THE SELF-PERCEIVED AND SELF-REPORTED SCOPE, QUALITY AND STAFFING PATTERNS OF COMMUNITY SERVICES PROGRAMS IN 100 COMMUNITY COLLEGES IN THE UNITED STATES

Thesis for the Degree of Ph.D.

MICHIGAN STATE UNIVERSITY
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1971

This is to certify that the

thesis entitled

THE SELF-PERCEIVED AND SELF-REPORTED SCOPE, QUALITY, AND STAFFING PATTERNS OF COMMUNITY SERVICES PROGRAMS IN 100 COMMUNITY COLLEGES IN THE UNITED STATES

presented by

Chester Winston

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Higher Education

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Date May 21, 1971

ABSTRACT

THE SELF-PERCEIVED AND SELF-REPORTED SCOPE, QUALITY AND STAFFING PATTERNS OF COMMUNITY SERVICES PROGRAMS IN 100 COMMUNITY COLLEGES IN THE UNITED STATES

By

Chester Winston

The purpose of this study was:

1. To survey the self-perceived scope and quality of existing community services programs in a random sample of public community colleges in the United States.
2. To determine the staffing patterns of existing community services programs.
3. To determine areas of needed emphasis in the development of comprehensive community services programs.

Two hundred questionnaires were mailed to a group of public community colleges selected at random from the 1969 Junior College Directory. One hundred replies were received after follow-up letters were sent. The questionnaires were based on the Taxonomy of Community Services Functions developed by Dr. Max Raines of Michigan State

University. The taxonomy identifies eighteen functions which are considered basic to a community services program. These functions are divided into three main categories of six functions each as follows:

Self-Development Functions which are primarily focused on the needs, aspirations, and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment. These functions are Developmental Counseling, Educational Extension, Educational Expansion, Social Outreach, Cultural Development, and Leisure-time Activity.

Community Development Functions which are primarily focused upon cooperative efforts of the college and community organizations, agencies, and institutions to improve the physical, social, economic, and political environment of the community. These functions are Community Analysis, Inter-agency Cooperation, Advisory Liaison, Public Forum, Civic Action, and Staff Consultation.

Program Development Functions which are activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives, and evaluate outcomes. These functions are Public Information, Professional Development, Program Management, Conference Planning, Facility Utilization, and Program Evaluation.

The above taxons were assembled into the questionnaire in which the respondents were asked to evaluate, on a five-point scale, the scope and quality of those functions implemented and the need for implementation of those functions not implemented.

The survey revealed that over one-fourth (27) of the respondents implemented all of the eighteen functions, and over one-half (55) indicated that at least fifteen functions were implemented. No one function was implemented by all of the respondents. The five most implemented functions were: Educational Extension (92%), Educational Expansion (90%), Facility Utilization (89%), Professional Development (88%), and Public Information (87%). The five least implemented functions were: Public Forum (62%), Developmental Counseling (66%), Leisure-time Activity (67%), Community Analysis (68%), and Program Evaluation (69%).

Taking all factors into consideration, the survey showed that the following functions, listed in order of implementation, were the most extensively implemented (at least 80% of colleges reported implementation), the broadest in scope of implementation, and the highest in quality of implementation.

1. Educational Extension
2. Educational Expansion
3. Facility Utilization

4. Professional Development

5. Public Information

6. Advisory Liaison

7. Cultural Development

CONCLUSIONS

1. Ninety seven per cent of the respondents claim to have implemented a community services program. This may be considered evidence that community services are now considered by the respondents to be a legitimate function of the community college.

2. Making an arbitrary judgment that a comprehensive community services program ought to implement at least two-thirds of the functions listed in the Raine's Taxonomy, it can be concluded that 76% of the respondents reported a satisfactory or better community services program as far as the number of functions is concerned.

3. The data suggest that the respondents tend to stress their academic and vocational functions and serve the community by serving individual members of the community rather than the community as a whole.

4. The respondents, for reasons not investigated in the study, appear to attach more significance to some functions than to others. They implement these functions more often and the most implemented functions tend to have the greatest scope, the highest quality of implementation,

and rank highest in need for implementation among colleges that do not claim implementation.

5. The respondents appear to stress the quality of community services functions rather than the scope of these functions. In every case, using mean quality and mean scope scores, quality of implementation was rated higher than scope.

6. On the self-rating scales, as used in the study, respondents tended to rate themselves conservatively or near the middle value.

7. The respondents have a tendency to regard their community services program as part of their continuing education program rather than the other way around, as advocated by the supporters of the community services concept.

8. In terms of staffing patterns, community services programs present a variegated pattern. The only thing common to all programs is that they hire teachers almost exclusively on a part-time basis. The next most common feature is that they are usually directed by one person. However, the heads of the community services programs devote varying amounts of time to fulfilling that responsibility.

9. Since very few respondents indicated that they felt no need to implement functions that they were currently not implementing, it can be concluded that a truly comprehensive community services program would be one that

implements all eighteen of the functions listed in the Raine's Taxonomy.

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By

Chester Winston

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1971

ACKNOWLEDGEMENTS

I wish to acknowledge, with thanks, the advice, encouragement, and occasional exhortations of my advisor, Dr. Max R. Raines. Additional thanks are due to Dr. R. Roth, Director of Special Projects for the Oakland Intermediate School District, for his help with the statistical portions of this study.

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CHAPTER I

INTRODUCTION

The growth of that uniquely American institution, the junior college, since its inception approximately seventy years ago, can only be characterized as phenomenal. In 1900 there were no public junior colleges and only eight private junior colleges with a total enrollment of 100 students (5:41-42). By 1969, that number had grown to 1,038 institutions, of which 794 were public and 244 private. Enrollment had reached 2,186,272 students in both public and private junior colleges, and at the present time enrollments are rapidly increasing. Forty-seven years were required for enrollments in junior colleges to reach the half million mark; they doubled in the next twenty-three years, exceeding one million in 1964. Since then, enrollment has doubled in only five years. This recent growth is illustrated in Table 1.

In the fall of 1969, 40 new public junior colleges were established. These colleges had initial enrollments totalling 48,048 students. In 1969, enrollments in public community-junior colleges were up 240,529 students over 1968, an increase of 13.28% (4:7-8). Table 2 reflects this

TABLE 1.--Growth in Number and Enrollment of Junior Colleges 1961-1969.

Year	Number of Colleges	Enrollment	Per Cent of Increase in Enrollment
1961	678	748,619	--
1962	704	818,869	9.38
1963	694	927,534	13.27
1964	719	1,043,963	12.55
1965	771	1,292,753	23.83
1966	837	1,464,099	13.25
1967	912	1,671,440	14.16
1968	993	1,954,116	16.91
1969	1,038	2,186,272	11.88

Source: Junior College Directory, 1970, p. 7.

TABLE 2.--Growth in Number and Enrollment of Public Two-Year Colleges 1961-1969.

Year	Number of Colleges	Enrollment	Per Cent of Increase in Enrollment
1961	405	644,968	--
1962	426	713,334	10.59
1963	422	814,244	14.14
1964	452	921,093	13.12
1965	503	1,152,086	25.07
1966	565	1,316,980	14.31
1967	648	1,528,220	16.03
1968	739	1,810,964	18.50
1969	794	2,051,493	13.28

Source: Junior College Directory, 1970, p. 8.

growth and, additionally, includes technical institutes and two-year branches of state universities not previously listed in the Junior College Directory.

With such an impressive growth rate, one can understand Harlacher's enthusiasm:

> The community college is fast becoming a dynamic force which affects the thought processes, habits, economic status, and social interaction of people from every walk of life, in every part of the country. More and more, it is becoming the most important element of this nation's educational structure (7:12).

While there may be some doubt that the community college will become the most important element of the nation's educational structure, there is no question that this institution represents a radical departure from the traditional concept of an institution of higher education. To illustrate the traditional view, Reynolds quotes two statements made by Noah Porter in 1869:

> Let any reflecting man think for a moment of the kind of education which society furnishes to a great extent in this country. . . . Let him reflect on the trickery of business, the jobbery of politicians, the slang of newspapers, the vulgarity of fashion, the sensationalism of popular books, the shallowness and cant that dishonor the pulpit and defile worship, and he may reasonably rejoice that there is one community which for a considerable period takes into keeping many of the most susceptible and most promising of our youth, to give them better tastes, higher aims, and above all to teach them to despise all sorts of intellectual and moral shams.
>
> The college community is emphatically an isolated community more completely separated and further removed than almost any other from the ordinary and almost universally prevading influences of family and social life. When the student leaves his home to enter college, it is true that in a most important sense he leaves it forever (12:140).

Two years after the publication of the article in which these statements appeared, Porter became president of Yale University.

It was not the junior college that began the movement away from the traditional college concept as expressed by Porter. Rather, it was the state universities and the land-grant colleges that took the leadership. The state university idea in the mid-nineteenth century assumed that a democratic social order required education on every level and that all had an equal right to education. Further, it was held that a state-supported institution should meet the professional and practical needs of citizens. This led to development of a more functional type of higher education than was offered by the liberal arts institutions.

The movement begun by the state universities, mostly in the east, was given added momentum when, in 1862, the Federal government made land grants for the support of agriculture and mechanical education. The changes brought about in the traditional concepts of higher education by the land-grant college movement undoubtedly paved the way for the acceptance of the junior college idea (2:15). Land-grant colleges introduced subjects on the basis of their practical value, combined "liberal arts" and "practical" courses, and helped in the acceptance of vocational training by educational institutions.

As Brick states:

> A unique system of higher education evolved through the years in response to societal demands. This kind of evolution marks the development not only of the American state university system and the land-grant colleges, but also of the junior college movement. By disrupting the traditional classical liberal arts curriculum by being committed to the concept that the state and the nation prosper in proportion to the development of the individual, by democratization of higher education through their belief that intellectual capacity and achievements are not confined to the wealthy and privileged, by their insistence on the equality of studies, by all these, the land-grant colleges broke the monopoly of the classical colleges and the stranglehold of the fixed and prescribed curriculum. They contributed a program and philosophy to American higher education from which the junior colleges borrowed heavily (2:16-17).

Originally founded as a local institution designed to provide youth with the first two years of college work in preparation for transfer to higher level institutions, the junior college evolved, states Thornton, in three stages. The first, lasting until 1920, was "education for transfer" previously mentioned. The second, "the expansion of occupational programs" lasted from 1920 to 1945 and established the place of terminal two-year occupational programs for the semi-professions in the junior college curriculum. The final stage began in 1945, the "community college concept" stage (16:46-54). It is in the evolution of the junior college into a community-serving institution, one that looks beyond the campus and classroom and seeks to meet the needs of all people in its service area that led Reynolds to state that the junior college is

the institution that has moved further away than any other institution of college rank from the ideal of the traditional college concept (13:14).

The acceptance of the community college concept by the junior colleges led to the development and expansion of community service programs. Such programs are now considered to be a major function of the community college, having equal status with the other commonly accepted major functions of:

Preparation for advanced study

Occupational education

General education

Counseling and guidance.

The community service function of the community college has been the last of the functions to develop. Although mentioned in the literature, in one way or another, as early as 1915, community colleges had, in general, been occupied in building their transfer, occupational and other programs until after World War II. In this connection, Thornton comments:

> The function of community services is the most recently developed of the tasks of the community junior college. Nevertheless, the scope and adequacy of these services determine whether or not the college merits the title of 'community' junior college; to an important degree, they determine also the extent of community understanding and support of the several functions of the college. Because of the recency of the concept of community services, the experience of junior colleges in performing them has been limited (16:66).

Blocker remarks that the community service division would undoubtedly be the last of the divisions to be organized (1:211). Writing in 1960, Medsker found very little in the literature about community services. Only one major publication devoted as much as a chapter to the topic--The Fifty-Fifth Yearbook of the National Society for the Study of Education entitled The Public Junior College. He did find, however, as a result of his survey of 243 colleges, that 219 or 90% reported activities in the community service area (9:78-79). It is, of course, not unusual to find an educational activity well under way before it is extensively reported.

Despite its belated arrival on the scene, the concept of community services as a major function of the community college is, as previously mentioned, now widely held, if not widely implemented. In the preface of his report to the American Association of Junior Colleges, Harlacher says that an increasing number of community colleges recognize that by definition they have an obligation to:

1. Become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the college's regularly scheduled day and evening classes.

2. Provide educational services for all age groups which utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district community at large.

3. Provide the community with the leadership and coordination capabilities of the college, assist the community in long range planning, and join with individuals and groups in attacking unsolved problems.

4. Contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time (6:iii).

Implicit in Harlacher's writing is the idea that the implementation of community service functions is only now receiving the attention it deserves. Certainly, social upheavals and changes in the past have accelerated community service programs and will continue to do so in the future. The effect of the Second World War was noted by Parker:

> As youth went into military service, junior college enrollments dropped. And, coincidentally, training for defense needs sprang up in tremendous variety. This was community-desired, community-served and community-appreciated. When the din of battle softened, community adult service was as strong if not stronger than before. Junior colleges found that they had developed a taproot, one that promised to keep them in business (11:194).

More recently, the civil rights movement and the War on Poverty have spawned a myriad of laws, bureaus, and programs, all of which add impetus to the community service function of community colleges. Myran wrote in 1969, that relatively few community colleges have community service programs directed by professional staffs and capable of establishing significant community service programs having their own identify:

> In spite of such shortcomings, the community college has begun to understand social action; it has begun

> to assume greater social responsibility in its community. The decade of the 1960's has been characterized by sweeping social change, and it is in this period that community services have emerged as an identifiable component of the community college (10:13).

The community service function of community colleges, then, is in an interesting position. Recognized, in theory at least, as the equal partner of the older, more established functions of preparation for advanced study, occupational education, general education, and counseling and guidance, it has not, as yet, developed as quickly or extensively as its proponents have desired. Some community colleges open their doors with a community service division already formed, others acknowledge its existence but hold off implementation until the college is well-established, and some ignore it completely. Addressing himself to this problem, Lanser stated:

> It is entirely possible that some college administrators will tend to restrict or ignore the college community services as increased demands are made on the regular day schedule. The writer assumes that a community service function is a necessary and integral part of the total public junior college program. Community services should be included as one of the essential functions, if the college is to fulfill its obligation to provide equal opportunity for educational experiences to every citizen of the community (8:11).

A new organization, The National Council on Community Services for Community and Junior Colleges has been formed. The Daily Tribune, a Royal Oak, Michigan newspaper reporting this event, noted that workers in the community services field consider the community service area of the

two-year college the single most important characteristic distinguishing it from other institutions of higher education (15). While this may be merely another example of journalistic enthusiasm, the fact remains that community service is a growing, vital, and dynamic community college function that will expand even more in the future. In summary, a statement by Edmund J. Gleazer, Jr., is apropos:

> Most community colleges claim community service as a major purpose or function. There are not many institutions, however, in which the full potential of this program has been realized. At the same time, there is reason to believe that the next great thrust of community college development will be in the direction of community services (3:9).

Purpose of the Study

1. To survey the self-perceived scope and quality of existing community services programs in a random sample of public community colleges in the United States.
2. To determine the staffing patterns of existing community services programs.
3. To determine areas of needed emphasis in the development of comprehensive community services programs.

Need for the Study

A review of the literature indicates that a study of this type in the area of community services has yet to be undertaken. Medsker's study, done in 1956, covered 18 states and did not concern itself only with community service programs. Additionally, since it is 15 years old, it is safe to assume that many changes have taken place

since it was completed. Harlacher's study, finished in 1967, is, of course, more recent. It covered 104 college campuses in 19 different states. Harlacher, however, stated, in a conversation with this writer, that he selected those colleges which past experience had shown to have good community services programs. It would, therefore, present a somewhat one-sided view of the field. Thus, there appears to be a need for a comprehensive survey dealing with, among other things, the scope of existing programs.

Aside from any general values which may be derived from a knowledge of the self-perceived scope, quality, etc. of existing programs--any addition of knowledge to discipline is presumed to be of value--there is a definite practical value to this investigation: it will be used to aid in the development of the Michigan State Community Services Leadership Program which is financed by a grant from the Kellogg Foundation and directed by Dr. Max R. Raines. The knowledge of the current scope and quality, staffing patterns, and future areas of implementation of community services programs, should prove valuable in planning the curriculum and structure of this program.

Definitions

The key definition in this paper is that used in connection with the term "community services." No one definition of this term has found common acceptance among

educators. As will be seen in Chapter II, the community services concept is based, in part, on the adult education movement and thus contains elements of that discipline. Later the term "continuing education" appeared in educational literature and seems to be replacing "adult education" in that media. It is not necessary to the purpose of this paper to debate the differences in terminology. All three enterprises are so intertwined as to make distinctions between them mainly academic exercises. As Myran concluded, ". . . community services and continuing education are not mutually exclusive. One includes elements of the other; it is, therefore, folly to attempt to minutely delinate these terms" (10:15). Reynolds, writing only about the difference between adult education and community services, made the following statement which is relevent to all three terms:

> In developing a description of community services, adult education is treated as such a service. Purists who have a reverent regard for one term or another will doubtless be offended. It is believed, however, that no real violence will be done to either term but that considering adult education as part of community services will be advantageous in avoiding the confusion that would inevitably result from making artificial distinctions (4:143).

For the purposes of this paper, then, the definition of community services is taken from Harlacher with the addition of the words "social" and "on-campus" (6:17).

Community services are educational, cultural, social and recreational services which an educational institution

may provide for its community over and beyond regularly scheduled on-campus day and evening classes.

Other definitions include:

Public Community College--A publically supported institution offering two-year transfer, occupational, and general education programs, as well as community service programs to all segments of the population living within the service area of the institution.

Scope--The range of activities within a given category of the taxonomy of functions. A broad scope indicates many and varied activities within a function.

Quality--The fineness, merit or excellence of a given category of the taxonomy of functions.

Staffing Patterns--1. The place of the community services program in the overall administrative structure of the public community college.

2. Educational and professional background of the community services director.

Limitations of the Study

This study has the fundemental limiting factors common to the questionnaire method of gathering data. There was no direct method used to establish the validity of the questionnaire. The format of the instrument exactly followed that of a questionnaire previously used in a prior study on Junior College personnel programs. It must be assumed that the questionnaire possesses face validity and that it was

effective in securing the desired data. Further, the questionnaire was a self-report instrument and the validity of the results limited by the accuracy, truthfulness, and clarity of the respondents.

Another limitation of the questionnaire method is the difficulty of getting all of the sample population to complete and return them. In this case a 50% return was achieved, raising the question of why the remaining colleges did not respond and suggesting that some factor may exist that could bias the results. The results and conclusions of this study, then, are limited to and based on the data received from 100 community colleges collected during the summer and fall of 1969 and early 1970 and should not be construed to represent all of the community colleges in the United States.

The study must also be regarded as descriptive in nature and not intended to imply qualitative judgments about the adequacy of community services programs. While respondents were asked to make judgments, the writer treated these as perceptions rather than as indices of actual adequacy. The latter would only be feasible if an outside panel of experts were to visit these institutions much in the fashion of accrediting teams. At the same time there is value in knowing the degrees of favorablness which respondents hold toward their own implementations.

Finally, although the data were checked and rechecked, there is always the possibility of human error in the handling of the data and the mathematical computations.

CHAPTER I--FOOTNOTES

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CHAPTER II

SURVEY OF RELATED LITERATURE

Historical Development

While the community services concept has become prominent only since the end of World War II, the idea has deep historical roots. Both Harlacher (15) and Vines (39) have presented rather detailed accounts of the antecedents of today's community services programs. The following--a brief summary of the genesis of the community service function--is abstracted primarily from their works.

Harlacher believes that the idea can be traced back over 2500 years to the time of Socrates, possibly even further:

> But it was Socrates who first exemplified it by taking his wisdom into the streets and marketplace and there creating a student community representative of the people and actively concerned with social and moral issues of the time (15:7).

The idea was extended by Plato and Aristotle. Vines, writing on this topic, said:

> It is evident that one of the purposes of the Greek philosophers was to increase the knowledge of the young people so that they might in turn develop a better society for their respective communities (39:234).

The idea of providing for all who desired to learn continued on into the Middle Ages, as exemplified by the

medieval university. These institutions provided higher education for any person who wished to join their student communities. Rashdall described the medieval student as representative of all aspects of the social order:

> There was the scion of the princely or noble house who lived in the style to which he was accustomed at home . . . there was the poor scholar, reduced to beg for his living or to become the servitor of a College or of a Master or well-to-do student. . . . But the vast majority of scholars were of a social position intermediate between the highest and the very lowest--sons of knights and yeomen, merchants, butchers, tradesmen or thrifty artisans, nephews of successful ecclesiastics, or promising lads who had attracted the attention of a neighboring Abbot or Archdeacon (3:8).

Founded in large cities, medieval universities were closely connected to the life and activities of their immediate environment. However, by the 18th century, the democratic policies of the universities had been abandoned and colleges and universities were withdrawn from large cities. According to Vines:

> The college student was to be withdrawn from the world about him so that fewer distractions could interfere with his education. The college was an intellectual retreat where students were not to be bothered by the ordinary incidents that happened in everyday life. Learning was to be valuable for its own sake rather than for the use that could be made of it (39:324-325).

The gap that was created by the withdrawal of American universities from active participation in community life was filled by the founding of the American Lyceum. Established by Josiah Holbrook in 1826, it was dedicated to the principles of citizen participation in

community development, the importance of a community climate of problem-solving on a face-to-face basis, and the utilization of educational resources to solve practical problems. At its peak, the Lyceum had established 3,000 branches in nearly every state in the Union. When the Lyceum eventually died out, it was replaced by the Chautauqua which carried on its work in the Lyceum spirit until 1924 (19:329-332).

The Chautauqua Institution was founded in 1874, as a summer educational program for Sunday School teachers. The idea proved so successful, that it was soon attracting participants other than Sunday School teachers. The program was then broadened to include every aspect of culture. In 1878, the Chautauqua Literary and Scientific Circle was formed, which provided a four-year program of home reading in connection with local reading circles. A series of summer schools, offering training in language, liberal arts, speech, music and other disciplines, was established. Chautauqua also sponsored an extensive, informal program of lecture series, conferences, concerts, plays, and special interest clubs (21:15).

Other antecedents of community services programs are listed by Myran:

1. Land grant colleges, which made higher education available to the masses, began in the mid-1800's. The community college may be seen as an extension of the land-grant concept in making available educational experiences at low cost to all segments of the community it serves.

2. Cooperative extension, a program of 'demonstration' education of land-grant colleges and the U.S. Department of Agriculture was legally established by the Smith-Lever Act of 1914, and encouraged by the use of new agricultural technology by bringing the results of research to the farmer. Community services can be perceived as a form of urban cooperative extension service, bringing to the people of the community a variety of new educational opportunities, and expanding its service beyond the boundaries of the college campus.

3. The community school as typified by the Mott adult education and recreation program of the Flint Board of Education in Flint, Michigan. The Mott philosophy is very simple: The schools belong to all of the people.

4. University extension began in the late 1800's, with an emphasis on academic subjects, and shifted toward an all-embracing concept of the role of the university in serving all of the people of the state in relation to the full scope of life problems--economic, political, social, cultural, and moral (27:19).

The community services movement, as can be seen from the above, finds its antecedents in many institutions, both formal and informal. Obviously, community services programs can and are being implemented by organizations other than community colleges. However, with the establishment of the first junior colleges at the turn of the century, America found an institution uniquely qualified to carry on and extend the concept of community services. Davis stresses this point:

> It is an evolving educational institution whose objectives go beyond those of high school and the traditional college. Its existence in a community usually results from a felt need by the community for a means of meeting certain needs which few other existing institutions might optimally meet.

> It is a fundamental tenent of the community college that its program shall be developed in terms of its own community needs, that the needs of members of the community of all socioeconomic levels shall be considered and that provision shall be made for the educational needs of all age levels of the people. (9:148-149).

The following section will focus on the relationship between the community college and the community services concept.

The Community College and Community Services

Junior colleges were orginally established as local institutions designed to provide the community's youth with transfer and later, terminal curricula. As mentioned in Chapter I, community services are a rather recent development. As late as 1960, Houle stated, " . . . little has been written about community services and much of the material that is found in the literature appears 'incidentally and tangentially'" (17:504-505). The years before the second World War, however, were not completely barren.

The first reference that this author could discover as to what would now be considered a community services program in a junior college appeared in 1915. Alexis Lange, a pioneer in junior college work, argued for the establishment of a department of civic education in the junior college:

> Not the least of the functions to be exercised, by a department of civic education would be that of making the junior college as widely and directly useful to the community as possible. And in exercising this

> function, it would furnish junior college students with many opportunities for participation and practice. The school extension staff would consist partly of students. Much of the work that is now being done under the name 'university extension' could be done and done better by the junior college under the auspices of the department of civic education. It would be instrumental in making surveys of various sorts within the limits of its environing territory with a view to finding out what needs exist and how they are to be met. It should be of assistance in developing social centers and in organizing all those activities that are implied in the expression 'the wider uses of the school plant.' Here and there settlement work would naturally come under its guidance. In cooperation with the university extension system, it would provide for special classes, lecture courses, and so on, to meet the real needs that it has discovered. In this way much of the aimlessness and futility of effort that are now inseparable from the management of university extension would be avoided. In most cities no more important service could be undertaken nor one more closely akin to the central purpose of the department of civic education (22:341).

It is amazing how the above statement, written 55 years ago, foreshadows the current community services programs. In 1917, Lange commented:

> It is too early as yet to dwell at length on the relation of the junior college to its environing community and on the extramural services it will render as a center of educative influences. But there can be little doubt as to its wider mission, particularly in a state where the landscape is not dotted with small private colleges. There is the call to initiative and cooperation within its circle of intermediate and high schools.
>
> There is the need of furthering community thought and the advance toward the highlands of civic life. There is the challenge to assist in making university extension really worthwhile by making it largely supplementary to junior college extension and so forth. The old functions of the college of fifty years ago, discharged in modern ways; the new functions called for by modern insights and needs added--such may well be the substance of things not seen but hoped for (23:359).

In 1922, the then recently formed American Association of Junior Colleges, meeting in Memphis, Tennessee, recognized the role that the junior college might play in serving its community. In defining a junior college, they included:

> The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the community in which the college is located. It is understood that in this case also, the work offered shall conform to collegiate standards (1:1).

In 1925, meeting in Cincinnati, Ohio, they reaffirmed that position (2).

In 1931, Eells mentioned adult education briefly in his book The Junior College (12:195). In a report to the governor of California in 1932, adult education was identified as one of the functions of California's junior colleges (35:26). Donald Williams MacKay, writing in 1935, truly anticipated community services programs when he stated:

> Because of the peculiarly local nature of a junior college, whether we think of community, county, or section of the state, it can serve outside the school as well as inside. The college must go out from its four walls. It is challenged to assist with adult learning. Extension classes, parent education, trade education, school surveys, improvement of the job, cultural offerings, library facilities to isolated rural people, recreational centers under the guidance of college leaders, forum, program speakers, church leadership, discussion groups, and radio programs are just a few of the many forms of adult education with which the college must assist when there is a felt need (24:345).

Ann Burdick wrote in 1938:

> . . . there has been a noticeable increase in the interest which colleges have taken in adult education. They have cooperated with other educational institutions in providing teachers for adult classes and have expanded extension services to adults under their own auspices (6:21).

By this time it was becoming evident that the junior colleges were increasing their services to the total community and were on their way to becoming true community colleges. In 1940, Seashore wrote:

> The junior college is designed to be a community institution with wide functions. It aims to meet the educational needs for the occupations prevailing in the community. It becomes a center for the development of community interests in the smaller cities in the same way that the municipal college or municipal university assumes leadership in the various fields of learning, such as music, art, social service, and civic movements. It becomes a medium through which adult education can be organized quite regardless of rigid standards for admission. It aims to dovetail its educational activities with the occupational needs and develops ways and means of integrating the education with the occupational life of the community (35:16).

During the years of World War II, junior college enrollment dropped, and, as previously mentioned in Chapter I, the colleges busied themselves training people for a variety of defense needs. After the war, the movement toward more extensive envolvement in the life of the community continued. In 1946, Sexson and Harbeson discussed the "Community Education Function" of the junior college:

> For the successful performance of this function, the junior college should become the center of the educational and cultural life of the entire community. . . . What is needed is not a separate school of late afternoon and evening classes but an extended

> day in the junior college--a day extending from 8:00 A.M. to 10:00 P.M.--chock-full of rich educational offerings for the entire community without regard to age or walk in life (36:58).

The same year, Taylor described a community services program at Trinidad, Colorado Junior College which included cultural inter-relations, safety and mine rescue, police technique, industrial safety, safety and first aid for bus drivers, clothing and cookery, agricultural education, football and basketball programs, oil painting, book reviews, and music appreciation (37:301).

The community services concept received tremendous impetus from the report of the President's Commission on Higher Education:

> The community college seeks to become a center of learning for the entire community, with or without the restrictions that surround formal course work in traditional institutions of higher education. It gears its program and services to the needs and wishes of the people it serves, and its offerings may range from workshops in painting or singing or playwriting for fun to refresher courses in journalism or child psychology.
>
> If the health of the community can be improved by teaching restaurant managers something about the bacteriology of food, the community college sets up such a course and seeks to enroll as many of those employed in food service as it can muster. If the community happens to be a center for travelers from Latin America, the college provides classes in Spanish for sales people, waitresses, bellboys and taxicab drivers.
>
> The potential effects of the community college in keeping intellectual curiosity alive in out-of-school citizens, of stimulating their zest for learning, of improving the quality of their lives as individuals and as citizens are limited only by the vision, the energy, and the ingenuity of the college staff--and by the size of the college budget. But the people

will take care of the budget if the staff provides them with vital and worthwhile educational services (28:69-70).

In 1947, Harold R. Bottrell, writing in the Junior College Journal, described some guidelines that should be used in organizing a community services program:

1. The college views itself as a service agency of the community.
2. The college relates its instructional program to life needs and problems as they exist in the community using as many direct means as possible.
3. The college utilizes community resources, including people in its instructional program.
4. The college staff belongs to the community and participates in its organizations and functions.
5. The college staff has social skill in working in and with the community (or has set about acquiring it).
6. The community identifies and accepts the college as a community-serving institution.
7. College personnel are accepted and utilized as resource persons in connection with community needs, problems, and plans, as are other qualified citizens.
8. The college and the community, separately or jointly, carry on one or more types of community study and inventory for avowed educational purposes.
9. There is a college-community deliberative or advisory body charged with responsibility for study and development of cooperative planning and effort in community education (65:62-63).

By this time, it would seem that community services programs were accepted as one of the functions of the community college. In 1949, for example, Contra Costra Junior College District in California was founded and

began offering a program almost immediately. Courses were offered during 1950-51 in civilian defense, marriage and family life, parent-child relationships, and home furnishing. Instruction in speech, painting, music, and the theater were offered to satisfy the avocational interests of the community (13:79-80). Even earlier, Montgomery Junior College, which opened in 1946, organized the "Community Forum" series of guest speakers (13:98-99).

Bogue wrote, in 1950:

> The community institution goes to the people who live and work where it is located, makes a careful study of the needs of those people for education not being offered by any other institution of learning, analyzes these needs and builds its educational program in response to the analyses. All too frequently, people who are unfamiliar with the process are inclined to think of job analysis only, to the neglect of family life, civic, and cultural community interests (4:22).

By 1955, Crawford was able to say that community service had been an outstanding accomplishment of the junior college during the past 25 years (7:437). A year later, Reynolds, using studies done by others, categorized community services in the following areas:

1. Mutual aid for meeting college-community needs.
2. Community experience programs.
3. Community study and research problems.
4. Public affairs education.
5. Specialized community services, including the subcategories economic conditions, public education, health cultural and recreational activities, and conservation.

6. Community development.
7. Community participation and leadership training.
8. Use of mass media of communication.
9. Public relations programs.
10. Community use of school plant.
11. Formal adult education program (32:144).

Medskar reported, in 1956, that 90% of the 243 colleges that replied to his survey were performing community service activities. His results are shown on Table 3, reproduced from his book.

He found that making the school plant available for community groups was the most wide-spread activity. However, he stated:

> The other categories are more indicative of the unusual services that make an institution a community college. Their value would depend to some extent on whether they were 'one shot' services or performed more or less regularly. Visits to the cooperating college made it clear that in many of the institutions these services were not performed frequently (25: 79).

Putnam, also in 1956, studied community services in relation to the needs of Spanish-speaking people in Texas. He categorized community services as follows:

1. Community aims
2. Fine-Arts activities
3. Recreational activities
4. Thought-provoking activities--forums, clinics, etc.
5. Community surveys
6. Adult education

TABLE 3.--Number of Two-Year Institutions (Out of a Total of 243 Reporting) Indicating the Performance of Special Community Services, Spring, 1956.

Number Reporting	Community Service Categories
145	Widespread use of the college physical plant by community groups
114	Assistance by college in safety and thrift campaigns, fund drives, and the like
107	Organization of special events, such as workshops, institutes, forums for business, professional, or governmental groups either for the purpose of in-service training of employees or the general improvement of the group
105	Promotion of cultural and recreational activities, such as the development of community musical groups, sponsoring of little theater groups
83	Promotion by the college of community events in which public affairs are discussed
66	Organization projects with other community agencies relating to the improvement of health conditions in the community
65	Use of the college staff and students in making studies of the community (such as occupational surveys, sociological studies
42	Organization of services using college staff or students, or films and lectures from outside, to further the conservation of natural resources
41	Research by college staff and students for business or professional groups in the community
41	Organization of child-care programs for demonstration and instructional purposes

7. Off-campus classes
8. Agricultural program
9. Cooperation with local organizations
10. Community use of faculty
11. Community as instructional laboratory
12. Community helps plan curriculum
13. Community use of college plant

He found each of five schools studied excelled in some features of the community service program and had done little with other features. He concluded that the community service program was not highly developed at any of the colleges (30:222).

In 1957, the President's Committee on Education Beyond High School reported that the program of the comprehensive community college included, among other things, adult or continuing education programs and courses of the kinds desired by the community. The Committee added:

> In many areas the community college has also become a center for social and cultural life, providing opportunities in the creative and performing arts as well as a meeting place for various community groups and individuals seeking to enrich their lives through learning (29:64).

As more and more community colleges were established, more and more community services programs were started. Feasibility studies recommending the founding of new community colleges indicate that community services programs be started concurrently with the transfer and terminal educational programs. In Minnesota, Keller, Lokken and

Meyer made such a recommendation, calling on any new college to "provide community services including adult education of both a vocational and avocational nature" (20:56). In a plan to establish a system of community colleges in Deleware, the Report by the Board of Trustees stated that a community services program was to be offered as soon as feasible (10:27). The community college system in Virginia began operations by providing, along with traditional offerings, non-credit community service programs for citizens in the region of the college (38:56). Johnson, in his book Starting a Community Junior College, stated that a community services program should be started immediately: "Provide an active program of community services from the very beginning. In some cases, start the program even before classes open" (18:62).

Recent Trends in the Literature

During the 1960's, the literature on community services programs took two directions, which are continuing into the first year of the 1970's. The first, and by far the most common, is to describe specific aspects of the community services program. The second, sparked mostly by work done in California, investigates the structure and extent of community services programs. It is not the intent of this author to report on all of these but, instead, to give several examples of each type.

Reports on Specific Programs

Bard gives a detailed description of how Essex Junior College in Baltimore developed a program to involve inner-city youth in a program which would eventually lead to their entrance into the junior college (3). Donham reports on how a community college helped welfare recipients in their academic, vocational, and personal problems. The program, set up by Clatsop College in Oregon, used vocational programs, remedial help, and counseling techniques to train people for jobs. Of 112 persons entering the program, 53 were no longer on the public welfare roles (11).

In a program described by Schulman, the students and faculty of the Psychology Department of Baltimore Junior College worked with patients at mental hospitals, disadvantaged students, and juvenile delinquents (34). The role of the community college in bringing cultural activities to the community is illustrated by a report on the Theater Arts curriculum of Bucks County College in Pennsylvania. The players performed for the local community and secondary schools of the area. When performing before school groups, discussions of the plays and the performance were held before and after the presentation (33).

In the March, 1970, issue of the Junior College Journal, Hardy reports on the "Great Decisions" program sponsored in part by the community colleges of North

Carolina. This program set up groups to study and discuss world affairs, using materials supplied by the Foreign Policy Association. The groups met once a week for eight weeks, usually during February and March. While other organizations, such as the Federated Women's Clubs, Rotarians, libraries, etc., could locally sponsor this nationwide program, the community colleges in North Carolina found it directly related to their community services program and actively participated in it (14).

Reports on the Structure and Extent of Community Services

In 1964, Harlacher examined the catalogs of 69 California public junior colleges and found that 40, or 58%, claimed community services as a major function. Another 10 colleges included community service under another related function, usually adult education (16:50).

In 1965, Harlacher conducted a nationwide survey, receiving 99 replies from colleges that claimed community services as a major function. He found 28 categories of community services falling into four major areas: community use of college facilities, community educational services, cultural and recreational activities. Ninety-six per cent of the colleges claimed inclusion of all four areas in their community services programs.

The most frequently reported--70% or more--community service activities were, in rank order:

1. Provision of facilities for meetings and conferences

2. Cultural programs

3. Educational workshops, seminars, conferences

4. News service

5. Provision of facilities for community-sponsored cultural events

6. Citizens advisory committees

7. Utilization of physical and human resources of the community in the instructional program (15:27-28).

Morton surveyed 90 public community and junior colleges throughout the continental United States in 1966. Only several of his conclusions are listed below:

1. Community services are non-credit bearing activities and enterprises conducted by the community college for the development of human resources and the maintenance and improvement of desirable social and economic conditions within the locality of the community college. These services include a program of continuing education, seminars, workshops, and other activities of a cultural, economic, and education nature.

2. Continuing education, often known as adult education, programs are considered as community services.

3. The community service program is initiated with the founding of the college and a professional educator is charged with its administration.

4. Community services to be performed by the college are determined by the community service administrator in cooperation with the administration, staff, students and the community.

5. The Pennsylvania community colleges included in the study were not performing the community service function to any significant extent (26:121-122).

Myran, in 1969, completed a study of the structure and development of community services programs in 13 community colleges known to have well-developed programs. He attempted to:

1. Define the elements of community services,
2. Identify the organizational, staffing and financing patterns through which community services were carried out,
3. Identify factors with the college and the community which, as perceived by community college administrators, contribute to the effectiveness of community service programs.

Using a version of the Raines Taxonomy, which will later be described in detail, he found the following functions most common (12 or 13 colleges reporting):

Social Outreach	Public Information
Cultural Development	Advisory Liaison
Public Forum	Facility Utilization
Educational Expansion	Organizational-Administrative
Educational Extension	Program Evaluation

The other functions being implemented to a lesser degree were:

Function	Number of Colleges Implementing
Community Analysis	9
Career Development	6
Civic Improvement	5
Recreational Development	5
Conference Planning	3
Faculty Consultation	2
Staff Development	1 (27:72-73)

He also found that in 7 colleges the person responsible for the community services program reported directly to the president or the chief executive officer of the institution. At 3 colleges they reported to the dean of instruction or equivalent, and at 1 college he reported to the Dean of the Evening College and Adult Education. Two colleges had no single administrator responsible for community services programs (27:72-78).

In compiling the 1970, Directory of Community Service Leadership in Community and Junior Colleges, Cummiskey surveyed approximately 1,000 institutions. He found:

> Roughly 77% of approximately 1,000 institutions contacted responded to the survey. Of the respondents, over 93% indicated they carry on a formal community services program. Nearly all of the responding public institutions had programs (98%). Private institutions reported programs in 72% of their institutions. Even assuming no programs in the 200 or so institutions not responding to the survey, we can report programs in over 600 of the public institutions (more than 80%) and in over 115 private schools (more than 45%).
>
> A full-time staff member can be found in 30% of our institutions with programs. In many cases there are more than one full-time staff member. Twenty-four per cent have a full-time director. Six per cent of the institutions with programs have full-time administration but a part-time director. Often the president or dean of instruction is listed as director devoting 10% of his time to community services.
>
> Many institutions have divided the responsibility for administration of community services offerings, such as evening extension, facility use, manpower programs, and tutoring services. These institutions list two or more part-time administrators. Institutions with a full-time equivelency of one or more administrators comprise 10% of our sample.

> We may summarize a description of staffing patterns by noting that over 40% of responding institutions have a full-time administrator, or the equivalent, in community services. Forty-six per cent of public institutions fit this staffing pattern (8-i).

Conclusion

The author in this chapter, has reviewed a sample of the literature relating to community services programs in community colleges. It briefly described the historical background of the community services concept and proceeded more or less chronologically to relate what other authors have written on the subject. Since community services programs, as defined in this paper, are relatively new, a cohesive body of literature does not exist. Harlacher's report to the AAJC, The Community Dimension of the Community College, was published by Prentice-Hall in 1969. It is the only hard-cover book that devotes itself exclusively to community services. In the same year, an edited version of Myran's dissertation was published in soft-cover by AAJC under the title of Community Services in the Community College.

If community services programs continue to grow and flourish, as they seem to be doing, this paucity of literature should soon be alleviated.

CHAPTER II--FOOTNOTES

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CHAPTER III

METHODOLOGY

Since this study is basically descriptive, no elaborate statistical procedures were used; those that were are described in this chapter. Essentially, this paper is an attempt to ascertain the status of community services programs in the responding colleges at this particular point in time, by using an instrument based on the Raines Taxonomy of Community Services Functions and by calling upon the respondents to describe and evaluate their own programs in terms of the instrument.

The Instrument

The Taxonomy of Community Services Functions was developed by Dr. Max Raines of Michigan State University for a proposal submitted to the W. K. Kellogg Foundation in 1968 (4:2-5). Since the taxonomy was not regarded as static, it was subsequently revised and expanded several times with the advice of several authorities in the field of community services. In all probability, the expansion and revision process will continue in the future. The version of the taxonomy used in the instrument is presented below:

Taxonomy of Community Services Functions

Self-Development Functions

Those functions and activities of the college primarily focused upon the needs, aspirations, and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment.

Developmental counseling function.--Providing community members with opportunities for self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life.

Educational extension function.--Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, T.V. courses, "weekend college," neighborhood extension centers.

Educational expansion function.--Programming a variety of educational, up-grading, and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training.

Social outreach function.--Organizing programs to increase the earning power, educational level, and political

influence of the disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare receipients.

Cultural development function.--Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theater.

Leisure-time activity function.--Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities.

Community Development Functions

Those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies, and institutions to improve the physical, social, economic, and political environment of the community; e.g., housing, transportation, air pollution, human relations, public safety.

Community analysis function.--Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community services program of the college; e.g., analyzing cencus tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations.

Inter-agency cooperation function.--Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs, e.g., calendar coordination, information exchange, joint committee work.

Advisory liaison function.--Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee.

Public forum function.--Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, T.V. symposiums.

Civic action function.--Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air pollution.

Staff consultation function.--Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing.

Program Development Functions

Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives, and evaluate outcomes.

Public information function.--Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

Professional development function.--Providing opportunities and encouragement for staff members to upgrade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies.

Program management function.--Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development.

Conference planning function.--Providing professional assistance to community groups in the planning of conferences, institutes, and workshops; e.g., registration procedures, program development, conference evaluation.

Facility utilization function.--Encouraging community use of college facilities by making them readily

accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling offices, conference rooms, auditorium design.

Program evaluation function.--Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests.

The above taxons were assembled into a questionnaire in which the respondents were asked to evaluate, on a five letter alphabetical scale, the scope and quality of those functions implemented and the need for implementation of those functions not implemented. Additional demographic and other data were requested in other sections of the instrument. The questionnaire is reproduced in its entirety in Appendix I.

It should be noted at this point that the nature of the taxonomy leads to a certain amount of overlap of functions, since many of them are closely related. For example, the Cultural Development function and the Leisure-time Activity function may at times be the same function, depending upon the personal objectives of the participant. The Facility Utilization function can be regarded as a function that undergirds and facilitates the performance

of several other functions such as Conference Planning function, Educational Expansion function, or the Cultural Activities function.

In investigations of this sort, it is usual to pre-test the instrument by sending it out to a small group of respondents to critize. In this case, that procedure was omitted because the format of the instrument was identical to one used successfully by Dr. Max R. Raines in a study of community college student personnel programs done for the Carnegie Corporation in 1965. The adequate response to the questionnaire proved the wisdom and validity of this procedure.

The Sample

At the time this survey was taken there were 732 public junior and community colleges listed in the 1969 Junior College Directory. A random selection procedure suggested by Wilson was used to choose those colleges to be included in the mailing. It was accomplished as follows:

1. All public junior or community colleges in the 1969 Junior College Directory were numbered consecutively.
2. With eyes covered, the author allowed a pencil point to come to rest on a three digit table of random numbers.
3. Beginning at the number indicated, 200 numbers corresponding to 200 colleges were taken, reading horizontally across the table (5:286).

The mailing took place during the summer of 1969, and by January 1970, after the usual follow-up letters,

100 replies had been received. The respondents ranged in size from enrollments, full and part-time, of 245 to 35,423. The majority of the colleges reported an enrollment of 1,000 to 5,000 full and part-time students. An alphabetical list of colleges participating in this survey can be found in Appendix C. Table 4 shows the number of colleges in each state contacted and the number of returns received. Additional data regarding the sample are presented in the appendices.

One of the limitations of the questionnaire method of gathering data, as previously mentioned in Chapter I, is that the non-replies might introduce a bias in the data. While this limitation was not extensively investigated, the data suggest that colleges with enrollments of under 1,000 were almost twice as likely not to reply than those with larger enrollments.

Treatment of Data

After the questionnaires were received, the alphabetical replies concerning need, scope, and quality were converted into numerical values by assigning the numbers 1-5 to the appropriate letters. The information was then compiled and, when suitable, put into table or chart form. Statistical treatments--means, standard deviations, correlation co-efficients, and chi squares--were accomplished using methods and tables found in Lathrop (2) or in Kurtz (1).

TABLE 4.--Number of Replies to Questionnaire by State.

	Mailed	Returned	Not Returned
Alabama	5	1	4
Alaska	1	0	1
Arizona	2	1	1
Arkansas	1	1	0
California	23	10	13
Colorado	2	1	1
Connecticut	5	1	4
Delaware	0	0	0
District of Columbia	0	0	0
Florida	8	4	4
Georgia	4	2	2
Hawaii	0	0	0
Idaho	1	0	1
Illinois	10	8	2
Indiana	0	0	0
Iowa	6	4	2
Kansas	4	4	0
Kentucky	4	1	3
Louisiana	2	0	2
Maine	2	0	2
Maryland	3	1	2
Massachusetts	5	2	3
Michigan	8	6	2
Minnesota	7	4	3
Mississippi	4	1	3
Missouri	6	3	3
Montana	1	1	0
Nebraska	2	1	1
Nevada	0	0	0
NewHampshire	0	0	0
New Jersey	3	2	1
New Mexico	3	0	3
New York	14	12	2
North Carolina	11	7	4
North Dakota	1	1	0
Ohio	5	3	2
Oklahoma	4	0	4
Oregon	3	0	3
Pennsylvania	8	4	4
Rhode Island	0	0	0
South Carolina	1	1	0
South Dakota	0	0	0
Tennessee	2	1	1
Texas	9	3	6
Utah	1	0	1
Vermont	0	0	0
Virginia	4	3	1
Washington	5	3	2
West Virginia	0	0	0
Wisconsin	6	3	3
Wyoming	3	0	3
Puerto Rico	1	0	1
Total	200	100	100

To ascertain certain relationships it was necessary to arrive at a score which would represent the self-reported and self-perceived adequacy of the total community services program of each of the responding colleges. To arrive at this score, two arbitrary assumptions were made: first, that the scope of each function was equally as important as the quality of implementation of that function and, second, that each function had the same importance as any other function.

The scope of each function implemented as reported by the college, was given a numerical score as indicated above, and the same was done for the quality of implementation of each function. Each function implemented by a respondent then had two scores, one representing the scope and the other quality of implementation.

The scores for the scope of each function were totaled, as were the scores for the quality of implementation. These scores were then combined to give a total score which represented the self-perceived adequacy of the community services program at each college. Simply, the adequacy of the community services program is equal to the sum of the scopes of each function implemented, plus the sum of the qualities of implementation of each function implemented. Since there are 18 functions in the taxonomy and 10 points is the highest possible rating, a perfect

score would be 180 points. Appendix E shows the scores each college received in descending order, as well as the mean scope and mean quality of implementation of program.

CHAPTER III--FOOTNOTES

[1]Kenneth H. Kurtz, Foundations of Psychological Research (Boston: Allyn and Bacon, Inc., 1965).

[2]Richard G. Lathrop, Introduction to Psychological Research (New York: Harper and Row, Inc., 1969).

[3]Max R. Raines, A Proposal to Explore and Expand the Continuing Education and Community Development Potential of Michigan Community Colleges (unpublished, Michigan State University, 1968).

[4]Gright, E. Wilson, Jr., An Introduction to Scientific Research (New York: McGraw-Hill Book Co., Inc., 1952).

CHAPTER IV

RESULTS OF THE SURVEY

Community Services Functions

The nature of the data requested in Section 1 of the inventory suggests that it be reported primarily in tabular form. Table 5 indicates the number of colleges reporting implementation of each function of the community services program.

The mean number of colleges implementing self-development functions was 78.1. The mean of those implementing community development and program development functions was 72.5 and 79.6, respectively. It appears that community development functions which focus on cooperative efforts with the local community to improve the physical, social, economic, and political environment of the community are not as fully implemented as are the other two functions.

A restructuring of the data in Table 5 may provide a more meaningful or at least another view of this material. Table 6 represents the per cent of implementation of each function in descending order of implementation. In this table it is necessary to list functions out of their

TABLE 5.--Number of Community Colleges Reporting Implementation of Community Services Functions.

Function	Number of Colleges Reporting Implementation
Self-Development	
Developmental Counseling	66
Educational Extension	92
Educational Expansion	90
Social Outreach	74
Cultural Development	80
Leisure-time Activity	67
Community Development	
Community Analysis	68
Inter-agency Cooperation	78
Advisory Liaison	82
Public Forum	62
Civic Action	71
Staff Consultation	74
Program Development	
Public Information	87
Professional Development	88
Program Management	75
Conference Planning	71
Facility Utilization	89
Program Evaluation	69

categorical placement. The Roman numerals in the second column indicate the category in the taxonomy to which each function belongs. For this purpose, Roman numeral I indicates Self-Development functions, II indicates Community Development functions, and III indicates Program Development functions. This format is used where appropriate in all the tables that follow.

TABLE 6.--Community Services Functions in Descending Order of Percentage of Implementation as Self-Reported by Colleges.

Function	Category	Percentage Implemented
Educational Extension	I	92
Educational Expansion	I	90
Facility Utilization	III	89
Professional Development	III	88
Public Information	III	87
Advisory Liaison	II	82
Cultural Development	I	80
Inter-agency Cooperation	II	78
Program Management	III	75
Staff Consultation	II	74
Social Outreach	I	74
Conference Planning	III	71
Civic Action	II	71
Program Evaluation	III	69
Community Analysis	II	68
Leisure-time Activity	I	67
Developmental Counseling	I	66
Public Forum	II	62

It can be seen here, as well as in the preceding table, that no one function was implemented by all of the colleges. That 90% or more of the colleges implemented the two primarily educational functions should come as no surprise, since the providing of educational opportunities to the local community has long been regarded as one of the most important functions of the community college.

For the purposes of this paper it can be fairly stated that the community college that implements all of the community services functions listed in the taxonomy has a broad and comprehensive community services program. Table 7 indicates how many colleges are performing all or some number of the community services functions.

TABLE 7.--Number of Community Services Functions Implemented per College.

Number of Functions Implemented	Number of Colleges Reporting Implementation
18	27
17	9
16	9
15	10
14	7
13	8
12	6
11	3
10	7
9	3
8	2
7	2
6	2
5	1
4	0
3	1
2	0
1	0
0	3

Median=15

Over one-fourth of the colleges replying indicated that they have implemented all of the functions and over half of the respondents have implemented at least 15 of the functions. Only 11 colleges reported that they implemented less than one-half of the functions. The median number of functions implemented was 15.

Tables 5, 6, and 7 deal with those community services functions that are currently being implemented by the respondents. Section I of the survey also requested information regarding those functions that were not being implemented.

The colleges were asked to identify the non-implemented functions and to report on how strongly they felt that there was a need for implementation. The intensity of need was judged on a 5 point scale ranging from "No Need" to Urgent." Numerical values 1-5 were applied to each point of the scale, 1 representing "No Need," etc. The numerical values of the mean intensity of need were rounded off and applied to the following scale:

1 -1.5 No Need

1.6-2.5 Little Need

2.6-3.5 Moderate Need

3.6-4.5 Strong Need

4.6-5 Urgent Need

Table 8 shows these non-implemented functions ranked in order of the number of colleges indicating a need to implement them and the mean intensity of the need. Inspection of the frequency count indicated that the mean would be the best measure of central tendency. The standard deviation was also computed to show variance.

Here it is interesting to note that the function Educational Extension, which ranks the lowest in need for implementation, ranks the highest--"Urgent"--in intensity of need. It is obviously the most implemented function as shown in Table 6 and the fact that those colleges which do not implement it consider the need to be so urgent, indicates that community colleges are responsive to items

TABLE 8.--Community Services Functions Ranked by Number of Colleges Indicating Need for Implementation.

Function	Category	No. of Colleges Indicating Need	Mean Intensity of Need	Standard Deviation
Public Forum	II	35	3.37-moderate	.897
Development Counseling	I	31	3.45-moderate	.797
Leisure-time Activity	I	31	2.90-moderate	1.117
Community Analysis	II	29	3.62-strong	.761
Program Evaluation	III	27	3.63-strong	1.023
Civic Action	II	26	3.46-moderate	.929
Conference Planning	III	25	3.16-moderate	.783
Social Out-Reach	I	24	3.50-moderate	1.037
Staff Consultation	II	22	3.41-moderate	.937
Program Management	III	21	3.81-strong	.957
Cultural Development	I	18	3.06-moderate	1.117
Inter-agency Cooperation	II	18	3.56-moderate	.955
Advisory Liaison	II	15	3.40-moderate	.717
Public Information	III	10	3.90-strong	.880
Educational Expansion	I	8	3.63-strong	.992
Professional Development	III	8	3.63-strong	.695
Facility Utilization	III	7	4.00-strong	.925
Educational Extension	III	6	4.67-urgent	1.025

which reflect a more traditional academic role. (The Educational Extension function is defined as increasing the accessibility of the regular courses and curricula of the college.)

It should also be noted that the function that ranked the lowest in intensity of need, Leisure-time Activity, ranked almost at the bottom in frequency of implementation. The Public Forum function which also ranked lowest in frequency of implementation was rated as "Moderate" in intensity of need.

The above tables presented data concerning the implementation of community services functions throughout the country. The next table shows the scope of activities associated with the functions. Scope, as defined in Chapter I, is the range of activities within a given function. A broad scope indicates many and varied activities are being carried on. The respondents were asked to judge the scope of each function performed on a 5 point scale ranging from Very Limited to Very Broad. Numerical values 1-5 were applied to each point of the scale, 1 meaning "Very Limited," etc. Here, as in Table 8, the mean is used as the measure of central tendency and the standard deviation as the measure of variance.

Using the same sort of scale that was applied to table 8, i.e.:

1 -1.5 Very Limited

1.6-2.5 Limited

2.6-3.5 In-between

3.6-4.5 Broad

4.6-5 Very Broad

the means were rounded-off and the numerical value translated back into the language used in the questionnaire.

Only two of the 18 functions were rated as high as "Broad" in scope and all the rest were rated as "In-Between." This may represent a tendency on the part of the respondents, which becomes more evident in the tables to follow, to rate themselves toward the middle of the scale. This tendency may reflect a certain conservatism in responding to the type of questionnaire used, a reluctance to appear either as accomplishing too much or too little.

If Table 9 is compared with Table 6 and the latter to Table 10, it may be noted that the data begins to acquire a certain amount of internal consistency. The functions that are reported to be most often implemented are also reported to have the greatest scope. To check this observation a Spearman rank-order correlation coefficient was computed between per cent of self-reported implementation (Table 6) and rank-order of self-perceived scope. There was a high positive correlation (Rs-.87) between the two factors significant to the .01 level, which confirms the above observation.

TABLE 9.--Self-Perceived Scope of Community Services Functions in Rank Order of the Means.

Function	Category	Mean	Standard Deviation
Facility Utilization	III	3.78-broad	.97
Educational Extension	I	3.64-broad	.90
Public Information	III	3.48-in-between	.98
Professional Development	III	3.43-in-between	1.01
Advisory Liaison	II	3.41-in-between	1.16
Cultural Development	I	3.19-in-between	1.12
Educational Expansion	I	3.10-in-between	1.06
Program Management	III	3.05-in-between	1.04
Inter-agency Cooperation	II	3.04-in-between	.93
Program Evaluation	III	2.99-in-between	1.04
Conference Planning	III	2.94-in-between	1.03
Civic Action	II	2.87-in-between	1.02
Developmental Counseling	I	2.73-in-between	1.11
Social Outreach	I	2.70-in-between	1.05
Staff Consultation	II	2.70-in-between	1.00
Public Forum	II	2.65-in-between	.95
Leisure-time Activity	I	2.64-in-between	1.08
Community Analysis	II	2.62-in-between	1.00

The next piece of information elicted by the survey was the quality of implementation of each function. The respondents were asked to rate the quality of current activities within each function on a 5 point scale, ranging from "Very Poor" to "Very Good." Numerical values 1-5 were assigned and the mean and standard deviation were used as before.

The numerical values were converted as follows:

1 -1.5 Very Poor

1.5-2.5 Poor

2.6-3.5 In-between

TABLE 10.--Self-Perceived Quality of Community Services Functions in Rank Order of the Means.

Function	Category	Mean	Standard Deviation
Educational Extension	I	4.13-good	.61
Facility Utilization	III	3.97-good	.87
Cultural Development	I	3.89-good	.95
Educational Expansion	I	3.81-good	.82
Professional Development	III	3.78-good	.79
Public Information	III	3.65-good	.83
Advisory Liaison	II	3.64-good	1.00
Social Outreach	I	3.57-good	.86
Developmental Counseling	I	3.56-good	.97
Conference Planning	III	3.55-good	.84
Civic Action	II	3.54-in-between	.89
Staff Consultation	II	3.48-in-between	.89
Program Management	III	3.47-in-between	.83
Leisure-time Activity	I	3.47-in-between	.97
Public Forum	II	3.44-in-between	.94
Inter-agency Cooperation	II	3.37-in-between	.80
Program Evaluation	III	3.24-in-between	.89
Community Analysis	II	3.21-in-between	.90

3.6-4.5 Good

4.6-5 Very Good

Here a tendency to rate the quality of the functions higher than the scope may be noted. Eight functions were rated less than Good. Again, no one function was rated in the highest quality category and none appeared in the two lowest categories. Again, the functions that were most frequently implemented, as well as attaining highest ratings in scope, tended also to be rated higher in quality. This will be discussed further under Table 11.

TABLE 11.--Self-Perceived Scope and Quality of Community Services Functions Arranged According to Each Function.

Function	Mean Scope	Rank Order Scope	Mean Quality	Rank Order Quality
Self-Development				
Developmental Counseling	2.73	13	3.56	9
Educational Extension	3.64	2	4.13	1
Educational Expansion	3.10	7	3.81	4
Social Outreach	2.70	14.5	3.57	8
Cultural Development	3.19	6	3.89	3
Leisure-time Activity	2.64	17	3.47	13.5
Community Development				
Community Analysis	2.62	18	3.21	18
Inter-agency Cooperation	3.04	9	3.37	16
Advisory Liaison	3.41	5	3.64	7
Public Forum	2.65	16	3.44	15
Civic Action	2.87	12	3.54	11
Staff Consultation	2.70	14.5	3.48	12
Program Development				
Public Information	3.48	3	3.65	6
Professional Development	3.43	4	3.78	5
Program Management	3.05	8	3.47	13.5
Conference Planning	2.94	11	3.55	10
Facility Utilization	3.78	1	3.97	2
Program Evaluation	2.99	10	3.24	17

The Educational Extension function which rated the highest in quality seems to emerge as the most important community services function in the eyes of the respondents. It was the most often implemented, it was the only function whose need for implementation was rated "Urgent" by those colleges that did not implement it; and, it rated second in breadth of scope. As previously mentioned in discussing this function, this does not seem unusual. The extension of educational services to the community has been one of the more basic functions of the community colleges and, in all probability, one of the first to be implemented after the establishment of the college.

It might be speculated, therefore, that this function has the dual advantages of tradition and longevity which some or most of the other functions do not possess.

For the convenience of the reader who may wish to compare the scope of each function with the quality, the data has been rearranged in Table 11.

An inspection of Table 11 reveals that a relationship exists between the scope of each function and the quality. Using the Spearman rank-order correlation method, it was found that a moderately high positive correlation (Rs=.75) exists between scope and quality. This is significant at the .01 level.

It can be stated that the community services functions that are the most extensively implemented (at least

80% of colleges reporting implementation), the broadest in scope, and the highest in quality are in order of implementation as follows:

1. Education Extension
2. Educational Expansion
3. Facility Utilization
4. Professional Development
5. Public Information
6. Advisory Liaison
7. Cultural Development

It should be noted that the most implemented function, Educational Extension, ranks second in scope and first in quality. Facility Utilization, which ranks third in implementation, ranks first in scope and second in quality. Since the correlation is not 1.00, the second most implemented function, Educational Expansion, ranks seventh in scope and fourth in quality.

Three of the above listed functions, numbers 1, 2, and 7, fall into the Self-Development category. Three, numbers 3, 4, and 5, fall into the Program Development category, only one, number 6, falls into the Community Development category. This indicates that Community Development functions have not achieved the status of the other two.

Staffing Patterns

The second section of the Community Services Inventory dealt with the staffing patterns of community services

programs. The first question sought to determine if there was a person specifically charged with the direction of the program and the amount of time allocated for that assignment. The results are summarized on Table 12.

Only 13% of the colleges reporting programs indicated that they had no director. The vast majority indicated directors with varying time allotments. Almost half of the respondents had a director, either full or over half-time. A little less than one-third had half-time or less than half-time directors.

When the respondent checked "Other" he was asked to explain his answer. Two said that the job was done by the president of the college. Five replied that responsibility

TABLE 12.--Number of Colleges Having Full or Part-Time or no Directors of Community Services.

Number of Colleges	Time Allotment
27	Full time
18	Over one-half time
30	One-half time or less
13	No director
10	Other
2	No answer
Total 100	

for the job was shared by various members of the faculty. In one case, the job was performed in a limited manner by the dean of academic affairs. One college reported that three divisions were responsible and one college reported that the director of guidance had very limited responsibilities.

The next question attempted to define any other duties that might be performed by the person heading the community services program, in addition to those connected with the community services program. As can be seen from the list below, some of the areas of responsibility appear closely related to community services while others are not. The most frequently reported areas of responsibility were:

1. Direction of evening or extended day college for credit
2. Public relations other than those directly related to community services
3. Teaching various subjects on a part-time basis
4. Direction of summer sessions for credit
5. Direction of federal programs
6. Direction of technical or occupational education programs
7. Counseling and guidance
8. Program or institutional research or development

Less frequently reported duties include:

1. Financial aid
2. Placement
3. Accreditation
4. Direction of athletic programs
5. Fund raising
6. Admissions
7. Health services
8. Discipline
9. Recruiting
10. College publications
11. Director of music
12. Director of part-time studies
13. Basic adult education
14. Adult high school programs
15. Assistant to the administrative dean

The third question in Part II of the survey asked the title of the person in charge of the community services program. The results are summarized in Table 13.

There is, obviously, no general agreement on what title to give the person who heads the community services program. Even the most common designation, that of Director of Continuing Education, was reported by less than 10% of the respondents. The next most common title, that of Director of Community Services, was only reported by six colleges.

TABLE 13.--Titles of Persons Heading Community Services Program.

Title	Number Reporting
Dean of:	
Adult and Community Services	1
Community Services	2
Continuing Education	3
Continuing Education and Summer School	1
Evening College	1
Extension-Community Services	1
Instruction	1
Student Personnel	1
Technical and Adult Education	1
Assistant or Associate Dean of:	
Academic Affairs	1
Adult and Continuing Services	1
Adult Education and Community Services	1
Continuing Education	1
Extension Services	1
Instruction	1
Instruction-Continuing Education	2
Instruction for Program Development and Community Services	1
Special Services	1
Students	1
Director of:	
Adult Distributive Education	1
Adult Education	1
Adult and Continuing Education	2
Adult and Extension Courses	1
Community Services	6
Continued and Vocational Education	1
Continuing Education	9
Continuing Education and Community Services	2
Continuing Education and Development	1
Development and Continuing Education	1
Development and Research	1
Division for Continuing Education	1
Evening and Summer Sessions	1
Extended Day Program	1
Extension and Community Services	1
Extension Programs	1
Field Service	1
General Adult Education	1
Guidance	1
Occupational Education	1

TABLE 13.--Continued.

Title	Number Reporting
Office of Community Services	1
Placement and Evening College	1
Public Relations and Institutional Development	1
Public Services	1
Service Programs	1
Student Personnel	1
Urban Affairs	1
Other Directors:	
Evening Director	1
Executive Director-Community Services	1
Coordinator of:	
Adult Education	1
Community Services	1
Continuing Education	4
Continuing Education and Community Services	1
Special Programs	1
Others:	
Administrative Assistant for Evening and Summer Program	1
Administrative Assistant to the President	1
Administrator-Field Service Assistant Superintendent-Administrative Dean	1
Assistant to the President	2
Chairman-Public Events Board	1
President	2
Specialist-Continuing Education	1
Total	86

As mentioned in Chapter I, there is a certain amount of controversy and confusion as to the distinction between community services, continuing education, and adult education. This becomes evident upon examination of the terms used in the titles listed in Table 13. The term "Continuing Education" appears singly in titles 19 times; "Community

Services," in combination with other terms, appears eight times; "Continuing Education" appears in combination 11 times, and "Adult Education" appears six times.

It appears then, that at this stage of the development of community services programs, colleges have a tendency to identify with continuing education programs. Without previous data which does not exist, it is impossible to tell if this is a trend that is developing or one that is ending, as more colleges recognize community services as an entity in its own right subsuming the continuing education program.

Table 14 summarizes the responses to the fourth question in Part II of the Survey--To what higher administrator does the head of the community services program report?

Little comment appears necessary here. Forty-one per cent of the respondents indicated that the head of the community services program reported to the head of the college. The assumption might be made that in those colleges, at least, the community services program enjoy equal status with other college programs. This assumption, however, remains to be proved.

Question five sought information on the amount of assistance furnished to the head of the community services program. Tables 15 and 16 indicate the number of administrative assistants provided and the amount of clerical help available.

TABLE 14.--The Immediate Superior to the Head of the Community Services Program.

Report to One Person	
Title	Number Reporting
Head of College includes: President, Director, Executive Director, Superintendent, Dean, District Director	36
Dean of Instruction includes: Instructional Dean, Director of Instruction	17
Dean of Academic Affairs includes: Academic Dean	5
Dean of College	4
Vice-president	4
Executive Dean	2
Dean of Administration includes: Administrative Dean	2
Dean or Director of Continuing Education	2
Administrative Assistant for Special Programs	1
Assistant Director of College	1
Assistant Director of Instructional Services	1
Associate Dean of Faculty	1
Dean of Division of Evening and General Studies	1
Dean of Faculty	1
Dean of Students	1
Director of Campus (more than one campus)	1
Director of Adult Education	1
Vice-president, Student Personnel	1
Report to Two Persons	
Academic Dean and President	2
Dean and President	2
Dean of College and Dean of Students	1
Associate Dean of Instruction and Dean of Instruction	1
Total	88

TABLE 15.--Number of Administrative Assistants to the Head of the Community Services Programs.

Number of Colleges	Number of Assistants
Full-time Assistants	
11	1
4	2
2	3
1	4
1	5
1	17
Full plus Part-time Assistants	
	Full / Part-time
4	1 / 2
1	4 / 2
1	4 / 1
1	3 / 2
1	1 / 3
1	1 / 1
Part-time Only	
10	1
1	2
1	3
1	4
1	5
1	6
No Assistants	
49	0

TABLE 16.--Amount of Clerical Assistance Provided to the Head of the Community Services Program.

Number of Colleges	Number of Clerks	
	Full-time	
20	1	
3	3	
2	2	
1	4	
	Full-time plus Part-time	
	Full	Part-time
23	1	1
3	2	1
2	3	1
2	2	2
2	1	3
1	17	4
1	5	4
1	4	1
1	3	2
1	2	4
1	2	3
1	1	4
1	1	2
	Part-time Only	
11		1
	No Clerical Help	
17	0	

With the exception of one college, it appears that community colleges are reluctant to provide the head of the community services program with an abundance of administrative assistants.

Question six asked how many teachers were employed in the community services program. It was found that only five colleges employed teachers full-time. The number of teachers employed ranged from 1 to 10. Three colleges used teachers more than one-half time. One used 20, another used six, and one used two.

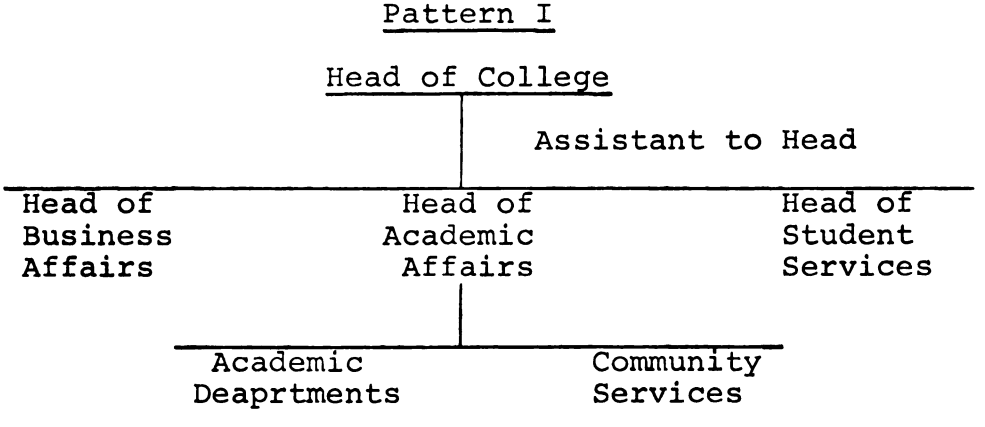
The vast majority reported that they employed teachers on a less than half-time basis. The number employed ranged from 1 to 985. Two colleges employed over 500 teachers, five colleges employed over 100 teachers, and six colleges employed over 50 teachers. The balance of the respondents employed up to 48 teachers and the median number of teachers employed by all respondents equalled 30 teachers.

Question seven asked for an organizational chart of the structure of the college in order to determine the relationship of the community services department or division to the other departments of the college. The response indicated that there are almost as many patterns of organization as there are colleges. Twenty-one colleges reported that no formal community services division or department existed and that the functions were performed

by a variety of departments. Eleven colleges did not answer this question, nor did they indicate the reason for not answering. The majority of the balance of the responses could be placed into one of three generalized patterns. It should be noted that these three patterns are abstractions and only a few colleges fit the patterns exactly.

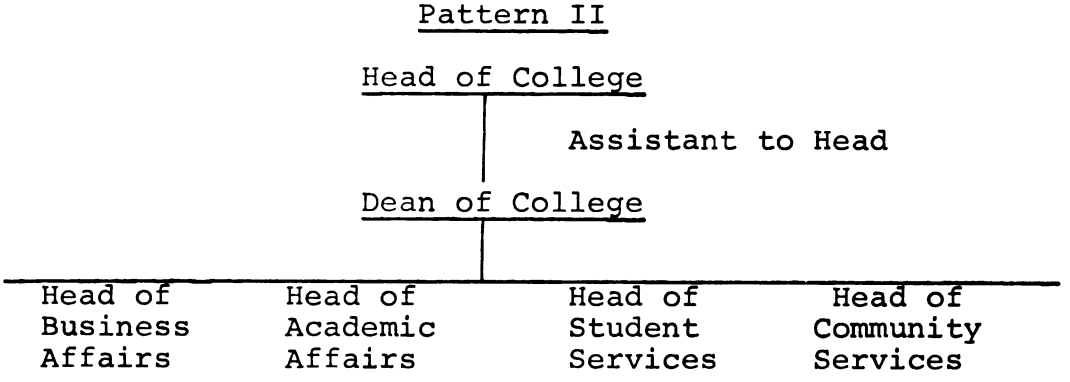
The most common configuration for 27 colleges reporting is shown in Pattern I below. In this pattern, the community services department is considered to be part of the instructional program and, as such, is the responsibility of the academic dean or dean of instruction or any variation of that position. It may carry the title "Community Services" or in many cases "Adult" or "Continuing Education" department or division. If the latter designation is used, community services are considered an integral part of that department.

Pattern I



The next most common configuration (20 colleges reporting) is one in which the community department is

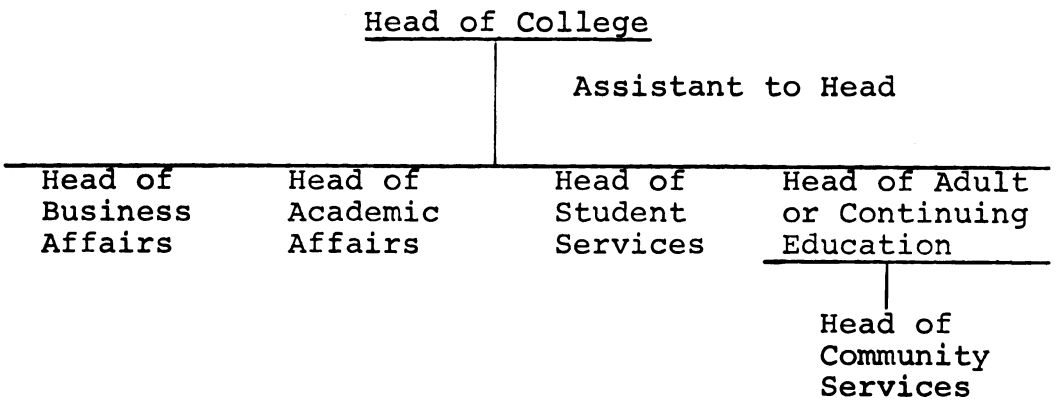
considered to be of equal rank to the other departments and is the responsibility of the president, or in some cases the dean of the college, if such position exists. As in the case of Pattern I, this department may be designated "Adult" or "Continuing Education," but community services are an integral part of the department.



Pattern III is much less common (eight colleges reporting) than Patterns I and II. In this configuration, community services is considered to be a separate not an integral part of another department, usually Adult or Continuing Education, but in two cases the Student Personnel Department, and in another the Research and Development Department.

The balance of the colleges (11) reported configurations which failed to fit in any of the above patterns. They possessed no special merit nor were they startingly unusual. They were just different enough not to fit the patterns. In view of this, they will not be reproduced.

Pattern III



The next question asked the educational background of the person heading the community services program. Seventeen of the respondents did not answer this question, primarily because no such person existed or because the president headed the program. All persons heading programs had bachelor degrees in the areas indicated in Table 17.

As might be expected, the largest number of degrees (33) were in the field of education. Interestingly, the largest number of degrees in any one specific area, eight, were to be found in history, followed by social studies with seven.

Only six of the respondents did not have a master's degree in some area in addition to the bachelor's degree. Of these, four were working on the advanced degree in the fields of Adult Education, English, Administration, and Vocational and Technical Education. Master's degrees were held in the academic areas as indicated in Table 18.

TABLE 17.--Bachelor's Degrees Held by Heads of Community Services Programs According to Academic Area.

Academic Area	Number Reporting
Administration:	
Administration	1
Business or Management	5
Behavioral Science:	
Psychology	2
Education:	
Biology Education	1
Business Education	5
Education	5
Education Psychology	1
Elementary Education	1
Industrial Arts	3
Language Arts	1
Music Education	1
Physical Education	6
Science Education	1
Social Studies	7
Speech Education	1
Exact Sciences:	
Mathematics	5
Engineering	2
Liberal Arts:	
English	2
History	8
Language	1
Liberal Arts	2
Natural Sciences:	
Chemistry	6
Forestry	1
Physics	1
Social Sciences:	
Economics	3
Social Science	2
Political Science	2
Others:	
Industrial Technology	1
Journalism	1
Law	1
Music	2
Total	81

TABLE 18.--Master's Degrees Held by Heads of Community Services Programs by Academic Area.

Academic Area	Number Reporting
Administration:	
Administration and Psychology	1
Public Administration	1
Behavioral Science:	
Sociology	1
Psychology	1
Education:	
Administration	23
Community Education	1
Distributive Education	1
Education	8
Guidance	8
Higher Education	2
Industrial Education	2
Physical Education	1
Science	1
Vocational and Technical	1
Exact Sciences:	
Mathematics	2
Engineering	2
Liberal Arts:	
English	1
History	1
Modern Language	1
Natural Sciences:	
Biochemistry	1
Biological Science	1
Social Sciences:	
Finance	1
Government	2
Others:	
Industrial Management	1
Music	3
Radio and Television	1
Theatre Arts	1

Here may be seen the increasing specialization in the education area. Whereas 33 respondents reported bachelor's degrees in that area, 48 master's degrees were reported in some educational field. Even more striking is that the largest number of degrees (23) is in the specialty of educational administration. The data raises an interesting question. Did the respondents acquire the degree prior to or after becoming administrators? The answer must await further research.

In addition to the bachelor's and master's degrees, two administrators held specialist degrees, one in Public Administration, and one in Science Education. Doctorates, either Ph.D. or Ed.D., were held by 15 heads of programs, as indicated in Table 19.

TABLE 19.--Doctoral Degrees Held by Heads of Community Services Programs by Academic Area.

Academic Area	Number Reporting
Education:	
Adult Education	2
Education	1
Educational Administration	5
Industrial Education	1
Physical Education	1
Secondary Education	1
Others:	
Engineering	1
Law	1
Music	1
Theology	1

Over two-thirds of the doctoral degrees held were in the field of education, only four were not.

Additionally, 13 respondents reported that they were working on their doctoral degree. Four did not specify the area; two each in Higher Education, Educational Administration, and Adult Education; one each in History, Elementary Education, and Educational Sociology.

The professional backgrounds of the respondents presents a picture of wide diversity. As might be expected, the majority of directors of community services programs began their professional careers as teachers (53 of 73 replies). Twenty-one began as high school teachers, seven as junior college instructors, three as elementary school teachers, two as university teachers. Twenty did not specify where or what they taught. Others began in the following fields:

Armed Services	4
Business or Industry	6
Engineering	3
Journalism	2
Law	2
Psychology	1
Public Service Organizations	2

Ten respondents did not reply fully enough to trace their careers from the beginning.

It is not within the scope of this paper to trace the upward climb of the respondents to the positions they now hold. However, it might prove instructive to list the last position held before they assumed the responsibility

of directing the community services program, if only to emphasize the diverse professional backgrounds from which they came (see Table 20).

Over one-half (48) of the respondents were already in administrative positions of some sort before they became head of the community services program. Seventeen came from the public schools; three came from university work; the remainder were in community colleges.

Seventeen respondents had responsibilities in the area of community services before they became heads of the community services program. Nine respondents had guidance experience in either public schools or community colleges.

What is evident here is that community services programs are headed mostly by people who have come from other educational fields and who, in all probability, will train themselves on the job.

By using some of the data thus far presented, some further insight into community services programs can be gained. These interpretations are presented in the following section.

A Comparison of Self-Perceived Program Adequacy Ratings with Selected Institutional Variables

Using the method described in Chapter III, each responding community college was assigned a point score representing its self-perceived program adequacy rating. By comparing this program adequacy rating to selected

TABLE 20.--Last Position Held by Heads of Community Services Programs.

	Title	Number Reporting
I.	Administrator-Community College:	
	Dean of:	
	Academics	1
	Continuing Education and Extension	1
	Students	2
	Technical Programs	1
	Not specified	1
	Assistant Dean of:	
	Evening College	1
	Technical and Adult Education	1
	Director of:	
	Community Services	2
	Continuing Education	1
	Development	1
	Financial Aids and High School Relations	1
	Guidance	1
	Vocational Counseling	1
	Assistant Director of:	
	Adult Education	1
	Extension	1
	Division or Department Chairman:	
	Business Administration	1
	Unspecified	2
	Miscellaneous:	
	Assistant to Chancellor	1
	Coordinator (unspecified)	1
	Supervisor and Coordinator of Non-credit Activities	1
II.	Instructors-Community College:	
	Business	1
	Chemistry	2
	Music	1
	History	2
	Science	1
	Unspecified	4
III.	Guidance and Counseling-Community College	
	Unspecified	4
IV.	Administrators-Public Schools Director of:	
	Adult Education	2
	Adult Education and Coordinator of Federal Programs	1
	Adult Education and Dean of Boys	1
	Evening School and Placement	1

TABLE 20.--Continued.

	Title	Number Reporting
	Guidance	1
	In-service Education	1
	Co-ordinator of:	
	Adult Education	1
	Evening Schools	1
	Federal Programs	1
	Principal	5
	Superintendent	1
	Supervision (unspecified)	1
V.	Guidance and Counseling-Public School	
	Unspecified	2
VI.	University Personnel:	
	Adult Education Counselor	1
	Assistant Professor--Education	1
	Assistant Professor--Mechanical Technologies	1
	Basketball Coach	1
	Dean--State Teachers College	1
	Graduate Assistant	3
	Instructor (unspecified)	1
	Program Coordinator--Public-Service-Career Training Program	1
	Program Director--Local Adult Education Programs	1
VII.	Miscellaneous:	
	Clergyman	1
	Coach--high school	1
	Director of Continuing Education, State Department of Education	1
	Director of Elementary and Secondary Activities, Country Board of Education	1
	Director of Field Services, Illinois Commission on Human Relations	1
	Director of Training, Air Force	1
	Director of Training Development and Organizational Specialist, National Headquarters of Girl Scouts	1
	Law Student	1
	Lawyer	1
	Owned own business	1
	Personnel Director, Industry	1
	Social Worker, State Government	1

institutional variables, it was possible to determine if these variables had a statistical relationship to the adequacy of the community services program. Five variables were selected on the basis of information available from the questionnaire.

Enrollment

The first variable selected was size of enrollment. In this case the nature of the data suggested that the Spearman rank order correlation co-efficient be obtained. This was computed to be .30 significant to .01. It indicates a very low positive correlation between the enrollment at the college and the adequacy of the program. It is generally conceded that r_s needs to equal at least .5 to be able to state that there is a useful and predictable relationship between two variables. One can state, therefore, that while there is some relationship between size of enrollment and adequacy of program it is not great enough to be able to predict with any degree of certainty that colleges with higher enrollments have more adequate community services programs than those with lower enrollments.

Geographical Location of Institution

In this calculation, as well as in the others to follow, the chi-square technique was indicated. In using this method it is important that the number of cases in each cell be adequate. In order to accomplish this, the

respondents were placed into two groups--those above the median of 98 points and those below. Those above the median were considered to have a more adequate program (self-rated) than those below.

The country was divided into seven geographical regions (see Appendix F) and the colleges assigned to the appropriate region. The chi-square value was computed at 8.5. In order to be significant at the .05 level the chi-square value needed is 12.6. Therefore, it can be said that the location of the institution has no significant relationship to the adequacy of the program.

Full or Part-time Director

It seems logical to speculate that colleges having full-time or more than one-half time directors would tend to have a more adequate community services program (self-rated) than those colleges which lack such directors. This speculation is not justified. In this case, chi-square equals 5.6. The chi-square value needed at the .05 level is 9.5. Therefore, the amount of time spent by the director of the program was not significantly related to the adequacy (self-rated) of the program.

Administrative Structure

The variable in this instance concerns the relationship between the head of the community services program and the head of the institution, the hypothesis being that

reporting directly to the head of the institution would result in a more adequate community services program. The chi-square value obtained was .23. The value needed for significance at the .05 level is 3.8. Therefore, the person to whom the head of the community services program reports has no significant effect on the adequacy (self-rated) of the program.

Professional Identification

This variable deals with the idea that the community services program is identified as an entity in its own right rather than as an appendage to another program and that it would be a more adequate program because it had its own professional identity. The assumption was made that evidence of professional identity would be considered to exist if the title of the head of the program contained the words "Community Services," "Continuing Education," or "Adult Education."

The chi-square value equaled .045. The value needed for significance at the .05 level is 3.84. Therefore, it can be said that the professional identification of the program as defined makes no significant difference to the adequacy (self-rated) of the program.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH

Statement of the Problem

The purpose of this study was:

1. To survey the self-perceived scope and quality of existing community services programs in a random sample of public community colleges in the United States.
2. To determine the staffing patterns of existing community services programs.
3. To determine areas of needed emphasis in the development of comprehensive community services programs.

Summary of Data Collection and Methodology

Two hundred questionnaires were mailed to a group of public community colleges selected at random from the 1969 Junior College Directory. One hundred replies were received after follow-up letters were sent. The data were compiled and reduced, in most cases, to tabular form. Since this study was designed to be basically descriptive, few sophisticated statistical techniques were used. When measures of

relationships were used, either the Spearman rank-order method of correlation or the chi-square technique was employed.

Summary of Findings

Implementation of Functions

The Raines Taxonomy specifies 18 function which, for purposes of this study, make up the community services program. These functions are divided into three major categories, i.e., Self-Development Functions, Community Development Functions, and Program Development Functions. Within these broad categories the mean number of colleges implementing Self-Development Functions was 78.1. The mean of those implementing Community Development Functions was 72.5 and the mean of those implementing Program Development Functions was 79.6. Community Development Functions, then, are not as well implemented as are the other two categories.

In terms of individual functions, the survey indicated that no one function was implemented by all of the respondents. The implementation per function ranged from a low of 62% of the colleges implementing the Public Forum function to a high of 92% of the colleges implementing the Educational Extension function. The five most implemented functions were: Educational Extension (92%), Educational Expansion (90%), Facility Utilization (89%), Professional

Development (88%), and Public Information (87%). The five least implemented functions were: Public Forum (62%), Developmental Counseling (66%), Leisure-time Activity (67%), Community Analysis (68%), and Program Evaluation (69%).

Theoretically, a good community services program involves the implementation of all 18 of the functions listed in the Raines Taxonomy. Over one-fourth (27) of the respondents indicated that they implemented all of the functions, and over one-half (55) indicated that at least 15 functions were implemented. Only 11 colleges reported an implementation of less than one-half of the functions.

Almost all colleges not implementing a particular function indicated that there was a need to implement that function, however, the intensity of the need was not directly proportional to the number of colleges indicating that a need exists. For example, the least implemented function, Public Forum, and, therefore, the one that most colleges indicated a need for, ranked only "moderate" in intensity of need for implementation with only two respondents indicating an "urgent" need for this function.

Other functions which colleges felt they needed only moderately were: Leisure-time Activity, Conference Planning, Staff Consultations, Cultural Development, and Advisory Liaison. The only function to rate as an "urgent" need among colleges that did not implement it was Educational

Extension. All other functions were rated "strong" in intensity of need.

Scope and Quality of Functions

In terms of mean scores, only two functions, Facility Utilization and Educational Extension, were rated by respondents to be "broad" in scope. All other functions rated as "in-between," It should be pointed out that these ratings are based on mean scores, and that the frequency count table in Appendix G shows replies ranging from "very limited" to "very broad" on almost all functions.

Based on the five point scales used to evaluate the replies and then translated into words, the term "broad" as applied to scope equates with the term "good" as applied to quality. Thus, it may be said that the respondents rated themselves more generously in terms of the quality of their programs since ten functions were rated "good" and eight were rated "in-between." Numerically, the mean scores of quality of implementation ranged from 3.21 to 4.13, a somewhat narrower range than that of the mean scores for scope of implementation which was 2.62 to 3.78.

In comparing the scope of implementation of each function with the quality of implementation, it was found that a moderately high positive correlation exists between the two (R_s=.75 significant at .01 level).

Taking all factors into consideration, the survey showed that the following functions, listed in order of

implementation, were the most extensively implemented (at least 80% of colleges reporting implementation), the broadest in scope of implementation, and the highest in quality of implementation.

1. Educational Extension
2. Educational Expansion
3. Facility Utilization
4. Professional Development
5. Public Information
6. Advisory Liaison
7. Cultural Development

Staffing Patterns

Seventy-six per cent of the respondents indicated that there was a director of the community services program but not necessarily on a full-time basis. Twenty-nine per cent reported full-time directors, 18% reported staff members utilizing over half of their time directing the community services program, and 29% reported directors devoting half-time or less to the programs. Persons not directing the programs full-time carried a variety of other responsibilities, some closely related to the community services program, others not.

There was no common agreement as to the title given the person heading the community services program. The most common designation, Director of Continuing Education,

was only reported nine times and the second most common, Director of Community Services, was reported only six times. Twenty-three per cent of the persons heading the community services programs were accorded the rank of dean or assistant or associate dean, 44% held the rank of director, eight per cent were ranked as co-ordinators, and the balance held a variety of other titles.

In the titles given the person in charge of the community services program, the term "Continuing Education" appeared 19 times, singly and in combination with other terms 11 times. The term "Community Services" was used 11 times singly and eight times in combination. "Adult Education" appeared in titles three times singly and six times in combination.

The immediate superior to the head of the community services program was indicated by 41% of the respondents to be the head of the college. Nineteen per cent reported to the dean of instruction and the remaining 40% reported to various members of the administrative staff. In six per cent of the cases the head of the community services program reported to more than one person.

Over half of respondents did not provide any administrative assistance to the head of the community services program. Twelve colleges provided two or more full-time administrative assistants. Included in this group were three colleges that provided additional part-time assistants.

Fifteen colleges reported that they had one or more part-time assistants.

Only 17 colleges reported that they provided the head of the community services program with no clerical assistance. Eleven reported one clerical assistant on a part-time basis. Twenty-six colleges reported one or more full-time persons and 40 colleges indicated that they provided one or more full-time clerical assistants, plus one or more part-time assistants.

The vast majority of colleges reported that they employed teachers on a less than half-time basis. The median number of teachers thus employed was 30, the range being 1-985 employed. Two colleges employed over 500 part-time teachers and five colleges employed over 100 part-time teachers.

Only five colleges employed 1-10 teachers full-time. Three colleges used 2-20 teachers more than half-time.

The respondents were asked to submit an organizational chart of the structure of the college in order to determine the relationship of community services department to the other divisions of the college. Twenty-one colleges reported no formal community services division and 11 did not reply. No two colleges had the same organizational structure, but three generalized patterns emerged. In the most commonly reported configuration (27 cases), the community services department was considered part of the

academic program and, as such, was the responsibility of the academic dean or dean of instruction. It holds equal rank with the other academic departments.

The next most commonly reported configuration (20 cases) showed the community services department considered as a separate division equal in rank to the academic division and reporting directly to the head of the college.

The third most common configuration (8 cases) had the community services department attached to another department, the head of which reports to the head of the college. In this configuration the community services program was generally a separate part of the Adult or Continuing Education Division.

It should be noted here that the most commonly reported configuration does not correspond with the replies indicating that 40% of the heads of community services programs report directly to the head of the college since the configuration indicates that they report to the dean of instruction. This apparent contradiction may be explained by the fact that in cases where no official community services department exists, the head of the program usually reports directly to the head of the college. In these instances no organizational chart was submitted.

The educational background of the heads of community services programs indicated that all of the respondents (81 replies) held bachelor's degrees in various academic areas

but most commonly (33) in the field of education. Only six of the respondents did not hold a master's degree.

Master's degrees were held in many academic areas but a majority (48 cases) were held in some educational field and of these 23 were held in Educational Administration.

Of the 15 doctoral degrees held, 11 were in the field of education. The remaining were in theology, law, music, and engineering. Additionally, 13 respondents reported that they were working on their doctorate, mostly in the area of education.

The professional background of the respondents indicated that one-half (48 cases) of the heads of community services programs were in some sort of administrative position before they assumed their present positions. Seventeen came from public schools, three came from universities, and the balance were in community colleges.

Seventeen of the respondents had previous responsibilities in the area of community services and nine had a guidance background. The balance held positions in many other educational areas.

Relationship Between Selected Variables and Adequacy of Program

The relationship between the adequacy of the community services program and five selected institutional variables was tested statistically. Using the Spearman

rank-order correlation technique, a very low positive correlations (.3) was found to exist between the size of enrollment and adequacy of program.

The relationship of four other variables, i.e., location, administrative structure, professional identification, and amount of time spent by the director of the program, was tested using the chi-square method. The results indicated that these variables caused no significant difference in the adequacy of the community services program.

Conclusions

1. The vast majority of the institutions responding to the survey (97%) claim to have implemented a community service program. Of the three remaining respondents that indicated they had no programs, one college was preparing to institute a program, while the other two felt no need to do so. This may be considered evidence, if such be needed, that community services programs are now considered by the respondents to be a legitimate function of community colleges, along with the traditionally accepted functions of occupational education, preparation for advanced study, general education, and guidance.

2. Assuming that the 18 functions listed in the Raines Taxonomy represent those basic activities which must be implemented in a community services program, an

arbitrary judgment can be made that in terms of the number of functions implemented, a comprehensive program would include implementation of a least two-thirds of the 18 functions. Given this admittedly arbitrary criterion, it can be concluded that 76% of the respondents reported a satisfactory or better community services program as far as the number of functions is concerned.

3. While the community services concept has been adopted by the respondents, the data suggest that these community colleges still tend to stress their academic and vocational functions and serve the community by serving individual members of the community rather than the community as a whole. The results of the survey indicate that Community-Development functions as a group are less often implemented than Self-Development functions. Of the seven most implemented functions (at least 80% reporting implementation) only one, Advisory Liaison, is a Community Development function. Further, the most implemented function, that of Educational Extension, is aimed directly at the improvement of the individual by increasing the accessibility of the regular course and curricula of the college.

4. While the survey instrument developed for this study, assumes that each of its 18 functions are of equal importance, the data indicate that the respondents, for reasons not investigated in this study, appear to attach more significance to some functions than to others. They

implement these functions more often and the most implemented functions tend to have the greatest scope, the highest quality of implementation, and rank highest in need for implementation among colleges that do not claim implementation. For example, the Educational Extension function seems to emerge as the most important function in the eyes of the respondents. It is the function most often implemented, second broadest in scope, highest in quality, and the only function rated urgent in intensity of need for implementation. Conversely, the Public Forum function was least implemented, fifteenth and sixteenth, respectively, in the scope and quality rankings, and ranked only moderate in intensity of need.

Based on the above, the most important community services functions appear to be:

a. Educational Extension
b. Educational Expansion
c. Facility Utilization
d. Professional Development
e. Public Information
f. Advisory Liaison
g. Cultural Development

5. Raters appear to stress the quality of community services functions rather than the scope of these functions. Both scope and quality were rated on a 5 point scale by the respondents. In both cases the middle value was designated "in-between." The vast majority of the functions were rated in this middle category in terms of scope, only two functions ranking in the next or second highest category.

In rating quality of implementation, however, the colleges placed over one-half (10) of the functions in the second highest category and the balance in the middle classification. Further, in every case, using mean quality and mean scope scores, quality of implementation was rated higher than scope.

6. On the self-rating scales, as used in this study, respondents tended to rate themselves conservatively or near the middle value. No one function was reported by the respondents, as a whole, as being very broad in scope or very good in quality of implementation. Conversely, no function was rated as very limited or limited in scope or poor or very poor in quality of implementation. This may be a "hiding-in-the-mean" phenomenon.

7. At this point in time, the responding colleges have a tendency to regard their community services program as part of their continuing education program rather than the other way around, as advocated by the supporters of the community services concept. An analysis of the titles given the heads of community services programs indicated that the term Continuing Education appeared about 30% more often than did the term Community Services.

8. In terms of staffing patterns, community services programs present a variegated pattern. The only thing common to all programs is that they hire teachers almost executively on a part-time basis. The next most common feature is that

they are usually directed by one person. However, the heads of the community services programs devote varying amounts of time to fulfilling that responsibility. Twenty-seven per cent of the directors have full-time responsibilities in this area, 18% have over half-time responsibilities, and 30% devote one-half time or less to the task. Some programs (13%) have no directors and 10% are administered in varying ways.

In only a little over one-half of the programs reported does the director have any administrative assistance. More than two-thirds of the colleges did provide full-time clerical assistance to the director of the program.

Heads of community services programs were most commonly (40% reporting) responsible directly to the head of the institution and the balance reported to superiors with many different titles. The conclusion here is that there is no dominent staffing or organizational pattern discernable in the community services programs examined.

9. Since very few respondents indicated that they felt no need to implement functions that they were currently not implementing, it can be concluded that all 18 functions listed in the Raines Taxonomy are basic to a comprehensive community services program and, therefore, all should be implemented. Further, the range of activities within a given function, defined in this paper as the scope, should

be very broad, encompassing many and varied activities, and the quality of implementation of each function should be as high as it is possible to obtain. Finally, in spite of the evidence previously reported, which indicated that the amount of time allocated to the director of the program made no significant difference in the adequacy of the reported programs, this author stubbornly feels that a full-time director with professional preparation is needed for a comprehensive program.

Areas of Needed Emphasis in the Development of Comprehensive Community Services Programs

In terms of implementation of functions, only two functions, Educational Extension and Education Expansion, were implemented by 90% of the colleges surveyed. Emphasis, then, should be placed on increasing the implementation of the remaining 16 functions. Those functions classified as Community Development functions were, as a group, less fully implemented than were the Self-Development or Program Development functions. Since the community college is deemed to have a special concern in this area, that is, a responsiveness to local community programs and cooperation with the community in seeking their solutions, more extensive efforts in this general area are indicated.

More specifically, and not necessarily in the Community Development classification, the following functions were not implemented by at least 25% of the respondents:

Public Forum, Developmental Counseling, Leisure-time Activity, Community Analysis, Program Evaluation, Civic Action, and Conference Planning. Special efforts should, therefore, be made to increase the implementation of these functions.

In terms of the scope of each function, only two, Facility Utilization and Educational Extension, were rated as having a broad scope. In all other functions the scope of activities was rated average. Obviously, the scope of all functions needs improvement but most particularly the bottom third in the ratings: Community Analysis, Leisure-time Activity, Public Forum, Staff Consultations, Social Outreach, and Development Counseling.

No function rated poor or very poor in quality of implementation but none rated in the highest category. Improvement is again indicated in all functions. On the rating scale devised for the questionnaire, the following functions ranked "in-between" in quality of implementation and are, therefore, worthy of special effort directed toward improvement: Community Analysis, Program Evaluation, Inter-agency Cooperation, Public Forum, Leisure-time Activity, Program Management, Staff Consultation, and Civic Action.

It should be noted that three functions, Public Forum, Leisure-time Activity, and Community Analysis, appear in each of the areas discussed above. This suggests that these

functions might be considered to have first priority in a program of improvement, since they rank low in all aspects.

Another area of needed emphasis is the provision of a full-time director for the community services program. Only 27% of the respondents had such a director. Less than half of the colleges had a director with either full or more than half-time responsibilities in the community services area. Surely, an area as important as community services is or will be, ought to have a person in charge with full-time responsibility in that area. It is difficult to see how community services programs can be expanded and improved without such a person.

A final area of needed emphasis exists in the training of community services directors. Almost all of the respondents indicated that they were originally trained in specialties other than community services. This is not surprising, since only a few universities offer programs in this educational field and then under the titles of continuing or adult education. It is assumed that most of the training received by heads of community services programs was obtained either on the job or in workshops and seminars sponsored by various associations and universities. It seems obvious that a great need exists for formalized training in the community services area.

Implications for Further Research

1. While it has been the contention of this paper that all 18 functions of the Raines Taxonomy are of equal importance, the results of the survey indicated that some functions are implemented more often and with broader scope and higher quality than others. Are some functions considered more important than others or are they merely easier to implement? If value judgments are being made as to the relative importance of one function over another, who makes them and what factors are considered in setting priorities?

2. An instrument for the objective evaluation of community services programs could be developed, utilizing the questionnaire used in this study and the results reported in the previous chapters. Such an instrument used in conjunction with a team of outside observers would be of great value to those institutions actively seeking to improve their community services program.

3. The relationship between the self-reported broadness of scope and quality of implementation might be the subject of further investigation. The fact that the colleges reported that quality was higher than scope in every case leads to the conclusion that quality of implementation was stressed by the respondents rather than broadness of scope. However, an alternate conclusion presents itself. It is possible that by rating the quality

of implementation higher than it might be, the respondents felt less restrained when rating broadness of scope. They, therefore, may have rated scope more accurately than quality. An investigation in which the raters were independent observers might confirm or disprove the latter conclusion.

4. Finally, a follow-up study should be made after a suitable length of time to determine any changes that might have occurred in the status of the functions since the completion of this study. Of particular interest might be the Social Outreach function. Governmental agencies at all levels are stressing programs typified by the Social Outreach function. An increase in activities associated with this function might truly indicate the unique ability of the community college to effectively serve its local area by recognizing and meeting its needs through a community services program.

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APPENDICES

APPENDIX A

COVER LETTER

DATE

Name
Address

Salutation

You may recall that our recent Atlanta Convention emphasized the community service potentialities of two-year colleges. In keeping with this thrust, it is our hope to gain some picture of the current scope and quality of community service activities as seen by those who are responsible for them.

Even though some colleges will not have implemented a comprehensive program of community services, it is quite probable that some parts of such a program have been initiated.

Your institution is one of a carefully selected sample from which response is needed. We will be happy to provide a summary of the results of our study upon request. Your participation will be greatly appreciated.

Sincerely,

Max R. Raines
Professor
Higher Education

MRR/hg

APPENDIX B

FOLLOW-UP LETTER

DATE

Name
Address

Dear Colleague:

In July you received a Community Service Inventory form which was designed to elicit information about your community services program. This survey is a joint effort of the American Association of Junior Colleges and the Kellogg Community Services Leadership Program at Michigan State University to establish some baseline data in the area of community services.

We have not, as yet, received a reply from your institution and we would very much like to have one. If you need another copy of the Inventory, please fill in the enclosed self-addressed postcard and we will send you one.

Also if you will so note on the card, we will be happy to send you the results of the survey when it is completed.

Sincerely,

Max R. Raines
Professor
Higher Education

MRR/hg

APPENDIX C

ALPHABETICAL LIST OF COLLEGES PARTICIPATING IN THE STUDY

Alphabetical List of Colleges Participating in the Study

Name	Location
Adirondack Community College	Glen Falls, N. Y.
Alvin Junior College	Alvin, Texas
American River College	Sacremento, California
Asheville Buncombe Technical Institute	Asheville, N. C.
Atlantic Community College	Mays Landing, N. J.
Auburn Community College	Auburn, New York
Broome Technical Community College	Binghamton, New York
Butler County Community Junior College	El Dorado, Kansas
Cape Fear Technical Institute	Wilmington, N. C.
Cerritos College	Norwalk, California
Cleveland State Community College	Cleveland, Tennessee
Cloud County Community College	Concordia, Kansas
Coahoma Junior College	Clarksdale, Mississippi
College of the Redwoods	Eureka, California
Community College of Beaver County	Freedom, Pennsylvania
Dabney S. Lancaster Community College	Clifton Forge, Virginia
Dalton Junior College	Dalton, Georgia
DesMoines Area Community College	Arkeny, Iowa
Dutchess Community College	Poughkeepsie, New York
El Camina College	Torrence-Inglewood, Calif.
Elizabethtown Community College	Elizabethtown, Kentucky
Essex Community College	Baltimore, Maryland
Essex County College	Newark, New Jersey
Fashion Institute of Technology	New York, New York
Fergus Falls State Junior College	Fergus Falls, Minnesota
Flathead Valley Community College	Kalispell, Montana
Florrisant Valley Community College	St. Louis, Missouri
Forest Park Community College	St. Louis, Missouri
Fort Scott Community College	Fort Scott, Kansas
Fort Steilacoom Community College	Tacoma, Washington
Fulton Montgomery Community College	Johnston, New York
Gaston College	Dallas, North Carolina
Glendale Community College	Glendale, Arizona
Grand Rapids Junior College	Grand Rapids, Michigan
Greenfield Community College	Greenfield, Massachusetts
Highland Park Junior College	Highland Park, Michigan
Illinois Valley Community College	Oglesby, Illinois
Indian River Junior College	Fort Pierce, Florida
Kent State University--Ashtabula Branch	Ashtabula, Ohio
Lake City Junior College	Lake City, Florida
Lake Land College	Mattoon, Illinois
Lakeland Community College	Mentor, Ohio
Lamar Community College	Lamar, Colorado
Laney College	Oakland, California
Lenoir Community College	Kinston, North Carolina
Los Angeles Harbor College	Wilmington, California
Lower Columbia College	Longview, Washington
Macomb County Community College	Mt. Clemens, Michigan
Madison Area Technical College	Madison, Wisconsin
Manchester Community College	Manchester, Conneticut
Mesabi State Junior College	Virginia, Minnesota
Metropolitan State Junior College	Minneapolis, Minnesota
Mohawk Valley Community College	Utica, New York
Muskegon County Community College	Muskegon, Michigan
Nash Technical Institute	Rocky Mount, N. C.

Alphabetical List of Colleges Participating in the Study

Name	Location
Neosha County Community Junior College	Chanute, Kansas
Niagara County Community College	Niagara Falls, New York
North Central Technical Institute	Wausau, Wisconsin
North Country Community College	Saranac Lake, New York
North Dakota State School of Science	Wahpeton, North Dakota
Northeastern Nebraska College	Norfolk, Nebraska
Northhampton County Area Community College	Bethlehem, Pennsylvania
Oakland Community College	Pontiac, Michigan
Ohio University-Zanesville Campus	Zanesville, Ohio
Palomar College	San Marcos, California
Parkland College	Champaign, Illinois
Pennsylvania State University--Worthington Scranton Campus	Dunmore, Pennsylvania
Phillips County Community College	Helena, Arkansas
Porterville College	Porterville, California
Queensborough Community College	Bayside, New York
Richland Technical Education Center	Columbia, South Carolina
Richmond Technical Institute	Hamlet, North Carolina
Rochester State Junior College	Rochester, Minnesota
Rock Valley College	Rockford, Illinois
Saint Petersberg Junior College	St. Petersberg, Florida
San Antonio College	San Antonia, Texas
Sauk Valley College	Dixon, Illinois
Shoreline Community College	Seattle, Washington
Southeastern Iowa Area Community College	Burlington, Iowa
Southern Union State Junior College	Wadby, Alabama
South Georgia College	Douglas, Georgia
Southwestern Community College	Creston, Iowa
Springfield Technical Community College	Springfield, Massachusetts
State University of New York--Agricultural & Technical College	Canton, New York
State University of New York--Agricultural & Technical College	Gableskill, New York
Stout State University	Rice Lake, Wisconsin
Surry Community College	Dobson, North Carolina
Taft College	Taft, California
Thos. Nelson Community College	Hampton, Virginia
Triton College	River Grove, Illinois
University of Chicago--Amundson-Mayfair Campus	Chicago, Illinois
Valencia Junior College	Orlando, Florida
Waubonsee Community College	Aurora, Illinois
Western Iowa Technical College	Sioux City, Iowa
West Shore Community College	Scottville, Michigan
Williamsport Area Community College	Williamsport, Penn.
Wytheville Community College	Wytheville, Virginia
Yaba College	Marysville, California

APPENDIX D

COMPARISON OF THE SAMPLE POPULATION WITH THE TOTAL POPULATION AS REFLECTED IN THE 1969 JUNIOR COLLEGE DIRECTORY

Comparison of the Sample Population with the Total Population as Reflected in the 1969 Junior College Directory

Enrollment	Total Population N	Total Population %	Sample N	Sample %
1- 99	1	.13	0	0
100- 199	20	2.71	1	1.00
200- 299	29	3.92	0	0
300- 399	33	4.47	3	3.00
400- 499	47	6.36	5	5.00
500- 599	33	4.47	4	4.00
600- 699	41	5.54	5	5.00
700- 799	32	4.33	2	2.00
800- 899	28	3.79	5	5.00
900- 999	27	3.65	3	3.00
1,000-1,099	198	26.79	32	32.00
2,000-2,999	74	10.01	10	10.00
3,000-3,999	51	6.90	10	10.00
4,000-4,999	30	4.10	5	5.00
5,000-5,999	24	3.25	4	4.00
6,000-6,999	13	1.76	1	1.00
7,000-7,999	12	1.62	1	1.00
8,000-8,999	6	.81	2	2.00
9,000-9,999	6	.81	2	2.00
10,000-Over	34	4.60	5	5.00

APPENDIX E

RESPONDENTS IN ORDER OF SCORE ON QUESTIONNAIRE

Respondents in Order of Score on Questionnaire

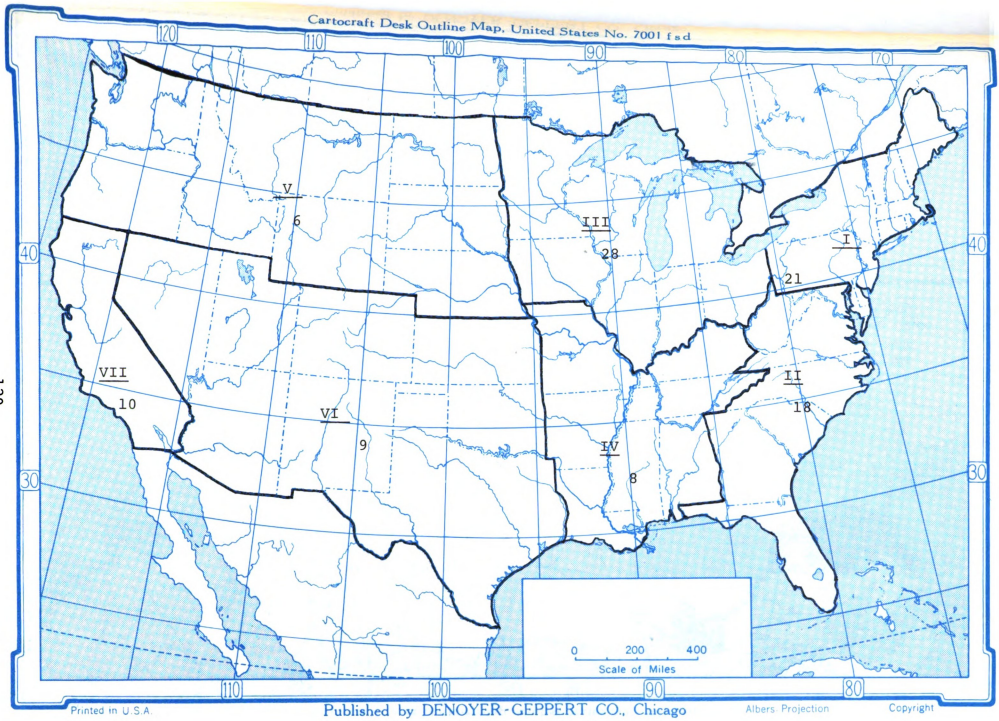
College	Points	Mean Scope	Mean Quality	College	Points	Mean Scope	Mean Quality
1	154	4.28	4.28	41	97	2.56	3.92
2	151	4.28	4.11	52	97	2.11	3.28
3	151	4.15	4.47	53	97	2.61	3.33
4	145	4.11	3.94	54	96	2.61	3.50
5	135	3.50	4.80	55	94	2.44	2.78
6	133	3.50	3.89	56	94	1.89	3.75
7	129	3.78	3.39	57	91	2.78	2.28
8	128	2.17	4.73	58	91	2.39	2.82
9	127	3.22	3.83	59	91	2.17	3.47
10	127	3.61	3.44	60	90	2.33	2.67
11	127	3.50	3.94	61	90	2.06	3.53
12	126	3.06	4.18	62	86	2.06	3.77
13	126	3.17	4.31	63	86	2.33	3.67
14	126	3.44	3.56	64	84	1.94	3.78
15	125	3.39	3.56	65	84	2.06	3.62
16	124	3.17	3.72	66	84	2.11	3.29
17	124	3.06	4.06	67	83	2.28	3.82
18	121	3.06	3.67	68	82	2.33	2.22
19	121	2.94	3.78	69	82	2.22	4.20
20	118	2.78	3.78	70	77	2.06	2.22
21	118	3.06	3.71	71	77	2.06	3.33
22	118	3.28	3.47	72	75	1.89	3.42
23	118	3.17	3.39	73	75	2.00	3.55
24	118	3.28	3.28	74	72	1.89	3.17
25	117	3.00	3.94	75	72	1.67	3.82
26	117	3.11	3.59	76	68	1.50	3.42
27	116	2.94	4.08	77	68	1.89	2.83
28	116	2.89	3.56	78	68	1.39	3.31
29	114	2.67	4.13	79	67	1.67	3.70
30	113	2.83	3.86	80	67	1.78	3.89
31	112	2.89	3.33	81	65	1.44	3.55
32	110	3.00	4.31	82	68	1.50	3.89
33	110	2.67	3.44	83	62	1.50	3.50
34	110	3.06	3.67	84	61	1.39	3.60
35	109	2.61	3.88	85	58	2.24	3.33
36	108	2.67	4.29	86	58	1.33	4.25
37	107	2.61	3.33	87	57	1.50	3.33
38	106	2.44	4.13	88	57	1.39	3.20
39	105	2.78	3.24	89	54	1.06	3.50
40	105	2.61	3.62	90	52	1.44	2.17
41	105	2.83	3.36	91	49	.89	4.71
42	104	2.72	4.23	92	47	1.11	3.38
43	104	2.72	3.24	93	41	1.06	3.14
44	102	2.67	3.60	94	41	.94	4.00
45	102	2.44	3.87	95	39	1.06	3.33
46	101	2.61	4.15	96	30	.78	3.20
47	101	2.27	3.33	97	18	.60	3.00
48	100	2.78	3.33	98	0	0	0*
49	99	2.28	4.14	99	0	0	0**
50	98	2.39	3.93	100	0	0	0**

*No Program--all need indicated.

**Colleges replied no program and no need existed.

APPENDIX F

NUMBER OF COLLEGES REPLYING BY REGION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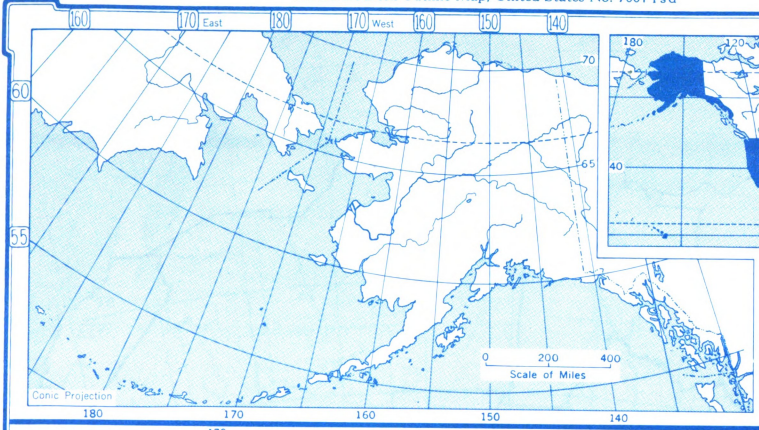

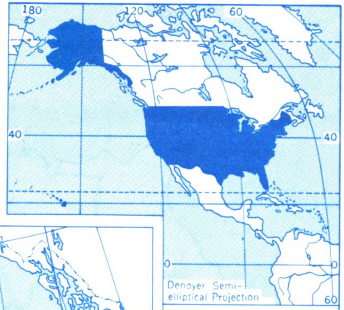

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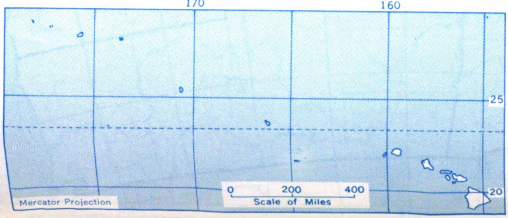

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Published by DENOYER-GEPPERT CO., Chicago

APPENDIX G

COLLEGES PARTICIPATING IN SURVEY BY REGION

Colleges Participating in Survey by Region

I. EASTERN NORTH REGION

Maine, New Hampshire, Vermont, New York, Massachusetts, Connecticut, Rhode Island, New Jersey, Pennsylvania.

Adirondack Community College, N.Y.
Atlantic Community College, N.Y.
Auburn Community College, N.Y.
Broome Technical Community College, N.Y.
Community College of Beaver County, Pa.
Dutchess Community College, N.Y.
Essex County College, N.J.
Fashion Institute of Technology, N.Y.
Fulton Montgomery Community College, N.Y.
Greenfield Community College, Mass.
Manchester Community College, Conn.
Mohawk Valley Community College, N.Y.
Niagara County Community College, N.Y.
North Country Community College, N.Y.
Northhampton County Area Community College, Pa.
Penn. State University--Worthington-Scration Campus, Pa.
Queensborough Community College, N.Y.
Springfield Technical Community College, Mass.
State University of New York, Agriculture and Technical College, N.Y.
  Canton Campus
  Cobleskill Campus
Williamsport Area Community College, Pa.

II. EASTERN SOUTH REGION

Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, District of Columbia

Asheville Buncombe Technical Institute, N.C.
Cape Fear Technical Institute, N.C.
Dabney S. Lancaster Community College, Va.
Dalton Junior College, Ga.
Essex Community College, Md.
Gaston College, Dallas, N.C.
Indian River Junior College, Fla.
Lake City Junior College, Fla.
Lenoir Community College, N.C.
Nash Technical Institute, N.C.
Richland Technical Education Center, S.C.
Richmond Technical Institute, N.C.
St. Petersberg Junior College, Fla.
South Georgia College, Ga.

Surry Community College, N.C.
Thos. Nelson Community College, Va.
Valencia Junior College, Fla.
Wytheville Community College, Va.

III. MIDWEST NORTH REGION

Michigan, Wisconsin, Illinois, Indiana, Ohio, Iowa, Minnesota.

DesMoines Area Community College, Iowa
Fergus Falls State Junior College, Minn.
Grand Rapids Junior College, Mich.
Highland Park Junior College, Mich.
Illinois Valley Community College, Ill.
Kent State University--Ashtabula Branch, Ohio
Lake Land College, Ill.
Lakeland Community College, Ohio
Macomb County Community College, Mich.
Madison Area Technical College, Wisc.
Mesabi State Junior College, Minn.
Metropolitan State Junior College, Minn.
Muskegon County Community College, Mich.
North Central Technical Institute, Wisc.
Oakland Community College, Mich.
Ohio University--Zanesville Campus, Ohio
Parkland College, Ill.
Rochester State Junior College, Minn.
Rock Valley College, Ill.
Sauk Valley College, Ill.
Southeastern Iowa Area Community College, Iowa
Southwestern Community College, Iowa
Stout State University, Wisc.
Triton College, Ill.
University of Chicago--Amundson-Mayfair Campus, Ill.
Waubonsee Community College, Ill.
Western Iowa Technical College, Iowa
West Shore Community College, Mich.

IV. MIDWEST SOUTH REGION

Missouri, Arkansas, Louisiana, Kentucky, Tennessee, Alabama, Mississippi.

Cleveland State Community College, Tenn.
Coahoma Junior College, Miss.
Elizabethtown Community College, Ky.
Florissant Valley Community College, Mo.
Forest Park Community College, Mo.

Missouri Southern College, Mo.
Phillips County Community College, Ark.
Southern Union State Junior College, Ala.

V. WESTERN NORTH REGION

Washington, Oregon, Montana, Idaho, Wyoming, North Dakota, South Dakota, Nebraska.

Flathead Valley Community College, Mont.
Fort Steilacoom Community College, Wash.
Lower Columbia College, Wash.
North Dakota State School of Science, N.D.
Northeastern Nebraska College, Neb.
Shoreline Community College, Wash.

VI. WESTERN SOUTH REGION

Arizona, Nevada, Utah, Colorado, New Mexico, Kansas, Texas, Oklahoma.

Alvin Junior College, Texas
Butler County Community Junior College, Kansas
Cloud County Community College, Kansas
Fort Scott Community College, Kansas
Glendale Community College, Arizona
Lamar Community College, Colorado
Neosha County Community Junior College, Kansas
San Antonio College, Texas
Wharton County Junior College, Texas

VII. WESTERN COAST REGION

California

American River College
Cerritos College
College of the Redwoods
El Camino College
Laney College
Los Angeles Harbor College
Palomar College
Porterville College
Taft College
Yuba College

APPENDIX H

FREQUENCY COUNT OF REPLIES TO SECTION I OF QUESTIONNAIRE

Functions	Need							Scope							Quality						
Letter Score	A	B	C	D	E	N/A	Mean	A	B	C	D	E	N/A	Mean	A	B	C	D	E	N/A	Mean
Point Value	5	4	3	2	1	0		5	4	3	2	1	0		5	4	3	2	1	0	
Self-Development																					
Developmental Counseling	3	11	14	3	0		3.5	4	12	22	18	10	1	2.7	9	30	19	5	3	1	3.6
Educational Extension	4	2	0	0	0		4.6	12	49	18	12	1	0	3.6	21	64	6	0	1	0	4.1
Educational Expansion	1	5	0	2	0		3.6	7	29	25	24	5	0	3.1	16	48	19	7	0	0	3.8
Social Outreach	6	6	8	4	0		3.5	5	10	25	26	8	0	2.7	6	39	23	3	3	0	3.6
Cultural Development	3	2	8	3	2		3.1	11	21	25	18	5	0	3.2	24	31	17	8	0	0	3.9
Leisure-time Activity	3	6	10	9	3		2.9	4	9	23	21	10	0	2.6	7	29	22	4	4	1	3.5
Community Development																					
Community Analysis	3	14	10	2	0		3.6	1	15	17	27	8	1	2.6	4	21	31	9	3	1	3.2
Inter-Agency Cooperation	2	9	5	1	1		3.6	3	22	32	17	4	2	3.0	3	34	32	7	2	2	3.4
Advisory Liaison	0	10	3	2	0		3.4	16	26	21	14	5	1	3.4	16	33	21	9	2	2	3.6
Public Forum	2	15	14	2	2		3.4	2	9	22	23	6	1	2.7	8	20	22	8	1	4	3.4
Civic Action	4	8	10	4	0		3.5	3	18	23	21	6	1	2.9	8	32	22	8	1	1	3.5
Staff Consultations	2	9	8	2	1		3.4	2	15	24	25	8	2	2.7	7	33	22	10	1	3	3.5
Program Development																					
Public Information	2	6	1	1	0		3.9	14	31	25	17	0	1	3.5	12	40	26	8	0	2	3.7
Professional Development	1	3	4	0	0		3.6	13	30	30	12	3	2	3.4	15	43	24	5	0	3	3.8
Program Management	5	10	3	3	0		3.8	4	25	23	17	6	2	3.1	7	28	34	3	2	3	3.5
Conference Planning	1	7	12	5	0		3.2	7	11	28	21	4	2	2.9	8	29	26	5	1	4	3.6
Facility Utilization	3	1	3	0	0		4.0	23	34	21	11	0	2	3.8	29	31	25	3	0	3	4.0
Program Evaluation	5	12	6	3	1		3.6	3	22	21	17	6	2	3.0	3	25	28	9	3	3	3.2

APPENDIX I

QUESTIONNAIRE USED IN SURVEY

A COMMUNITY SERVICES INVENTORY
for
Community Colleges

developed by

MAX R. RAINES, DIRECTOR

KELLOGG COMMUNITY SERVICES LEADERSHIP PROGRAM

MICHIGAN STATE UNIVERSITY

1969

Response Options for Part 1

of the

Community Services Inventory

If NOT implemented,

How would you estimate the need for implementation of the function?

KEY

A - Urgent
B - Strong
C - Moderate
D - Little
E - No need

If function is currently implemented,

How would you describe the scope of current activities in the function?

KEY

A - Very broad
B - Broad
C - In-between
D - Limited
E - Very limited

How would you rate the quality of current activities being implemented?

KEY

A - Very good
B - Good
C - In-between
D - Poor
E - Very poor

FOREWORD

Michigan State University and the American Association of Junior Colleges are engaging in a cooperative study of community services in public two-year colleges. Both institutions have recently received funds from the W. K. Kellogg Foundation to explore and expand development of community services in community colleges.

The purpose of this survey is to obtain baseline data from a selected sample of colleges. We need your assistance in completing this Inventory. Even if you do not have a formally organized program of services at this time, it is quite probable that your institution has already implemented one or more of the listed functions.

Please select the staff member whom you regard as best equipped to provide responses for your institution. For Part I feel free to involve several members of the administrative staff. Please ask the person with the major administrative responsibility for community services to complete Part II.

For purposes of this survey we define community services as the educational, cultural, social, and recreational services which the college provides for its community beyond the regular credit courses scheduled on campus during the day or evening hours.

Thank you for your consideration.

Dr. Kenneth J. Cummiskey
Specialist in Community Services
American Association of Junior Colleges

Dr. Max R. Raines, Director
Kellogg Community Services
Leadership Program at
Michigan State University

Mr. Chester Winston
Survey Coordinator
Michigan State University

INSTRUCTIONS

This section of the instrument contains a list of eighteen functions intended to describe the community services program. It is vital that you READ THE DESCRIPTION OF THE FUNCTIONS CAREFULLY BEFORE RESPONDING. While the descriptions are intended to be as definitive as possible, they are not definitions; consequently, you should read the central theme and intent of the description. After reading the description you are asked to judge whether or not the described function is a part of your community services program.

If the function is not an implemented function, please indicate your judgment of the need for implementation by selecting the appropriate response symbol (A, B, C, etc.).

If in your judgment the function is a part of your community services program, you are asked:

1. To judge the current scope of the activities associated with the function. Scope is defined as the range of activities within a given category of the taxonomy of functions. A broad scope indicates many and varied activities within a function.

2. To judge the current quality of the activities associated with the function by selecting the appropriate response symbol (A, B, C, etc.).

Space has been provided for clarification of your responses and you are encouraged to write in comments throughout the section.

Following Part I which contains the eighteen functions frequently associated with community service programs is Part II which requests you to provide institutional data about your current staffing pattern. When you have completed Parts I and II, please return the Inventory to us at your earliest convenience. We will be happy to provide a summary of results upon request.

A Community Services Taxonomy

The community service functions that are described in Part I of the Inventory can be classified into three major dimensions. These dimensions have been defined as follows:

I Self-Development Functions - Those functions and activities of the college primarily focused upon the needs, aspirations and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment.

II Community Development Functions - Those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies and institutions to improve the physical, social, economic, and political environment of the community (e.g., housing, transportation, air polution, human relations, public safety, etc.).

III Program Development Functions - Those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes.

SPECIAL ACKNOWLEDGEMENTS:

Several colleagues were most helpful in designing this taxonomy. They are listed alphabetically as follows:

Patrick Distasio, Director of the Division of Career Programs and Community Services Miami-Dade Junior College

Seymour Eskow, President Rockland Community College

William Keim, Administrative Dean of Community Services, Cerritos College

Russell Kleis, Associate Professor Michigan State University

Victor Lauter, Dean of Continuing Education and Extension Services New York City Community College

Gunder Myran, Research Associate Michigan State University

Self Development Functions

1. Developmental Counseling Function - Providing community members with opportunities for self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.

2. Educational Extension Function - Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.

3. Educational Expansion Function - Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses, contractual in-plant training, etc.

4. Social Outreach Function - Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

5. Cultural Development Function - Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, etc.

6. Leisure-time Activity Function - Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.

Self Development Responses

1. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

---

2. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

---

3. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

---

4. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

---

5. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

---

6. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

Community Development Functions

7. Community Analysis Function - Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals of organizations, etc.

8. Inter-agency Cooperation Function - Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

9. Advisory Liaison Function - Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

10. Public Forum Function - Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

11. Civic Action Function - Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air polution, etc.

12. Staff Consultation Function - Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

7. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

8. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

9. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

10. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

11. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

12. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

Program Development Functions

13. Public Information Function - Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

14. Professional Development Function - Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

15. Program Management Function - Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.

16. Conference Planning Function - Providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc.

17. Facility Utilization Function - Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.

18. Program Evaluation Function - Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc.

Program Development Responses

13. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

14. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

15. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

16. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

17. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

18. _____ NEED _____ SCOPE _____ QUALITY

COMMENT

_____ _____ _____
Institution City State

Population of Service Area _____

STUDENT ENROLLMENT FALL - 1968

Head Count _____, Full-time _____, Part-time _____

1. Which statement best describes the staff member heading your program? (Please check)

_____A. We do not have such a staff member.

_____B. Has full time responsibility for direction of community service program.

_____C. Has as a primary responsibility (over 1/2 time) the direction of the community service program.

_____D. Devotes 1/2 time or less to the direction of the community service program.

_____E. Other - please explain below.

_____

_____

_____

2. If answer to No. 1 is C or D, what other duties does this staff member have?

_____

_____

3. What is the title given to the staff member described above?

_____

4. To what higher administrator is this staff member responsible?

_____

5. What is the size of the staff that assists the director of your community service program?

Clerical Staff No. Full-Time _____ No. Part-Time _____

Administrators No. Full-Time _____ No. Part-Time _____

6. Other than administrators and clerical personnel, how many teachers or other staff members are engaged full or part time in the community service program? Full Time = 15 hours weekly

No. of Teachers	Full Time	More than Half Time	Less than Half Time
_____	_____	_____	_____

Other Personnel - please specify

7. In the space below, please sketch the line and staff relationship of the community services division to other divisions of the college. If not a separate division, please indicate to which division it is attached. If this information is already available in brochure form, please include brochure.

8. In space below, please sketch the organizational pattern (line and staff) of the community services division.

9. Please describe the staff member now directing the community service program.

A. Professional Experience:

Title of last position	Institution or firm	Years in position
Title of preceding position	Institution or firm	Years in position
Title of preceding position	Institution or firm	Years in position
Title of preceding position	Institution or firm	Years in position
Title of preceding position	Institution or firm	Years in position

10. Educational Background:

Undergraduate Institution	Degree	Graduation Date

Undergraduate Major(s) _____ Undergraduate Minor(s) _____

_____ _____

_____ _____

Graduate Education

Regular Course Work

Institution _____ Last year in attendance _____

Major _____ Degree, if any _____

Institution _____ Last year in attendance _____

Major _____ Degree, if any _____

Institution _____ Last year in attendance _____

Major _____ Degree, if any _____

Please list any special workshops or institutes in community services attended.

_____

_____

_____

11. What educational experiences - university courses, etc. - do you think would be most beneficial to a director of a community services program?

_____

_____

_____

_____

_____

12. Are there any personal qualities beyond those required of a general administrator which you would emphasize?

_____

_____

_____

_____

_____

Additional sheets of paper have been provided next for any comments you may wish to make.

THANK YOU FOR YOUR COOPERATION

TO: Dr. Max R. Raines, Director
Kellogg Community Services
Leadership Program
Erickson Hall, Rm. 425
Michigan State University
East Lansing, Michigan 48823

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