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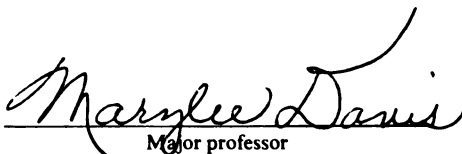
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A STUDY OF THE FUTURE DIRECTIONS
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Ph.D. _____ degree in College and University
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**A STUDY OF THE FUTURE DIRECTIONS
OF MICHIGAN'S
COMMUNITY COLLEGES
AS PERCEIVED BY
THEIR
PRESIDENTS**

By

Mary D. Young

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Education: College and University Administration

1996

ABSTRACT

A STUDY OF THE FUTURE DIRECTIONS OF MICHIGAN'S COMMUNITY COLLEGES AS PERCEIVED BY THEIR PRESIDENTS

By

Mary D. Young

The problem addressed in this study was as follows: What is the future role and goals of Michigan's twenty eight community colleges during the next ten years and beyond as perceived by their presidents. The presidents of these institution were questioned because they are the key administrative officers and are in a position to lead the community college in to the future.

The purpose was to identify possible future directions for the community colleges in Michigan.

The methodology applied for this research was a mailed questionnaire. The questionnaire was divided into three parts; Part One; the community college president's background, Part Two; perceptions of the functions of the community college both for the present and for the year 2005, goals, and potential obstacles for the community colleges by having the presidents rank each issue as to the importance of it to their institutions and Part Three dealt with demographics including funding, student and faculty population for the present and the year 2005.

The research in Part One showed a very homogenous population in the responding presidents in years of service in education and years of service to the community college. The research in Part Two showed few trends, except that

Mary D. Young

the presidents expect the relationship of the community college and business and industry will grow. The role in economic development is expected to be stronger in the next ten years. The presidents in their responses supported the traditional academic concerns and populations as a very importance tissue. Issues dealing with nontraditional student populations and programming tended to be ranked lower in most cases.

Part Three of the survey had limited responses. The funding formula is expected to change with less funds from governmental sources and tuition playing a stronger role in the formula. Most of the respondent expected a growth in student and faculty population with both of those population becoming most diversified.

This research shows the potential for additional studies in the area of community colleges in Michigan. It, also, shows that the area of economic development with business and industry will be very important as the community college goes in to the twenty-first century.

Dedicated to those who helped make it possible with their love, encouragement(nagging), help and various other means of support.

ACKNOWLEDGEMENTS

To SMC, to my family...you know that blood isn't everything, I love you all , you have been my rock(s). The confidence of knowing that if something happen I would be taken care of...I had a place to go. You offered support beyond consulting, typing, reading and listening to my endless carrying on about all of this, not Dr. Young, S.G.A., but Dr. SMC...you do indeed know who you are.

To DEC, you were my strength...you always listened no matter how absurd, no matter how feminine, no matter how crazy...mundane or whatever...you were there...the most honest statement of my life I could NOT have done this w/ out you...I hope you know that I love you.

To TEB, you made feel like I was someone special, like I was the world and all revolved around....I thank you for the time. I will cherish it forever and a day. I could have not done it w/ out the thought I was special, if only for a little while....

To Advisors and committee, especially Dr. Marylee Davis, E.S.G.A, to be sure ...I was told I was "below average and would not be accepted" to another school...I questioned if that school would not take me, " how could I ever get in to MSU", and you questioned my questions and continued to do so for ten long years.."you like me", and appreciated my "style" and knew I could do it...thanks for the time and energy and the faith....

To Faculty, MSU and an occasionally staff member at WMU, Thanks...you taught me much and reassured of the ability to learn..

To Presidents who did respond, for the time and thought that this is a study of importance to all of us in the community college community.

To my community, Niles, a great community, my friends, neighbors, church...the scholarships, the whole that makes a place to live a home....

and finally, to family, to those who believed in me..and waited for me to find my own and still thought it was important, though not traditional. To those of you who still need to know that it is okay....I believe in you, too.

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"The term "community" should be defined not only as a "region to be served, but as a climate to be created."

**Building Communities
The American Association
of Junior and Community Colleges
1988, pg ii**

Chapter One

Rationale for the Study

Introduction

Education "is the intentional teaching of the knowledge, skills and attitudes, values, and norms, considered necessary to function in various widely recognized statuses in a society. It is a part of the broader process of socialization that all people experience as they grow up to be human, as this is defined by their society. But, education, unlike other aspects of socialization, is always deliberate and conscious."¹

Education has been part of the human experience throughout history. The "nature of education in Egypt and Sumer as early as the 3rd millennium BC is known from archaeological evidence."² "The Romans adopted the Greek system of education and spread it through Western Europe....In the Middle Ages, Charlemagne monastic schools taught the 'seven liberal arts': grammar, logic, rhetoric, arithmetic, geometry, music, and astronomy."³ Education in Europe will lay the foundation for education in the United States.

"In the British colonies in North America, the curricula of the earliest schools

1. Betty Yorburg, Sociological Reality: A Brief Introduction, Duskin Publishing Group, Inc. 1995

². Academic American Encyclopedia, Grolier's Encyclopedia, via CompuServe, "Ancient Education", 1995.

³ Hutchinson Encyclopedia, via CompuServe, "History of Education", 1995.

centered on religion. In 1642 the colony of Massachusetts passed a statute requiring that children be taught to read, a skill necessary to the understanding of the Bible. In 1647 a statute was passed stating that every community must establish a primary school.

The earliest colleges found in British North America were Harvard(1636), William and Mary(1693), and Yale(1701). Early American collegians studied grammar, logic, ethics, rhetoric, geometry, arithmetic, ancient history, Greek, Latin, and Hebrew."⁴ These subjects were not a great difference from their counterparts of many centuries before them. Education progressed in much the same fashion for the next two centuries. Most of the universities continued to be private institutions.

"The Morrill Act of 1862 greatly broadened the base of higher education. The land grant institutions created by the Act taught students and subjects previously excluded from higher education, giving credence to the concept of the "people's college, a term widely used later to describe community colleges. "These institutions were the first to do battle over "practical" versus " liberal" education, who should go to college, and what course and programs should legitimately be included as a part of higher education, paving the way for similar debates later waged by community colleges."⁵

⁴Academic American Encyclopedia, Grolier Encyclopedia, via CompuServe, "Early Modern Period, 1400- 1800", 1995

⁵George B. Vaughan, The Community College in American, AACJC, 1985, pg 3

"The development of the community colleges should be placed in the context of the growth of all higher education in the twentieth century. As secondary school enrollment expanded rapidly in the early 1900s, the demand for access to college grew apace."⁶ The states looked for ways to expand accessibility, increasing the size of universities was one method. Another major reason for the community college "is that several prominent nineteenth- and early twentieth century educators wanted the universities to abandon their freshman and sophomore classes and relegate the function of teaching adolescents to a new set of institutions, to be called junior colleges. Proposals that the junior college should relieve the university of the burden of providing general education for young people were made in 1851 by Henry Tappan, president of the University of Michigan."⁷

"Community colleges developed also as an upward extension of secondary schools....In 1884 John W. Burgess, a professor at Columbia College recommended that the high schools add two or three years to their curriculum to prepare students for work at the university. William Rainey Harper also proposed that high schools extend their programs into the collegiate level....In his view the junior college would do more than prepare young people for college; it would also train for " the vocations occupying the middle ground between those of the artisan

⁶Arthur M. Cohen and Florence B. Brawer, The American Community College, Jossey-Bass Publishers, 2nd edition, 1989, pg 5

⁷ Cohen pg 6

type and the professions."⁸

Many states did, indeed, follow the advanced secondary school method. A "1907 California law authorizing secondary school boards to offer postgraduate courses "which shall approximate the studies prescribed in the first two years of university courses," together with several subsequent amendments, served as a model for enabling legislation in numerous states."⁹ The beginning of community colleges in other states would soon follow. Michigan would pass legislation in 1917, with Grand Rapids Junior College already opened as a feeder school to the University of Michigan in 1914.¹⁰

Michigan currently has twenty- nine community colleges.¹¹

"Michigan's community colleges are comprehensive secondary institutions with the following programs:

1.Occupational Education-single course, one year certificate and two year associate degree programs intended to provide students with the knowledge and skills needed for employment and career development or which provide students with occupational courses which are part of a program to be continued at a four year college or university.

2.General and Transfer Education- course in academic disciplines which are transferable to four year colleges and universities, general education course

⁸Cohen, pg 7

⁹ Cohen, pg. 14

¹⁰Michigan's Community Colleges, Michigan Community College Association, 1985, pg.2

¹¹Governor John Engler vetoed funding for Highland Park Community College on June 30, 1995, in the amount of \$6.2 million. The loss of this funding did end HPCC as a community college. (South Bend Tribune, July 2, 1995, pg. C3)

which complement occupational education programs, and courses which enhance the personal growth of the students.

3. Continuing Education and Community Services- courses and activities of varying lengths which are tailored to meet the educational needs of specific community or employee groups and scheduled at times and places convenient to the groups involved.

4. Developmental Education- courses for those who wish to strengthen their basic writing, reading, math, or study skills.

5. Students Services-supportive services such as admissions, counseling, orientation, assistance in selecting college programs and courses, personal counseling, financial aid planning, career counseling, and job placement.

6. Community Development- educational activities that enhance the economic, cultural, intellectual, and social life of the community and maintain continuous contact with employers, advisory committees, community agencies, and other community groups to ensure that the college remains attuned to the community's education needs." ¹²

The community colleges must look to the future. The history of the community colleges is very brief when compared to their four year counter parts. The reason for the creation of community colleges was based on the need for change. "Just as historians like to play with the past, educators enjoy speculating on the way the future will affect their institutions. It is tempting to believe that the future is manageable, that an institution can be set on a course that ensures its efficiency, relevance, and importance for the community it will serve."¹³

¹²Michigan's Community Colleges, Michigan Community College Association, 1985, pg.2

¹³Arthur M. Cohen and Florence B. Brawer, The American Community College, Jossey-Bass Publishers, 2nd Edition, 1989, pg. 365

The Problem

Simply stated the problem addressed in this study is as follows: What is the future role and goals of the Michigan's community colleges during the next ten years and beyond as perceived by their presidents. The president are the key administrative officers and they are in the position to lead the community college into the future.

Their perception is vital to the direction each community college will take. This study will show their ideas for that direction.

Purpose of the Study

The purpose of this research was to identify possible future directions for community colleges, as perceived by the presidents in Michigan so that presidents and institutions can plan with new insights and directions. A second purpose was to provide an opportunity for the sharing of ideas among presidents as to the futures of the community colleges in their service areas.

Significance

The State of Michigan has demonstrated leadership in the area of education in all areas. As stated earlier, Michigan was one of the first states to adopt legislation to make community colleges part of its educational system and continued study of the community college system will benefit those who use it. This study was important because it investigated the perceived views of college

presidents and what they believe the role and direction of the community college will be in the next ten years. For future planning purposes, it also demonstrated, the value of the community colleges in the respective service areas and the changes community college are expected to go through in their second century of growth and development, it shows what the twenty nine colleges have in common and what their differences are.

Research Questions

The research questions for this study focused on current trends for each community college and the perceived role for the future. The areas addressed were: various areas of programming in the service areas, student population, staff and faculty trends, and funding sources. The research questions included:

1. How do community college presidents perceive the role of the community college in the next ten years?
2. What direction do the community college presidents believe the community college will take in the areas of Instructional Goals, Administrative and Institutional Goals, Student Services, Community Programs, and Community and Business Services Activities?
3. What do the community college presidents believe are potential obstacles to or for community colleges in the next ten years ?

Methodology

Data for this research was gathered by using a survey instrument which was distributed to the presidents of the twenty- nine community colleges in the State of Michigan and the Executive Director of the Michigan Community College Association.(See Appendix A) The instrument was divided into three parts; a questionnaire regarding education and work history of the president, a section for the president to rate the futures and potential obstacles of the community colleges and a section dealing with the demographics; current and projection for the next ten years. (See Appendix G)

Assumptions

There are factors in any research that must be assumed to produce results. This study was no exception. The assumptions are listed below:

1. The presidents will be interested in the results of this research and therefore will and fully participate.
2. Each institution has been involved in long range planning and therefore most of information will be readily available to the participants.
3. Statistical information regarding enrollment, funding, staff and faculty, etc., will be readily accessible.
4. The presidents will recognize the importance of the study as a tool to enhance long range planning for community colleges in Michigan..

Limitations

This study was limited in its scope. The methodology could be applied to any state, with a community college system but the results are only applicable in the state of Michigan. The survey was only sent to community college presidents which would have been limiting if some choose not to respond to the instrument. The nature of this study was subjective and qualitative, rather than objective and quantitative, which will limit statistical application of the study.

Definition of Terms

The following definitions are presented for clarity and understanding to the thesis text. The terms here are use for the community college perspective. They will not hold the same meaning for all areas of education.

American Association of Community and Junior Colleges(AACJC)- "the AACJC, represents a network of 1,200 community, technical and junior colleges that serve the broad public interest by providing access to quality higher education for millions of individuals. A primary function of AACJC is to help identify public interest challenges and assist member colleges in responding to them. It was founded in 1920 as the American Association of Junior Colleges. The Association name was changed in 1972."¹⁴

Board of Trustees- the Michigan State Constitution, Article VIII, Section 7 of 1963 states supervision and control should be by a nonpartisan locally elected

¹⁴AACJC Membership Directory, AACJC. 1993, pg.xi

board. The Michigan Community College Act of 1966(as amended) stipulates that the Board of Trustees has the authority and responsibility to promulgate rules for the proper establishment, maintenance, management and administration of the College.

"Building Communities"- a report by the AACJC on the futures of community colleges(1988).

Community- a "grouping of residents by villages, subdivision, neighborhood, school attendance area, of a size that allows for interaction, involvement, and two way communication."¹⁵

Community College-the network of the twenty-nine public two year colleges in Michigan as defined by the Michigan State Constitution, Article VIII, Section 7(1963). " Any institution accredited to award the Associate in Arts or the Associate in Science as its highest degree."¹⁶

Community Education- "a process that achieves a balance and a use of institutional forces in the education of all people of a community; including high school completion, adult basic education, leisure (enrichment) classes, recreational activities, senior citizens' programs and adult vocational training

15. Ilene G. Sheffer, Ed. D., A Delphi Study to Identify Possible Future of Community Education in Michigan, a Dissertation for the degree of Ed.D. Western Michigan University, 1979, pg 8

¹⁶Arthur M. Cohen and Florence B. Brawer, The American Community College, Jossey- Bass Publishers, 2nd Edition, 1989, pg. 5

programs among others."¹⁷ "It may be provided on campus, off-campus or through the radio, television or the newspapers. It may center on education or recreation, on programs for personal interest or for the good of the entire community."¹⁸

Developmental Courses(Remedial)- courses designed to teach literacy, basic courses: reading, writing, math and study skills.

Future- a time that is to come.

Impact- the potential effect an event or trend will have on future programming.

Millennium- a span of one thousand years, next beginning with the year 2001 AD.

Open Admissions- all who apply are admitted to an institution. Admission does

admission to all course work or programs.

President- the chief executive officer of the community college. "The president carries out general administrative duties and has periodic meetings with the Board and with the heads of state agencies. To a lesser extent the president makes decisions on faculty recruitment and selection; conducts public

¹⁷Ilene G. Sheffer, Ed.D. A Delphi Study to Identify Possible Futures of Community Education in Michigan, a Dissertation for the degree of Ed.D. Western Michigan University, 1979, pg 9

¹⁸Arthur M. Cohen and Florence B. Brawer, The American Community College, Jossey- Bass Publishers, 2nd Edition, 1989, pg. 256

relations activities; coordinates the college programs with programs of other institutions and community group...and fund raising."¹⁹

Service Areas- the community served by the community college.

Senior Programs- "educational and/or recreational activities for adults 60 years or older. Offerings that may include participation in health seminars, fine arts, field trips and various study groups."²⁰

Terminal Degree-studies not applicable to a baccalaureate degree, but designed to lead directly to employment.

Organization of the Study

Chapter One introduces a brief historical background of the educational system and its impact on the development of the community colleges. It also looks at the foundation of the community college and its goals for the State of Michigan. In Chapter One, the purpose of the study, significance of the study, research questions, methodology, research assumptions and limitations are also presented. The first chapter includes a definition of terms.

Chapter Two presents a review of related literature pertaining to the development of the community college in the United States and more specifically the State of Michigan. Chapter Two also addressed current issues for the

¹⁹Cohen, pg. 114

²⁰Ilene G. Sheffer, Ed.D., A Delphi Study to Identify Possible Futures of Community Education in Michigan, a Dissertation for the degree of Ed.D., Western Michigan University, 1979, pg 10

community college and literature relating to futures of community colleges. Other studies of the futures of community colleges throughout the United States are reviewed.

Chapter Three presents the rationale for and description of the methods and procedures used for the gathering of the data for this research project. The instrument is provided as well in the appendix.

Chapter Four presents the results of the research. It includes the raw data, and discussion of significant data.

Chapter Five summarizes the research, present recommendations based on the data and presents suggestions for future research.

Summary

In this chapter the researcher discussed the background of the community college in the State of Michigan. This chapter gives a foundation for the total study and its environment by discussing the scope and methods of the study. The community college is a vital area of the educational system in America and its future roles are equally important as this study will show.

Chapter Two

Review of the Literature

History of the Community College

In order to examine the role and potential of the community college in its service area in the future, it is important to review the history of the junior and community colleges, their management and leadership perspectives. Community colleges are basically a product of the twentieth century. William Rainey Harper is considered the "father" of the junior college. "Mr. Harper became the president of the University of Chicago in 1891. He established a junior college at the University of Chicago, and successfully advocated that weak four year colleges drop the last two years and become junior colleges."¹

In Joliet, Illinois, there were two years added to the high school in 1901, and it is believed to be the oldest existing junior college in the nation. In, 1907, California was the first state to pass legislation dealing with these types of institutions. It was that state's senator, Anthony Caminetti, who introduced the legislation, that "authorizing secondary school boards to offer postgraduate course "which shall approximate the studies prescribed in the first two years of university courses," together with several subsequent amendments, served as a

¹ Arthur Cohen and Florence Brawer, The American Community College, Jossey Bass Publisher, 2nd Edition, 1989, pg 14

model for enabling legislation in numerous states"²; however, no funding was included in the package.

In Michigan, Grand Rapids Junior College, now Grand Rapids Community College- 1991, opened its doors in "1914, as part of the Grand Rapids Public School District as a "feeder school" to the University of Michigan, Ann Arbor."³ "In 1917, California passed another piece of legislation providing state and county support for junior college students in the same manner as high school students. Also in 1917, a Kansas law allowed local elections to establish junior colleges and to create special taxing districts to support them. Michigan's authorizing legislation was passed that same year. In, 1921, California provided legislation that allowed for the organization of independent junior college districts with their own boards, budgets and operating procedures."⁴ Local management of junior colleges began at this point. Many states, including Michigan, soon followed this lead.

There were a "reported twenty junior colleges in 1909 and one hundred seventy, ten years later. By 1922, thirty-seven of the forty eight states had junior colleges in them, all this within twenty years of their founding. In that same years, the total enrollment was around one hundred fifty students in the public colleges

². Cohen, pg 15

³. Editors, Michigan's Community Colleges, Michigan Community College Association, 1985, pg 16

⁴ George Vaughan, The Community College in America; A Short History, AACJC, National Center for Higher Education, 3rd printing, 1985, pg 4

and sixty in private."⁵

"By 1930, there were four hundred fifty junior colleges, located in all but five states. Total enrollment was about seventy thousand, an average of about one hundred sixty students per institution. By 1940 there were about six hundred ten colleges, still small averaging about four hundred students each."⁶

The name "junior college" remained through the 1940's, then the name began to change to community college, which also broadened the responsibility of the schools. The advent of the community college as a neighborhood institution did more to open higher education to broader segments of the population than its policy of open door enrollment; allowing all students regardless of previous academic achievement to attend. "Throughout the nation, in city after city, as community colleges opened their doors, the percentage of students beginning college expanded dramatically. During the 1950s and 1960s, whenever a community college was established in a locale where there had been no publicly supported college, the proportion of high school graduates in that area who began college increased by as much as fifty percent(50%)".⁷

By 1960, there were "about four hundred public community colleges in the United States, enrolling a little over three quarters of a million students. In the

5 Arthur M. Cohen and Florence B. Brawer The American Community College, Jossey-Bass Publisher, 2nd Edition, 1989, pg 10

6 Cohen, pg 10

7.Cohen, pg 12

decade that followed, enrollment grew sixfold and new community colleges opened at the rate of about one a week."⁸

Between 1965 and 1975, "total enrollment at community, technical and junior colleges grew by two hundred forty percent. Today, these colleges enroll approximately forty-three percent of the nation's undergraduates and fifty one percent of all first time entering freshman at over twelve hundred and ninety community, technical and junior colleges."⁹

Purpose of the Community Colleges

Community colleges are two year institutions of higher learning. The purpose of the community colleges is different than its four year counterparts. There are five fundamental characteristics which make community colleges unique.

"Those characteristics are:

1. **Democratic-** low tuition and other costs, open door policies for admission, geographically and socially accessible.
2. **Comprehensive-** a wide range of students with widely varying abilities, aptitudes and interests; comprehensive curriculum to meet the broad needs of students.
3. **Community centered-** locally supported and controlled; local resources utilized for educational purposes; community services improving the general level of the community.
4. **Dedicated to life long learning-** educational programs for individuals of all ages and educational needs.

8.Cohen, pg 13

9..Editors, Building Communities, AACJC, 1988, pg 5

5. Adaptable- the individual differences among students differences in communities and the changing needs of society."¹⁰

"From the very first, these institutions, often called the "people's colleges" have stirred an egalitarian zeal among their members. The open door policy has been pursued with an intensity and dedication comparable to the Populist, the Civil Rights, and the Feminist crusades. While more elitist institutions may define excellence as exclusion, community colleges have sought excellence in the service of many. While traditional institutions too often have been isolated islands, community colleges have built connections beyond the campus."¹¹ It is these connection that have made the community colleges and is critical to purpose of the colleges.

"Community colleges provide low cost, near home, open door education- not just for the brightest and the best, but also for the generation of disadvantaged but determined Americans. Most two year schools respond sensitivity to their students' varied experience of oft hidden potential, teaching skills and knowledge that allows individuals to grow, change, and adapt. People and their needs come first".¹²

10. Clyde Blocker, Robert Plummer and Richard C. Richardson Jr., The Two Year College: A Source Synthesis, Prentice- Hall Inc., 1965, pg 21

11. Editors, Building Communities, AACJC, 1988, Pg 5

12. A. Wesley Rowland, Editor, Handbook of Institutional Advancement, Jossey- Bass Publisher, 2nd Edition, 1986, pg 706

Management and Administration in the Community College

Management and administration in community colleges, like the institutions themselves have been constantly changing. Community colleges have had two periods of growth; the first wave in the 1920's and the next period in the 1960's.

The mission of the community colleges has stayed basically the same throughout each period of growth; to serve the community, and provide for those that otherwise might not receive or be able to obtain a higher education- open enrollment-"from womb to tomb...or cradle to grave".¹³

The first period in the early twentieth century will be examined; including the development and type of management, the growth period of the sixties, its management style will be explained and then a look to the future leadership of the community colleges.

The thoughts of Mr. Harper and others were that the junior college should be post high school rather than part of higher education. That is how the term junior college came into use and development in California and Illinois.

This idea was expressed clearly by President Richard H. Jesse of the University of Missouri in 1896, when he referred to the first two years of college as an extension of the secondary school years. "In the secondary period and at the freshman and sophomore years of college, not only are the students identical but the character of the teaching is the same, Junior College Journal.

13. source unknown, a popular phrase used to describe the community college.

1931, pg 38".¹⁴ Until 1912, these first (or last two) were labeled post graduate courses.

In the early years of the movement, private junior colleges out numbered the public schools. For example in "1915-16, of the seventy four schools listed, fifty five were private and nineteen were public." ¹⁵

Concerned parents and local civic leaders had the support of powerful governmental commissions and educational organizations which made recommendations and supported legislation on behalf of the local community colleges movement. In general, the arguments of these public and private bodies included three claims about the community college : "1.) national income increases in proportion to the increase in educational investments; 2.) the national security is made more secure from the ravages of illiterate, uneducated citizens who might be inclined to be disruptive to the public welfare; and 3.) the pursuit of freedom for the individual and the promise of the good life can best be secured by extending secondary educational opportunities".¹⁶ The above arguments are exactly the same argument used in "support of free elementary schools in the 1830's and 1840's and for the public high schools in the period

14. Charles R. Monroe, Profile of the Community College, Jossey- Bass Inc., 1972, pg 83

15. Monroe, pg 13.

16. Clyde Blocker, Robert Plummer, Richard C. Richardson Jr., The Two Year College: A Social Synthesis, Prentice Hall, Inc., 1965, pg 19

from 1870 to 1900." ¹⁷.

The two year college might be "considered an historical accident growing out of a struggle between conservative thought and liberal thought during the first half of the twentieth century. University leadership appealed to an older educational tradition, the German ideal, which held in higher esteem than the younger four year American college pattern. This concept, envisioning the highly specialized education of an intellectual elite did not entirely succeed because it ran counter to previous tradition and custom.

Liberal thinking insisted that public education be expanded to provide equal opportunities for all. This ideal was the driving force behind the creation of public elementary and secondary schools. "It also stimulated the response of the secondary schools to extend their work beyond the fourth year in response to the demands of the universities for students of higher quality. The continued expansion of secondary education into the thirteenth and fourteenth years was not universally accepted in all sections of the country or by all segment of the educational community."¹⁸ Fortunately for the State of Michigan and its students the community college movement was readily accepted.

The creation of the community college management system followed the style of the local school district. Legal procedures for the established of the community college came from the California law of 1907: "The Board of Trustee of any city

17. Blocker, pg 32

18. Blocker, pg 18

district, union, joint union, or county high school may prescribe post graduate courses of study for the graduate of such high schools...which courses of study shall approximate the studies prescribed in the first two years of university courses. The Board of Trustee of any city district, union, joint union, or county high school wherein the postgraduate course of study are taught may charge tuition for people living without the boundaries of the district wherein such course are taught."¹⁹

The criteria for the establishment of the community college continued to develop and expand, and by 1929 the following conditions were considered essential for the successful organization and operation of such colleges:

- "1.) An enrollment of at least 150 students.
- 2.) A high school enrolment of at least 900 students.
- 3.) A district population of at least 17, 000.
- 4.) An assessed valuation of at least \$30 million.
- 5.) A minimum of 50%(or at least \$30, 000) of the cost of operation supplied by the local district.
- 6.) A minimum of a two mill levy on an assessed valuation of \$15 million.
- 7.) A per student cost of at least \$900.00."²⁰

The community college movement grew fast and its mission and philosophy. Management followed the tradition of the Board of Trustee appointing the president. The literature from this period concerning actual management styles and outcome is limited if not nonexistent. The only sure fact is that the management by these early leaders allowed the community colleges not only to

19. Blocker, pg 80

20. Blocker, pg 80

survive but prosper and expand into the late twentieth century.

The next area of development for the community college is in the 1960's. Indeed, the college movement was not one of start, stop, start, but the sixties were a more organized movement from the beginnings.

The criteria mentioned earlier for the establishment of a community college in the late twenties is now very different for the sixties. The criteria was now applied on the state level include:

- "1) General legislative authorization of two year colleges.
- 2) Local actions by petition, election, or action by local board of control.
- 3) Approved by a state agency.
- 4) A minimum assessed valuation considered adequate for sound fiscal support of the college.
- 5) A minimum population of school age children.
- 6) A minimum total population of the district.
- 7) A state or local survey to demonstrate the need for the college.
- 8) A minimum potential college enrollment within a specified number of years after the establishment of the college.
- 9) Types of educational programs will be offered.
- 10) Availability and adequacy of physical facilities.
- 11) Compliance with state operating policies.
- 12) Proximity of other institutions."²¹

In Michigan, the school board of any first, second, or third class school district, or any special act district, or any district having a population of more than 10, 000 can establish a community college giving the first two years of college work. The boards of two or more districts can form together to form a community college. The Board of Education of an intermediate school district can submit

21. Blocker, pg 80

the question of forming a junior college to the voters of the district. (Michigan Public Act 19, 1965)

Community colleges in Michigan are supported by local property taxation, grants from the general state treasury, special grants-in-aid from the federal government and tuition.

"The establishment of the community colleges with locally controlled boards is normally approved by a referendum of the voters in the community college district."²² Normally, at the establishment, a slate of citizens run for positions on the Board of Trustees(the Board).

The Board "operates within the limits which are prescribed in the state constitution and community college legislation which are administered by the state community college agencies. Legally, "the Boards are public corporation in which a group of individuals are empowered by statute to act as one person. this artificial person has his powers specified in the act of the corporation. The powers of a corporation include the right to own property, to levy taxes, to sue and to be

22.Michigan State Constitution, Article VII,Section 7:"The legislature shall provide by law for the establishment and financial support of public community colleges which shall be supervised and controlled by locally elected boards. The legislature shall provide by law for a state board of education concerning general supervision and planning for such colleges and requests for annual appropriations for their support. The board shall consist of eight members who shall hold office for a term of eight years, not more than two of which shall expire in the same year, and who shall be appointed by the state board of education. Vacancies shall be filled in like manner. The superintendent of public instruction shall be ex-officio a member of this board without the right to vote." Effective January 1, 1964

sued in the courts and to make all necessary rules for the governance of the college."²³

The board members have the "responsibility as general overseer of the college. The Board is responsible for how students are to be educated, the mission, goals and objectives of the college, what programs are to be offered and who the administrators and faculty will be. The principle control mechanism of the Board is the budget. The budget controls size and programs. Another important function of the is public relations and protection of the college."²⁴

A major function of the Board is selection of staff members. The key person is that of the president. It is the president who will do much to interpret board policies to the public, the students and the faculty. It is the president who must assume leadership for the development of means and programs for the execution of the Board's policies. It is the president who will, also, be instrumental in the critical planning for the future of the college.

Administration through this period show that there are six important factors to be considered:

- "1) Social setting
- 2) Institutional setting
- 3) Administration and faculty
- 4) Objectives

23 Edmund J. Gleazer, This is the Community College, Houghton Mifflin Company, 1968, pg 43

24.Editors, Self-Study report: Southwestern Michigan College, Prepared for the Commission on Institutions of Higher Education of the North Central Association of College and Schools, April 1991, pg 53

- 5) Controls
- 6) Processes"²⁵

All of these factors must be considered in the management and leadership of the community colleges. Four concepts of leadership which needs to be understood by college administrator if the organization is to function effectively:

- "1) there must be clear definition of institutional mission and role.
- 2) there must be clear embodiment of institutional purpose.
- 3) there must be effective defense of institutional integrity.
- 4) there must be effective ordering of internal conflict."²⁶

The objective of the colleges are achieved through formal organization based on the laws and regulations governing post high school education and the principles of administration and group interaction. For the community college organization and objectives comes from a variety of sources. These sources include the board policy manual, the faculty handbook, the student handbook, the college catalog and the organizational chart. Laws require that all action by the Board be recorded as well. These documents outline the organization and responsibility of the Board, itself and describe the responsibility of administrative officers and faculty members, personnel policies, financial policies and procedures and policies governing student activities and behavior.

Administrative has been in the convention "line-staff organization". Even at this time period, problems were seen with this type of management. The

25. Clyde Blocker, Robert Plummer, Richard C. Richardson, Jr., The Two Year College: A Social Synthesis, Prentice Hall, Inc., 1965 pg 172

26. Blocker, pg 173

administrative structure should be designed to achieve the educational purposes of the institution.

"The functional levels of administration in the community college can be shown in five levels:

Level 1: Board of Control

Goals: Policy Making

Level 2: CEO / President

Goals: Policy recommendations and administration implementation

Level 3: Deans/ Directors; Academic, Business, Student-personnel

Goals: Administration implementation

Level 4: Department Chairs, Specialized Personnel

Goals: Program implementation and services to faculty and staff

Level 5: Teaching faculty, nonacademic staff

Goals: Direct program implementation

Here the role of the Board is confined to policy making and does not include matters of administration. The recommendation and implementation of policy, after approval by the Board, is the responsibility of the president, this would include future policy as well. While administrators on level 3 are responsible for the implementation and coordination of policies and procedures. Level 4 includes those individual who direct and coordinate the work of the faculty and staff and supply supporting services which required for quality teaching and learning in the classroom."²⁷

27. Blocker, pg 187

It was seen during this time period that, internally, community colleges had not demonstrated outstanding leadership in the implementation of "new" concepts of administrative organization and functioning. College administrators were slow to recognize that, as the roles of their college expand, both in terms of programs and in the number of students served, administrative organization and relationship must be adapted to new needs within their institutions. This might have been the result of the conservative nature of the Boards, whose values and attitudes are not necessary consistent with rapidly changing organizational, economic and educational needs.

The relationship among the Boards, the administration and the faculty are undergoing changes which will affect significantly the long term implication for the two year colleges.

The sixties produced community colleges, the theories about the, mission statements, goals and objectives concerning every aspect of the institutions. Community colleges administrators now need to look forward. Some administrators have stated that community colleges, as they enter into the nineties, are experiencing a "mid-life crisis".

Trends of the 1990's

The American Association of Community and Junior Colleges(AACJC) has been important part in the observation and leadership of community colleges. In the Michigan, the Michigan Community College Association supports and observes the colleges in this state. In a report by the AACJC- Building

Communities, it was stated that between 1965 and 1975, the total enrollment at community, technical and junior colleges grew by 240 percent. By "1990, there were 1200 two year schools, six million of the 13 million college students were at the community colleges, which is forty-four percent of all college students in higher education and nearly half of all undergraduates. The community college enrolls more minority adults, low income and educationally underprepared students than the four year schools. Sixty percent of Hispanic, American Indian and forty percent of Black students are enrolled in community colleges. Women(3 million) account for fifty- five percent of community college enrollment. The average age of the community college is twenty nine(29), with more than half of students being twenty five plus. Nine percent of high school seniors with an "A" average go to a community college."²⁸ "Seventy percent of community college students attend part-time. The largest age group is about nineteen."²⁹ Public community colleges in the United States offer "low cost education with the average tuition fees for 1989-90 being \$849 as compared to the private two year schools being \$4713 and public four year schools being \$1694."³⁰

"Building communities must begin at home. If, the college itself is not held together by a large vision; if trustees, administrators, faculty and students are not

28. Judith Eaton, Planning for Higher Education, Volume 21, Number 1 Fall 1992, pg 2

29. Glen Gabert, "Community Colleges in the 1990s", Phi Delta Kappan Educational Foundation, 1991, pg 22

30. Judith Eaton, Planning for Higher Education, Volume 21, Number 1, Fall 1992, pg 3

inspired by purposes that go beyond credits and credentials, the community college will be unable to build effective networks of collaboration beyond the campus. if the college itself is not a model community to others".³¹

Building communities requires creative leaders and the presidents are and will be the key. The presidents must move beyond day to day operations. (S)he must call upon the community of learning to affirm tradition, respond to challenges and create inspiring vision for the future. "To do this, the president must be able to collaborate, bring together various constituencies, build consensus and encourage others within the college community(service areas) to lead a well."³²

The president can not do it alone. They need to include all members of their service population; staff, faculty, students and community members. This leadership is necessary in three broad domains: conceptual, political and administrative/managerial. Each of these areas have changed dramatically with each era of growth within the community colleges.

Scholars have long attempted to define and explain the term leadership, but a complete understanding of the phenomenon eludes them all. In setting the stage for an examination of leadership as it applies to the community college president, Roueche, Baker and Rose define the terms, "Transformational leader"

31. Editors, Building Communities, AACJC, 1988, pg 7

32.Building Communities, pg 41

as on who "transforms new vision into reality."³³

The three domains mentioned earlier can provide the foundations for leadership in today's community college. " The conceptional domain provides the fundamental, rational, educational and social philosophical explanations of why the community college movement makes sense. Leadership in the political domain provides the legitimacy to the community college idea which for widespread understanding and acceptance of it is essential to its having a broad base of support. Leadership in the administrative/ managerial domain is basic because it provides direction at the point of institutional and organizational operations."³⁴

The president must work to broaden the leadership group to include all areas of the institution, to move towards the concept of shared governance. Presidents need to be coalition builders. here is a need to create new decision making arrangement, to build trust and to strengthen community both on and off campus.

Looking to the year 2000, the "Millennium", the Building Communities report concludes that "community colleges presidents increasingly will need to be coalition builders. They will need strong management skills, but they will, also, need to inspire others. Community college leaders need vision and actions, community college leadership must affirm the centrality of teaching and

33.S.V. Martorana, AACJC Journal, August/September 1989, pg 42

34. Martorana, pg 44

continuously strengthen the college as a community of learning."³⁵

Without an infusion of the community college concept throughout the institution and service areas and a use of it to demonstrate institutional excellence, other less valid or totally invalid measures will be used and destroy the concept. Community college leaders need to be especially sensitive to this fact because of two intensifying trends. "One is the push towards assessment of institution effectiveness for the purpose of accreditation, determining level of financial support and other important policy decisions. The other practice of some authorities in their work and writing of lumping community college cavalierly with all sectors of higher or post secondary education without due regard to their uniqueness. It must be realized the importance of the community colleges to the areas that they service."³⁶

Looking to the Millennium

Looking to the twenty-first century in something that many community colleges are doing. The Eastern Iowa Community College District(EICCD) worked on a report entitled "2020 Vision: The EICCD moves into the 21st Century",(1990). Believing that "planning for the future is a necessity instead of reacting to external

35. Editors, Building Communities, AACJC, 1988, pg 41

36. Dale Parnell, "Futures of Community Colleges" ERIC Document ED301242, pg 7

changes, the EICCD wanted to be proactive, a designer of its on future."³⁷ The project was to give EICCD a vision for the future and to arrive at a " shared vision—one that the total institution would agree upon.

The purpose of the shared vision would be:

1. Focus on the institution
2. Foster commitment
3. Building communication
4. Reaffirmation of Mission and Beliefs.

The process of defining "shared vision" is a tremendous advantage to any institution. It creates a consciousness of being a part of a total community, and that the institution, and that the institution is impacted by the changing external environment. instead of viewing changes as threats to the institution, they are transformed into challenges and opportunities."³⁸ This a valuable statement to any institution in its future planning strategy.

The report list some of the functions of the community college of which there are eleven:

- "1. Transfer and college parallel curricula
2. Occupational and career curricula
3. General education and critical literacy
4. Adult and continuing education
5. Technical updating and retraining
6. Developmental education, Adult Basic Education(ABE), High School completion(HSC), Graduate Equivalency(GED)

37. John T. Blong, Chancellor, 2020 Vision: The EICCD Moves into the 21st Century, 1990, ERIC Document ED327249, pg 4

38. Blong, pg 8

7. Student support Services
8. Student Activities
9. Economic development and programming for business and industry
10. Community services and development
11. High school programs and articulation"³⁹

The definitions of these function are detailed in Appendix F.

According to a report by the Community College Consortium, sponsored by the University of Michigan, University of Toledo and Michigan State University(1992), " community college, like other sectors have been slow to assess the implication of changing resource requirements in the decade ahead. Consider the following:

* More than half of the full-time faculty members currently teaching in community colleges are expected to retire or discontinue employment in the next ten years.

* As community colleges grow in size and complexity, administrators beneath the president are becoming more specialized and less familiar with the general leadership skills needed to relate their institutions to their communities.

*The vast majority of faculty members and staff lack experience and expertise in strategic management(planning, performance assessment, environmental scanning and forecasting).

*Full- time faculty accustomed to collective bargaining and a limited role in campus governance have begun to detach themselves from the institution often finding satisfaction in other areas of employment.

*Articulation agreements established between community colleges and some four year colleges to facilitate students transfer have eroded thereby undercutting opportunity for some students.

*Faculty and staff accustomed to enrollment success and cost advantages in comparison to other sectors of higher education are beginning to lose touch with important service markets.

*The faculty and staff profiles in many community colleges(race, ethnicity and

39. Blong, pg 11

gender) are at odds with the demographic make-up of regional communities."⁴⁰

Additional resources will change in the next ten years such as funds, technology and perhaps students themselves. The community colleges will have to deal with all of the changes that will come before them.

Predictions are something that many are willing to do. Most agree that the community college is something that is here to stay. According to Glen Gabert in his article entitled "Community Colleges in the 1990's", he gives some specific predictions for the future;

"1. The student bodies of tomorrow will be even larger and more heterogenous than those of today. Enrollments over the next ten years will increase more in community colleges than in any other sector of U.S. higher education; and the number of students in credit and not-for-credit programs in the 2000 will be at least 20% higher than in 1990. The student body will be more diverse, and the mean age will be higher. There will be more minorities, especially Hispanics. There will be more persons over 55 years of age. There will be an even higher percentage of part-time students. job seekers and workers looking for skills upgrades will continue to crowd through the "open door."

2. The majority of faculty in community colleges in the year 2000 will have been hired after the 1990. As many as 40% of current faculties will retire, and others will leave the teaching profession and have to be replaced. Another 20% will need to be added just to keep pace with the growth. The much-heralded teacher shortage will not be a crisis; but community colleges will need to devote increased resources to recruiting, retaining, and developing qualified staff, especially minorities. the percentage of part-time faculty will remain high, and minorities will continue to be underrepresented.

3. The pressure on community colleges to prove their effectiveness will continue. Emphasis will continue to be placed on assessing student learning, and controversy will focus on the definition of those instructional objectives that

40.Editors, Developing Communities for Century Twenty-one: New Challenges for the Community Leaders, a proposal, Community College Consortium; University of Michigan, University of Toledo, and Michigan State University, September 1989, pg 2

constitute the basis for measurement. Debate over funding formulas tied to assessment will exacerbate this controversy.

4. The structure of the community college curriculum will remain basically unchanged. Career education will remain prominent, and business and industry will pressure community colleges to provide two year technical programs that currently are offered as four year collegiate programs. There also will be increased emphasis on transfer programs, which increasingly will be the route for minority students towards a baccalaureate degree and the professions. Compensatory programs will be more accepted as a legitimate and necessary function of colleges. Community education will continue to depend on fees, special grants, and cooperative arrangements with industry- resources outside the stream of revenue that finances the other components of the curriculum.

5. Community colleges increasingly will control their own destinies and will play a more significant role in shaping the futures of higher education. less and less will their academic agendas be dictated from above by transfer institutions or from below by high schools. They will be more integrated into the graded system of American education and not outside of it. This will occur partly because staff from community colleges will move into leadership roles in professional organizations that have heretofore been dominated by personnel from four-year colleges and universities; and these associations will, in turn, begin to focus on issues that reflect the concerns of their membership. in addition, the professional associations for community college education will exercise influence commensurate with the enrollments community colleges represent in higher education.

6. The relationship between community colleges and four year colleges and universities will become more nearly one of equals. The most significant factor bringing about this change will be the relative low cost of community colleges, which will make them as even more attractive alternative. Thus the community college will enjoy a large market share of "traditional" students, and they will be more financially secure than many four year colleges and universities. Community colleges will receive an increasing proportion of federal funding as funding agencies become more sensitive to community college issues. And an increasing number of community colleges will sponsor endowment corporations or foundations to go after grants and gifts for special projects from corporate donors and the government.

7. As commuter colleges, the community colleges will be vulnerable to any prolonged crisis in the oil industry. this will be especially true for rural districts with low population density. the 1990s may see more dormitories, off campus instruction, and the use of the television.

Over the next ten years, community colleges will be confronted by serious



challenges; but they will remain the most viable sector of American higher education. however, their continued success will be contingent on their adaptability to the changing needs of society they serve. This is the principle reason why they already have flourished, and their flexibility will determine their future success or failure."⁴¹

"Community colleges of the future must make use of high technology both in instruction and its administrative processes. We can no longer allow ourselves to be more people intensive than is necessary to maintain the human quality required to accomplish our mission. In an area of rising personnel costs, increasing knowledge, and greater expectations of educational institutions accompanied by reduced resources, it will be necessary to become more hardware intensive and technically innovative. Community colleges must also learn how to use computers, telecommunications, microcomputers and word processors, laser technology, and all other relevant new technologies to reach other communities, facilitate learning, and reduce the cost of administration by increasing efficiency."⁴²

"In the future, students will continue to be a principal focus of our attention, but they will no longer be our exclusive focus. Community colleges will be asked to

41.Glen Gabert, "Community Colleges in the 1990s", Phi Delta Kappa Educational Foundation, 1991, pgs 31 -33

42.Donald H. Godbold, "Opportunities for Progress and Change in a Period of Economic Stress", Facing the Challenges of the Future, The 1984 President's Academy Award Addresses, AACJC, 1984, pg 17

respond to the needs of two other client groups- employers and the community at large."⁴³ These two important "new" clients need to be examined. "The demands of our employer clients will take two forms. The first is the more traditional need for short term, skill-specific programs. Community colleges because of their proximity, facilities, and staff expertise, will be sought out more frequently to provide this type of assistance in the future.

The second form of employer-driven response will be in "pipelining." Employers will expect us to prove to them that we have in the pipeline a sufficient future supply of labor to meet their needs. They will not be satisfied with just a two-year supply. they will want to see programs that reach back into the high schools and even grade schools to groom future talents."⁴⁴

The "community" of the community college needs to be recognized as the next major client group. The community college needs to operate in the community in which it "lives". "In a recent statewide poll conducted by the Michigan Department of Education, 79% of the people surveyed believed that a community college should provide theatrical productions, fine arts exhibitions, and other cultural activities. That means four out of every five people in our communities are looking to us as a source of cultural enrichment. As current trends towards a renewed interest in family and neighborhoods intensify,

43. Albert L. Lorenzo, " Anticipating our Future Purpose", Community, Technical, and Junior College Journal, February/March 1991, Volume 61, Number 4, pg 42

44. Lorenzo, pg 43



community colleges will be called upon more frequently to provide opportunities for social and cultural development."⁴⁵ The business and industry of the community need to be an important client group. The community college needs to be an active part of all aspects of the community or service area in which it is a part.

Michigan's community colleges are very diverse. Michigan has twenty-nine community colleges located through the state, in rural areas, urban areas and the suburbs. The size of the community college are as varied as their location. The presidents of Michigan's community colleges are in the best position to evaluate the future needs and role of the community colleges in the twenty-first century in their service areas.

"At its best, the nation's community colleges should bring together the visions and experiences of all their parts to create something greater than the sum. They should offer the prospect the personal values will be clarified, that individual competence and confidence will be enhanced, and that the channels of our common life will be deepened and renewed. And, through continued education, student of all ages must be prepared more effectively in civic life.

As these goals are vigorously pursued, the community colleges of the nation will fulfill, in new and creative ways, their traditional mission as "colleges of the people". In the end, "communities must be defined not only as a region to be served, but also as climate to be created in the classroom, on the campus, and

45.Lorenzo, pg 43

around the world."⁴⁶

The community colleges has many challenges as it approaches the twenty first century. One of those challenges that is important is remembering the history of the community colleges. "Since most comprehensive community colleges are only a generation old, there are many among us who process a rather complete knowledge of our college's history".⁴⁷ It will be important to remember where we came from so we can work our way to and through the future. "A second challenge will be developing future leaders for our institutions."⁴⁸ The concern of not only training but retaining the faculty and staff as stated earlier is very important as well. "Another challenge will be whether we can learn to accommodate conflicting preferences, or polarities, within our institutions."⁴⁹

"While direct service to students will continue to be a principal force driving our programs and services, we will experience growing pressure to more directly serve the needs of employers and the community at large. Or the emerging purpose will cause us to move from a single-client to a multi-client enterprise, and to adjust our decision-making philosophy accordingly. The final challenge is finding a way to more accurately anticipate the future. Educational institutions, by

46.Editors, Building Communities, AACJC, pg 49

47. Albert L. Lorenzo, " Anticipating our Future", AACJC Journal, Volume 61, Number 4, pg 44

48.Lorenzo, pg 44

49.Lorenzo, pg 44

their very nature, have long lead times for implementing change. If we wait until new conditions will have changed again, and our response will be too late. If we can become adept at accurately anticipating the future, we will be ready for new conditions when they arrive."⁵⁰

Community colleges are an important part of the educational structure of the State of Michigan. They, too, need to examine their place on the next century. The presidents of these institutions are able to begin to "forecast" the role of their institution in the next century.

50.Lorenzo, pg 44

Chapter Three

Design of the Study

Introduction

In order to discuss and describe the method to be used for this study it is important to discuss the process of educational research. "Educational research is the way in which one acquires dependable and useful information about the educative process. Its goal is to discover general principles or interpretations of behavior that can be used to explain, predict, and control events in educational situations. Although educational research is a young science, it has made progress since its beginning in the late nineteenth century(like the community colleges). As a science, educational research uses investigative methods that are consistent with the basic procedures and operating conceptions of science."¹

Research Design and Methodology

"Research method refers to the general strategy followed in gathering and analyzing the data necessary for answering the question at hand. It is the plan of attack for the problem under investigation. This research used a "descriptive"

1. Donald Ary, Lucy Chester Jacobs and Asghar Razavieh, Introduction to Research in Education, Holt, Rinehart and Winston, Inc., Fourth Edition, 1990, pg 23

method, its major purpose is to tell what is."² That type of descriptive research used was the survey.

The survey instrument can be in two forms; the in person interview and the self administered questionnaire. "The direct one-on-one contact with subjects involved in the interview process is time-consuming and expensive. Often much of the same information can be obtained by means of a questionnaire. Because a questionnaire is designed for self- administration and is often mailed, it is possible to include a larger number of subjects as well as subjects in more-diverse locations than is practical with the interview."³ The questionnaire does have limitations over the interview. The questionnaire does not allow for immediate clarification by the respondents. The respondents must if they need a statement clarified either call the interviewer or answer without the point being made clear. It does not allow the interviewer to easily clarify responses either.

"Another advantage is that a questionnaire that can guarantee confidentiality may elicit more truthful responses than would be obtained with a personal interview. In the interview, subjects may be reluctant to express unpopular points of view, or to give information that they think might be used against them later. Furthermore, the interviewer- whose personal appearance, mood, or conduct may influence the results of an interview- is not present when the questionnaire

2.Ary, pg 33

3.Ary, pg 421

is completed, so these potential problems are avoided."⁴

The questionnaire for this study was divided into three sections; the first section; career and personal data of the respondents, the second section; demographics of their institutions for academic year 1994-95 and projections for the year 2005 and the third section; predictions and concerns for their institutions on their service areas into the year 2005.

The first section asked the respondents their educational background, work history, years at institution and years at present position.

The second section asked the respondents to rank potential changes and potential obstacles for their institutions into the twenty-first century.

The third section asked questions about the institution's student enrollments, faculty and staff backgrounds, role in the service area and funding and projection for the next ten years.

Population

This research used a population. " A population is defined as all members of any well-defined class of people, events, or objects."⁵ The population who were asked to participate for this research were the presidents of Michigan's twenty-nine public community colleges⁶. The presidents were chosen as the population

4.Ary, pg 421

5.Ary, pg 421

6. At the completion of the survey process Highland Park Community College was closed, thus the total number of

because of role in the institutions.

"The role of the president changed as colleges grew larger. And as faculty and community advocate groups grew stronger, it became ever more circumscribed. Still the president was the spokesperson for the college, interpreting it to the public on ceremonial occasions. The president was also the scapegoat when staff morale or funds for a favored program diminished."⁷

"Primarily, the president carries out general administrative duties and has periodic meeting with the board and with heads of state agencies. To a lesser extent, the president makes decisions on faculty recruitment and selection; conducts public relations activities; and coordinates the college program with programs of other institutions and community groups."⁸

According to the Building Communities report, "building communities requires creative leaders, and the president is key. The president must move the college beyond day-to-day operations. He or she must call upon the community of learning to affirm tradition, respond to challenges, and create inspiring visions for the future. To do this, the president must be able to collaborate, bring together various constituencies, build consensus, and encourage others within

colleges is twenty eight.

7. Arthur M. Cohen and Florence B. Brawer, The American Community College, Jossey-Bass Inc. Publishers, Second Edition, 1989, pg. 113

8. Cohen, pg 114

the college community to lead as well,"⁹

The presidents are in the best position to evaluate the role of the community colleges in their service areas into the twenty-first century.

Confidentiality

The respondents were guaranteed that no information regarding their personal work history or academic backgrounds would be identified in the reporting of the study. A statement was included with the survey instrument. (See Appendix E) The survey instrument dealing with personal data would be separate from the rest of the instrument. The instrument would be coded to protect all information given.

Design of the Survey Instrument

Part One: the Community College President's Background. The rationale for this portion of the survey instrument was to use the presidents' backgrounds as a comparison point for their perceptions of the futures of the community colleges. For examples the traditional academically trained president versus the views of the business sector presidents or the comparison of tenure of the presidents with their views.

Part Two: Perception of the views of the community college presidents as to the goals, direction and possible obstacles to the individual community colleges into the twenty-first century. The areas questioned included: Instructional Goals,

9.Editors, Building Communities, AACJC, 1988, pg 41

Community Programs, Community and Service Activities, Student Services Activities, Administrative and Institutional Goals and potential obstacles to the Community College. Each section provided an opportunity for the presidents to add additional areas of concern and comments.

Part Three: Current and projection demographics of each community college. Areas discussed were Funding sources, Faculty, both full and part- time, and Students. The demographics showed the size of each college; rural versus urban, again used for comparison for the projections offered by the Presidents. The third part of the survey due to time constraints was not completed by all respondents.

Analysis of the Data

The analysis of the data used a qualitative method. It also used descriptive statistics. "Statistics is the body of techniques used to facilitate the collection, organization, presentation, analysis, and interpretation of data for the purpose of making better decisions."¹⁰ "Descriptive statistics were used; "these allow us to organize, summarize and describe our observations."¹¹ The types of descriptive statistics included; percentages and measures of central tendency or averages.

10. Robert D. Mason, Douglas A. Lind and William G. Marchal, Statistics: an Introduction Harcourt Brace Jovanovich, Inc., Second Edition, 1988, pg 4

11. Donald Ary, Lucy Chester Jacobs and Asghar Razavieh, Introduction to Research Education, Holt, Rinehart and Winston, Inc, Fourth Edition, 1990, pg. 120

The average is the "sum of the scores divided by the number of scores, this is known as the mean, or one of the other two measures of central tendency, known as the mode and the median. The mode is that value in a distribution that occurs most frequently. The median is defined as that point in a distribution of measures below which fifty percent of the cases lie." ¹² The range, the values rank from highest to lowest, was also examined. "Statistical techniques for determining relationship between pairs of scores are known as correlational procedures. Typically measurements on two variables are available for each member of a group and one determines if there is a relationship between these paired measurements. Correlational procedures show the extent to which the change in one variable is associated with change in another variable."¹³ The relationship between the work experience of the presidents and the views of the future is one such correlation.

The Pilot

The pilot for the survey instrument was given on February 27, 1996. The pilot was given to selective members of the administrative staff of Southwestern Michigan College, Dowagiac, Michigan. The staff members were; the Vice-President of Instruction, Marshall E. Bishop, Ph.D., the Vice-President of Student Services, Mr. David C. Schultz, the Vice-President for Community and Technical

12.Ary, pg 127

13.Ary, pg 145

Services, Ilene G. Sheffer, Ed.D. and the Director of Institutional Research, Daniel R. Stenberg, Ph.D. The rationale for using this sample was to use an administrative sample within the community college population. A sample drawn from outside the community college population would not have the knowledge or insight needed for this study.

In addition to completing the instrument, the respondents were also asked to evaluate the instrument and give the amount of time it took to complete the instrument. Each of the pilot members had suggestions that were incorporated in to the design of the instrument.

The average time to complete the first part of the instrument was 3 minutes. The average time to complete the second part was 26 minutes. The third part was done by the Director of Institutional Research and it took two hours to complete. The director, Dr. Stenberg made suggestions for the instrument in Part Three that were also included in the final survey.

Data Collection and Response Enhancement Techniques

The survey was sent to the community college presidents on March 1, 1996, via the U.S. Postal Service. The packet contained a letter of introduction and request and the survey instrument. The letter of introduction was personally modified for each president; for example addressing the letter to Delta College as an alumni of the college or Lake Michigan College as a resident of the district. The second paragraph of the letter introduced the researcher and the research itself. The third paragraph thanked the president for his or her assistance and

prompt replies. The request, also, included an instruction sheet. The instruction sheet included the description of each section of the survey, the request to use the terms provided for clarification and the ranking system to be used, and a request for any additional information the respondent may feel would be helpful to this research. The packet, also, included a letter from Thomas M. Bernthal, Executive Director of the Michigan Community College Association, encouraging all the presidents to participate in this study.

The original proposal included provisions for replies that might come in late. The researcher had the opportunity to meet with several of the Presidents at a Michigan Community College Association function in Lansing, Michigan on March 19, 1996 and requested participation at that point. The researcher sent follow-up letters to those who not responded with postage paid post card for request for a second copy on March 26, 1996. This resulted in four additional surveys being sent out. The population was a small number and allowed for personal follow-up.

The second round follow-up included a personal phone call from the President of the researcher's home institution; Southwestern Michigan College, Mr. David C. Briegel, ten days later. The rationale for this was to have an interested colleague call rather than a overly involved researcher. Mr. Bernthal, also, stated he would contact presidents who did not respond. He was sent that information on April 22, 1996. On May 10, 1996 the researcher telephoned the remaining presidents to once again request that they participate.

The instrument was mailed to return to the interviewer's home. Each of the survey was coded with a number and letter. The letter represented the college

in alphabetical order and the number was the order the survey was returned.

Summary

This chapter explained the methodology used and the reason for the type of instrument. The rationale for the choice of the population was given.

Respondents' explanation and guarantee of confidentiality. The instrument, itself was shown and the results of the mechanics of the instrument was shown in the pilot. The technique used to get the instrument to the respondents and the method that would have been used for nonrespondents.

Chapter Four

Presentation and Analysis of the Data

Overview of the Study

In this study the researcher sought to determine what the views of the presidents of Michigan community colleges were in regard to the current(1995) situation of their institutions and for the next ten years (2005). All of the twenty nine community college presidents of Michigan were asked to participate. The research project had the support of the Michigan Community College Association and its Executive Director, Mr. Thomas M. Bernthal. The researcher had hoped for the entire population for the study. A total of eighteen presidents(62%) participated.

The population was chosen because of the leadership role the presidents play at their institutions. The researcher believed that the survey of presidents allowed for the best possible assessment of the current and future situations at community colleges. The instrument used to collect the data was a mailed questionnaire.

The research questions explored in the study were:

1. How do community college presidents perceive the role of the community college in the next ten years ?
2. What future direction do the community college presidents believe the community college will take in the areas of Instructional Goals, Administrative and

**Institutional Goals, Student Services Activities, Community Programs,
Community and Business Services Activities ?**

**3. What do community college presidents believe are potential obstacles to or for
community colleges in the next ten years ?**

Review of the Survey Research Method

The purpose of this chapter is to present the results of the research. The objective of the research was to identify possible future trend for the community colleges of Michigan.

The survey was divided into three sections; the first was professional backgrounds of the presidents. The second dealt with the perception of the future trends of the community colleges as seen by the presidents. The third section described current and projected demographics of the respective community colleges. The third section was not returned by all participants perhaps due to time constraints. The results of each of those sections will be reported in the aforementioned order.

Survey Results

Part One- Community College Presidents

The survey asked about the educational background and work history of each president. The total number of responses was eighteen; ten (55%) have earned the Ph.D. with all but two being in some type of Administration, including

one in Community College Administration. The two other Ph.D. areas are Bionucleonics and Psychology. Five (27%) have earned an Ed.D., four in the area of Educational Administration and the other did not identify the field of study. Three (16%) of the presidents' terminal degree was the Master degree; one in American Studies, one in English and one in Counseling and Personnel. Not all of the presidents listed other degrees than the Doctorate. Two (11%) of the Presidents reported having earned an Associate degree which generally indicates attendance at a community college. See Table 1.

The second part of Part One asked the presidents to list their work experience. The survey asked how many years had been spent in education, at the community college, in human services, in business, in government employment and the military. The survey, also, asked how many years the presidents had been involved in at their current position and how many years at their current community college. See Table 1A.

All of the presidents but one had spent most of careers, not only in education but, at the community colleges. The average years of service in education was thirty-two(32.33) years. The average years at the community colleges were twenty-six(26.94) years. The one who had not spent his total work experience at the community college had spent a total of eight years at a community college out of a twenty seven year career in education. Without that number the average was just over twenty eight(28.05) years.

Four (22%) of the presidents had spent some time in business. The time spent was fairly limited. The greatest amount of time spent in business was four

Table 1:
Educational Background of the Presidents of the Community Colleges in Michigan as reported by the Respondents (1995)

N=18

Note: Some Presidents gave only last degree earned

President*	Ph. D.	Ed. D	Master	Bachelor	Associate
Q			X		
E		X	X	X	
V	X		X	X	
I	X		X	X	X
C	X		X X- Nuclear science	X- Physics	
N		X	X	X	
P	X		X	X	
Y	X- Bio- nucleonics				
S		X			
T		X			
K	X		X	X	
W			X	X	
AA		X			
R	X		X	X	
A	X		X	X	X
X	X				
Z			X	X	
D	X		X History X Education	X	

*Letters represent the community college

Totals for terminal degree: 10(55%) Ph. D.
5(27%) Ed. D.
3(17%) Master

Table 1A:
Years and Type of Experience for Presidents of Community Colleges in Michigan as reported by the Respondents (1995)
N=18

Presidents*	Yrs in Ed	Yrs at CC	Business	Military	Govt	Yrs at CC (current)	Yrs at Current Position
Q	30	31				21	21
E	32	27	2	2		1	1
V	27	8			2	7	8
I	32	27				3	27
C	25	20	2			3.5	8
N	36	31		4		7	7
P	25	25	4	4		6	6
Y	34	27				4	4
S	26	23				4	4
T	31	26	2			.5	20
K	31	28				10	10
W	35	30				0	30
AA	39	34				21	21
R	32	25				12	25
A	34	31				8	8
X	41	30		8 Reserve s		6	12
Z	36	29	2	.5		15	29
D	36	32		1		20	20

*Letters represent the community college
 years with the other three individuals having spent only two years. Eight (44%) of

the presidents had served in the military. Two for four years with one of those being a Reservist for eight years. The other three served for two years each. One of the presidents spent two years in governmental employment but did not report the type of service.

The presidents were asked how many years they had been employed at their current community college and to indicate how many years they had served as president of that institution. Ten (55%) of the presidents came to their respective community colleges to serve as the president. Eight (44%) presidents had been employed previously in other positions at their current community college. Two of the presidents had only very recently been promoted to the position of president, both within the last six months, after twenty and thirty years respectively in other positions. One had been a president for three years after serving for twenty seven years in another position. (See Appendix H)

Michigan has twenty six presidents who are male and two who are female. Neither female president responded to the survey.

The above reported demographics would indicate that the community college presidents in Michigan, or at least the sample shown, are a much more homogenous group than originally thought by this researcher.

Part Two- Futures and Goals

Part Two of the survey asked presidents to prioritize several areas of concern for community colleges- both for the present(1995) and projected for the year 2005 AD. The areas questioned included the functions of community

Colleges, the areas of Community Programs, Instructional Goals, Administrative and Institutional Goals, Student Services Activities and Communities and Business Services Activities and the prioritization of the Potential Obstacles for the Community College. The survey included a list of terms for agreement, clarification and interpretation. These were the terms used in the survey.(Appendix F)

The presidents were asked to rank each of the items as to "important", "moderately important", "low priority" or "not an issue for my institution". The survey, also, provided space for comments about each issue from the presidents. Not all of the issues were addressed or ranked by all presidents. The sample consisted of eighteen presidents. The percentage will be shown and possible relationships in each area.

The first area addressed questioned the functions of the community college. See Table 2 and Table 2A.

Presidents were asked to rate the functions of the community college for the present(1995) and ten years into the future(2005). In the areas that dealt with traditional academic goals. The term agreement used in this chapter represents a consensus of the presidents in any area ranked of seventy five percent or more. This may include the combining of two ranks; for example "important" and "moderately important". The presidents were in agreement that these were important functions, these items included transfer and college parallel curricula, occupational and career parallel curricula, general education and critical literacy,

Table 2:
Functions of the Community Colleges and their Importance as perceived by
the responding Community College Presidents in Michigan- 1995

Topic	"I"*	"M"	"L"	"N"
A. Transfer and college parallel curricula	16 (94%)	1 (6%)		
B. Occupational and career parallel curricula	17 (100%)			
C. General Education and Critical Literacy	15 (88%)	2 (12%)		
D. Adult and Continuing Education	9 (53%)	8 (47%)		
E. Developmental Ed, Adult Basic Ed, High School Completion and GED	10 (59%)	5 (29%)	1 (6%)	1 (6%)
F. Student support services and student activities	17 (94%)	1 (6%)		
G. Economic Development programming for Business and Industry	12 (71%)	5 (29%)		
H. Community Services	5 (29%)	10 (59%)	2 (12%)	
I. High School programs and articulation	11 (64%)	6 (35%)		
J. Financial Aid Resources	16 (94%)	1 (6%)		
K. Others: Distance Learning	1 (100%)			

* **Rankings** "I"- Important "M" - Moderately Important "L" - Priority Important "N" - Not an Issue

Table 2A:
Functions of the Community Colleges and their Importance as perceived by
the responding Community College Presidents in Michigan - 2005

Topic	"I"*	"M"	"L"	"N"
A. Transfer and college parallel curricula	16 (94%)	1 (6%)		
B. Occupational and career parallel curricula	17 (100%)			
C. General Education and Critical Literacy	15 (88%)	2 (12%)		
D. Adult and Continuing Education	10 (59%)	5 (29%)	1 M/L (6%) 1 (6%)	1 (6%)
E. Development Ed, Adult Basic Ed, High School Completion and GED	11 (64%)	5 (29%)	1 (6%)	1 (6%)
F. Student support services and Student Activities	14 (77%)	2 (11%)	1 (5%)	1 (5%)
G. Economic Development programming for Business and Industry	1-Very (6%) 17 (94%)			
H. Community Services	6 (33%)	9 (50%)	3 (16%)	
I. High School programs and articulation	14 (77%)	4 (23%)		
J. Financial Aid Resources	16 (88%)	2 (12%)		
K. Others 1.Cultural enrichment center for the Community 2. Distance Learning 3. Relationship with K-12	 2. 1 3. 1	1. 1		

***Ranking "I"- Important "M"- Moderately Important "L"- Low priority "N" - Not an Issue**

student support services, student activities and financial aid resources. The areas of transfer and college parallel curricula, occupational and career parallel curricula, general education and critical literacy, adult and continuing education and development education, adult basic education, high school completion and GED testing showed no change in the rankings for the future.

The areas that showed some disagreement involved those dealing with nontraditional populations and the community. Nontraditional populations being high school students, adults without high school degrees and developmental students. The disagreement involved whether these issues were seen as important or moderately important for each respective institution. Fifty- nine percent felt that the issues were important rather than moderately important. The future view presented a slightly different picture. The item on adult and continuing education was given a moderate/low, low priority and not an issue for my institution ranking, as were developmental education, adult basic education, high school completion and GED.

In the area of community services the sample showed more division. Only five presidents (29%) thought this issue was currently important. Ten (59%) thought it was moderately important and two (12%) of the presidents believed this was an issue of low priority. The majority of the sample, eighty- eight percent, felt this was an issue of some level of importance. These issues showed some change as the presidents looked to the future with community services being given a lower rank as to importance. Six (33%) presidents believe it will be an important issue but nine (50%) of the presidents believed it will only be

moderately important. Three(16%) of the presidents believed community services would be a low priority. The future view showed a slight decrease in importance from 88% to 83%.

The area dealing with economic development programming for business and industry showed twelve (71%) presidents believing this was an important current issue while five (29%) believed it was moderately important. However, for the future all the presidents rated economic development as an important issue. One president modified the questionnaire and increased the rank to "very " important and added "the importance of this issue only increases with the look to the year 2005."

The issue of distance learning was cited by one president as an important current and future issue. Also, mentioned as an increasingly important issue was the relationship between K- 12 school districts and community colleges. One president added that it should be a function of the community college to provide a cultural enrichment center for the community.

The next segment of the survey dealt with goals for community colleges. presidents were asked to rank each goal. The instrument did not ask for a present and future ranking. The first area listed were the Instructional Goals of the community colleges. See Table 3 .

The issues included in this segment are the fundamental issues for an educational institution. All the presidents believed that recruitment, orientation, development and retention of quality faculty were important issues. Other issues in this segment were divided as to their how presidents ranked them as to their

Table 3:
Instruction Goals of the Community College and their rank as perceived by
the Responding Community College Presidents of Michigan (1995)

Topic	"I"	"M"	"L"	"N"
A. Lifelong learning	14(87%)	1(6%)	1(6%)	
B. Develop and maintain outcomes based curricula to be responsive to student and community needs	17(94%)		1(5%)	
C. Recruit, orient, develop and retain quality faculty	18 (100%)			
D. Adapt to students' individual level and needs	15(83%)	3(17%)		
E. Strengthen and expand traditional programming in arts and science and vo- tech	13(72%)	4(22%)	1M/L (5%)	
F. Develops Honors Program	4 (22%)	10 55%)	1M/L (5%) 2 (11%)	1(5%)
G. Integrate international education; emphasis on global issues	4 (23%)	13(76%)		
I. Evaluation of new career training	12(75%)	4 (25%)		
H. Others				

***Ranking** "I" - Important "M"- Moderately Important "L"- Low priority "N" - Not an Issue

importance at their institution. Each of these items are important enough to mention individually.

The first statement was: "the provisions of lifelong learning to the community should be a central focus; intergenerational, multicultural, experiential, and training and retraining". Two presidents made specific comments to this item. One said, "includes elements I would not rate individually as an "I". The other wrote, "oxymoronic phrasing". This president and one other did not rank the

issue. Another wrote "this is really pretty fundamental stuff "I", of course".

Fourteen (87%) presidents rated this item important, one (6%) as moderately important, and one (6%) gave this item a low priority . The majority of the presidents (96%) felt that this was an issue of some level of importance. The only rank of a low priority may be due to the wording of the statement. As mentioned above two presidents indicated that statement was not worded clearly.

The second instructional goal dealt with developing and maintaining outcome based curricula designed to be responsive to student and community needs. All but one president (94%) gave this an important rank and that president gave it a low priority rank.

The fifth issue was to "strengthen and expand traditional programming in arts and science and in vocational and technology programs. The presidents were slightly more divided on this issue. Thirteen (72%) felt it was an important issue, four (22%) believed it to be moderately important and one (5%) gave it the rank of moderately/low priority. Again, the majority or ninety-four (94%) percent felt that this issue would be classified overall as moderately important to important. The one outside rank was that of moderately important/low priority created by an individual president.

The next item was the development of a Honors Program or curriculum. On this issue the presidents were very divided; four (22%) believed it to be an important issue, ten (55%) believed it to be moderately important, one (5%) ranked it as moderately important/low priority, and two (11%) saw it as a low priority, and one(5%) believed that it was not an issue for his institution.

However, statistically seventy- nine (79%) percent did believe that this was an issue that needed to be considered for development.

In response to the item international education being integrated into the existing curricula and developing an emphasis on global issues, one president commented; "a rather simple notion based on the presumption that one can exclude international anything from introductory courses in a variety of disciplines". Only four (23%) of the presidents thought this was an important issue while thirteen (76%) believed it was moderately important.

The last issue in this section was the evaluation of new career training. Twelve presidents (75%) ranked this item as important and four (25%) gave it a moderately important rank. The issue of economic development and the relationship with business and industry was seen as an important issue by all the presidents for the future. The issue of new career training was also seen by all as an issue of some importance.

The next area addressed was Administrative and Institutional Goals. See Table 4.

Each goal in this segment was given an important to moderately important rank, with the exception of "being an active partner in defining community and business needs and assisting in the development of solutions" which was given a moderately important/low priority rank. From sixteen (88%) to eighteen (100%) of the presidents felt that all but one of these issues were important. The one exception "utilize community members, staff, faculty, and business/industry to assist in environmental scanning to identify emerging trends" received fourteen

Table 4:
Administrative and Institutional Goals for the Community College and their
rank as Perceived by the Responding Community College Presidents of
Michigan (1995)

Topic	"I"	"M"	"L"	"N"
A. Develop & maintain an organizational structure that ensures that decisions are made at lowest level	16(88%)	2 (12%)		
B. Provide sound financial base	17(94%)	1 (5%)		
C. Evaluation Model	16(88%)	2 (12%)		
D. Active partner in defining community and business needs	16(88%)	1 (5%)	1-M/L (5%)	
E. Maintain an organizational environment that encourages initiative, risk taking	18 (100%)			
F. Utilize community members, staff, faculty to assist in identifying trends	14(77%)	1-I/M (5%) 3 (16%)		
G. Provide for systematic, cyclical program evaluation	16(88%)	1-I/M (5%) 1 (5%)		
H. Others: 1. Cultural enrichment center for the community 2. Distance Learning	2.1	1. 1		

* **Rankings:**"I"- Important "M"-Moderately Important "L"- Low Priority "N" - Not an Issue

(77%) important ranks from the presidents. The remaining presidents ranked this issue as follows: one (5%) important/moderately important rank and three (16%) ranked it as moderately important.

The next area addressed was Student Services Activities. See Table 5.

Table 5:
Student Services Activities for the Community College and their rank as perceived by the Responding community College Presidents of Michigan (1995)

Topic	"I"	"M"	"L"	"N"
A. Develop a comprehensive student tracking system	17 (100%)			
B. Provide opportunities for multicultural understanding	10(59%)	6 (35%)	1 (6%)	
C. Provide accessible and effective support services	17 (100%)			
C1. Tutoring	15(88%)	2 (12%)		
C2. Child Care	8(47%)	6 (35%)	3 (17%)	
C3. Academic Counseling/Advising	15(88%)	2 (12%)		
C4. Employment Counseling and Referral	13(72%)	5 (27%)		
C5 Personal Counseling and Referral	7 (39%)	7 (39%)	4 (22%)	
C6. Transportation Networks		11(61%)	6 (35%)	1 (5%)
D. Involve students of diverse backgrounds in student government, etc	8 (47%)	6 (35%)	3 (17%)	
E. Increase reciprocal agreements with other community colleges	7 (41%)	8 (47%)	2 (11%)	
F. Develop programs with extended evening and weekends hours with complete support services	13(76%)	4 (23%)		

* **Rankings** "I" - Important "M" - Moderately Important "L"- Low Priority "N" - Not an Issue

One president commented here; "Boiler plate all- "I"- on all !!" In this area presidents unanimously agreed that the issues of developing a comprehensive student tracking system and providing accessible and effective support services were important. Fifteen (88%) presidents saw tutoring and academic counseling

and advising as "important" and two (12%) ranked them as moderately important. All of the presidents felt that at some level that these services were important .

Employment Counseling and Referral received thirteen (72%) importants and five (27%) presidents saw this as moderately important. Developing programs to meet the time needs of students; weekend and extended evening classes with complete support services ranks important by thirteen (72%) presidents and ranked moderately important by four (22%) presidents. One president to commented; "complete support service—questionably necessary ??".

Providing opportunities for multicultural understanding was ranked important by ten (59%) presidents. Six (35%) ranked it moderately important and one (6%) gave it a low priority. One president commented: "multicultural understanding and appreciation-this is the only part of diversity which is significant ???" This issue showed more disagreement in that six percent saw it as an area of low priority versus the ninety- four (94%) percent who ranked it as an issue of some level of importance.

Child care was perceived as important to eight (47%) presidents, moderately important to six (35%) and was given a low priority by three (17%). Those were the same numbers for involving students of diverse backgrounds in student government and other activities. These two areas show the greatest division within one category so far. The issue of child care facilities also created division in the community services area.

Personal Counseling and Referral was ranked as an important issue by seven (39%) presidents, as a moderately important issue by seven (39%) and as a low priority issue by four (22%). Seventy eight (78%) percent believe that this is an issue of importance at some level while the rest (22%) feel it to be a low priority.

The issue of lowest priority was to find, provide or help with transportation networks. Eleven (61%) presidents saw this as moderately important, six (35%) as a low priority and one (5%) felt it was not an issue for his institution at all. This is the only issue that was not seen as important by any of the presidents.

The next area addressed was the Community Programs with which community colleges may be involved. This segment dealt with issues that would either bring the college to the community or encourage more community involvement on campus. See Table 6.

All the presidents agreed that developing flexibility in course delivery was an important issue. On the other issues stated in this segment they were again divided. Twelve (66%) of the presidents believed that being an active partner with local government for community planning was an important issue, five (27%) believed it was a moderately important issue and one (5%) thought it was a moderately important/low priority issue. Being involved actively with local government was an issue that ninety- three (93%) percent of the presidents thought was an issue that they should be concerned with for community planning. The issue of bringing community representation to the campus to present community needs received eight (44%) important ranks, eight (44%) moderately

Table 6:
Community Programs for the Community Colleges and their rank as
perceived by the responding Community College Presidents of Michigan
(1995)

Topic	"I"	"M"	"L"	"N"
A. Develop and implement programs for special populations	8 (44%)	9 (50%)	1 (5%)	
B. Educating the public on local, national and international trends as related to culture and fine arts	4 (22%)	12(66%)	2 (11%)	
C. Recruit representative community action committees to research and present programming and activity needs to the college	8 (44%)	8 (44%)	2 (11%)	
D. Develop flexibility in course delivery systems	18(100%)			
E. Develop on campus community based programs	5 (27%)	8 (44%)	5 (27%)	
E1. Health Clubs	2 (11%)	5 (27%)	9 (50%)	2 (11%)
E2. Museums	1 (5%)	3 (16%)	11(61%)	3 (16%)
E3. Child care facilities	6 (33%)	7 (39%)	4 (22%)	1 (5%)
F. Be an active partner with local government in the service areas in community planning	12(66%)	5 (27%) 1 M/L (5%)		
G. Others				

***Ranking**"I"- Important "M"- Moderately Important "L"-Low Priority "N"- Not an Issue

important and one (5%) low priority from the presidents. The issue of bringing someone from the community to the campus of the community colleges to present what the community needs had a total of eighty- eight (88%) percent of the presidents believing it was important. Again, the issue dealing with populations other than traditional students brought division from the presidents. Eight (44%) believed that developing and implementing programs for special

populations was important, nine (50%) believed it to be moderately important and one (5%) thought it was a low priority. The division, however, was very slight as the total of some level of importance was ninety- four (94%) percent.

Educating the public on local, national and international trends as related to culture and fine arts received four (22%) important ranks, twelve (66%) moderately important and two (11%) low priorities from the presidents. The presidents were asked about the issue of "developing on campus community based programs". Five (27%) felt it was important, eight (44%) felt it was moderately important and five (27%) saw it as a low priority. The division here was greatest in the area of the low priority. The level of important and moderately important being supported by thirteen (71%) of the presidents. Specifics within this area included: health clubs, which indicated two (11%) was important, five (27%) moderately important, nine (50%) which ranked as a low priority and one (5%) felt it was not an issue. Museums received one (5%) important rank, three (16%) moderately important, eleven (61%) low priority, with the comment " being done by others", and three (16%) not an issue.

In the case of child care facilities, six (33%) considered it important. Seven (39%) ranked it as moderately important. Four (22%) low priority and one (5%) felt it was not an issue. As stated earlier child care and facilities have cause division between the presidents. The statistics show a sharp division in each rank.

The next area addressed is the Community and Business Services Activities for the community college. See Table 7.

Table 7:
Community and Business Services Activities for the Community Colleges
and their rank as perceived by the Responding Community College
Presidents of Michigan (1995)

Topic	"I"	"M"	"L"	"N"
A. Provide training and consulting services to business and industry	17(100%)			
B. Develop and maintain community and economic development partnerships	17(100%)			
C. Act as resource and an example of sound environmental practices	7 (41%)	10(59%)		
D. Training for small business	14 (82%)	3 (17%)		
E. Organize community forum for the discussion of political, environmental and other community concerns	2 (11%)	13(76%)	2 (11%)	
F. Designate an access center and facilitator in every community	2 (11%)	5 (29%)	9 (53%)	

***Ranking** "I"- Important "M"- Moderately Important "L"- Low Priority "N"- Not an Issue

One president in this area commented: "this is the expansion ports" for all CCs in the late 90's and next century". As stated in the function section, all presidents believed that economic development was a very important future issue. This segment dealt with some specifics of that topic area. The two items; "provide training and consulting services to business and industry" and "develop and maintain community and economic development partnerships" received unanimous ranking of important. Training for small business was ranked by fourteen (82%) as important and three (17%) moderately important. The issue of small business can be seen as part of the issue of economic development and the relationship with business that all presidents believed is an important issue

now and will be an even more important issue in the future.

The issues dealing with environmental concerns divided the presidents, the items "act as a resource and an example of sound environmental practices received only seven (41%) ranking of important and ten (59%) moderately important. The difference is very slight as all the presidents believed this to be an issue of some importance.

While "organize a community forum for the discussion of political, environmental and other community concerns" received only two (11%) response of important, thirteen presidents (76%) felt it to be moderately important, while two (11%) saw it a low priority. The division in this area seems consistent with the strong support for bringing people to campus as seen in the earlier category, therefore, there may not be the need to create a separate forum.

The last item, to designate an access center and facilitator in every community, had a president state "this would be ideal—but not affordable". It was important to only two (11%) presidents. Five (29%) ranked it as moderately important while nine (53%) saw it as a low priority. The one president who commented on the cost by stating "this would be ideal—but not affordable", this may reflect the views of his colleagues and this is the reason for it being a low priority for the majority of the sample.

The last area addressed discusses the Potential Obstacles for community colleges. See Table 8.

In this last segment of Part Two there was no unanimous agreement. Each statement bought division. Each will be addressed separately. The first area

Table 8:
Potential Obstacles to the Community College and their Rank as perceived
by the Responding Community College Presidents of Michigan (1995)

Topic	"I"	"M"	"L"	"N"
A. Loss or Reduction of State Funding note:one answered loss "I"/reduction "M" (5%)	14(77%)	2 (11%)	1 (5%)	1 (5%)
B. Loss or reduction of Local property tax support note:one answered loss "I"/reduction "M" (5%)	14 (77%)	3 (16%)	1 (5%)	
C. Loss or reduction of private Donations note:one answered loss "I"/reduction "M" (5%)	5 (27%)	10 (55%)	2 (11%)	1 (5%)
D. Problems with recruitment of Full Time faculty	5 (27%)	6 (33%)	5 (27%)	2 (11%)
E. Problems with recruitment of Part Time faculty	6 (33%)	5 (27%)	5 (27%)	2 (11%)
F. Problems with recruitment of Students	10 (55%)	8 (44%)		
G. Loss or Reduction of Federal Funding note: one answered loss "I"/reduction "M" (5%)	13 (72%)	5 (27%)		
H. Problems with the linkage between four year colleges and community college	5 (27%)	9 (50%)	2 (11%)	2 (11%)
I. Problems with linkage between local school district and community college	9 (50%)	5 (27%)	2(11%)	2 (11%)
J. Lack of support from the Community beyond financial	7 (39%)	6 (33%)	3 (16%)	2 (11%)

***Ranking** "I"- Important "M"- Moderately Important "L"- Low priority "N"- Not an Issue

questioned the loss or reduction of state funding. The second area dealt with Local Property Tax Support and item number seven dealt with Federal Funding. For each area the answers were the same; fourteen (77%) felt they were important and three (16%) believed them to be moderately important. On each statement that asked about loss or reduction, one of the presidents divided them into two separate issues, "important for loss but only moderately important for

reduction". The wording of the statement to include reduction and loss together may have contributed to other presidents responses as shown by the comment by the one president separating the two issues.

The next issue was Loss or Reduction of Private Donations. Six (33%) believed this was important, ten (55%) saw it as moderately important, two (11%) as a low priority and one answered that it was (5%) not an issue. A total of eighty-eight (88%) percent felt that this was an issue of importance at some level. The remainder of the sample or sixteen (16%) percent were not concerned that this issue was important.

The next two items dealt with faculty, both full and part time. This issue showed a great deal of division. Full time faculty recruitment was seen as an important potential obstacle by five (27%) presidents, six (33%) saw it as moderately important, five (27%) believed it is a low priority and two (11%) believed it was not an issue. Only sixty (60%) percent felt that this was an important issue at some level. The other thirty-eight (38%) felt it was a low priority or not an issue at all.

The recruitment of part time faculty however differed in that important was the rank given by six (33%) of the presidents and five (27%) presidents seeing it as moderately important. The total percentage of important is the same for part time faculty as full time in the area of recruitment, sixty (60%) percent. However, five (27%), as with the recruitment, presidents saw it as a low priority for their institution, with two (11%) seeing it as not an issue.

The recruitment of part time faculty was seen to be a greater priority than the

recruitment of full time faculty as a potential obstacle. The presidents did not offer any comments for this difference in priority.

Potential problems of the recruitment of students divided the presidents as ten (55%) believed it was an important issue while eight (44%) believed it was moderately important. It is important to note that all of the presidents saw this as an issue that was of concern at a level of importance.

The linkage between the community college and its academic partners was also, discussed, as well as the relationship between the four year schools and the local school districts. The issue of linkage problems with the four year schools was perceived as an important issue by only five or twenty nine percent of the presidents. Nine (52%) believed it to be moderately important, two (11%) thought it to be a low priority and two (11%) thought it was not an issue. In responding to the item regarding the potential problems with the local school district, nine (52%) saw it as an important issue, five (29%) saw it as a moderately important issue, two (11%) as a low priority and two (11%) thought it was not an issue.

The relationship between the community college and the K- 12 districts was seen as a greater potential obstacle than the relationship with other academic partners. This may be due to the geographic proximity of the local district to the community college as compared to the four year institutions. The K- 12 districts are a major source of incoming students for the community college. The community college are a source and as well as competition for students with the four year institutions and would present a different relationship.

The question of linkage with the community college and the four year college or university produced the same percentages. Seventy- seven (77%) percent felt it was an important or moderately important issue with twenty- two (22%) percent believing it was a low priority or not an issue at all.

The final issue addressed was the Lack of Support from the community beyond Financial Support. One president commented that it was "very important" which represents one (6%) percent. Six (33%) of his colleagues agreed that it was important. Six (33%) believed it was moderately important, three (16%) thought it was a low priority and two (11%) felt it was not an issue. The sixty- nine percent of the presidents who believed that this was an issue of some importance may be responding to the relationship and interdependency that the community college has with the area in which it is located. The other presidents (27%) stated this a low priority or not an issue for their institution.

Community was defined in Chapter One as a "grouping of residents by village, subdivision, neighborhood, school attendance area, of a size that allows for interaction, involvement and two way communication." It is a very broad definition that each president may have interpreted differently through no direct comments were made. However, in the specific area of "being an active partner with local government in the service areas in community planning", as discussed in Table 6, all the presidents felt this was an important to moderately important issue.

It was surprising to this researcher that twenty seven percent felt that this was an issue of low priority or not an issue for their institution at all.

Finding and Conclusions

Because the all of the population did not respond, the data is not as complete as the researcher intended. The response rate was sixty two (62%) percent. The population was twenty nine community college presidents, so all responses were critical.

The research questions can be addressed at this point. The first research question; How do the community college presidents perceive the role of the community college in the next ten years ? The respondents for this research felt that the community college will change little in the next ten years in the area of traditional educational goals. The major shift according to the presidents will be the role the community college will play in the area of economic development programming for business and industry. Areas of programming dealing with nontraditional students, such as adult and continuing education were seen as lower priority for the future. Community services, also, will see a decrease in priority according to the presidents. The respondents projected little change for the other functions listed in thus survey for the community college.

The second research question; What direction do community college presidents believe the community college will take in the areas of Instructional Goals, Administrative and Institutional Goals, Student Services Activities, Community Programs, and Community and Business Services Activities ? The ranking of the presidents showed that traditional academic programming is the most important priority. Programming dealing with nontraditional students and

community programs were consistently seen as a lower priority. Issues dealing with direct services to students were also seen as a priority. Services that would enhance the relationship of community colleges and business and industry were also seen as an increasingly important function and goal for the community college.

Surprisingly to this researcher was the perspective of environmental issues. Only seven presidents (41%) felt that this was an important issue. The concept of the community college being a "role model" in this and in other societal areas was not seen as an important issue.

The slight difference in the rankings made the distinctions very small and are therefore difficult to interpret. Patterns in responses seemed to be only in the areas dealing with nontraditional programming. In most of these cases the rankings were lower.

The last research question; What do the community college presidents believe are potential obstacles to or for community colleges in the next ten years ?

Funding or the potential for the loss or reduction of funding was seen as an important issue by most respondents. The funding types included, local, state and federal monies as well as private donations. The most surprising comment to this researcher was that could have been seen as a low priority or not an issue at all for some presidents.

The areas of the recruitment of both full and part time students were seen by all of the presidents to be important or moderately important issues.

The survey asked about the relationship with community colleges and their academic partners. The majority of the presidents seventy- two (72%) percent felt that this was an important issue. The remainder or twenty- eight (27%) percent of the presidents who did not believe that this is an issue of priority or not an issue for the institution surprised this researcher as well.

The importance of the recruitment of faculty both full and part time was addressed by the presidents as well. The respondents were divided here. While, sixty (60%) percent felt this was an important to moderately important issue, while thirty eight (38%) percent felt it was a low priority or not an issue at all. It should be noted that there was difference between the how the recruitment of faculty was seen as a greater priority for part time faculty recruitment. One third of the presidents believed that this was a potential obstacle of importance. In the area of full time faculty recruitment it was only seen as an important potential obstacle by twenty seven percent.

The last issue addressed was the support or lack of support from the community beyond financial. Thirty nine (39%) percent felt this was an important issue, while thirty three (33%) felt it was a moderately important issue. Sixteen (16%) percent of the respondents felt it was a low priority and eleven (11%) percent felt it was not an issue at all. The statement may have been interpreted differently by the presidents because of the broad definition of community as defined in Chapter One thus causing a divided response. The reason for feeling it was not an issue could be that the presidents felt the community college had a good relationship with the community where it was located.

Summary

Each of the research questions were addressed. The researcher had hoped the respondents would offer more independent comments for clarification purposes. The comments that were made were very limited. (See Appendix I)

Individual interpretation of the research items may have been the reason for some of the differences in responses by the presidents. For example in Table 3, statement A, "The provision of lifelong learning to the community should be a central focus; intergenerational, multicultural, experiential, and training and retraining, had more than one president comment on the wording. Another statement that may have generated different interpretations by the presidents is in Table 8 , statement J, "Lack of support from the community beyond financial". This statement may have had different meanings to the presidents thus causing some to indicated that this was not an issue for their institution. In retrospect the researcher acknowledges that there may have been others as well.

In all areas of Part Two there were no trends regarding the size or geographic location of institutions. The presidents that were from rural institutions answered the same as those from urban or medium sized schools. The presidents who that answered, for example, that they were not concerned or felt that the recruitment of faculty was not an issue did, however, answered differently for full and part time. Each issue had two responses for not an issue in these areas but that represented four different schools showing that no patterns.

Part Three- Demographics

Part Three was the most time consuming part of the survey. In the cover letter presidents were told it was acceptable to have the Research Office/ Institutional Development Office to compile this information. The research population was of twenty nine community colleges, seventeen responded to Parts One and Two and only thirteen of that number responded to Part Three. Some of the information requested may have been too difficult or time consuming to collect. Accordingly, most responses were not filled out completely. Each segment asked for current data and projections for the year 2005. Some of the colleges which provided current data elected not to provide projections.

The first section of Part Three asked for funding formula for the community college. The three largest areas of funding which are millage or local property taxes, state aid and tuition. The percentage of each varied from college to college. See tables 9-9B.(See Appendix J)

The next major area of funding is state aid . The current percentages include a range of 20 to 66 of total budget with an average of 36.06 percent. The projections showing that most presidents expect a decrease with a range of 18 to 62 percent and an average of 34.54 percent.

Tuition is the third largest area of funding. Current levels show a range of 27.62 to 10 of total budget with an average of 18.42 percent of the budget. Most presidents expect this area to increase or to stay at the same level. This includes in-district, out-district and out of state and international tuition.

Table 9:
Funding for the Community College as reported by the responding
Community College Presidents in Michigan (1995)
Millage(Property Tax): in percentages

Community College*	1995	2005	Community College*	1995	2005
Q	57	50	N	30	30
AA	50	55	Z	23	20
Y	39.3	N/A	V	18.97	25
C	38	33	A	17	20
W	36.7	42	E	13	12
K	31.3	29	I	12	10
T	30	27			

*Letters represent the community college

	1995	2005
Range	12-57%	Range 10 -55 %
Median	30 %	Median 28.5 %
Mode	30 %	Mode 20 %
Mean	30.48%	Mean 29.41%

Other areas of funding include state grants, direct and indirect federal aid, miscellaneous funding and other. The survey asked for the number of full and part time faculty, educational background of full time faculty, age of both full and part time faculty, race of full and part time faculty and work experience of full time faculty. Only two presidents completed this section.

In the area of faculty, both full and part time, no one president expected a decrease in the number of faculty, two expected the number to stay the same and the remainder expected an increase in the number of faculty. One president

Table 9A:
Funding for the Community College as reported by the responding
Community College President in Michigan (1995)
State Aid: in percentages

Community College*	1995	2005	Community College*	1995	2005
E	66	62	N	30	25
I	50	45	C	39	33
A	50	40	Y	26	Less
T	43	40	W	24.8	25
Z	41	31	Q	20	25
K	36.5	36.5	AA	20	18
V	32.54	34			

*Letters represent the community college

1995	2005
Range 20 - 66 %	Range 18 - 62 %
Median 32.54 %	Median 35.25%
Mode 20%, 50%	Mode 25%
Mean 36.06 %	Mean 34.54%

commented that 45% percent of that college's faculty was expected to retire within the next ten years. Five of the college presidents expect to have a more credentialed staff, with an increase in the number of Doctorates and Master level faculty. The other presidents expected to maintain the current mix of faculty degree levels. The age of full time faculty is expected to rise and there were no projections given for part time faculty. All of the college presidents expected to have a more racially diversified faculty both full and part time. The level of racial distribution would change but was not projected to reflect national demographics.

(See Appendix K)

Table 9B:
Funding for the Community College as reported by the responding
Community College Presidents in Michigan (1995)
State grants: in percentages

Community College*	1995	2005	Community College	1995	2005
K	2.7	2.7	N	-	-
V	2.23	2	C	-	-
AA	2	2	Y	-	-
E	2	2	W	-	-
Z	1	2	Q	-	-
I	-	0.0014	A	-	-
T	0	0 accounted for in restricted funds			

*Letters represent the community college

The survey asked for current and projected student populations. All the respondents expected an increase in both full and part time students. The age of students is expected to rise , seeing more and more "non-traditional students". Students not falling into the age group of 18 to 25 are considered non traditional. High school students younger than that may be included as non-traditional as well as those over twenty five. Projections regarding racial diversity of both full and part time students was asked as well. Again, community college presidents expect a more diversified student population as well.(See Appendix L)

Summary

All the schools that responded to the demographic section agreed that there would be a change in funding formulas. There was no agreement as to how that formula would change. As stated earlier there was no trends as to who thought millage would decrease and state aid increase versus those who projected that millage would increase and state aid would decrease. Most agreed that tuition of all types would be a stronger influence in the funding formula.

All the schools felt that there would be an increase in the number of students, especially in the areas of nontraditional students. The increase in student populations then would lead to an increase in faculty, both full and part time. The research, also, showed a projection for a more diverse student and faculty population in terms of race.

Chapter Five

Major Findings, Conclusions and Recommendations

Introduction

The purpose of this chapter is to present an overview of the study, a discussion of the findings, conclusions, implications, and recommendations generated from the analysis of the data. Suggestions for further research conclude this chapter.

Overview of the Study

The purpose of this research was to target the presidents of twenty eight community colleges in the state of Michigan. The research was designed to study the future directions of Michigan's community colleges as perceived by their presidents into the twenty first century. The instrument used for this research was a survey. The survey was divided into three parts; Part One dealt with the professional and educational background of the presidents, Part Two dealt with the functions of the community college for 1995 and projections for the year 2005, goals of the community colleges, including Instructional, Administrative and Institutional Goals, Student Service Activities, Community Programs and Community and Business Activities for the community colleges and Potential Obstacles for the community colleges, the third part requested information about the demographics for each institution for the current year (1995) and projections

for the future(2005).

The survey was sent to all presidents of community colleges in Michigan. Eighteen members of the population responded to Parts One and Two and thirteen of that number responded to Part Three. It was indicated in the instructions that the presidents could have his or her representative from the research and statistics component of their institution compile Part Three. The sample that responded to Part Three did not respond to any of the sections in its entirety all sections.

The sample that did respond was a representative sample of the geographic location and size of the community colleges in Michigan. There was, again, no pattern for respondents. All sizes and locations, rural and urban were represented.

The pilot for the survey, as discussed in Chapter Three, showed that Parts One and Two took approximately thirty minutes to complete. The comments given for not responses during the follow up phone calls fell into two main categories; the schedule of the presidents and the total number of surveys received from all sources. The types and amount of information asked for in Part Three may have been the reason for the lower response rate for that section.

Finding and Conclusions

Each part of the survey will be discussed in this section in the following order. Part One showed a very homogenous sample. Most of the presidents had been trained for administrative work, the research does not show when those administrative degrees were earned; whether they earned on the job or if the

presidents came to their positions with those degrees. The research showed a career long dedication to community colleges. The number of years of work in education, an average of thirty two years, indicates a population very close to retirement. This research showed very little diversity in this sample in these two areas of years of service in education and years at the community college. The population of the study included was twenty six males and two females, the females did not respond, so a discussion of any gender differences is not possible. Race was not asked of the presidents for this research.

Part Two asked presidents to rank each issue as to important, moderately important, low priority and not an issue for my institution. In all areas that dealt with populations other than traditionally aged students, the priority was lower, both for the current year and the future. The only issue that presented a unanimous or strong opinion was in the area of economic development and the colleges relationship with business and industry. All of the respondents felt this to be an important continuing and emerging issue.

Some areas of students services were also seen as important to all presidents, those issues being the area of providing a flexible course delivery system as well as developing a comprehensive student tracking system. The other issues discussed provided a much more divided response. The data would indicate that the presidents who responded to the functions and goal segment of the survey believe that the community colleges should continue to serve traditional age student with traditional programming for higher education as one of the most important functions and goals. The research also shows that

according to the responding presidents that the area of economic development including the relationship with business and industry is the only clear emerging issue.

The area of potential obstacles for the community colleges, again, presented division. The loss of some type of funding was seen as an important issue to most of the presidents, though even in this area some presidents ranked this issue as not important for their respective institutions. It was not the same president who used that rank on all areas in the obstacle section. The recruitment of students was seen as an important to moderately important issue by all the presidents. The other potential obstacles show a great deal of division with ranks divided among all the choices.

Part Two offered no trends among or between the colleges. Conclusions to be drawn from this information show the diversity of Michigan's community colleges and their needs and worries. Each of the community colleges in Michigan is a stand alone institution that does not depend on one another and so it is reasonable that their concerns for the future would be very different. Trends among colleges schools of similar location and size did not emerge in this area either.

Part Three did not have total participation by the respondents in the sample. Only thirteen of the sample personally completed Part Three. No one answered all of Part Three, in each case there was a segment or an area left unanswered. Funding is an area that those who responded see as a changing issue. There again was no pattern or trends as to how they believed it would change. Most

presidents believed that the cost of tuition would play a more important role in the future. Most of the respondents anticipated both a full and part time student increase in the future and that a faculty increase in the same areas would occur as well. Most respondents expect a more diversified student and staff population in the areas of race and age. Projections show an increase in high school students attending as well as an older student population increase. Conclusions for this segment showed a projected growth in the area of nontraditional students. Yet programming in this area was not seen as an important to even moderately important issue at all institutions. Conclusions to be drawn from the total research indicate an aging administrative population who most likely will not be in their current positions in the projected time frame. The projected demographics show a change in the population to be served. Yet the programming, as seen by the current presidents, should remain aimed at serving a very traditional population and using a traditional delivery system as the most important priority.

The only major change indicated in programming according to the presidents should be in the areas of economic development and the relationship with business and industry. However, this relationship will bring many of those nontraditional students to campus for services in a variety of traditional courses and life long learning experiences. This change in student population will, also, bring the colleges more into the communities where they are located and service. Traditional programming and academic goals will need to be adjusted for this location change as well as for the populations which will be served.

Recommendation for Further Research

The findings of this research have provided insight into additional areas worthy of investigation both for the current time period and for future research. Suggestions for continued research might include looking at the governing boards of the community colleges, their compositions and background. This research could help to show what their priorities are and what direction they provide to their presidents. A more complete profile of the presidents may also provide insight into the responses for this research, residency backgrounds, academic achievement and years of accomplishment, other positions held within education and the community college may also give insightful information.

The information in this study shows an administrative group readying for retirement. This study might well, be repeated in the projected time frame, ten years, to determine if the priorities of the presidents held fast and if the new administrative officers agreed. The study could examine projected demographics against actual demographics, compare and make projection for the next ten years(2015).

All of the presidents agreed that economic development and the relationship with business and industry is and will be an important issue for community colleges in the future. A study that examined the relationship between community colleges and their role in their service areas may give insight as to what direction that relationship make take in the future. Several of the presidents saw that the relationship with local government as an emerging issue as well.

A study to question the role of the community college in the geographic area

that it serves could help to clarify its role, boundaries and responsibilities in the community that supports it by millage. The participants in this type of research could involve a sample of the adult population in the service areas not those just seen as "directly" involved with the community college. Directly involved is often seen as students, employees and those who come to campus; however, since Michigan community colleges are supported by tax dollars, most adults within the community are involved. A study of this nature could ask what residents perceive the role of the college to be and what they want from "their community college".

Other Suggestions and Issues

"Twenty nine is the average age of the 450,000 students enrolled at Michigan's community colleges."¹ The population at community colleges is more diverse than ever. "More than half of the nation's graduating high school seniors who go on to college are choosing to begin their higher education at a two year institution close to home."²

"The demand for technical training programs will grow steadily in the coming years. The National Center for Education Statistic estimates that the number of high school graduates will climb 24% to 3.1 million in 2004 from 2.5 million in 1994. This means a bigger pool of potential college students. Moreover, by 1999, nearly 45% of an estimated 15.3 million students enrolled in colleges and

1. Julie Stuglik, "Community College cater to student needs", South Bend Tribune, May 27, 1996, pg A1

2. Stuglik, pg A1

universities will be over 24 and more than 70% will work while attending school. A heightened demand by employers for more skilled workers makes this trend another permanent, structural change transforming the American economy."³

"Today's community colleges are a reflection of today's society. The original purpose was to prepare students for two year transfers. There are some that do just that . But most have adopted the idea of life long learning."⁴ The South Bend Tribune did a series of three articles on May 26, 1996. This quote came from a president of a community college in Michigan who did respond to this survey. The article pointed out several other related facts about community college and their population; "adults make up over one third of all community college students, seventy five percent attend part time, fifty-eight percent are female, twenty three percent are minority, about 55 percent of the nation's first college freshman attend a community college, enrollment at Michigan's community colleges represent 40 percent of total enrollment at the state's institutions of higher education, average cost of one year's tuition at a Michigan community college is \$1,531."

Michigan has long been a leader in providing education for adults. The state budget for 1996-1997 as proposed by Governor John Engler, "includes \$65 million for adult education- a level of support second only to California's in both

3. Dr. Roger Selbert, Editor and Publisher, Future Scan, No. 841, March 18, 1996, pg 3

4. Julie Stuglik, "Schools expanding influence", South Bend Tribune, May 26, 1996, pg A4

total and per person spending."⁵ "The national average per person is \$2.10, while Michigan 's proposed spending is \$6.80, California's per person spending is the highest at \$9.30 and the lowest given in this source was Texas at .50 per person."⁶ The plan that Governor Engler suggest to reform adult education in the state Michigan "invests \$50 million in community and workplace literacy grants to meet the reading, math, and work readiness needs of Michigan adults. The grants would be awarded to local workplace development boards that will seek competitive proposals from school districts, charter schools, community colleges, nonprofit organizations and other institutions to provide training."⁷ Michigan is seeking to change the way adult education is delivered in the state. "Adult education now is a one size-size-fit all program; the wrong adults are locked in, the right students are locked out, and virtually no one gets ahead. Young people who play by the rules, finish school and go on to work, only to learn that their jobs are threatened by changing technology, won't be helped by the current adult education system because they already have their high school diplomas."⁸

"Students who drop out at 16 will find sooner or later that they made a mistake.

5. John Engler, "Education Adults", Detroit Free Press, May 16, 1996, pg 11A

6. State of Michigan, Detroit Free Press, May 16, 1996, pg 11A

7. John Engler, "Educating Adults", Detroit Free Press, May 16, 1996, pg 11A

8. Engler, pg 11A

Public schools have a prime responsibility to persuade them to complete their education before they turn 21. Yet the current adult system rewards those who don't return to school until many years later. That's not fair."⁹

"Finding a good job takes specific training, and skills that are constantly rising to meet the needs of today's high-tech workplace. Doesn't it make sense to transform adult education into a program that trains students for particular jobs in fast growing sectors of the economy ?"¹⁰

Michigan's community colleges need to be part of that transformation. Given Governor Engler's proposal and the increased interest in involvement with business and industry and with local governments, as reflected by this study, it seems to be a perfect fit.

Summary

Michigan's community colleges will not remain locked in the original form as they were designed in the early twentieth century. The twenty- first century holds changes for all sectors of education. As society, the workplace, and its technological advancement change; the community college will be part of that process. "For most of the workforce; however, it is still true that the responsibility for training and retraining falls on the individual. The favorable trend there is the growing availability of career-oriented education to meet the

9. Engler, pg 11A

10. Engler, pg 11A

demand."¹¹ Community college are there to help meet that need.

Concluding Remarks

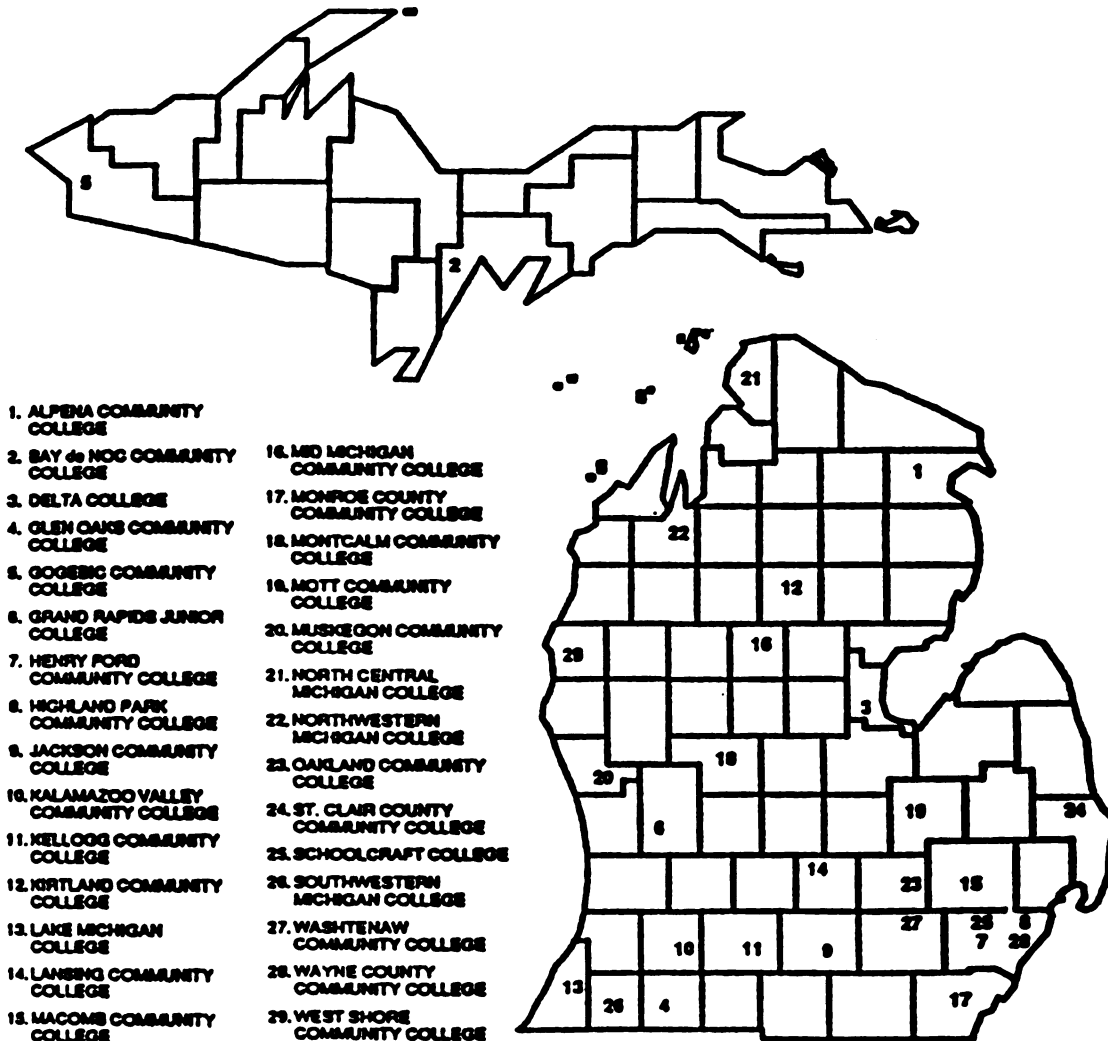
The purpose of most research is to make a discovery. This research findings may not necessarily be the findings that the researcher hoped for or projected. However, this does not lessen the validity of the study. The findings show very importantly the need for future research and study. Research should reflect what is and not necessarily what the researcher would hope to find. Research also allows for the opportunity for further study of the very important component of the educational system in the state of Michigan, the community colleges. As stated earlier, today nearly a half of million students attend a community college in the state of Michigan and that number being nearly 40 percent of the total higher educational enrollment in the state. Due to many of the factors reported in this study that number is going to rise. The community college will be there to support those students now and into the twenty first century as the community college celebrates its second hundred years.

11. Dr. Roger Selbert, Editor and Publisher, Future Scan, No. 841, March 18, 1996, pg 4

APPENDIX A

List and Map of Michigan's Community Colleges

PUBLIC COMMUNITY COLLEGES





College

Alpena Community College
Bay De Noc Community College
Delta College
Glen Oaks Community College
Gogebic Community College
Grand Rapids Junior College
Henry Ford Community College
Highland Park Community College
Jackson Community College
Kalamazoo Valley Community College
Kellogg Community College
Kirtland Community College
Lake Michigan College
Lansing Community College
Macomb Community College
Mid Michigan Community College
Monroe County Community College
Montcalm Community College
Mott Community College
Muskegon Community College
North Central Michigan College
Northwestern Michigan College
Oakland Community College
St. Clair County Community College
Schoolcraft College
Southwestern Michigan College
Washtenaw Community College
Wayne County Community College
West Shore Community College

APPENDIX B

Original Research Approval

MICHIGAN STATE UNIVERSITY

February 23, 1996

TO: Mary D. Young
1420 Oak St.
Niles, MI 49120

RE: IRB#: 96-120
TITLE: A STUDY OF THE FUTURE DIRECTIONS OF MICHIGAN'S
COMMUNITY COLLEGES AS PERCEIVED BY THEIR
PRESIDENTS INTO THE TWENTY-FIRST CENTURY
REVISION REQUESTED: N/A
CATEGORY: 1-C
APPROVAL DATE: 02/23/96

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete. I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRIHS approved this project and any revisions listed above.

RENEWAL: UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Investigators planning to continue a project beyond one year must use the green renewal form (enclosed with the original approval letter or when a project is renewed) to seek updated certification. There is a maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for complete review.

REVISIONS: UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB # and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

**PROBLEMS/
CHANGES:**

Should either of the following arise during the course of the work, investigators must notify UCRIHS promptly: (1) problems (unexpected side effects, complaints, etc.) involving human subjects or (2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of any future help, please do not hesitate to contact us at (517) 355-2180 or FAX (517) 432-1171.

Sincerely,

David E. Wright
David E. Wright, Ph.D.
UCRIHS Chair

DEW:bed

cc: Marylee Davis Dr



**OFFICE OF
RESEARCH
AND
GRADUATE
STUDIES**

University Committee on
Research Involving
Human Subjects
(UCRIHS)

Michigan State University
Administration Building
East Lansing, Michigan
48824-1046

517/355-2180
FAX: 517/432-1171

Michigan State University
is a Institutional Diversity,
Excellence in Action.

MSU is an affirmative action,
equal opportunity institution

APPENDIX C

Sample Cover Letter

1420 Oak Street
Niles, Michigan 49120
March 7, 1996

Richard Thompson
Chancellor
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, Michigan 48304-2266

Dear Mr. Thompson,

I have not had the opportunity to visit your campus. I do realize the importance of the community colleges in Wayne and Oakland counties to provide opportunities that other wise may not be available. I would, also, like to thank you for your personal support of this project. I am hoping to graduate with the Spring commencement so your prompt reply will be more than appreciated.

I am a Ph.D. candidate at Michigan State University in the College of Education, College and University Administration with an emphasis on the Community College. I believe that the Chief Executive Officers are best qualified to judge the direction the community college will take into the twenty first century.

The survey instrument is divided into three parts, your professional background, the current and projected demographics for your institution and **your** perception of the role of the community college in their service areas into the twenty first century.

Enclosed is a statement of confidentiality, a release for information, the survey instrument and an addressed envelope. Please return the survey as soon as possible or by March 21, 1996.

Again, thank you very much for your help and interest in this very important project. I can be reached at (616)683-5102, which is my home phone, with an answering machine if you have any questions. Do not hesitate to call.

Sincerely,

Mary D. Young
Doctoral Candidate

APPENDIX D

**Copy of letter from the Executive Director of the President of the
Michigan Community College Association**

222 N. CHESTNUT STREET

LANSING, MICHIGAN 48203-1000

TELEPHONE (517) 372-4380
FAX (517) 372-0906

**TO: Presidents Committee
Michigan Community College Association**

FROM: Thomas M. Bernthal, Executive Director

DATE: January 12, 1996

SUBJECT: Study of the "Future Directions of Michigan's Community Colleges as Perceived by Their Presidents Into the 21st Century"

Attached to this memorandum is a survey that deals with "Future Directions of Michigan's Community Colleges as Perceived by Their Presidents Into the 21st Century."

I am very supportive of this research which is being conducted by Mary Young, Instructor of Political Science at Southwestern Michigan College and a doctoral candidate at Michigan State University.

I hope all of you will be able to participate.

Attachment

[illegible]

APPENDIX E

**Instructions for Survey
Statement of Confidentiality**

INSTRUCTIONS:

Thank you again for your participation.

Please use the attached list of terms for clarification and agreement in filling out your survey.

The first part is dealing with your personal and professional background. Again, your confidentiality is guaranteed.

The second part is dealing with your perceptions on the futures of the Community College.

Use the rankings of :

- (I) Important
- (M) Moderately Important
- (L) Low priority
- (N) Not an issue for my institution

Each may be used as often as necessary.

Please feel free to add any comments or other areas that you believe are important.

The third part is dealing with the demographics of your Community College. Use the enrollment figures for 1994- 1995 academic year. I realize that you may need your Institutional Research office to assist in this area and for the projection figures as well.

If you or your office can supply any additional information concerning your institution, such as view books, fact books, etc., please included them.

Please return the survey, your comments and additional materials in the envelope provided as soon as possible.

Statement of Confidentiality

The information given in this survey in any part of this survey will not be released by name or location of the respondent.

I request a executive summary of this report.

Name

Date

APPENDIX E
Definitions of the Functional Areas of the Community College

To be used for clarification and agreement on survey instrument

**Definitions of the Functional Areas
of the
Community College**

The source for these terms was the 2020 Vision: The EICCD Moves into the 21st Century Study done by the Eastern Iowa Community College District.

1. "Transfer/College- Parallel Curricula

The Transfer Curriculum, also known as College-Parallel or College-Preparatory, was the first curriculum/program to be offered in the community college. The courses in this curriculum are traditionally recognized as the first two years of a four year/baccalaureate degree, and are typically designed for transfer to a four year/senior institution. These courses are generally recognized as above 100 level and below 300 level courses in the college catalog.

2. Occupational/Career Curricula

This function collectively represents all credit occupational, vocational, and technical studies at the community college. Originally conceived as an essential component of " terminal study"(education for students who would probably not go on to further studies) career education in the community college designed to teach skills more complicated than those taught in high schools. These studies may terminate in a certificate, diploma or associate of applied science, and are generally designed to lead to entry level employment in a chosen career field.

3. General Education/Critical Literacy

The General Education component of the curriculum contributes to the development of reasoning, thinking, and analytical individuals whose historical perspective; appreciation of the arts; understanding of people, organizations and the natural environment; and ability to communicate allow them to become contributing members of society. Within this framework, the General Education component also provides much of the scientific and theoretical base for students pursuing degrees not only in the arts and sciences but also in occupational or technical fields.

General Education incorporates the skills cited below in Critical Literacy and commonly includes the humanities, the arts, communication and language, the sciences and mathematics.

Critical Literacy for the Year 2000 goes beyond basic proficiency in reading, writing and arithmetic to include those skills essential for a fulfilled public and private life as well as successful movement through a career which will become increasing more sophisticated and demanding. For the first time in history, a majority of all new jobs in the year 2000 will require post secondary education. As the society becomes more complex, the amount of education and knowledge needed to succeed will become greater with employers demanding more skill in decision making, problem solving, adapting to change and working with others.

Critical Literacy will contribute to these necessary skills through the development of the individuals's ability to reason, compute, analyze, debate, make judgement, and communicate using both the written and spoken word. integral to Critical Literacy will be a better understanding of human and organizational dynamics; the dynamics of an increasing multicultural society; and the global economy.

4. Adult and Continuing Education

Adult and Continuing Education refers to an organized program of credit and non-credit education provided for the benefit of and adapted to the needs of persons in adult roles. Adult education is designed to provide opportunities for adults to meet their individuals personal, professional, or cultural needs. Adult and Continuing Education may include(but is certainly not limited to) programming in the areas of Home and Family, Personal Development, Food Preparation, Finance, Wellness, Crafts and Hobbies, and the Humanities/Fine Arts.

5. Technical Updating/Retraining

Individual vocational courses of 120 hours or less, complete in themselves and designed for the specific purposes of training persons for employment, upgrading the skills of persons presently employed, and retraining for persons for new employment. Offerings in this area may be general offerings to the public or specific customized training programs for industry. Course may include Business specific, investment, Computers, Food Service, Health, Professional Development and Industry Training(CNC, Robotics, Statistical Process Control, Asbestos Worker).

6. Developmental Education

Development Education refers to an organized program of study designed to meet individual needs of students to enable them to improve their skill levels to the degree that they may successfully achieve their academic, life, or employment goals. Developmental programming may include course offerings in ABE/GED/high school completion, English as a Second Language, and Job Seeking/Counseling,

as well as many other basic skills interventions.

7. Student Support Services

Student support services are those college support activities which address a student's need for access to the college, for support while enrolled, and for transition from college to continued education and employment. Student development and success are enhanced through a collaborative effort with instructional counterparts. Service areas may include admissions, assessment, orientation, advising, counseling, registration and records, career development, financial aid, child care, health and wellness, learning assistance(tutoring, developmental studies), human and personal development, special population, (special needs, multicultural and women's programs) and job and transfer placement.

8. Student Activities: Co-Curricular and Extracurricular

Student activities and programs compliment academic programs to enhance a students' overall educational experience through exposure to and participation in cultural, recreational, social leadership, government, athletic and intellectual programs. These programs provide an opportunity for individual student growth, community involvement, and the development of campus spirit and environment.

9. Economic Development/Programming for Business and Industry

...to increase the prosperity and opportunity for the citizen by providing leadership, assistance, and coordination in the creation and retention of jobs and the diversification of the area's economy. This is accomplished through developing and enhancing strong working relationships with local, state and regional economic development agencies, government leaders and business and industry leaders throughout the are.

Some services included customized training programs, technical training, marketing assistance, and various programs and counseling services to help new and existing business in planning and development.

10. Community Services and Development

Community Service/Public Relations involves the dissemination of information regarding district activities to the public via press releases, advertising or other means: i.e., speaking engagements, video tapes, printed materials and brochures, and conferences. Also, involved is the coordination of special projects that involved public opinion. Frequent communication with legislators and other key personnel in Washington, D.C., keep public current on funding opportunities; coordinates activities that would benefit education in the state legislature and Congress; and insures the college meets guidelines for grant application and usage of funds.

11. High School Programs and Articulation

Articulation is the coordination of programs between educational institutions so that students can progress without duplication of time, effort, or expense. One common type of articulation is advanced placement which allows high school graduates the opportunity to receive college credit for competencies mastered at the secondary level. They are then permitted to enroll in advanced level college course. Another type of articulation is the waving of prerequisites of course requirements for college programs based on the successful completion of designated high school competencies. Other common types of articulation include: the coordination and sharing of faculties, facilities, and equipment; joint program planning and development; combined enrollments between secondary and post secondary schools; and enrichment programs which allow high school student to attend college classes.

Articulation prevents unproductive repetition of instruction between secondary and post-secondary schools, provides saving of time and money for students by eliminating the need to repeat coursework, provides recognition through advanced standing or college credit, provides more course options to accommodate students' special needs and interest, serves as a career exploration strategy for students, and allows for better use of facilities and resources.¹²

1. "John T. Blong, Chancellor, "2020 Vision: The EICCD Moves into the 21st Century", ERIC Document; ED327249, pg 31

APPENDIX G

Copy of the Survey Instrument

The Futures of the Community Colleges
into the
Twenty-first Century

Survey

PART ONE

Please correct all information, if necessary.

Name: David C. Briegel

Community College: Southwestern Michigan College
 58900 Cherry Grove Road
 Dowagiac, Michigan 49120
 (616)782-5113

Check and complete in all that apply:
 Educational Background

____ Ph.D. Field _____

____ Ed.D. Field _____

____ Masters Field _____

____ Bachelors Major _____ Minor _____

____ Associate Type _____

Total Work Experience:

____ Years in Education ____ Years total at Community Colleges

____ Years in Human Services

____ Years in Business ____ Years in Government

____ Years in the Military _____ Branch _____ Rank

Current Experience:

____ Years at current position

____ Years at Southwestern Michigan College

PART TWO- Futures

Please feel free to note additional concerns and make comments in each of the categories.

Prioritize the following functions by ranking them as to important(I), moderately important(M), low priority(L) or not an issue for my institution(N) in the blanks provided. Each may be used as often as needed.

<u>1995</u>	<u>Projected 2005AD</u>
_____ Transfer and college parallel curricula	_____
_____ Occupational and career parallel curricula	_____
_____ General Education and Critical Literacy	_____
_____ Adult and Continuing Education	_____
_____ Developmental Education, Adult Basic Education, High School Completion, Graduate Equivalency Diploma	_____
_____ Student support services and Student activities	_____
_____ Economic Development programming for business and industry	_____
_____ Community Services ¹	_____
_____ High School programs and articulation	_____
_____ Financial Aid Resources	_____
_____ Other(s):	_____
<u>Comments:</u>	

¹ Services to the community other than economic; open houses, community awareness days, etc.

Prioritize the following Community Programs by ranking them as to important(I), moderately important(M), low priority(L), or not an issue for my institution(N) in the blank provided. Each may be used as often as needed.

_____ **A. Develop and implement programs and services for special population; elderly, high risk, gifted, dislocated/displace workers.**

_____ **B. Educating the public on local, national and international trends as related to culture and the fine arts.**

_____ **C. Recruit representative community action committees to research and present programming and activity needs to the college.**

_____ **D. Develop flexibility in course delivery systems; utilize telecourses, correspondence, computer assisted instruction, community based courses.**

_____ **E. Develop on campus community based programs;**

_____ **E1. Health clubs,**

_____ **E2. Museums,**

_____ **E3. Child care facilities.**

_____ **E4. Others**

_____ **F. Be an active partner with local government in the services areas in community planning.**

_____ **G. Others:**

Comments:

Prioritize the following Instructional Goals by ranking them as to important(I), moderately important(M), low priority(L) or not an issue for my institution(N) in the blanks provided. Each may be used as often as needed.

- _____ **A. The provisions of lifelong learning to the community should be a central focus; intergenerational, multicultural, experiential, and training and retraining.**
- _____ **B. Develop and maintain outcomes based curricula designed to be responsive to student and community needs.**
- _____ **C. Recruit, orient, develop, and retain quality and diverse faculty, staff, and administrators on order to provide excellence in teaching.**
- _____ **D. Adapt to students' individual levels and needs, helping them meet their full learning potential.**
- _____ **E. Strengthen and expand traditional programming in arts and science and vocational technical areas.**
- _____ **F. Develop an Honors program/courses.**
- _____ **G. Integrate international education into existing curricula; develop emphases on global issues.**
- _____ **I. Evaluation of new career training**
- _____ **H. Others:**

Comments:

Prioritize the following Administrative and Institutional Goals for the Community College ranking them as to important(I), moderately important(M), low priority(L) or not an issue for my institution(N) in the blanks provided. Each may be used as often as needed.

_____ **A. Develop and maintain an organizational structure that ensures that decisions are made at the lowest appropriate level and that decisions and responsibilities are communicated for effective implementation.**

_____ **B. Providing a sound financial base by developing and maintaining effective relationships with the public and private sectors.**

_____ **C. Develop a comprehensive evaluation model for determining and monitoring institutional effectiveness.**

_____ **D. Be an active partner in defining community and business needs and assisting in the development of solutions.**

_____ **E. Maintain an organizational environment that encourages initiative, risk taking, and individual responsibility at all levels.**

_____ **F. Utilize community members, staff, faculty, and business/industry to assist in environmental scanning to identify emerging trends.**

_____ **G. Provide for systematic, cyclical program evaluation with continuous monitoring of certain critical indices(enrollments, costs, etc.).**

_____ **H. Others:**

Comments:

Prioritize the following Student Services Activities ranking them as to important(I), moderately important(M), low priority(L) or not an issue for my institution(N)in the blanks provided. Each may be used as often as needed.

- _____ **A. Develop a comprehensive student tracking system that allows students to see their progress on a regular continual basis.**
- _____ **B. Provide opportunities through coursework, forums and student activities for multicultural understanding and appreciation.**
- _____ **C. Provide accessible and effective support services;**
- _____ **C1. Tutoring**
- _____ **C2. Child Care**
- _____ **C3. Academic Counseling**
- _____ **C4. Employment Counseling and Referral**
- _____ **C5. Personal Counseling and Referral**
- _____ **C6. Transportation Networks**
- _____ **D. Involve students of diverse backgrounds in student government, leadership, and activities.**
- _____ **E. Increase reciprocal agreements with other community colleges.**
- _____ **F. Develop programs with extended evening and weekend hours with complete support services.**
- _____ **G. Others:**

Comments:

Prioritize the following Community and Business Services Activities for the Community College by ranking them as to important(I), moderately important(M), low priority(L) or not an issue for my institution(N) in the blanks provided. Each may be used as often as needed.

- _____A. Provided training and consulting services to business and industry.
- _____B. Develop and maintain community and economic development partnerships.
- _____C. Act as resource and an example of sound environmental practices.
- _____D. Promote training and counseling opportunities for small business.
- _____E. Organize community forums for the discussion of political, environmental and other community concerns.
- _____F. Designate an access center and a facilitator in every community in the service area.
- _____G. Others:

Comments:

Prioritize the following potential obstacles to the Community College by ranking them as to important(I), moderately important(M), low priority(L) or not an issue for my institution(N) in the blanks provided. Each may be used as often as needed.

- _____A. Loss or Reduction of State funding
- _____B. Loss or Reduction of Local property tax(millage) support
- _____C. Loss or Reduction of Private donations
- _____D. Problems with recruitment of Full Time Faculty
- _____E. Problems with recruitment of Part Time Faculty
- _____F. Problems with recruitment of Students
- _____G. Loss or Reduction of Federal Funding(Student Loans, Pell Grants etc,)
- _____H. Problems with the linkage between four year schools and the community colleges
- _____I. Problems with the linkage between local school districts and the community college
- _____J. Lack of support from the Community beyond financial
- _____K. Other(s):

Comments:

PART THREE**Demographics**

Use figures from Fiscal Year 1994- 1995

Funding

Percentage (%) of General Operating Fund

	<u>Current</u>	<u>Projected 2005 AD</u>
Millage(Property Tax)	_____	_____
State Aid	_____	_____
State Grant	_____	_____
Direct Federal Aid ²	_____	_____
Indirect Federal Aid ³	_____	_____
Tuition: In District	_____	_____
Out District	_____	_____
Out State/International	_____	_____
Miscellaneous Fees	_____	_____
Other	_____	_____
<u>Total</u>	100%	100%

² Funds from the federal government directly for general fund

³ Funds from the federal government for Pell Grants, Student Loans, and other funding

Faculty

Please list the number and projected numbers for the category listed:

<u>1995</u>		<u>Projected</u>
		<u>2005AD</u>

Number Full Time Faculty

_____	Full Time Faculty	_____
-------	-------------------	-------

_____	Male	_____
-------	------	-------

_____	Female	_____
-------	--------	-------

Race of Full Time Faculty(Percentage of Total)

_____	White	_____
-------	-------	-------

_____	Black/ African-American	_____
-------	-------------------------	-------

_____	Hispanic	_____
-------	----------	-------

_____	Asian	_____
-------	-------	-------

_____	Native American	_____
-------	-----------------	-------

_____	Other	_____
-------	-------	-------

Age of Full Time Faculty(Percentage of Total)

_____	Less than 25 years old	_____
-------	------------------------	-------

_____	25 to 40 years old	_____
-------	--------------------	-------

_____	41 to 55 years old	_____
-------	--------------------	-------

_____	56 to 70 years old	_____
-------	--------------------	-------

_____	70 years plus	_____
-------	---------------	-------

Comments:

Background of Full Time Faculty**Highest Degree Earned(Percentage of Total)**

<u>1995</u>		<u>Projected 2005AD</u>
_____	Ph.D./ Ed.D.	_____
_____	Masters	_____
_____	Bachelors	_____
_____	Associates	_____
_____	Others	_____

Work Experience of Full Time Faculty(if known and available)**Percentage of Total Faculty with type of Experience**

<u>1995</u>		<u>Projected 2005AD</u>
_____	Previous Collegiate teaching experience ⁴	_____
_____	Previous Collegiate Administration experience	_____
_____	Previous K-12 teaching experience	_____
_____	Previous K-12 administration experience	_____
_____	Government service ⁵	_____
_____	Social/ Human Service ⁶	_____
_____	Military	_____
_____	Business/ Industry	_____
_____	First time Employment ⁷	_____

⁴Include graduate or teaching assistant experience⁵ Federal, State or Local government positions⁶ Include private and public non profit agencies⁷Person who came to the community college for a teaching position directly from their four year institution

**Number of Part Time Faculty
1995**

**Projected
2005AD**

_____	Part-time Faculty	_____
_____	Male	_____
_____	Female	_____

Race of Part Time Faculty(Percentage of Total)

_____	White	_____
_____	Black/ African American	_____
_____	Hispanic	_____
_____	Asian	_____
_____	Other	_____

**Age of Part Time Faculty (if known and available)
(Percentage of Total)**

1995

**Projected
2005AD**

_____	Less than 25 years old	_____
_____	25 to 40 years old	_____
_____	41 to 55 years old	_____
_____	56 to 70 years old	_____
_____	70 years old plus	_____

Comments:

Students**Full Time Students****1995****Projected**
2005AD_____ Number of Full Time Students⁸

_____ Male

_____ Female

Age of Full Time Students(Percentage of Total)

_____ Younger than 18 years old

_____ 18 to 25 years old

_____ 25 plus years old

Race of Full Time Students(Percentage of Total)

_____ White

_____ Black/ African American

_____ Hispanic

_____ Asian

_____ Native American

_____ Other

Comments:

⁸ Unduplicated headcount

Part Time Students**1995****Projected
2005AD**

_____	Number of Part Time Students	_____
_____	Male	_____
_____	Female	_____

Age of Part Time Students (Percentage of Total)

_____	Younger than 18 years old	_____
_____	18 to 25 years old	_____
_____	25 plus years old	_____

Race of Part Time Students(Percentage of Total)

_____	White	_____
_____	Black/African American	_____
_____	Hispanic	_____
_____	Asian	_____
_____	Native American	_____
_____	Other	_____

Comments:

APPENDIX H

Statistics for Table 1A

Statistics for Table 1A

**Years and Type of Experience for the Presidents of Community Colleges in Michigan as reported by the Respondents(1995)
N=18**

**Mean for years of Service in Education: 32.11
Mode for years of Service in Education: 36
Median for years of Service in Education: 33
Range for years of Service in Education: 41 to 25**

**Mean for years at Community Colleges: 26.94
Mode for years at Community Colleges: 31
Median for years at Community Colleges: 28
Range for years at Community Colleges : 34 to 8**

**Mean for years at current Community College: 17.25
Mode for years at current Community College: 8
Median for years at current Community College: 16.25
Range for years at current Community College : 30 to 1**

**Mean for years at current position: 8.25
Mode for years at current position: 10, 7, 6
Median for years at current position: 8.5
Range for years at current position: 21 to 0**

APPENDIX I

Comments on Tables by reporting Community College Presidents

Comments on Tables by reporting Community College Presidents

Note: all comments were taken as the Presidents wrote them

Table 2 comments: Functions of the Community College 1995

- "all have become important community college function."
- " there will be more emphasis on certification of specific skills than degree."
- "adults will be in school throughout their working career."
- "adult ed. and hs completion is an emerging issue in MI."
- "all are "I" with economic development moving from 10% of current activities, \$ levels to 40%."

Table 2A comments: Functions of Community College 2005

- re B "more important than today"
- re E " more important in 2005."
- re G " very important in future."
- re J " increased importance."

Table 3 comments : Instructional Goals

- questioned the ranking
- re A "includes elements I would note rate individuality as an "I"
" oxymoronic phrasing"
- re A, B, C "this is pretty fundamental stuff "I" of course"
- re E "drop and add rather than expand
"not sure what these words connote"
"our approaches to these areas will become more "difficult" each year"
- re F "already exists
- re G " a rather simple notion based on the presumption that one can exclude international anything from introductory coursed in a variety of disciplines."
- re I " not sure of what this means."

Table 4 comments:**Administrative and Institutional Goals for the Community College**

- "all have been implemented at my institution"
- "I believe that "A" could also rate and "I", but I question the 'Totality' of the concept, thus my choice of "M".
- re E " hard to do"

Table 5 comments: Student Services Activities

- " all boiler plate except as noted"
- re B Multicultural understanding and appreciation- " this is the only dimension of diversity which significant ?"
- re C3 "advising not counseling"
- re C6 " difficult to do"
- re D "students themselves decide to participate or not."
- re E " good idea, difficult to implement."
- re F " as complete as warranted by the number served."
- " we have a weekend college...need to develop complete support services."
- " complete support service—questionably necessary ??"

Table 6 comments: Community Programs

- "Boiler plate "I"- on all"
- " We have to be careful to "**stay with in the scope of our mission**". We have to resist temptation to try to be all things to all people."
- re G "others integrate all of the above with academic programming."

Table 7 comments:**Community and Business Activities for the Community Colleges**

- "We serve and offer educational programs at five extension center—90 to 100 miles away from the main campus. however, we keep ties and contacts with every community in our college district and service areas."
- " This is the "expansion ports" for CCs in the late 90's and next century."
- re F " this would be ideal—but not affordable"

Table 8 comments : Potential Obstacles to the Community College

- re D "important but not a problem."
- re E "only a problem in some technical areas like computers."
- re J " very important"

APPENDIX J

Tables 9C, 9D, 9E, 9F, 9G, 9H and 9I

Table 9C:
Funding for the Community College as reported by the responding
Community College Presidents in Michigan (1995)
Direct Federal Aid: in percentages

Community College	1995	2005
C	2	2
AA	1	1
V	.99	1
N	.5	-
K	.1	.1
T	.1	0
E	0	0
Z		
I	0	0
Y	-	-
W	-	-
Q	0	0
A	-	-

* Letters represent the Community Colleges

Table 9D:
Funding for the Community College as reported by the responding
Community College Presidents in Michigan (1995)
Indirect Federal Aid: in percentages

Community College	1995	2005
V	15.18	5
I	7	5
N	5	3
E	5	5
K	-	-
AA	—	-
C	-	- not part of general fund
T	-	- accounted for in restricted funds
Z		
Y	-	-
W	-	-
Q	-	-
A	-	-

*Letters represent the Community Colleges

Table 9E:
Funding for the Community Colleges as reported by the responding
Community College Presidents in Michigan (1995)
Tuition In District: in percentages

Community College	1995	2005
V	27.62	31
W	26.7	25
I	22	20
K	20.3	22
N	20	20
Y	18	higher %
AA	16	18
Z	15	18
T	14.1	17
Q	13	15
E	10	10
C Gave both in and out district tuition	31	31
A Gave both in and out district tuition	34	40

*Letters represent the Community Colleges

Table 9F:

**Funding for the Community College as reported by the responding
Community College Presidents in Michigan (1995)**

Out district Tuition: in percentages

Community College	1995	2005
N	10	10
Y	9.9	higher %
I	9	14
K	6.8	8
T	6.7	8
AA	5	5
E	4	4
W	3.5	1
Q	3	3
Z	2	3
V	-	-
C Gave both in and out district tuition	31	31
A Gave both in and out district tuition	34	40

*Letters represent the Community Colleges

Table 9G:
Funding for the Community College as reported by the responding
Community College Presidents in Michigan (1995)
Out State/ International Tuition: in percentages

Community College	1995	2005
Z	5	6
Q	2	2
AA	2	2
E	1	1
W	.4	0
Y	.3	.3
T	.2	.5
K	--	--
I	0	0
N	-	-
V	-	-
C	-	-
A	-	-

*Letters represent the Community Colleges

Table 9H:
Funding for the Community College as reported by the responding
Community College Presidents in Michigan (1995)
Miscellaneous funding: in percentages

Community College	1995	2005
Z	6	10
W	5.8	5
Y	4.4	increase particularly for computer and building maintenance
T	3.2	5
Q	3	3
AA	2	2
V	1.25	1
E	1	1
K	--	--
I	--	--
N	--	--
C	--	--
A	-	-

*Letters represent the Community Colleges

Table 9I:
Funding for the Community College as reported by the Community College
Presidents in Michigan (1995)
Other Funding: in percentages

Community College	1995	2005
Z	7	10
T	2.7	2.5
K	2.3	1.7
W	2.1	2
Y	2.1	2
Q	2	2
AA	2	2
V	1.24	1
I	0	4
C	--	1
E	--	--
N	--	--
A	-	-

*Letters represent the Community Colleges

APPENDIX K

Tables 10, 10A, 10B, 10C, 10D, 10E, 10F and 10G

Table 10:
The Number of Full Time Faculty as reported by the responding Community College Presidents in Michigan (1995)

Community College	1995	2005
N	350 M-200 (57%) F-150 (43%)	425 M-250 (59%) F-175 (41%)
C	203 M-108 (53%) F-95 (47%)	220 M-110 (50%) F-110 (50%)
AA	160 M-80 (50%) F-80 (50%)	180 M-90 (50%) F-90 (50%)
Y	110 M-68 (62%) F-42 (38%)	About the same Stay the same Will increase
I	107 M-58 (54%) F-49 (46%)	98 M-53 (54%) F-45 (46%)
K	100 M-49 (49%) F-51 (51%)	No Projection
T	99 M-62 (62%) F-51 (51%)	N/A
V	91 M-58 (63%) F-33 (37%)	100 M-50 (50%) F-50 (50%)
Q	55 M-43 (78%) F-12 (22%)	60 M-45 (75%) F-15 (25%)

Table 10 continued: A	48 M-31 (64.5%) F-17 (35.5%)	55 M-35 (63%) F-20 (37%)
Z	46 M-27 (58%) F-19 (42%)	50 M-30 (60%) F-20 (40%)
E	34 M-21 (61%) F-13 (39%)	36 M-21 (58%) F-15 (42%)
W	N/A	Likely to remain substantially the same, owing to impact of technology on teaching

***Letters represent the Community College**

Comment: " Within ten years 45% of faculty will be retiring. "

Table 10A:

The Number of Part Time Faculty as reported by responding Community College Presidents in Michigan (1995)

Community College	1995	2005
N	700 M-520 (74%) F-180 (26%)	400 M-250 (62.5%) F-150 (37.5%)
AA	300 M-150 (50%) F- 150 (50%)	350 M-175 (50%) F-175 (50%)
C	300	300
Y	284 M-171 (60%) F-113 (40%)	Same Less More
I	275 M-165 (60%) F-110 (40%)	315 M-173 (55%) F-152 (45%)
K	223 M-134 (60%) F- 89 (40%)	No Projection
Q	146 M-77 (52%) F-69 (48%)	150 M-75 (50%) F-75 (50%)
Z	127 M-59 (46%) F- 68 (54%)	175 M-79 (45%) F-96 (55%)
V	125 M-68 (54.4%) F-57 (45.6%)	150 M-75 (50%) F-75 (50%)

Table 10A continued: T	120 M-57 (47.5%) F-63 (52.5%)	-
A	100 M-60 (60%) F-40 (40%)	125 M-70 (56%) F- 50 (46%)
E	27 M-14 (51%) F-13 (49%)	55 M-15 (27%) F-40 (73%)
W	Varies with term	--

*Letters represent the Community Colleges

Table 10B:
Educational Background of Full Time Faculty as reported by responding
Community College Presidents in Michigan (1995)
in percentages

Community College	Ph. D/Ed.D 1995 2005	Master 1995 2005	Bachelor 1995 2005	Associate 1995 2005	Other 1995 2005
Q	26 26	66 66	9 8	1 0	0 0
AA	20 25	75 70	4 4	1 1	- -
Z	17 20	55 60	26 15	0 5	2 0
I	17 15	81 79	9 4	No infor No projection	- -
W	17 No different than current	80 No different than current	3 No different than current		
Y	14.5 Not required	78.2 about same	.9 same	2.7 decrease	2.7 decrease
T	10.1 N/A	78.79 N/A	11.11 N/A	- -	- -
C	10 10	80 90	10 -	- -	- -
A	10 10	80 80	10 10	- -	- -
V	10 15	60 65	25 20	5 0	- -
N	8 10	60 80	30 9	2 1	- -
K	4 No Projection	87 No Projection	6 No Projection	0 -	- -
E	3 11	76 N/A	17 N/A	3 N/A	- -

*Letters represent the Community Colleges

Table 10C:

The Age of Full Time Faculty as reported by the responding Community College Presidents in Michigan (1995) in percentages:

Community College	Less than 25 years		25 to 40		41 to 55		56 to 70		71 plus	
	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005
Q	0	0	16	16	60	70	25	16		
E	0	0	40	45	50	50	10	5		
V	0	0	11	25	44	45	45	30		
I	0	0	14	10	57	54	36	34		
C	0	0	17.5	20	60.5	65	22	15		
N	2	5	40	55	18	10	40	30		
Y	0	0	12.7 Increase		51.8 Decrease		35.5 Decrease			
T	0	0	5.1	N/A	67	N/A	27	N/A		
K	0	N/A	28	N/A	54	N/A	18	N/A		
W	N/A	10-20% Growth	N/A	10-20% Growth	N/A	10-20% Growth	N/A	10-20% Growth		
AA	2	2	23	25	50	50	25	23		
A	0	0	12	18	75	64	12	18		
Z	0	0	24	30	63	38	13	30	0	2

*Letters represent the Community College

Table 10D:

The Age of Part- Time Faculty as reported by the responding Community College Presidents in Michigan (1995)- in percentages

Note: no projections for 2005 given

Community College	Less than 25 years	25 to 40	41 to 55	56 to 70	71 plus
T	-	26.83	51.22	18.29	3.66
Y	-	27	51	18	2 2 No age data given
K	1	32.6	56	10	.4

*Letters represent the Community College

Table 10E:

The Race of Full time Faculty as reported by the responding Community College Presidents in Michigan (1995) - in percentages

Community College	White	African American/ Black	Hispanic	Asian	Native American	Other
	1995 2005	1995 2005	1995 2005	1995 2005	1995 2005	1995 2005
E	100 100					
V	97.8 90	0 3	2.2 3	0 1	0 3	
Q	96 94	0 1	0 1	2 1	2 1	
Z	96 90	0 2	2 2	0 2	2 0	0 2
T	95 N/A	3 N/A	1 N/A	0 N/A	0 N/A	
A	95 85	0 5	0 5	0 5	5 0	
I	95 89	5 8	0 0	0 0	0 0	
C	90 80	5 10	2 5	2 2	1 3	
K	89 N/A	8 N/A	1 N/A	2 N/A	0 N/A	
Y	89 will decrease	4 will increase	0 will increase	4 will increase	3 will increase	
N	80 65	5 10	.2 10	.1 5	.01 2	
AA	75 70	20 20	2 4	3 6	0 0	
W	N/A	N/A	N/A	N/A	N/A	

Table 10F:

The Race of Part Time Faculty as reported by the responding Community College Presidents in Michigan (1995)- in percentages

Community College	White		African American/ Black		Hispanic		Asian		Native American	
	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005
A	100	100								
E	100	98							0	2
V	99	95	1	1	0	1			0	3
Q	96	93	.5	2	2	2	0	1.3	1	1.3
Z	95	90	2	3	1	3	2	2	-	2
K	94	N/A	3	N/A	2	N/A	1	N/A	-	-
Y	94	Decrease	2	Increase	1	Increase	2	Increase	1	Increase
I	93	90	5	8	-	-	1	1	1	1
T	91.67	N/A	5.8	N/A	2.5	N/A	N/A	N/A	-	-
N	90	70	5	20	3	5	2	5	-	-
W	85	85	8	8	4	4	3	3	-	-
AA	75	70	20	20	2	4	3	6	0	0

*Letters represent the Community Colleges

Table 10G:

The Work Experience of Full Time Faculty as reported by the responding Community College Presidents (1995) in percentages

Note: only 2 responded to this section

Experience	Community College A		V	
	1995	2005	1995	2005
Previous college teaching	75	75	65	75
Previous college administration			5	5
K-12 teaching	10		45	45
K-12 administration			5	5
Govt service			5	5
Social/Human Services			5	5
Military			15	10
Business	15	25	55	70
1st time employment			5	5

* Letters represent the Community Colleges

Comments: Not known , most have some private sector and/or public sector experience. About 1/3 of the males have military experience.

College Y " All new hires will have previous teaching experience"

APPENDIX L

Tables 11, 11A, 11B, 11C, 11D and 11E

Students**Table 11:**

The Number of Full Time Students as reported by the responding Community College Presidents in Michigan (1995) in percentages

Community College	1995	2005
W	9780 M-4570 (46.7%) F-5210 (53.3%)	No Projection
N	7000 M-3150 (45%) F-3850 (55%)	12,000
C	3131 M-1284 (41%) F-1847 (59%)	3200 M-1312 (41%) F- 1800 (59%)
AA	3000 M-1300 (43.3%) F-1700 (56.7%)	3000 M-1300 (43.3%) F- 1700 (56.7%)
K	2433 M-1046 (43%) F-1387 (57%)	No Projection
Y	2328 M-1091 (46.8%) F-1237 (53.7%)	About the same Stay the same Increase
I	1561 M-624 (40%) F-937 (60%)	No Projection
V	1450 M-590 (41%) F-860 (59%)	1595 M-638 (40%) F-957 (60%)

Table 11 continued: T	1341 M-648 (48%) F- 693 (52%)	1500 M- 700 (46.6%) F- 800 (53.4%)
Q	1068 M-473 (44%) F- 595 (56%)	1120 M-498 (44%) F- 623 (56%)
Z	798 M-354 (44%) F-435 (56%)	1000 M-400 (40%) F- 600 (60%)
E	694 M-312 (45%) F-382 (55%)	800 M-360 (45%) F- 440 (55%)

*Letters represent the Community Colleges

Table 11A:
The Number of Part Time Students as reported by the responding
Community College Presidents (1995)

Community College	1995	2005
W	40, 169 M-15,559 (38.7%) F- 24,610 (61.3%)	N/A
N	12, 000 M-5400 (45%) F- 6600 (55%)	14, 000 M-7700 (55%) F- 6300 (45%)
AA	8000 M-3500 (43.7%) F- 4500 (56.35%)	11, 000 M-5000 (45%) F- 6000 (55%)
Y	7065 M-2740 (38.7%) M-4325 (61.3%)	Should increase Increase slightly Increase more than males
K	6579 M-2237 (34%) F- 4342 (66%)	N/A
C	6354 M-2605 (41%) F- 3749 (59%)	7000 M-2870 (41%) F- 4130 (59%)
I	5551 M-2220 (40%) F- 3331 (60%)	N/A
T	3173 M-1941 (42.9%) F- 2573 (57.1%)	5000 M-2000 (40%) F -3000 (60%)
Q	2787 M-1125 (41%) F- 1625 (59%)	2883 M-1181 (41%) F- 1731 (59%)
V	2487 M-1012 (40%) F-1475 (60%)	4974 M-1990 (40%) F- 2984 (60%)
Z	1762 M- 572 (32%) F- 1190 (68%)	2500 M-800 (32%) F-1700 (68%)
E	455 M-164 (36%) F- 291 (64%)	600 M-220 (36.6%) F- 380 (63.4%)

*Letters represent the Community Colleges

Table 11B:
The Age of Full Time Students as reported by the responding Community College Presidents in Michigan (1995)- in percentages

Community College	Less than 18 years		18 to 25 years		25 plus years	
	1995	2005	1995	2005	1995	2005
Q	2	5	60	55	38	40
E	5	5	65	60	30	35
V	N/A	2	N/A	88	N/A	10
I	-	N/A	45	N/A	55	N/A
C	25.6	N/A	31.8	N/A	42.6	N/A
N	5	10	20	30	75	60
Y	5	5	81	81	14	14
T	.5	1	91	86	8.5	13
K	4	5	78	78	18	17
W	46.6	N/A	39.6	N/A	5.9	N/A
AA	10	10	60	60	30	30
Z	0	3	80	77	20	20

*Letters represents the Community Colleges

Table 11C:
The Age of Part Time Students as reported by the responding Community College Presidents in Michigan (1995) - in percentages

Community College	Less than 18 years		18 to 25 years		25 years plus	
	1995	2005	1995	2005	1995	2005
Q	3	5	60	55	37	56
E	2	2	30	30	68	68
V	N/A	5	N/A	20	N/A	75
I	2	N/A	32	N/A	66	N/A
N	5	8	10	12	85	80
Y	2	2	42	42	56	56
T	2	2	42	46	56	52
K	2	3	34	32	64	65
W As reported	53.4	N/A	60.4	N/A	94.1	N/A
AA	10	N/A	30	N/A	60	N/A
Z	3	10	37	30	60	60

*Letters represent the Community Colleges

Comments: "Average age of students is 26.9, expect that to increase."

Table 11D:
The Race of Full Time Students as reported by the responding Community College Presidents in Michigan (1995)- in percentages

Community College	White		African American/ Black		Hispanic		Asian		Native American		Other	
	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005
Q	97	95	1	2.5	1	2	<1	<1	<1	<1	<1	<1
V	96.2	94	.9	1	1	1	-	1	1.9	3	-	-
E	93	93.	.2	.2	.3	.3	.7	.7	1.5	1.5	.3	.3 Foreign Students
I	91.3	N/A	4.4	N/A							4.3	N/A
Y	91 Decrease		3 Increase		1 Fastest Growing		2 Fastest Growing		1 Fastest Growing		2 N/A Non resident, alien unknown	
K	88	N/A	6	N/A	3	N/A	<1		1		1	
T	88	83	6	7	1.5	7	.6	1	.7	.1	3	.05
N	85	65	8	20	3	10	2	5	2	N/A		
C	84.1	80	8.8	10	4	6	.7	1	.8	2	-	1
Z	82	75	11	12	2	4	1	1	1	3	3	5
AA	79	70	13	16	3	6	4	8	1	1	0	0
W As reported	31.7	N/A	27.6	N/A	25.7	N/A	27.6	N/A	32.7	N/A	-	-

*Letters represent the Community Colleges

Table 11E:
The Race of Part Time Students as reported by the responding Community College Presidents in Michigan (1995) - in percentages

Community College	White		African American/ Black		Hispanic		Asian		Native American		Other	
	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005
Q	97	96	1	2	1	1	<1	<1	<1	<1	<1	<1
V	96.2	94	.9	1	1	1	-	1	1.9	3		
E	93	93	.2	.2	.2	.2	.7	.7	1.5	1.5	.3	.3
I	90	N/A	4.9	N/A							5.1	N/A
Y	90	Decrease	4	Slight Increase	1	Increase	1	Increase	1	Same	2	Same
Z	88	86	7	7	2	3	1	1	1	2	1	1
K	87	N/A	9	N/A	2	N/A	1	N/A	1	N/A	<.5	N/A
T	87	86	9	6	2	4	.3	.04	1	1.2	1.7	2
N	80	70	8	15	3	8	2	5	2	2		
AA	80	70	13	16	4	8	3	5	1	1		
W- as reported	68.3	N/A	72.4	N/A	74.3	N/A	74	N/A	67.3	N/A		

*Letters represent the Community Colleges

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