Programs

Author and Date	Author and Date
Ivey, 1960	Croy, 1973
Samlin, 1967	Smith, 1973
Hurlbert, 1968	Wilson, 1973
Roueche, 1968	Cohen and Brawer, 1975
Solomon, 1968	Falk, 1975
Wetzler, 1970	Justice, June 1976
O'Banion, 1972	Riechmann and Malec, 1976
Sims, 1972	
Bornheimer, Burns and Dumke, 1973	

Ivey (1960), writing about part-time faculty, noted that adjunct faculty often lacked adequate pre-service training. Meeting the preparation needs of this large segment of the faculty required "a continuous in-service program" (p.41). According to Solomon (1968) the purpose of the in-service program should be to assist faculty to reach a minimum level of preparation.

Samlin (1967), also concluded that in-service programs were needed as an essential part of the preparation of faculty. He found that thirty-eight percent of the schools conducted in-service programs, twenty-eight percent of those without in-service education planned to begin such programs in the next year, and eighty percent of the schools held pre-school orientation seminars.

The list of topics for in-service programs which have been presented or identified as needed was very similar to the courses listed in the previous section. Studying topics needed for staff development, Justice (1976) found that forty percent of the teachers questioned stated that they would attend in-service programs concerning Learning Theory and Student Motivation. The topic, Improving Your Lectures, was identified as the next most popular program.

In-service training, as O'Banion (1972) stated, may offer the most feasible and acceptable means of providing adequate preparation for the community college faculty. Carefully and skillfully presented programs offer real and immediate hope for improving the professional

preparation of faculty. Both the need and success of in-service education have been demonstrated.

#### SUMMARY

This chapter has presented a review of the literature germane to community college faculty preparation. The findings of this review can be summarized by the following statements.

1. The primary function of the community college is teaching.
2. The community college should attempt to meet the educational needs of the local community.
3. Community college faculty must have a greater interest in teaching and in students than their colleagues in four-year institutions.
4. The major weaknesses of community college faculty are too narrow a specialization in subject matter and lack of understanding of the community college philosophy and role.
5. Lack of time is the greatest problem of the community college instructor.
6. The masters degree is the most common degree held by faculty members, and is considered by administrators to be the most suitable degree for community college faculty.
7. Although historically, many faculty members have been recruited from secondary schools, the recent trend is toward seeking

teachers with previous teaching experience at the community college level.

8. Experience as a junior college student is perceived as advantageous for faculty members, and other factors being equal, persons with that background should be given preference.

9. Having taken a course dealing with the community college is a significant factor in helping a faculty member accept the philosophy of the community college. Nationwide, only about one quarter of the faculty have taken such a course.

10. There are 104 colleges and universities nationwide offering some pre-service preparation for community college faculty. Their capability to produce new faculty is well below the predicted requirements of community colleges.

11. The teaching internship, the community college, characteristics of students, and the techniques of teaching are the courses most often identified as desirable in preparation programs.

12. In-service programs are needed to fill the present needs for professional preparation of faculty members.

Preparation of its faculty may be the most critical issue in the success of the community college. The lack of definitive studies of preparation and the total lack of studies of community college faculty in the northwest, indicate the need for further study.

The differences between faculty who teach in transfer programs

and faculty who teach in terminal programs has not been addressed in the literature.

## CHAPTER 3

### PROCEDURES

#### INTRODUCTION

The problem of this study was to develop a descriptive profile of faculty and administrators at community colleges in the northwest, and to examine their responses concerning the ideal pre-service and in-service preparation of community college faculty.

Random samples of faculty and administrators were surveyed with a mailed questionnaire to obtain the data. The data was analyzed to determine an ideal pre-service program for faculty and to determine the need for pre-service and in-service preparation programs in the northwest.

#### POPULATION DESCRIPTION AND SAMPLING PROCEDURE

The population for this study was the faculty and administrators of two-year colleges listed in the 1976 Community, Junior, and Technical College Directory (Drake 1976) in the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming. A total of seventy-six schools were listed in this geographic area. These schools were contacted and asked to participate in the study. The fifty-nine schools listed in APPENDIX A agreed to participate. The three schools listed in APPENDIX B declined to participate, two schools had become four-year colleges since 1976, and the twelve

schools listed in APPENDIX B did not acknowledge the request. The two colleges which had become four-year schools were no longer considered for this study. The twelve schools who did not respond were contacted a second time and encouraged and invited to participate. None of the twelve responded to the second request and so were counted as non-participants. The faculty and administrators at the fifty-nine schools who agreed to participate became the population of the study.

Lists of faculty and administrators were compiled using the names listed in the college catalogs of the institutions. Two random samples were drawn for the study, one of administrators and one of faculty. Both samples were drawn using the following procedure.

The names of faculty and administrators were consecutively numbered in the respective college catalogs. Numbering began with the first school listed in the directory (Drake 1976) and continued in the order in which they appear in the directory. A random number table was used to draw a sample from each list (Parsons 1974:819-822).

The formula suggested by Cochran (1963:74-75) was used to determine the minimum sample sizes.

The formula is:

$$n = \frac{t^2 PQ}{d^2} \div \left( 1 + \frac{1}{N} \frac{t^2 PQ}{d^2} - 1 \right)$$

In this formula, "t is the abscissa of the normal curve that cuts an area  $\alpha$  at the tails." (p.75) In this study, a t of two was used.

P is the probability of the parameter and Q is equal to (1 - P).

$P = .5$  and  $Q = .5$  were used in this study because they produce the largest required sample size. The value of  $d$  is the margin of error, .05 was used.  $N$  is the population size.

When the original sample was drawn, fifty-five schools had agreed to participate. The minimum required sample size was 274 administrators and 369 faculty of the 861 administrators and 4724 faculty members listed in the catalogs of the participating schools. The required sample size approached 400 as the population increased. This number exceeded the minimum and was used as the faculty sample size. Twenty percent was added to each sample to account for the people who could not be contacted because they had terminated their employment with the college and had moved, retired, or died.

Questionnaires were mailed to 329 administrators and 480 faculty members. Later, four more schools agreed to participate. Nineteen administrators and sixty-two faculty members were added to the sample from these schools by examining the random number table again to the same point that the first sample had stopped and choosing all the numbers which appeared.

The final population was 914 administrators and 5010 faculty members. The final sample was 348 administrators and 542 faculty members.

## THE QUESTIONNAIRE

Development

The questionnaire was constructed by the investigator after an extensive review of literature on this topic. The design had two goals: first, to obtain the necessary information for the study, and second, to be brief enough so that it could be completed in a reasonable time.

The knowledge or skill areas listed in the Professional Preparation section of the questionnaire were derived from the literature. After the areas were identified, they were divided into six basic categories. See APPENDIX G for the literature citations and the list of areas in each category. The skill or knowledge areas were placed on the questionnaire in alphabetical order rather than by category to avoid a built-in category bias.

Validation

After the knowledge or skill areas were identified, faculty members at Montana State University who teach in the subject areas corresponding to the categories reviewed the questionnaire for thoroughness and made any needed additions. Three former community college faculty members who were now students at Montana State University also reviewed the questionnaire and made comments and additions. These reviews and the pre-test of the questionnaire were used to establish the validity of the instrument.

The instrument shown in APPENDIX D was pre-tested on a random sample of thirty-five faculty and fifteen administrators in each of two community colleges. Belleville Area College, Belleville, Illinois, and St. Louis Community College at Forest Park, St. Louis, Missouri, two community colleges close to the investigator's home, agreed to participate in the testing of the instrument. They had faculty and student populations very different from each other. Belleville Area College was a rural middle class college and St. Louis Community College at Forest Park was primarily an urban community college. These two schools offered somewhat the extremes on a rural-urban continuum of faculty and administration which could have been included in the study sample. Their responses and feedback were valuable in establishing the effectiveness and clarity of the instrument.

Several weaknesses were found in the instrument. Modifications were made and a similar procedure was followed with the improved version. A new questionnaire was pre-tested on a random sample of twenty-five faculty and ten administrators at St. Louis Community College at Meramec, St. Louis, Missouri. The responses to this improved instrument were satisfactory and no additional alterations were made. Following this process, the instrument shown in APPENDIX F was mailed to the samples of faculty and administrators.

#### Data Obtained

The questionnaire was divided into three sections, Descriptive

Data, Desired Qualifications, and Professional Preparation. APPENDIX J presents the breakdown of professional skills.

1. Descriptive Data: This section provided the data for an analysis of the respondents concerning:

- a. State of employment.
- b. Level of employment: administrator, faculty teaching in terminal programs, faculty teaching in transfer programs, or a combination of those.
- c. Full-time or part-time employment.
- d. Highest degree attained.
- e. Credits taken beyond the highest degree.
- f. Pursuing higher degree.
- g. Experience as a community college student.
- h. Teaching and non-teaching experience.
- i. Length of employment at present school and in present position.
- j. Student teaching experience.
- k. Teaching internship experience.
- l. Number of courses taken in education.
- m. Degree of satisfaction.
- n. Preferred place of employment.

2. Desired Qualifications: This section provided the data necessary to compare:

- a. Desired academic preparation.
- b. Desired teaching and non-teaching experience.
- c. Desired professional activity.
- d. Desired combination of degree, professional preparation, and work experience.

3. Professional Preparation: This section provided the data necessary for analysis of:

- a. Professional training received by respondents.
- b. Amount of professional education training faculty teaching in terminal programs should receive in each of the thirty-seven professional skill areas.
- c. Amount of professional education training faculty teaching in transfer programs should receive in each of the thirty-seven professional skill areas.
- d. The most important and least important of the thirty-seven professional education skills or knowledge areas.

All analysis of data was done on the basis of responses to this questionnaire.

#### DATA COLLECTION

The data for this study was collected from the responses to the questionnaire shown in APPENDIX F. The questionnaire was mailed to random samples of administrators and faculty at the community colleges listed in APPENDIX A.

Initial contact was made with the president of each institution to seek his permission to mail the questionnaire to the staff at that college. This procedure was used because Cohen (1975) found that when initial contact was made with and permission received from the president of the institution, fewer schools would agree to participate, but a higher percentage of the instruments would be returned. He found a return rate of nearly ninety percent using this method (p.4).

Each questionnaire included a self-addressed, stamped envelope with which to return the completed questionnaire. The questionnaires were not coded in any way so that the information could be kept confidential. The return envelopes were coded so that follow-up letters could be mailed to non-respondents.

Three weeks after the first questionnaire was mailed, the first follow-up letter was mailed. Three weeks later, a second follow-up letter was mailed. A third letter was sent two weeks after the second. Each letter contained a questionnaire and a self-addressed stamped envelope.

A fourth letter was mailed two weeks after the third letter. This letter asked the recipients to complete only the Descriptive Data section of the questionnaire and informed them that they would be contacted by phone if they had not responded by 20 July. On 21 and 24 July, telephone contact was attempted with some of the non-respondents. Copies of the letters are shown in APPENDIX E.

## STATISTICAL HYPOTHESES

There were thirteen variables derived from the information in the Descriptive Data section of the questionnaire. These variables are listed below.

- a. Four types of employment.
- b. Part-time or full-time employment.
- c. Six categories of highest degree attained.
- d. Three categories of those taking courses toward a higher degree.
- e. Attended a community college or not attended a community college.
- f. Eight types of teaching and non-teaching experience.
- g. Five divisions of length of employment at present school.
- h. Five divisions of length of employment in present position.
- i. Had student teaching or had not had student teaching.
- j. Had teaching internship or had not had teaching internship.
- k. Five divisions of number of courses taken in education.
- l. Five degrees of satisfaction.
- m. Seven first and second choices of place of employment.

The following hypotheses were suggested by the questions to be answered by the study. The hypotheses are stated in the null form.

1. (H<sub>0</sub>) There are no differences among the states when compared

on each of the fifteen variables listed above.

2. (Ho) There are no differences among administrators, faculty teaching in terminal programs, faculty teaching in transfer programs, and faculty teaching in both terminal and transfer programs when compared on each of the fifteen variables listed above.

3. (Ho) There are no differences between full-time employees and part-time employees when compared on each of the fifteen variables listed above.

4. (Ho) There are no differences among respondents with less than the bachelors degree, respondents with the bachelors degree, respondents with the masters or teaching specialist degree, and respondents with the doctorate when compared on the fifteen variables listed above.

5. (Ho) There are no differences between respondents with experience as a community college student and respondents without experience as a community college student when compared on each of the fifteen variables listed above.

6. (Ho) There are no differences among respondents who are taking courses which will lead to a higher degree, respondents who are not taking courses which will lead to a higher degree, and respondents who are not now taking courses which will lead to a higher degree but plan to when compared on each of the fifteen variables listed above.

## ADDITIONAL QUESTIONS

The information gathered from the Professional Preparation and Desired Qualifications sections of the questionnaire did not lend itself to analysis by meaningful statistics. The information was compiled and presented in tabular form. Each of these sections is discussed at length in CHAPTER 4.

There were three major questions asked in the Professional Preparation section of the questionnaire. They were:

a. What proportion of respondents had received training in each of the thirty-seven professional skill areas?

b. How much training should faculty teaching in terminal programs and faculty teaching in transfer programs receive in each of the thirty-seven professional skill areas?

c. Which five of the thirty-seven professional skill areas were the most important and which five were the least important?

There were five major questions asked in the Desired Qualifications section of the questionnaire. Each question was asked about four subgroups of the faculty, giving a total of twenty questions. The five major questions were:

a. What degree is desired for the different faculty groups?

b. What teaching experience is desired for the different faculty groups?

c. How much non-teaching experience is desired for the

different faculty groups?

d. Which professional activities are desired for the different faculty groups?

e. Which combination of degree, professional preparation, and work experience is most important and which is least important for the different faculty groups?

The discussion of the Professional Preparation and Desired Qualifications sections of the questionnaire attempted to answer the following questions.

1. Were there differences among states in the way they answered the eight questions listed above?

2. Were there differences among administrators, faculty teaching in terminal programs, faculty teaching in transfer programs, and faculty teaching in both terminal and transfer programs in the way in which they answered the eight questions listed above?

3. Were there differences between full-time respondents and part-time respondents in the way in which they answered the eight questions listed above?

4. Were there differences among respondents with less than the bachelors degree, respondents with the bachelors degree, respondents with the masters or teaching specialist degree, and respondents with the doctorate in the way in which they answered the eight questions listed above?

## ANALYSIS OF DATA

The data gathered from the Descriptive Data section of the questionnaire was compiled and arranged in tables. A chi-square test was computed for each table and tested for significance at the .05 level.

The information from the Professional Preparation section of the questionnaire was used to determine professional skills in which training was needed.

All other analyses were non-statistical.

## PRECAUTIONS TAKEN FOR ACCURACY

All responses to the questionnaire were checked by the investigator to insure that the respondents had properly followed the instructions. When erroneous information was detected, the response to that question was considered unusable and deleted from consideration.

All coding for computer input was double checked by the investigator and all keypunched cards were verified.

All keypunch operations, data distributions, and chi-square tests were done on the computer at Montana State University.

## SUMMARY

This study attempted to develop a descriptive profile of the faculty and administrators at community colleges in the northwest, and to determine differences in the several subgroups of the sample.

mentioned in this chapter.

The purpose of the study was accomplished by developing a questionnaire and sending it to a random sample of administrators and faculty at community colleges in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming. 338 administrators and 542 faculty were included in the sample.

The data was collected, compiled, analyzed, and presented in appropriate tables. Six subgroupings of the sample were compared on fifteen variables. The hypotheses based on these comparisons were tested at the .05 level with a chi-square computed on the tables.

In addition to the statistical analysis, non-statistical comparisons were made of the attitudes of four subgroupings of the sample.

## CHAPTER 4

### RESULTS AND FINDINGS

#### INTRODUCTION

This study collected information about faculty and administrators at fifty-nine community colleges in eight states in the northwest. The responses of the faculty and administrators were sampled concerning the training needs of faculty members at community colleges. The findings of the study are presented in four major subdivisions. First, a description of the population and response received is presented. Second, a descriptive profile of faculty and administrators in the sample was developed from the questionnaires and is presented. The third and fourth sections deal with the responses concerning the professional preparation and desired qualifications of faculty members.

Each subdivision contains tables which present the data collected and a discussion of the findings as compared to previous research in the area. The tables are presented using percentages.

Tables with the raw numbers can be found in APPENDIX H.

#### THE POPULATION

##### Enrollment, Faculty, and Administrators

The population of this study was the faculty and administrators employed by the fifty-nine community colleges listed in APPENDIX A.

TABLE 16 shows the enrollment, number of full-time faculty and part-time faculty, and the number of administrators at these schools as listed in the 1976 Community, Junior, and Technical College Directory. (Drake, 1976) and in the 1978 edition of the same directory (Drake, 1978).

TABLE 16  
The Population of The Study

		Enrollment	Full-time Faculty	Part-time Faculty	Administrators
Alaska	1976	3865	79	197	26
8 schools	1978	6862	99	340	31
Idaho	1976	9011	342	135	64
3 schools	1978	9381	409	40	95
Montana	1976	2444	55	57	10
2 schools	1978	2600	57	96	11
Nevada	1976	7651	51	196	11
2 schools	1978	7738	84	381	15
Oregon	1976	40919	708	1298	188
10 schools	1978	40121	1080	1946	272
Utah	1976	11976	359	343	45
5 schools	1978	13575	448	446	54
Washington	1976	103067	1902	2852	328
22 schools	1978	112423	2104	3839	347
Wyoming	1976	10436	316	278	51
7 schools	1978	10375	368	393	54
Total	1976	189369	3812	5356	723
59 schools	1978	203075	4649	7481	879

This table shows a seven percent increase in enrollment in this geographical area between October 1975 and October 1977. The number of full-time faculty and administrators grew by twenty-two percent and part-time faculty grew by forty percent during the same period.

The faculty was 41.6% full-time and 58.4% part-time in 1975. By 1977 the number of part-time faculty had increased so that only 38.3% were full-time and 61.7% were part-time (Drake, 1976 and Drake, 1978).

#### The Sample

In this study, department heads were considered to be administrators. Therefore, the number of administrators was 914. Not all schools listed part-time faculty in their catalogues. Thus, the number of faculty from which the sample was drawn was 5010. TABLE 17 shows the distribution of the population by state. TABLE 18 shows the distribution of the sample by state. The response rate for faculty and administrators in each state is displayed in TABLE 19. The rate

TABLE 17

Distribution of Population by State

	AK	ID	MT	NV	OR	UT	WA	WY	TOTAL
Administrators	47	95	14	15	220	85	351	87	914
Faculty	272	455	56	101	1145	434	2163	384	5010

TABLE 18

## Distribution of Sample by State

	AK	ID	MT	NV	OR	UT	WA	WY	TOTAL
Administrators	19	32	9	7	81	32	133	35	348
Faculty	41	48	14	13	99	41	239	47	542
Total	60	80	23	20	180	73	372	82	890

TABLE 19

## Response Rate by State

	AK	ID	MT	NV	OR	UT	WA	WY	TOTAL
Administrators	15 <sup>a</sup> 78.9 <sup>b</sup>	31 93.9	7 77.8	5 71.4	77 95.1	29 90.6	120 90.9	31 88.6	315 90.5
Faculty	23 56.1	39 81.3	12 85.7	10 76.9	85 85.9	35 85.4	161 67.4	38 80.9	403 74.4
Total	38 63.3	70 87.5	19 82.6	15 75.0	162 86.6	64 85.3	281 75.5	69 84.1	718 80.7

<sup>a</sup> number of respondents

<sup>b</sup> percent of each group who responded

of usable responses was 90.5% for administrators, 74.4% for faculty, and 80.7% overall.

Seventy-six questionnaires were returned because the addressees

had terminated their employment at the college subsequent to the printing of the catalogue used to define the population. Twenty of these were administrators and fifty-six were faculty. When these responses were added, the response rate was 96.3% for administrators, 84.7% for faculty, and 89.2% overall.

The response rate in this study was similar to that reported by Cohen (1975) using a similar method. The response rate also indicated the interest in this subject among community college personnel.

#### The Responses

When the questionnaires were returned, many of them had comments written on them. These comments included explanatory remarks, a complete outline of possible courses and in-service training sessions in which all thirty-seven professional preparation areas could be presented, and a five page letter explaining why community colleges are failing and how university education departments are contributing to the failure.

The comments were categorized as: negative toward education, negative toward the questionnaire or project, positive toward education, positive toward the project or questionnaire, and neutral. Comments categorized as negative toward education included comments such as: "Education courses are a bunch of worthless methods courses, I avoid them at all costs," "Education courses are for high school only," "I hope I never have to take any (education courses)," "Don't

waste your time trying to improve education, it's hopeless." Comments categorized as negative toward the questionnaire or project included comments such as: "This is too long," "This is too complicated," "I quit four times before I finished," "Who is paying for this anyway," "There is no way to choose the least important, it is impossible," and "Where did you get these anyway?"

Positive comments about education were: "Everyone needs all these courses, how can anyone teach without them," "They (professional education courses) are the key to successful teachers," and "We need more in-service stuff." Positive comments about the questionnaire or project were: "This is a well designed questionnaire, it must have taken you a long time to do," "It's about time someone did this," "This is very interesting, I would like to know how it comes out," and "Good luck, I wish I had thought of this."

TABLE 20 shows the distribution of the comments. TABLES 21-24 present the same information by state, administrator/faculty groups, full-time/part-time, and degree groups. There were more negative comments than positive, 9.7% compared to 1.0%. Alaska had the highest percentage of negative comments about the questionnaire or project. Part-time employees were more positive than full-timers. In fact, only one part-time employee had a negative comment. Respondents with less than a bachelors degree had the lowest proportion of comments, 7.8%. Respondents with the masters or teaching specialist degree made

TABLE 20

## Type of Comments

	None	Negative Education	Negative Project	Positive Education	Positive Project	Neutral
Number	567	19	51	3	4	74
Percent	79.0	2.6	7.1	0.4	0.6	10.3

TABLE 21

## Type of Comments By State

	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
None	24 <sup>a</sup> 63.2 <sup>b</sup>	61 87.1	16 84.2	12 20.0	130 80.2	51 79.7	216 76.9	57 82.6	567 79.0
Negative Education	1 2.6	2 2.9	1 5.3	0 0.0	3 1.9	1 1.6	9 3.2	2 2.9	19 2.6
Negative Project	6 15.8	5 7.1	0 0.0	1	6 6.7	5 7.8	23 8.2	5 7.2	51 7.1
Positive Education	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 0.7	1 1.4	3 0.4
Positive Project	0 0.0	0 0.0	1 5.3	0 0.0	1 0.6	0 0.0	1 0.4	1 1.4	4 0.6
Neutral	7 18.4	2 2.9	1 5.3	2 13.3	22 13.6	7 10.9	30 10.7	3 4.3	74 10.3

<sup>a</sup>number of respondents<sup>b</sup>percent of respondents

TABLE 22

Type of Comments By Administrator/Faculty Groups

	Administrator	Terminal Faculty	Transfer Faculty	Terminal Faculty/ Transfer Faculty	Total Sample
None	242 <sup>a</sup> 77.8 <sup>b</sup>	139 80.8	146 81.6	40 71.4	567 79.0
Negative Education	5 1.6	7 4.1	5 2.8	2 3.6	19 2.6
Negative Project	29 9.3	9 5.2	9 5.0	4 7.1	51 7.1
Positive Education	2 0.6	0 0.0	1 0.6	0 0.0	3 0.4
Positive Project	2 0.6	1 0.6	1 0.6	0 0.0	4 0.6
Neutral	31 10.0	16 9.3	17 9.5	10 17.9	74 10.3

<sup>a</sup>number of respondents  
<sup>b</sup>percent of respondents

the highest proportion of negative comments, 20.6%. Respondents with the doctorate were more negative than other degree groups about the questionnaire or project, 11.0%.

These findings generally agree with the expectations of the investigator. It was anticipated that the lower the educational level of those who received the questionnaire, the more willing they would be to participate because respondents with lower education levels would more readily accept the project as a genuine attempt to improve the

TABLE 23

Type of Comments By Part-time/Full-time

	Full-time	Part-time	Total Sample
None	542 79.2	25 73.5	567 79.0
Negative Education	18 2.6	1 2.9	19 2.6
Negative Project	51 7.5	0 0.0	51 7.1
Positive Education	3 0.4	0 0.0	3 0.4
Positive Project	4 0.6	0 0.0	4 0.6
Neutral	66 9.6	8 23.5	74 10.3
	<sup>a</sup> number of respondents		
	<sup>b</sup> percent of respondents		

situation in community colleges. They would see the greatest need for training and as a result be the most positive toward the project.

It was also anticipated that respondents with higher degrees would be more critical of attempts to improve the community college program and would be more critical of the questionnaire because they would view any discussion of training as leading or forcing them into additional training which they perceive to be redundant and counter-productive. The comments written by respondents with the masters or

TABLE 24

## Type of Comments By Degree Groups

	Less than Bachelors	Bachelors	Masters and Specialist	Doctorate	Total Sample
None	47 <sup>a</sup> 92.2 <sup>b</sup>	85 78.7	331 78.3	104 78.3	567 79.0
Negative Education	1 2.0	5 4.6	12 12.8	1 0.7	19 2.6
Negative Project	0 0.0	3 2.8	33 7.8	15 11.0	51 7.1
Positive Education	0 0.0	0 0.0	3 0.7	0 0.0	3 0.4
Positive Project	1 2.0	2 1.9	3 0.7	0 0.0	4 0.6
Neutral	2 3.9	13 12.0	41 9.7	16 11.8	74 10.3
	<sup>a</sup> number of respondents				
	<sup>b</sup> percent of respondents				

doctors degree agreed with this expectation.

## DESCRIPTIVE PROFILE OF RESPONDENTS

A descriptive profile of the respondents was developed. The respondents were divided into six different subgroupings: states, administrator/faculty groups, full-time/part-time, degree groups, respondents pursuing advanced degrees, and community college student experience. These six subgroupings of respondents were compared on

fifteen variables. A chi-square was computed on each comparison.

### State

The respondents were from eight states. TABLE 25 displays the distribution of respondents by state.

TABLE 25

Distribution of Respondents By State

	AK	ID	MT	NV	OR	UT	WN	WY	Total Sample
Number	38	70	19	15	162	64	281	79	718
Percent	5.3	9.7	2.6	2.1	22.6	8.9	29.1	9.6	100

### Administrator/Faculty Groups

The sample was divided into four groups by position of employment: administrator, faculty teaching in terminal programs, faculty teaching in transfer programs and faculty who teach in both terminal and transfer programs. The distribution of the respondents into these groups is presented in TABLE 26. Administrators comprised 43.3% of the respondents and faculty comprised 56.7%.

The distribution of these groups in each state is shown in TABLE 27. Because so few respondents were in the All Three group, it was collapsed into the administrator group for the chi-square test. The chi-square of 47.41 is just short of the 49.81 required for

significance.

TABLE 26

Distribution of Respondents By Administrator/Faculty Groups

	Admin	Faculty Terminal	Faculty Transfer	Admin/ Faculty Terminal	Admin/ Faculty Transfer	Faculty Terminal/ Faculty Transfer	All Three
Number	252	172	179	27	24	56	8
Percent	35.1	24.0	24.9	3.8	3.3	7.8	1.1

TABLE 27

Distribution of Administrator/Faculty Groups By State (in percent)

	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
Administrator	47.4	32.9	31.6	40.0	38.3	39.1	32.0	31.9	35.1
Faculty/Term	21.1	17.1	10.5	33.3	23.5	37.5	24.9	18.8	24.0
Faculty/Trans	10.5	28.6	47.4	26.7	22.8	15.6	26.3	30.4	24.9
Admin/Fac Term	2.6	4.3	5.3	0.0	2.5	4.7	3.9	5.8	3.8
Admin/Fac Tran	2.6	8.6	0.0	0.0	1.9	1.6	2.8	7.2	3.8
Fac Term/Fac Tran	15.8	7.1	5.0	0.0	9.9	1.6	8.5	4.3	7.8
All Three	0.0	1.4	0.0	0.0	1.2	0.0	1.4	1.4	1.1
Chi-square = 47.41    df = 35									

The null hypothesis was retained. No significant differences existed between the states in the administrator/faculty groups.

TABLE 28 compares the percentage of part-time and full-time people in each of the administrator/faculty groups. This distribution was found to be significant. The null hypothesis was rejected and it was concluded that significant differences in the percentages of full-time and part-time employees existed among the administrator/faculty groups.

TABLE 28

Distribution of Administrator/Faculty Groups  
By Part-time/Full-time (in percent)

	Admin	Faculty Terminal	Faculty Transfer	Admin/ Faculty Terminal	Admin/ Faculty Transfer	Faculty Terminal/ Faculty Transfer	All Three
Full-Time	36.0	23.4	25.1	3.8	3.5	7.0	1.2
Part-Time	17.6	35.3	20.6	2.9	0.0	23.5	0.0
Total Sample	35.1	24.0	24.9	3.8	3.3	7.8	1.1

Chi-square = 18.26\* df = 6 p < .05  
\*significant at the .05 level

Part-time/Full-time

The sample was divided into those who indicated they were employed part-time and those who indicated they were employed full-time in education. The number and percent of the sample in each group is presented in TABLE 29. Only 4.7% of the sample was part-time. This compared with 61.7% in the population as listed in the 1978 Community, Junior, and Technical College Directory (Drake, 1978). The problem of getting part-time people into the study was anticipated and discussed in CHAPTER 1.

TABLE 29

Distribution of Respondents By Part-time/Full-time

	Full-time	Part-time	Total Sample
Number	684	34	718
Percent	95.3	4.7	100

The distribution of part-time and full-time respondents from each state is shown in TABLE 30. The chi-square of 19.48 determined from this table was significant. The null hypothesis was rejected and it was concluded that there were significant differences between the states in the proportion of part-time and full-time employees. This finding was expected because not all schools listed part-time employees.

TABLE 30

Distribution of Part-time and Full-time Respondents  
By State (in percent)

	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
Full-Time	81.6	97.1	100.0	93.3	96.9	96.9	94.7	97.1	95.3
Part-Time	18.4	2.9	0.0	6.7	3.1	3.1	5.3	2.9	4.7
Chi-square = 19.48*    df = 7    p < .05									
*significant at the .05 level									

Part-time employees were not included in the population of each state and therefore, the distribution of part-time respondents was not evenly distributed.

The distribution of part-time and full-time employees within the Administrator/Faculty groups is shown in TABLE 31. This distribution was found to be significant. Therefore, the null hypothesis was rejected and it was concluded that there were significant differences between these groups in part-time and full-time employees. This finding was also expected. Few administrators were part-time. The Faculty Terminal/Faculty Transfer group had the largest proportion of part-timers and contributed over half of the chi-square total.

TABLE 32 compares part-time and full-time respondents by degree. Those with an associate or bachelors degree had the largest proportion

TABLE 31

Distribution of Part-time and Full-time Respondents  
By Administrator/Faculty Groups (in percent)

	Faculty Admin	Faculty Terminal	Faculty Transfer	Admin/ Faculty Terminal	Admin/ Faculty Transfer	Faculty Terminal/ Faculty Transfer	All Three	Total Sample
Full- Time	97.6	93.0	96.1	96.3	100.0	85.7	100.0	95.3
Part- Time	2.4	7.0	3.9	3.7	0.0	14.3	0.0	4.7

Chi-square = 18.26\* df = 6 p < .05  
\*significant at the .05 level

TABLE 32

Distribution of Part-time and Full-time Respondents  
By Degree Groups (in percent)

	None	Assoc.	Bachelors	Masters	Specialist	Doctorate	Total Sample
Full- Time	96.7	85.7	90.7	96.6	90.0	97.8	95.3
Part- Time	3.3	14.3	9.3	3.4	10.0	2.2	4.7

Chi-square = 15.19\* df = 5 p < .05  
\*significant at the .05 level

of part-time respondents, 14.3% and 9.3% respectively. The difference between the percentages of those with the Specialist degree compared to those with the masters or doctors degree may indicate that some people misunderstood what Specialist meant. Some respondents may have indicated this degree if they had special certification or training rather than if they had a Teaching Specialist degree. This distribution was found to be significant and the null hypothesis was rejected. Although these three divisions of the data were found to be significant, no conclusions can be made based on this data alone because of the small size of the part-time group.

#### Highest Degree Attained

Respondents were asked to indicate which degrees they held.

TABLE 33 presents the distribution of the sample by the highest degree attained. 4.2% had no degree, 2.9% had only an associate degree, 15.0% had a bachelors degree, 53.3% had a masters degree, 5.6% had a teaching specialist degree, and 18.9% had a doctorate.

TABLE 33

Distribution of Respondents By Highest Degree Attained

	None	Associate	Bachelors	Masters	Teaching Specialist	Doctorate
Number	30	21	108	383	40	136
Percent	4.2	2.9	15.0	53.3	5.6	18.9

The highest degree earned by respondents from each state is shown in TABLE 34. For the chi-square analysis, the two categories with less than a bachelors degree were combined and the masters degree and specialist degree were combined resulting in four groups. The chi-square of 36.42 was significant at the .05 level. The null hypothesis was rejected and it was concluded that significant differences exist between the states in the highest degree attained by the community college personnel.

TABLE 34

Distribution of Highest Degree Attained  
By State (in percent)

	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
None	2.6	5.7	0.0	13.3	4.3	7.8	3.9	1.4	4.0
Associate	2.6	0.0	5.3	0.0	4.9	4.7	2.1	2.9	2.9
Bachelors	28.9	11.4	10.5	6.7	11.7	23.4	16.4	8.7	15.0
Masters	31.6	64.3	63.2	46.7	59.3	48.4	50.2	56.5	53.3
Specialist	2.6	2.9	0.0	0.0	3.7	1.6	8.9	7.2	5.6
Chi-square = 36.42*    df = 21    p = <.05									
*significant at the .05 level									

The distribution of the highest degree attained analyzed by Administrator/Faculty groups is presented in TABLE 35. As was anticipated, faculty teaching in terminal programs had the highest proportion of respondents with an Associate degree or no degree, 18.6%. Faculty teaching in transfer programs had the highest proportion of respondents with the masters degree, 69.3%, and administrators had the highest proportion of doctorates, 28.9%. The differences in the distribution were found to be significant and the null hypothesis was rejected.

TABLE 35

Distribution of Highest Degree Attained By  
Administrator/Faculty Groups (in percent)

	Admin	Faculty Terminal	Faculty Transfer	Faculty Terminal/ Faculty Transfer	Total Sample
None	2.9	10.5	1.7	0.0	4.0
Associate	1.6	8.1	0.6	1.8	2.9
Bachelors	11.6	30.8	6.1	14.3	15.0
Masters	49.2	39.0	69.3	69.6	53.3
Specialist	5.8	6.4	5.0	3.6	5.6
Doctors	28.9	5.2	17.3	10.7	18.9

Chi-square = 139.84\*    df = 15    p < .05

\*significant at the .05 level

The respondents were divided into a faculty group and an administrator group by combining the three faculty subgroups. The distribution of faculty was then compared with the findings of O'Banion (1972). After his study and a review of the literature, he concluded that the "proportion of instructors with bachelor's, master's, and doctor's degrees has remained fairly constant over the past ten years" (O'Banion, 1972:54). He found these proportions to be eighteen percent bachelors, seventy-five percent masters, and seven percent doctorates. After combining those with the specialist degree and those with a masters degree and combining those with less than a bachelors degree and those with a bachelors degree, the distribution was compared with O'Banion's findings. O'Banion's findings were used as the expected frequency and a chi-square was computed. This test was significant at greater than .05. Even if the respondents with less than a bachelors degree were not considered, the test was still significant at greater than .05.

The direction of the differences between the findings of the current study and the findings reported by O'Banion was an increase in the proportion of doctorates, an increase in the proportion of those with less than a masters degree, and a decrease in the proportion with the masters degree. This change agreed with Phair's (1975) prediction. The increase in the proportion of faculty with less than a masters degree was especially notable in the faculty teaching in terminal

programs where almost half, 49.4% of the faculty had less than a masters degree.

The same procedure was used to compare the findings of the present study with those reported by Larson (1973). His study was of new faculty members in California. He reported that 9.0% had less than a bachelors degree, 17.0% had a bachelors degree, 67.0% had a masters degree and 7.0% had doctorates. The chi-square for the comparison was significant at the .05 level.

The findings of the current study were compared to those reported by Brown (1974). Brown studied the faculty in the North Central Association of Colleges and Schools geographical region. The chi-square from this comparison was significant at greater than the .05 level. When compared with Phair's (1975) study of California faculty, the chi-square was significant. Compared with Cohen and Brawer's (1976) study of humanities faculty nationwide, the chi-square was significant. The findings of the current study were compared with Johnson's (1977) study of faculty in the Western states and the chi-square was significant at greater than the .05 level.

The study most similar in findings to the current study was Phair's (1977) study of new faculty in California. The chi-square was not significant. He reported 23.0% of the faculty with less than a masters degree, 65.0% with the masters degree, and 12.0% with the doctorate.

Three possible explanations exist for these findings. First, Phair's prediction is true that more doctorates are available and have been employed, and the growth of para-professional, vocational programs has increased the demand for faculty with less than the masters degree. Second, the attractiveness of the northwest as a place of residence has attracted an increased number of people to the area who have doctors degrees. Third, the sample was not representative of the population. Although the correct explanation is probably a combination of these three, the first explanation seems to be the most probable.

The highest degree attained by administrators was compared with the findings of three recent studies which reported degree information about administrators. Rydzik (1972) studied administrators in allied health programs in New York. Kumpf (1974) studied administrators in parts of Ohio, Indiana, and Kentucky. Johnson (1977) studied administrators in the western states. The chi-square was significant at greater than the .05 level for the Kumpf and Johnson studies and not significant for the Rydzik study. The proportions of administrators with less than the masters degree was higher in the current study than in any of the other three. The proportion of administrators with the doctors degree was higher in the current study than in Kumpf's study but lower than in the Johnson study. The reasons for these differences appear to be the same as for the differences reported about faculty.

The distribution of highest degree attained by part-time and full-time respondents is presented in TABLE 36. The part-time people had a higher proportion of associate and bachelors degrees. This finding agreed with Phair's prediction of an increased emphasis on para-professional and vocational programs. It may also indicate that people with higher degrees were not available on a part-time basis. If this were true, it would contradict Cheit's (1971) prediction of an excess of personnel with advanced degrees seeking employment at the community college.

TABLE 36

Distribution of Highest Degree Attained  
By Part-time/Full-time (in percent)

	None	Assoc	Bachelors	Masters	Specialist	Doctorate
Full-time	4.2	2.6	14.3	54.1	5.3	19.4
Part-time	2.9	8.8	29.4	38.2	11.8	8.8
Total Sample	4.0	2.9	15.0	53.3	5.6	18.9

Chi-square = 15.19\*    df = 5    p < .05  
\*significant at the .05 level

Respondents With Experience As A Community College Student

Respondents were asked to indicate whether they had attended a community or junior college as a student. As TABLE 37 shows, 42.2% of the respondents indicated they had attended a community college. This compares to 26.2% (Evans, 1970), 28.0% (Medsker and Tillery, 1971), and 25.1% (Cohen and Brawer, 1976) reported by other recent nationwide studies. Lipscomb's (1972) study of Mississippi faculty was the only study which reported a proportion as high as that found in the current study. Lipscomb reported 52.0% of the Mississippi faculty with this experience.

TABLE 37

Distribution of Respondents By Experience  
As A Community College Student

	Yes	No
Number	303	415
Percent	42.2	57.8

TABLE 38 displays how the respondents from each state answered the question concerning attendance at a community college. This distribution was not found to be significant and the null hypothesis was retained. That is, no differences existed in the proportion of respondents from each state who had attended a community college. Alaska,

with 47.4%, had the highest proportion who indicated that they had attended a community college, however, this was still below the 52.0% reported by Lipscomb.

TABLE 38

Respondents With Experience As A Community College Student  
By State (in percent)

	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
Yes	47.4	45.7	31.6	40.0	42.6	37.5	45.2	30.4	42.2
No	52.6	54.3	68.4	60.0	57.4	62.5	54.8	69.6	57.8
Chi-square = 7.22		df = 7							

TABLE 39, TABLE 40, TABLE 41, and TABLE 42 show the proportion of those persons with experience as a community college student as indicated by administrator/faculty groups, part-time/full-time, degree groups, and persons pursuing a higher degree respectively.

A higher proportion of faculty members than administrators had attended a community college. However, the differences were not significant. The differences between part-time and full-time respondents were also not significant and the null hypotheses were retained for both these distributions. Thus, it was concluded that no differences existed in the proportion of administrators and faculty who had

TABLE 39

Respondents With Experience As A Community College Student  
By Administrator/Faculty Groups (in percent)

	Faculty Admin	Faculty Terminal	Faculty Transfer	Admin/ Faculty Terminal	Admin/ Faculty Transfer	Faculty Terminal/ Faculty Transfer	All Three	Total Sample
Yes	43.1	47.7	44.1	37.0	20.8	32.1	37.5	42.2
No	56.9	52.3	55.9	63.0	79.2	67.9	62.5	57.8
Chi-square = 9.72    df = 6								

TABLE 40

Respondents With Experience As A Community College  
Student By Part-Time/Full-Time (in percent)

	Part-time	Full-time	Total Sample
Yes	44.1	42.1	42.2
No	55.9	57.9	57.8
Chi-square = .0029    df = 1			

TABLE 41

Respondents With Experience As A Community College Student  
By Degree Groups (in percent)

	None	Associate	Bachelors	Masters	Specialist	Doctorate	Total Sample
Yes	66.7	81.0	46.3	37.1	55.0	38.2	42.2
No	33.3	19.0	53.7	62.9	45.0	61.8	57.8

Chi-square = 28.72\*    df = 5    p < .05  
\*significant at the .05 level

TABLE 42

Respondents With Experience As A Community College Student  
By Those Pursuing A Higher Degree (in percent)

Community College Student	Taking Courses			Total Sample
	Yes	No	No but Plan to	
Yes	54.3	38.7	40.4	42.5
No	45.7	61.3	59.6	57.8

Chi-square = 10.60\*    df = 2    p < .05  
\*significant at the .05 level

attended a community college and that no differences existed in the proportion of part-time and full-time employees who had attended a community college.

The differences among degree groups were found to be significant at greater than the .05 level. The null hypothesis was rejected for

these groups, and it was concluded that significant differences did exist among the groups. Eighty-one percent of the respondents with an associate degree and 66.7% of those with no degree had attended a community college. This compared to 37.1% and 38.2% respectively for respondents with the masters degree and doctorate.

When compared by respondents who were pursuing a higher degree, more respondents who had attended a community college were presently enrolled in classes which would lead to a higher degree, 54.3% versus 45.7%. The differences among the groups were significant and the null hypothesis was rejected.

#### Respondents Pursuing A Higher Degree

Respondents were asked to indicate whether they were taking courses which would lead to a higher degree by selecting one of the following responses: yes, no, or no but plan to. The distribution of the respondents by these categories is presented in TABLE 43.

TABLE 43

#### Distribution of Respondents By Persons Pursuing A Higher Degree

	Yes	No	No but plan to
Number	140	395	183
Percent	19.5	55.0	25.5

TABLE 44 shows the distribution of persons pursuing a higher degree within each state. Utah, Nevada and Alaska had the highest proportions of persons presently pursuing a higher degree, 29.7%, 28.9%, and 26.7% respectively. Montana had the lowest proportion with 10.5%. However, Montana had the highest proportion who said they planned to pursue a higher degree, 47.4%. The differences among the states were not significant and the null hypothesis was retained. It was concluded that no differences existed in the proportion of respondents from each state who were taking courses toward a higher degree.

TABLE 44  
 Respondents Taking Courses Toward A Higher Degree  
 By State (in percent)

Taking Courses	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
Yes	28.9	17.1	10.5	26.7	21.0	29.7	16.7	15.9	19.5
No	50.0	55.7	42.1	46.7	55.6	40.6	60.1	53.9	55.0
No But Plan To	21.1	27.1	47.4	26.7	23.5	29.7	23.1	30.4	25.5
Chi-square = 18.92    df = 14									

One reason why fewer Montana respondents would have been actively pursuing higher degrees was that the universities in Montana are geographically separated from the community colleges and, thus, it

was more difficult for them to attend classes than it would have been for respondents from states where more community colleges were geographically closer to four year colleges and universities offering degree programs appropriate for community college personnel. This would also explain why the high percentage reported that they plan to pursue a higher degree. When the Yes and No but plan to responses were combined, almost no differences existed.

The distribution of administrators and faculty who were pursuing a higher degree is presented in TABLE 45. The differences among these groups were significant and the null hypothesis was rejected. As would be expected, the faculty who teach in terminal programs, who had the highest proportion of respondents with less than a masters degree, had the highest percentage, 28.5%, who said they were presently taking courses which would lead to a higher degree.

Administrators, with 62.4%, had the highest proportion of responses that stated that they were not taking courses toward a higher degree. One unexpected finding was that a lower proportion of faculty teaching in both transfer and terminal programs were currently taking courses toward a higher degree than were administrators.

These findings agreed with Principe who found that one-third of the science faculty of community colleges in the New York area planned to continue their education (1972:113). Science faculty would have been considered in this study as faculty teaching in transfer programs.

This group reported over 42% who were either presently enrolled or planned to take courses which would lead to a higher degree.

TABLE 45

Respondents Taking Courses Toward A Higher Degree  
By Administrator/Faculty Groups (in percent)

Taking Courses	Admin	Faculty Terminal	Faculty Transfer	Faculty Terminal Faculty Transfer	Total Sample
Yes	17.4	28.5	16.8	12.5	19.5
No	62.4	40.1	57.8	51.8	55.0
No But Plan To	20.3	31.4	25.7	35.7	25.5
Chi-square = 28.27* df = 6 p < .05					
*significant at the .05 level					

Bushnell reported that thirty-three percent of the academic faculty were pursuing a higher degree (1973: 32-33). This compared to the 16.8% presently taking courses noted in the current study. Bushnell found fifty percent of the vocational faculty were actively enrolled in advanced degree programs (1973:32-34). The same group in the current study reported only 28.5% presently enrolled.

TABLE 46 displays the distribution of part-time and full-time respondents who were taking courses toward a higher degree. The differences between these groups were not significant. Therefore, the null hypothesis was retained and it was concluded that no differences existed

in the proportion of part-time and full-time employees who were taking courses toward a higher degree.

TABLE 46

Respondents Taking Courses Toward A Higher Degree  
By Part-Time/Full-Time (in percent)

	Taking Courses		
	Yes	No	No But Plan To
Full-time	20.0	54.5	25.4
Part-time	8.8	84.7	26.5
Total Sample	19.5	55.0	25.5
	Chi-square = 2.71 df = 2		

The responses to the same question by persons in the different degree groups are presented in TABLE 47. The differences among these groups was found to be significant and the null hypothesis was rejected. As the education level increased, the proportion who said they were not presently pursuing a higher degree increased and the proportion currently taking courses decreased.

Eighteen percent of those persons with a masters or teaching specialist degree were currently taking courses toward a higher degree. This figure was somewhat higher than the six percent reported by Bushnell (1973). However, Bushnell was reporting only faculty while this study included both administrators and faculty with the masters degree.

Medsker reported that ten percent of the faculty were working on a doctorate and nine percent on the masters degree (1960:171). The findings of this study, although it included both faculty and administrators, showed an increase in the number of persons pursuing a higher degree from that reported by either Medsker or Bushnell.

TABLE 47

Respondents Taking Courses Toward A Higher Degree  
By Degree Groups (in percent)

Taking Courses	Highest Degree Held				Total Sample
	Less than Bachelors	Bachelors	Specialist or Masters	Doctorate	
Yes	51.0	30.6	18.0	3.7	19.5
No	25.5	32.4	53.9	87.5	55.0
No But Plan To	23.5	37.0	28.1	8.8	25.5

Chi-square = 116.66\* df = 6 p < .05  
\*significant at the .05 level

A comparison of respondents who had experience as a community college student and respondents taking courses toward a higher degree is presented in TABLE 48. This comparison was found to be significant and the null hypothesis was rejected. More respondents with experience as a community college student than those who had not attended a community college were taking courses which would lead to a higher degree,

25.1% compared to 15.4%. Evans (1970) found experience as a community college student to be a significant factor relating to faculty agreement with the community college philosophy. The findings of the current study indicated that this experience was also a significant factor in motivating community college personnel to continue their formal education.

TABLE 48

Respondents Taking Courses Toward A Higher Degree By Experience  
As A Community College Student (in percent)

Community College Student	Taking Courses		
	Yes	No	No but plan to
Yes	24.1	50.5	24.4
No	15.4	58.3	26.3
Total Sample	19.5	55.0	25.5
	Chi-square = 10.60* df = 2 p < .05		
	*significant at the .05 level		

#### Teaching Experience

Respondents were asked to indicate the number of years they had taught in elementary schools, secondary schools, business or trade schools, vocational technical schools, other community colleges, four-year colleges and/or worked as a graduate assistant or in non-teaching positions. TABLE 49 presents the number, percent, and mean number of years of teaching or work experience of respondents. As this table

TABLE 49

## Distribution of Respondents By Teaching Experience

	Teaching Experience								
	Elemen	Second	Bus or Trade	Vo-Tec	Comm College	4-year College	Grad Assist	Non- Teach	None
Number	98	333	28	53	157	163	141	170	106
Percent	13.6	46.4	3.9	7.4	21.9	22.7	19.6	23.7	14.8
Mean Years	4.0	6.5	4.3	4.5	4.8	3.9	2.0	7.8	

shows, respondents had more experience in the secondary school than in any of the other choices. 46.4% of the respondents had taught in a secondary school and had the most teaching experience with an average of 6.5 years. The longest experience was in the non-teaching work situation. Although only 23.7% of the respondents indicated they had experience in non-teaching jobs, they averaged 7.8 years work experience. 14.8% of the respondents reported no teaching or work experience prior to their present position.

The differences in the teaching experience of respondents in each state were significant and the null hypothesis was rejected. The distribution of teaching experience in each state is shown in TABLE 50. Montana and Idaho had the highest proportion of respondents with secondary teaching experience with 57.9% and 57.1% respectively. Washington had the lowest proportion of respondents with secondary teaching experience with 42.3%. Montana with 5.1 years and Utah with 4.5 years had

TABLE 50

Teaching Experience of Respondents By State  
(in percent and mean years)

Teaching Experience	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
Elementary	34.2 <sup>a</sup> 3.0 <sup>b</sup>	17.1 4.6	15.8 1.7	20.0 1.0	10.5 6.4	9.4 5.2	12.1 2.6	14.5 6.7	13.6 4.0
Secondary	47.4 8.8	57.1 5.7	57.9 5.1	46.7 6.3	47.5 5.9	45.3 4.5	42.3 7.5	46.4 6.4	46.4 6.5
Business	5.3	2.9	0.0	0.0	3.1	12.5	3.6	1.4	2.9
Trade	2.0	3.0	0.0	0.0	4.2	4.9	5.2	10.0	4.3
Vocational	5.3	4.3	0.0	0.0	6.8	21.9	7.5	2.9	7.4
Technical	1.5	7.0	0.0	0.0	2.8	4.4	5.3	5.0	4.5
Community	23.7	15.7	15.3	33.3	29.0	12.5	21.0	21.7	21.9
College	5.0	3.6	10.3	3.8	3.3	1.4	5.7	5.7	4.8
Four year	34.2	21.4	21.1	26.7	23.5	15.6	21.0	29.0	22.7
College	4.9	4.0	1.8	3.3	3.9	3.3	3.7	3.6	3.9
Graduate	28.9	10.0	21.1	46.7	19.1	14.1	16.4	37.7	19.6
Assistant	2.5	1.3	2.8	1.9	2.2	1.4	2.1	1.9	2.0
Non-Teaching	26.3 7.4	25.7 3.8	21.1 10.0	26.7 4.5	22.8 8.3	23.4 7.6	23.5 9.4	23.2 5.4	23.7 7.8

<sup>a</sup>percent of respondents

<sup>b</sup>mean years experience

Chi-square = 82.46\* df = 49 p < .05

\*significant at the .05 level

the shortest secondary teaching experience. Alaska, with 8.8 years had the longest secondary experience.

Montana had no respondents who had taught in either a business or trade school or in a vocational-technical school. This may have been because the community college which would have had personnel with this type experience did not participate in the study.

Utah had the lowest proportion of respondents with experience at other community colleges, 12.5% with 1.4 mean years experience. Montana had the second lowest proportion with community college teaching experience, 15.3% with the longest mean years experience of 10.3 years. Nevada had the highest proportion of respondents, 33.3%, with community college teaching experience.

Utah recorded the lowest percentage of respondents with four-year college teaching experience, 15.6%. Montana respondents had the shortest four-year college teaching experience, 1.8 years. Alaska respondents had the highest proportion with four-year college teaching experience, 34.2%, and also the longest such experience, 4.9 years.

Montana respondents had the lowest proportion of respondents with non-teaching work experience, 21.1%, but they had the longest such experience, 10.0 years. Two factors seem to contribute to this finding. First, the college with people most likely to have this experience did not participate. Secondly, Montana may be recruiting more of its new personnel from four-year colleges rather than from the market place.

Analysis of responses of administrators and faculty concerning teaching experience is presented in TABLE 51. This distribution was significant and the null hypothesis was rejected.

Administrators had a higher proportion of respondents who had experience in public schools, other community colleges and non-teaching work situations than did faculty. Faculty teaching in terminal programs had the highest proportion of respondents with experience in business or trade schools and in vocational-technical schools. Faculty who taught in both terminal and transfer programs, many of who were also counselors, had nearly the same percentage of respondents with teaching experience in the public schools as did the administrators. Faculty teaching in transfer programs had the highest percentage of respondents who had taught in the four-year college.

The teaching experience of respondents tends to lend support to the predictions of Cheit (1971), Phair (1975), and Phair (1977) discussed earlier. The faculty teaching in transfer programs reported a much higher proportion of respondents with experience in a four-year college than previous studies had reported. One fourth of the faculty teaching in terminal programs had non-teaching work experience with an average of 9.7 years experience. Also, 26.7% of faculty teaching in terminal programs reported no teaching or work experience prior to their present position.

The findings of the current study were compared to studies

TABLE 51

Teaching Experience of Respondents By Administrator/Faculty Groups  
(in percent and mean years)

Teaching Experience	Administrator	Faculty Terminal	Faculty Transfer	Faculty Terminal/ Faculty Transfer	Total Sample
Elementary	18.0 <sup>a</sup> 4.3 <sup>b</sup>	8.7 3.5	9.5 3.3	17.9 4.0	13.6 4.0
Secondary	57.2 6.7	25.6 5.9	41.9 6.2	64.3 7.0	46.4 6.5
Business or Trade	2.9 6.0	9.3 4.5	1.1 2.5	1.8 2.0	3.9 4.3
Vocational Technical	8.4 3.6	13.4 5.7	0.0 0.0	3.1 3.8	7.4 4.5
Community College	29.3 4.9	13.4 5.3	19.6 4.5	14.3 3.3	21.9 4.8
Four-Year College	26.7 3.7	9.9 3.7	29.1 4.0	19.6 3.9	22.7 3.9
Graduate Assistant	18.3 2.0	12.2 1.8	31.8 2.2	10.7 1.5	19.6 2.0
Non-Teaching	25.7 7.3	25.0 9.7	18.4 7.9	25.0 4.3	23.7 7.8
None <sup>c</sup>	10.0	26.7	13.4	8.9	14.8

<sup>a</sup>percent of respondents

<sup>b</sup>mean years experience

<sup>c</sup>no experience indicated in any of the above categories

Chi-square = 118.21\* df = 21 p < .05

\*significant at the .05 level

reported in TABLE 2, page 32. The findings of previous studies were used as the expected frequencies and chi-square tests were computed. For the comparisons, all faculty were combined into one group.

The findings for faculty were compared to thirty-five of the studies from TABLE 2. All thirty-five comparisons were significant. The findings for administrators were similarly compared to the four studies listed in TABLE 2 which reported information concerning administrators. These four were also found to be significant. TABLE 52 lists the studies and the computed chi-square for each comparison.

Teaching experience of part-time and full-time respondents is displayed in TABLE 53. More part-time personnel had experience in elementary schools, business or trade schools, vocational-technical schools, and four-year colleges. Full-time personnel had more experiences only in the secondary schools and other community colleges. It would appear that people are being employed on a part-time basis from public schools, four-year colleges, and the business and industry sector. Public school teachers and college professors may be employed full-time at these schools but teach part-time at the community college for a second source of income. This might also be true for those coming from business and industry. These people may be looking for a second income, but more importantly, they seem to be filling a great need for the community college.

TABLE 52

Studies From TABLE 2 Compared To Current Study

Author and Date	Chi-square	Significant
	Faculty	
Wahlquist, 1930	82.71	Yes
Eells, 1931	136.13	Yes
Garrison, 1941	168.67	Yes
Koos, 1947	263.97	Yes
Siehr, 1962	15.01	Yes
Siehr and others, 1963	14.72	Yes
Siehr and others, 1963	215.77	Yes
Johnson, 1964	20.80	Yes
Johnson, 1964	20.11	Yes
Johnson, 1964	61.45	Yes
Wattenbarger, 1964	50.60	Yes
Carter, 1965	74.47	Yes
Maul, 1965	264.01	Yes
NEA, 1965	54.58	Yes
Birnbaum, 1966	3358.55	Yes
Gleazer, 1967	114.21	Yes
Cashin, 1968	30.05	Yes
Farris, 1968	310.37	Yes
Good and others, 1968	246.30	Yes
Phair, 1968	255.83	Yes
Phair, 1968	151.6	Yes
Cohen and Brawer, 1969	14.65	Yes
Phair, 1969	18.32	Yes
Medsker and Tillery, 1971	89.54	Yes
Hisert, 1972	95.19	Yes
Rydzik, 1972	251.73	Yes
Bushnell, 1973	9.84	Yes
Larson, 1973	290.00	Yes
Reade, 1973	123.23	Yes
Reade, 1973	829.98	Yes
Smith, 1973	862.98	Yes
Brown, 1974	1350.46	Yes
Kumpf, 1974	135.82	Yes
Phair, 1975	424.77	Yes
Phair, 1977	449.80	Yes

TABLE 52 (continued)

Author and Date	Chi-square	Significant
Administrators		
Roland, 1953	34.33	Yes
Hawk, 1960	26.93	Yes
Rydzik, 1972	684.92	Yes
Kumpf, 1974	83.00	Yes

TABLE 53

Teaching Experience of Respondents By Part-time/Full-time  
(in percent and mean years)

	Teaching Experience							
	Elemen	Second	Bus Trade	Comm Vo-Tec	College	4 yr. College	Grad Assist	Non- Teaching
Full- time	12.4 <sup>a</sup>	46.9	3.5	7.3	22.4	22.5	19.4	23.7
	3.9 <sup>b</sup>	6.5	4.8	4.6	4.7	3.8	2.1	7.7
Part- time	38.2	35.3	11.8	8.8	11.7	26.5	23.5	23.5
	4.5	7.3	4.3	3.0	8.5	3.7	1.6	10.0
Total Sample	13.6	46.4	3.9	7.4	21.9	22.7	19.6	23.7
	4.0	6.5	4.3	4.5	4.8	3.9	2.0	7.8

<sup>a</sup>percent of respondents

<sup>b</sup>mean years experience

Chi-square = 27.22\* df = 7 p < .05

\*significant at the .05 level

The differences in teaching experience between part-time and full-time respondents were significant and the null hypothesis was rejected.

As was expected, the teaching experiences of respondents of the different degree groups were significant and the null hypothesis was rejected. TABLE 54 presents this information. Respondents with less than a bachelors had the highest percentage with teaching experience in business or trade school and vocational-technical schools and the longest experience in non-teaching work situations. Respondents with the doctorate had the highest percentage with experience in the public schools, other community colleges, the four-year college, and non-teaching work situations. Over half the respondents with masters and doctors degrees had experience in the secondary school.

Teaching experience of respondents pursuing a higher degree and those not pursuing a degree was compared. As TABLE 55 shows, respondents not currently taking classes and not planning to do so had the highest percentage with experience in the public schools, other community colleges, and four-year colleges. The differences among these groups were significant and the null hypothesis was rejected.

The differences in teaching experience between respondents with and without experience as a community college student are presented in TABLE 56. These differences were not significant and the null hypothesis was retained. Thus, there are no differences in the teaching

TABLE 54

Teaching Experience of Respondents By Degree Groups  
(in percent and mean years)

Degree	Teaching Experience							
	Elemen	Second	Bus Trade	Vo-Tec	Comm College	College	Teach. Assist	Non- Teach
Less than	0.0 <sup>a</sup>	10.0	12.0	16.0	8.0	4.0	0.0	26.0
Bachelors	0 <sup>b</sup>	1.6	4.8	5.3	5.3	3.0	0	14.8
Bachelors	9.6	28.8	6.7	10.6	11.5	9.6	3.8	25.0
	4.8	6.2	5.6	4.3	5.9	5.9	1.0	10.4
Masters	15.4	50.8	3.3	6.6	23.6	20.1	20.3	21.7
	4.3	6.7	4.4	4.1	4.5	3.5	1.9	6.1
Doctorate	16.9	60.3	0.7	2.9	29.4	48.5	36.8	27.9
	2.6	6.6	2.0	2.0	5.3	3.9	2.3	7.9
Total	13.6	46.4	3.9	7.4	21.9	22.7	19.6	23.7
Sample	4.0	6.5	4.3	4.5	4.8	3.9	2.0	7.8

<sup>a</sup>percent of respondents

<sup>b</sup>Mean years experience

Chi-square = 139.48\* df = 21 p < .05

\*significant at the .05 level

experience of respondents who have attended a community college and those who have not.

#### Length of Service

Respondents indicated how long they had been employed at the college and how long in their present position. TABLE 57 presents the distribution of respondents by the length of service. Nearly seventy-

TABLE 55

Teaching Experience of Respondents By Those Pursuing  
A Higher Degree (in percent and mean years)

Taking Courses.	Teaching Experience							
	Elemen	Second	Bus Trade	Vo-Tec	Comm College	4 yr College	Teach Assist	Non- Teach
Yes	10.7 <sup>a</sup>	37.1	2.9	11.4	20.0	15.7	15.7	25.7
	4.9 <sup>b</sup>	6.0	6.3	3.5	4.2	2.9	2.4	8.1
No	15.9	51.6	3.8	6.1	24.3	29.4	20.3	22.3
	4.1	7.1	4.8	4.7	5.0	3.9	2.1	8.3
No But Plan To	10.9	42.1	4.9	7.1	18.0	13.7	21.3	25.1
	2.8	5.4	3.9	5.5	4.8	4.1	1.7	6.6
Total Sample	13.6	46.4	3.9	7.4	21.9	22.7	19.6	23.7
	4.0	6.5	4.3	4.5	4.8	3.9	2.0	7.8

<sup>a</sup>percent of respondents

<sup>b</sup>mean years experience

Chi-square = 25.64\* df = 14 p < .05

\*significant at the .05 level

five percent of the respondents had been at their present school less than ten years. The average length of service for all respondents was 8.0 years. The average time in present position was 6.5 years.

The length of service of respondents from each state is presented in TABLE 58 and TABLE 59. For the chi-square analysis, the two groups with over fifteen years service were combined because of the small number in each category. The differences in the length of service

TABLE 56

Teaching Experience of Respondents By Experience As A  
Community College Student (in percent and mean years)

Community College Student	Teaching Experience							
	Elemen	Second	Bus Trade	Vo-Tec	Comm College	4 yr College	Grad Assist	Non- Teach
Yes	13.9 <sup>a</sup>	41.3	4.0	7.6	25.1	18.5	19.1	23.4
	3.9 <sup>b</sup>	6.2	4.7	3.3	4.5	3.8	1.7	7.9
No	13.5	50.1	3.9	7.2	19.5	25.8	20.0	23.9
	4.0	6.8	4.7	5.4	5.1	8.8	2.3	7.7
Total Sample	13.6	46.4	3.9	7.4	21.9	22.7	19.6	23.7
	4.0	6.5	4.3	4.5	4.8	3.9	2.0	7.8

<sup>a</sup>percent of respondents

<sup>b</sup>mean years experience

Chi-square = 8.45 df = 7

of respondents among the states were significant and the null hypothesis was rejected for both comparisons.

Nevada and Alaska had respondents who had been at the present college the shortest time. In Nevada 86.7% and in Alaska 86.8% had been employed less than six years. Alaska's average employment was 3.3 years and Nevada's was 3.7 years. No one had been employed over 10 years in Nevada notably because the two colleges responding were established in 1969 and 1971 making it impossible to have anyone with

TABLE 57

Distribution of Respondents By Length of Service

	0-5	6-10	11-15	16-20	Over 20	Mean Years
Present School						
Number	267	256	142	35	18	8.0
Percent	37.2	35.7	19.8	4.9	2.5	
Present Position						
Number	380	209	96	21	12	6.5
Percent	52.9	29.1	13.4	2.9	1.7	

TABLE 58

Length of Service At Present School By State (in percent)

Years	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
0-5	86.8	20.0	36.8	86.7	35.2	39.1	29.2	52.2	37.2
6-10	10.5	32.9	36.8	13.3	48.8	35.9	33.8	33.3	35.7
11-15	2.6	37.1	26.3	0.0	15.4	10.9	26.0	7.2	19.8
16-20	0.0	8.6	0.0	0.0	0.6	6.3	7.8	2.9	4.9
Over 20	0.0	1.4	0.0	0.0	0.0	7.8	3.2	4.3	2.9
Mean Years	3.3	10.1	7.4	3.7	7.0	8.4	9.1	7.0	8.0
	Chi-square = 126.72* df = 21 p < .05								
	*significant at the .05 level								

TABLE 59

Length of Service in Present Position By State (in percent)

Years	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
0-5	89.5	38.6	42.1	93.3	54.3	57.8	46.3	60.9	52.9
6-10	7.9	31.4	36.8	6.7	36.4	26.6	28.8	27.5	29.1
11-15	2.6	21.4	21.1	0.0	8.6	9.4	18.1	7.2	13.4
16-20	0.0	7.1	0.0	0.0	0.6	1.6	4.6	1.4	2.9
Over 20	0.0	1.4	0.0	0.0	0.0	4.7	1.8	2.9	1.7
Mean Years	2.9	8.0	6.9	2.9	5.6	6.2	7.3	6.0	6.5
Chi-square = 66.82*    df = 21    p < .05									
*significant at the .05 level									

more than ten years experience. Utah had the highest proportion with over twenty years experience. 7.8%.

Alaska with 89.5% and Nevada with 93.3% had the highest proportion of respondents with less than six years experience in their present position. Respondents from both states had been in their present position an average of 2.9 years. Utah had the greatest number of respondents, 4.7%, who had been in their present position over twenty years. Idaho had the longest average length of service with 8.0 years in the present position.

The length of service of administrator/faculty groups is displayed in TABLE 60 and TABLE 61. The differences in the length of

service at the present school for these groups were significant and the differences in the length of service in present positions were significant. The null hypothesis was rejected.

TABLE 60

Length of Service at Present School By Administrator/Faculty Groups  
(in percent)

Years	Administrator	Terminal Faculty	Transfer Faculty	Terminal Faculty/ Transfer Faculty	Total Sample
0-5	34.7	48.3	32.4	32.1	37.2
6-10	36.7	33.7	32.4	46.4	35.7
11-15	20.3	13.4	25.7	17.9	19.8
16-20	5.5	3.5	5.6	3.6	4.9
Over 20	2.9	1.2	3.9	0.0	2.9
Mean Years	8.2	6.8	8.8	7.8	8.0
Chi-square = 22.68*    df = 12    p < .05					
*significant at the .05 level					

The faculty teaching in terminal programs had the shortest length of service, 48.3%, with less than six years service and an average of 6.8 years. This supported earlier findings which suggest an increased emphasis on terminal programs in the last five to ten years. Faculty teaching in transfer programs had the longest service, an average of 8.8 years.

TABLE 61

Length of Service in Present Position By Administrator/Faculty Groups  
(in percent)

Years	Administrators	Terminal Faculty	Transfer Faculty	Terminal Transfer Faculty	Total Sample
0-5	62.4	58.1	36.9	35.7	52.9
6-10	26.0	28.5	30.2	44.6	29.1
11-15	8.4	11.0	24.0	16.1	13.4
16-20	2.3	1.7	5.0	3.6	2.9
Over 20	1.0	1.2	3.9	0.0	1.7
Mean Years	5.5	5.9	8.4	7.4	6.5
Chi-square = 57.17*    df = 12    p < .05 *significant at the .05 level					

Administrators had the shortest time in their present position with an average of 5.5 years and 62.4% had less than six years. Faculty teaching in transfer programs had been in their present position the longest, an average of 8.4 years and 3.9% over twenty years.

TABLE 62 and TABLE 63 show the length of service of part-time and full-time respondents. The differences in the length of service at their present school between these groups were significant and the null hypothesis was rejected. The differences in the length of service in present position between these groups were significant and the null

TABLE 62

Length of Service at Present School By Part-time/Full-time  
(in percent)

	0-5	6-10	11-15	16-20	Over 20	Mean Years
Full-time	35.5	36.5	20.6	5.0	2.3	8.1
Part-time	70.6	17.6	2.9	2.9	5.9	5.8
Total Sample	37.2	35.7	19.8	4.9	2.9	8.0

Chi-square = 20.96\* df = 4 p < .05  
\*significant at the .05 level

TABLE 63

Length of Service in Present Position By Part-time/Full-time  
(in percent)

	0-5	6-10	11-15	16-20	Over 20	Mean Years
Full-time	51.6	30.0	13.9	2.9	1.6	6.5
Part-time	79.4	11.8	2.9	2.9	2.9	4.7
Total Sample	52.9	29.1	13.4	2.9	1.7	6.5

Chi-square = 11.67\* df = 4 p < .05  
\*significant at the .05 level

hypothesis was rejected.

Part-time employees had been at their present school a shorter time than full-time personnel, 5.8 years average compared to 8.1 years average. The proportion of part-timers with less than six years service was nearly twice that of full-time people, 70% compared to 35.5%. This was anticipated because part-time personnel would have a high turnover rate. The surprising fact about this finding was that part-time personnel had been employed at the school as long as they had. Nearly six percent had been at the college over twenty years.

Length of service in present position was similar to length of service at present school. Part-time personnel had an average of 4.7 years service while full-time personnel had 6.5 years average. Of the part-time employees, 79.4% had been in their present position less than six years while 2.9% had served over twenty years.

The length of service of respondents in each degree group is presented in TABLE 64 and TABLE 65. The differences among degree groups concerning length of service at present school were significant and the differences in length of service in present position were significant. The null hypotheses were rejected.

Respondents with less than a bachelors degree had the shortest length of service, 6.4 years average and sixty percent with less than six years. Respondents with a bachelors degree had only slightly longer experience with an average of 6.5 years and 46.2% less than six

TABLE 64

Length of Service at Present School By Degree Groups (in percent)

Years	Less than Bachelors	Bachelors	Masters and Specialist	Doctorate	Total Sample
0-5	60.0	46.2	31.0	9.7	37.2
6-10	24.0	38.5	38.0	31.6	35.7
11-15	12.0	9.6	24.1	17.6	19.8
16-20	2.0	4.8	4.5	7.4	4.9
Over 20	2.0	1.0	2.4	3.7	2.9
Mean Years	6.4	6.5	8.5	8.2	8.0

Chi-square = 33.2\*    df = 12    p < .05  
\*significant at the .05 level

years. Respondents with a masters degree had the longest average service, 8.5 years.

Respondents with less than a bachelors degree also had the shortest service in their present position, 4.7 years and 74.0% with less than six years. Persons with the masters degree had the longest, 6.9 years and 2.1% with over twenty years service..

The distributions of the length of service data for respondents pursuing a higher degree are presented in TABLE 66 and TABLE 67. Both these distributions were significant and the null hypotheses were rejected and it was concluded that significant differences did exist

TABLE 65

Length of Service in Present Position By Degree Groups (in percent)

Years	Less than Bachelors	Bachelors	Masters and Specialist	Doctorate	Total Sample
0-5	74.0	58.7	48.5	53.7	52.9
6-10	16.0	32.7	20.5	27.9	79.1
11-15	5.0	5.8	15.8	13.2	13.4
16-20	0.0	1.9	3.1	4.4	2.9
Over 20	0.0	0.0	2.1	0.7	1.7
Mean Years	4.7	5.4	6.9	6.4	6.5

Chi-square = 22.35\*    df = 12    p < .05  
\*significant at the .05 level

in the length of service at present school and in present position among respondents pursuing a higher degree and those not pursuing a higher degree.

As TABLE 66 shows, respondents not pursuing a higher degree and not planning to do so had a longer length of service, 9.2 years, than those who were either presently taking courses, 6.8 years, or who planned to do so, 6.3 years. Personnel who have been employed longer have already completed a higher degree and planned no further education. Newly hired personnel are continuing their education so they can improve their positions.

TABLE 66

Length of Service at Present School By Respondents  
Pursuing A Higher Degree (in percent)

Taking Courses	0-5	6-10	11-15	16-20	Over 20	Mean Years
Yes	43.6	39.3	13.6	2.9	0.7	6.8
No	29.1	34.9	24.8	7.3	3.8	9.2
No But Plan To	49.7	34.4	13.7	1.1	1.1	6.3
Total Sample	37.2	35.7	19.8	4.9	2.9	8.0

Chi-square = 45.44\* df = 8 p < .05  
\*significant at the .05 level

Differences in the length of service in the present position were similar to those in length of service at present school. Respondents not currently taking courses toward a higher degree had the longest service with an average of 7.4 years compared to 5.6 years and 5.1 years for the other two groups.

TABLE 68 and TABLE 69 compare the length of service and experience as a community college student. Neither of these comparisons was significant. The null hypotheses were retained and it was concluded that no differences existed in the length of service in present position or at present school between respondents who had attended a community

TABLE 67

Length of Service in Present Position By Respondents  
Pursuing a Higher Degree (in percent)

Taking Courses	0-5	6-10	11-15	16-20	Over 20	Mean Years
Yes	57.1	31.4	9.3	1.4	0.7	5.6
No	46.1	29.4	17.5	4.6	2.5	7.4
No But Plan To	64.5	26.8	7.7	0.5	0.5	5.1
Total Sample	52.9	29.1	13.4	2.9	1.7	6.5

Chi-square = 32.50\* df = 8 p < .05  
\*significant at the .05 level

TABLE 68

Length of Service at Present School By Experience As A  
Community College Student (in percent)

Community College Student	0-5	6-10	11-15	16-20	Over 20	Mean Years
Yes	38.3	37.6	17.2	4.3	2.6	7.6
No	36.4	34.2	21.7	5.3	2.4	8.3
Total Sample	52.9	29.1	13.4	2.9	1.7	6.5

Chi-square = 3.39 df = 4

TABLE 69

Length of Service in Present Position By Experience As A  
Community College Student (in percent)

Community College Student	0-5	6-10	11-15	16-20	Over 20	Mean Years
Yes	54.5	29.0	12.9	2.0	1.7	6.2
No	51.8	29.2	13.7	3.6	1.7	6.7
Total Sample	52.9	29.1	13.4	2.9	1.7	6.5
Chi-square = 3.39 df = 4						

college and those who had not.

#### Supervised Teaching Experience

Respondents were asked to indicate whether they had a supervised teaching experience in the public schools, student teaching, or in a higher education setting, a teaching internship. TABLE 70 presents the responses to this question. Of the respondents, 55.2% had student teaching experience while only 19.4% had a teaching internship in higher education.

The distributions of respondents in each state with the supervised teaching experiences is displayed in TABLE 71 and TABLE 72. Neither of these distributions was significant and the null hypotheses were retained. Thus, it was concluded that no differences existed among the states in the student teaching experience and teaching internship

TABLE 70

Distribution of Respondents By Supervised Teaching Experience

	Student Teaching		Teaching Internship	
	Yes	No	Yes	No
Number	396	322	139	579
Percent	55.2	44.8	19.4	80.6

TABLE 71

Student Teaching Experience By State (in percent)

Student Teach	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
Yes	57.9	58.6	57.9	53.3	56.2	54.7	52.3	59.4	55.2
No	42.1	41.4	42.1	46.7	43.8	45.3	47.3	40.6	44.8
Chi-square = 2.02. df = 7									

experience of the respondents.

The responses of administrator/faculty groups concerning supervised teaching experience is presented in TABLE 73 and TABLE 74. The differences among administrator/faculty groups regarding student teaching was significant and the null hypothesis was rejected. The differences among the groups concerning the teaching internship were not

TABLE 72

Teaching Internship Experience By State (in percent)

Teach Intern	AK	ID	MT	NV	OR	UT	WA	WY	Total Sample
Yes	15.8	20.0	10.5	20.0	14.8	23.4	21.7	20.3	19.4
No	84.2	80.0	89.5	80.0	85.2	76.6	78.3	79.7	80.6
Chi-square = 5.14    df = 7									

TABLE 73

Student Teaching Experience By Administrator/Faculty Groups (in percent)

Student Teach	Administrator	Terminal Faculty	Transfer Faculty	Terminal Faculty/Transfer Faculty	Total Sample
Yes	64.0	38.4	54.2	60.7	55.2
No	36.0	61.6	45.8	39.3	44.8
Chi-square = 30.6*    df = 3    p < .05					
*significant at the .05 level					

significant. The null hypothesis was retained and it was concluded that there were no differences among administrator/faculty groups in teaching internship experience.

Faculty teaching in terminal programs had the lowest proportion of respondents with student teaching experience, 38.4%, while

TABLE 74

Teaching Internship Experience By Administrator/Faculty Groups  
(in percent)

Teach Intern	Administrator	Terminal Faculty	Transfer Faculty	Terminal Faculty/Transfer Faculty	Total Sample
Yes	20.9	14.5	21.8	19.6	19.4
No	79.8	85.5	78.2	80.4	80.6
		Chi-square = 3.54		df = 3	

administrators had the highest proportion, 64.0%. These figures correspond closely with highest degree earned by respondents and teaching experience of respondents. Faculty teaching in terminal programs had fewer advanced degrees and thus fewer of them had student teaching experience.

Although a lower proportion of faculty teaching in terminal programs had a teaching internship experience, the differences were not significant.

The authors listed in TABLE 14, page 59, recommended the teaching internship as a necessary part of the professional preparation for community college faculty. As more faculty members participate in formal programs designed to prepare faculty members more of them may take a teaching internship as a part of their preparation program. As this takes place, the differences among these groups will become

more significant for the same reasons that the differences in highest degree attained in teaching experience and in student teaching experience are significant.

TABLE 75 and TABLE 76 compare the student teaching experience and teaching internship experience of part-time and full-time respondents. Neither of these comparisons was significant and the null hypotheses were retained. Thus, it was concluded that there are no differences in the student teaching experience and teaching internship experience of part-time and full-time employees.

TABLE 75

Student Teaching Experience By Part-time/Full-time (in percent)

Student Teach	Part-time	Full-time	Total Sample
Yes	47.1	55.6	55.2
No	52.9	44.4	44.8
Chi-square = .17    df = 1			

The comparison of student teaching experience of the degree groups is presented in TABLE 77. Respondents with less than a masters degree have a much lower proportion with student teaching experience than did those with a masters, specialist, or doctors degree. Only 12.0% of those with less than a bachelors degree had student taught and

TABLE 76

Teaching Internship Experience By Part-time/Full-time (in percent)

Teach Intern	Part-time	Full-time	Total Sample
Yes	23.5	19.2	19.4
No	76.5	80.8	80.6
Chi-square = .17 df = 1			

TABLE 77

Student Teaching Experience By Degree Groups (in percent)

Student Teach	Less than Bachelors	Bachelors	Masters and Specialist	Doctorate	Total Sample
Yes	12.0	37.5	60.5	69.1	55.2
No	88.0	62.5	39.5	30.9	44.8
Chi-square = 66.45* df = 3 p < .05					
*significant at the .05 level					

37.5% of those with a bachelors degree had student taught. These compare to 60.5% and 69.1% respectively for those persons with a masters or teaching specialist degree and persons with a doctorate. These differences were significant and the null hypothesis was rejected.

The comparison of teaching internship experience of the degree groups is presented in TABLE 78. This comparison was significant and

TABLE 78

Teaching Internship Experience By Degree Groups (in percent)

Teach Intern	Less than Bachelors	Bachelors	Masters and Specialist	Doctorate	Total Sample
Yes	10.0	15.4	18.9	27.9	19.4
No	90.0	84.6	81.1	72.1	80.6

Chi-square = 10.26\*    df = 3    p < .05  
\*significant at the .05 level

the null hypothesis was rejected. The respondents had the same pattern as the previous comparison. The proportion of respondents in each group with teaching internship experience increased with each higher degree. The percentages were 10.0%, 15.4%, 18.9% and 27.9% for the four groups. It appeared evident that more respondents with a doctorate had participated in programs designed to prepare them to teach.

The comparisons of the supervised teaching experiences of respondents pursuing a higher degree are shown in TABLE 79 and TABLE 80. The differences among these groups in their student teaching experience were significant and the null hypothesis was rejected. The differences in teaching internship experience were not significant. The null hypothesis was retained and it was concluded that no differences in teaching internship experience existed among respondents pursuing a higher degree, those planning to pursue a higher degree, and those not

TABLE 79

Student Teaching Experience By Respondents Pursuing A Higher Degree  
(in percent)

Student Teach	Yes	No	No But Plan To	Total Sample
Yes	44.3	60.5	51.9	55.2
No	55.7	39.5	48.1	44.8

Chi-square = 12.04\* df = 2 p < .  
\*significant at the .05 level

TABLE 80

Teaching Internship Experience By Respondents Pursuing A Higher Degree  
(in percent)

Teach Intern	Yes	No	No But Plan To	Total Sample
Yes	15.7	19.2	22.4	19.4
No	84.3	80.8	77.6	80.6

Chi-square = 2.28 df = 2

pursuing a higher degree. As TABLE 79 shows, respondents who were not taking courses toward a higher degree and not planning to had the highest proportion with student teaching experience, 60.5%. This finding corresponded closely with the results reported in TABLE 47

page 111 and TABLE 77 , page 140. A large percentage of respondents with advanced degrees were not taking courses. More respondents with advanced degrees had student teaching experience. Therefore, it should follow, as it did, that a high percentage of respondents who were not taking courses would have student teaching experience.

The comparison of the supervised teaching experience of respondents who had attended a community college and those who had not is shown in TABLE 81 and TABLE 82. The differences in student teaching experience between these groups were significant and the null hypothesis was rejected. The differences in the teaching internship experience between these groups were not significant. The null hypothesis was retained and it was concluded that there were no differences in the teaching internship experience of respondents who had attended a community college and those who had not.

#### Number of Courses in Education

The number of courses a person has taken in the education department is one indication of the professional preparation of that person. TABLE 83 presents the number of courses in education the respondents in this study had taken. Of the respondents, 30.6% had taken three or fewer courses; 32.3% had taken from four to ten courses; and 37.1% had taken more than ten courses. The average for all respondents was 10.9 courses.

TABLE 81

Student Teaching Experience By Experience As A  
Community College Student (in percent)

Student Teach	Yes	No	Total Sample
Yes	49.5	59.3	55.2
No	50.5	40.7	44.8
Chi-square = 6.37* df = 1 p < .05 *significant at the .05 level			

TABLE 82

Teaching Internship Experience By Experience As A  
Community College Student (in person)

Teach Intern	Yes	No	Total Sample
Yes	19.5	19.3	19.4
No	80.5	80.7	80.6
Chi-square = .0009 df = 1			

TABLE 84 presents the distribution of the number of courses taken in education by respondents from each state. The differences among the states were not significant and the null hypothesis was retained. Thus, it was concluded that there were no differences among

the states in the number of courses taken in education by the respondents. As TABLE 85 shows, the differences among administrator/faculty groups were significant and the null hypothesis was rejected. Administrators had taken the most courses in education with an average of 14.2 courses. Faculty teaching in transfer programs had the lowest average with 7.5 courses.

TABLE 83

## Number of Courses in Education Taken By Respondents

	0-3	4-10	11-20	21-30	Over 30
Number	230	232	166	63	37
Percent	30.6	32.3	23.1	8.8	5.2
The mean number of courses taken was 10.9					

The finding that faculty teaching in transfer programs had taken fewer courses in education than faculty teaching in terminal programs was unexpected. Faculty teaching in transfer programs had a much higher proportion of respondents with the masters degree and higher. The higher the degree the more the opportunity to take courses in education. It would, therefore, be expected that faculty teaching in transfer programs would have taken more courses in education. However, this was not found to be true. Faculty teaching in transfer programs

































































































































































































































































































































































































































































