PROBLEMS OF NEW FACULTY MEMBERS
IN COMMUNITY COLLEGES

Thesis for the Degree of Ed. D.
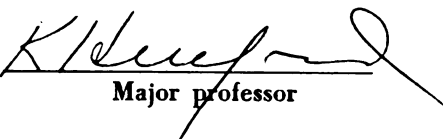MICHIGAN STATE UNIVERSITY
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This is to certify that the

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Problems of New Faculty Members

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Hugo Emil Siehr

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_K/ _____ (signature)

Major professor

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PROBLEMS OF NEW FACULTY MEMBERS

IN COMMUNITY COLLEGES

By

Hugo Emil Siehr

AN ABSTRACT OF A THESIS

Submitted to
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ABSTRACT

PROBLEMS OF NEW FACULTY MEMBERS
IN COMMUNITY COLLEGES

by Hugo Emil Siehr

The general problem to be investigated was the identi-
fication of problems perceived by new faculty members in
community colleges, the identification of administrative
practices which the new instructors recognized as most help-
ful in alleviating their problems, and the formulation of
suggestions for the improvement of procedures used in
orienting beginning instructors in community colleges.

The design of the study was centered about three
questions:

1. What kinds of problems do new faculty members in
   community colleges encounter?

2. What kinds of administrative procedures are now
   being used in community colleges?

3. Are the administrative procedures now being used
   relevant to the solution of problems which new
   instructors identify as important to them?

To answer these questions information was obtained
from 2,783 new faculty members serving in 429 public and
private community colleges in fifty states and territories
of the United States by means of a seven-page questionnaire.
Participants were asked to check each of seventy-two items
listed for identification as a problem, for difficulty, and
for persistence. In a second section of the questionnaire

new community college instructors were asked: (1) to identi-
gy nineteen administrative procedures used by colleges in
the orientation of beginning teachers as to their use or
non-use, and (2) to indicate how helpful the practice was if
used, or how helpful the instructor thought the procedure
would have been, had it been used.

Nine problems which were ranked above the first
standard deviation from the means of the frequency scores,
the difficulty scores, and the persistence scores were de-
fined as major problems. These were the following problems:

1. Lack of time for scholarly study.

2. Adapting instruction to individual differences.

3. Dealing with students who require special
attention to overcome deficiencies.

4. Acquiring adequate secretarial help.

5. Understanding college policies regarding
teaching load.

6. Challenging superior students.

7. Obtaining needed instructional materials.

8. Grading or marking students' work.

9. Understanding college policies to be followed
in curriculum development and revision.

These nine problems were analyzed to discover signifi-
cant differences in the means of their difficulty scores
when the respondents were separated according to the in-
stitutional factors of nature of control, and size of the
community college, and according to the personal character-
istics of sex, marital status, age, level of preparation

year employed, teaching experience and type of courses taught in the community college. A "t" test was used to analyze differences of the means according to each control factor. Significant differences at the .05 level were found for ten combinations of problems and control factors, and at the .01 level for twenty-seven combinations of problems and control factors, each problem showing differences according to two or more control factors.

The persistence of all problems was examined by comparing differences in persistence scores between first year instructors and third year instructors. Although personal problems, institutional problems, problems of structure, policies and procedures of the individual college, instructional problems, and problems of professional improvement showed a lower percentage of third year respondents identifying these groups of problems as persisting than first year respondents, certain individual problems tended to persist more than others.

In the analysis all problems marked "high" in any one or all of the categories frequency, difficulty, and persistence, differences were identified according to the same nine control factors used in the previous stage of the analysis. Eighty of the 189 combinations of problems and control factors showed differences in identification.

Implications for the improvement of orientation practices in an individual community college are contingent upon

the individual administrator discovering which problems are most critical for the new instructors in the college where he serves.

According to the findings of the study, however, the following questions could well be asked:

1. Do beginning instructors in this college have sufficient time for scholarly study?

2. Are new instructors in this college aided in adapting instruction to individual differences and in dealing with students who require special attention to overcome deficiencies? Is sufficient time provided for individual instruction?

3. Is adequate secretarial help provided for beginning instructors?

4. Are the policies of this college regarding teaching load fair to the new instructor? Are efforts being made to explain these policies to the new teaching staff?

5. Are new instructors aided in challenging superior students? How is this being done?

6. Are new instructional materials being provided and are beginning instructors being aided in the proper use of new materials?

7. Does the administration encourage the discussion of problems involved in grading or marking students' work for beginning instructors?

8. Are college policies involved in curriculum development and revision clearly explained to new instructors? Are new instructors encouraged to participate in and contribute to curriculum development and revision?

9. Are materials, such as a schedule of classes, course outlines, texts, and a faculty handbook supplied to the new instructor upon his appointment?

10. Is a conference with the department or divisional chairman arranged for the new instructor upon his appointment?

11. Is a lighter teaching load set up for the new instructor?

12. Are regular departmental or divisional meetings scheduled to aid the beginning instructor?

13. Is a faculty sponsor provided for each new faculty member?

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ACKNOWLEDGMENTS

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CHAPTER I

QUESTIONS RELATIVE TO THE IMPROVEMENT OF ORIENTATION

PRACTICES FOR NEW COMMUNITY COLLEGE INSTRUCTORS

BASED ON AN ANALYSIS OF THEIR PROBLEMS

The general problem to be investigated was the identi-
fication of problems perceived by new faculty members in
community colleges, the identification of administrative
practices which the new instructors recognized as most
helpful in alleviating their problems, and the formulation
of suggestions for the improvement of procedures used in
orienting beginning instructors in community colleges.

Significance of the Problem

The rise of the two-year college is one of the newest
and most spectacular educational developments in the United
States. In 1900 there were no junior colleges. In 1930
there were 178. Today there are 663 attended by approxi-
mately 800,000 students or approximately one-fourth of all
students enrolled in college.[1] In recent years the term
"community college," rather than that of "two-year college,"

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[1]Edmund J. Gleazer, "1961 Junior College Directory,"
American Association of Junior Colleges, Washington, D.C.,
1961, p. 40.

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or "junior college" has been used increasingly in order to stress the strong bond usually existing between the community college and the community it serves. One or more community colleges are operating in fifty states and two territories of the United States and in the District of Columbia.[2] There are sixty-nine community colleges in California, forty-seven in Texas, and forty-seven in New York. They range in size from the very small (a private community college in Georgia has an enrollment of forty-five) to the very large (Long Beach, California, City College has an enrollment of 40,000 students). Some of the community colleges are private and expensive to attend; the great majority are public and relatively inexpensive to attend.[3] For the student whose aim is a full four years or more of higher education, the community college offers the first two years of an academic program while the student lives at home, thus reducing the cost of education for the student. The vocational-terminal courses offered in community colleges enable the student to complete his education in two years and to enter the job market with improved chances of vocational success. The adult education or "night school" courses offered in a community college often draw larger

[2]Ibid., p. 36.

[3]Joseph Stocker, "The Rise of the Junior College," The Kiwanis Magazine (December 1961; January 1962).

enrollments than the daytime classes, and enable adults of all ages to attend college classes.

There is every reason to expect that additional community colleges will be established (approximately twenty-five new community colleges began operation in the Fall of 1961) and that enrollments will continue to rise in order to meet the needs of increasing numbers of young people.[4]

Approximately 20,000 full time faculty members were teaching in junior colleges in 1959-1960.[5] An additional 14,000 part time faculty members were employed in community colleges.

The area of staffing community college faculties has always been a somewhat anomalous problem for community college administrators. Candidates for positions who are highly qualified in their academic fields tend to accept positions in four-year colleges and universities rather than in community colleges. The so-called "upgraded" secondary school instructors often are entirely adequate faculty members in community colleges, frequently forming the nucleus of the teaching staff. The competition for qualified teachers which community college administrators face from institutions of higher education on the one hand and from the secondary schools on the other, coupled with the growth

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[4]Ibid., p. 34.

[5]Ibid., p. 46.

of enrollments and the consequent need for more instructors, accentuates the problem of securing faculty members and makes it imperative that new instructors are successfully oriented to their positions.

In the light of this situation the problem of the study emerged. The problem of securing, orienting, and retaining well qualified instructors, already a crucial problem in many areas, will become more critical in the next decade with the press of rapidly mounting enrollments.

Although personnel orientation practices have been studied in elementary and secondary schools and in small colleges, few studies of orientation practices have been conducted in community colleges.[6] In order to provide basic information for community college staff orientation needs and practices the present study was designed and conducted.

Purposes of the Study

The primary purposes of this study were: (1) To determine the kind of problems perceived by new faculty members in community colleges, (2) to identify the administrative procedures which new faculty members in community colleges recognize as helpful in resolving their problems, (3) to correlate orientation practices now in use for new

[6]Chester W. Harris and Marie R. Liba (eds.) Encyclopedia of Educational Research (2nd ed.: New York: The Macmillan Company, 1960), pp. 702-710.

instructors in community colleges and the problems of the

individuals to be oriented, and (4) to formulate suggestions

for improving administrative practices on the basis of the

problems identified as important, and on the basis of ad-

ministrative procedures which new faculty members identified

as being helpful in solving their problems.

Questions Investigated in the Study

Seven principal questions were investigated in the

study. These are:

1. What were the institutional characteristics of
   the community colleges submitting data for the
   study relative to size of the college and type
   of control, public or private?

2. What were the personal and professional character-
   istics of new faculty members supplying data for
   the study?

3. What kinds of problems did new faculty members
   in community colleges perceive as being more
   critical than others?

4. Which problems do new community college instruc-
   tors perceive to be critical?

5. What kinds of administrative procedures for
   orienting new faculty members are now employed
   in community colleges?

6. Which orientation procedures were identified as
   being most helpful by new faculty members in
   community colleges?

7. Are the orientation practices now in use relevant
   to the solution of critical problems perceived by
   new community college instructors?

Certain related questions were also considered and in-

vestigated.More specific questions related to the personal

and professional characteristics of new faculty members were:

1. What were the age, sex, and marital status of new faculty members?

2. What was the academic preparation of new faculty members in community colleges?

3. What were the patterns of prior teaching experience of new community college faculty members?

4. What were the primary reasons new community college teachers came to their respective institutions?

5. What were the initial assignments of beginning instructors in community colleges?

6. What were the professional aspirations of new community college instructors?

Questions related to identification of problems by beginning instructors in community colleges were:

1. Which problems do new faculty members in community colleges identify most frequently, and which of these problems are reported to persist?

2. Which problems caused the greatest degree of difficulty to beginning instructors?

3. Do first year faculty members in community colleges perceive their problems as being more persistent than do teachers who have served three years in these institutions?

4. Are there significant differences in the degree of difficulty of critical problems perceived by new faculty members in relation to the institutional factors of college size, nature of control, and type of course taught?

5. Are there significant differences in the degree of difficulty of major problems perceived by new faculty members in relation to personal factors of sex, age, marital status, level of preparation, previous professional experience, and year employed?

Additional questions related to orientation practices were:

1. What other administrative practices not extensively used by community college administrators in helping new faculty members, might be effective in resolving their problems?

2. What direct suggestions to improve orientation practices in community colleges are made by the new faculty members themselves?

Other questions which might have been investigated but were not included in the study are the following questions:

1. Are there differences in the perceptions of certain problems by instructors teaching in different subject matter fields?

Green, in the study of probationary community college teachers in California, attempted this type of investigation and found that there were significant differences of seventeen of ninety items between the responses of social science and science teachers. The type of item checked was significantly related to whether the instructor was teaching in the area of social science or of science. Green also found that there were significant differences in the identification of problems items between social science instructors and teachers in technical-vocational subjects.[7]

2. Are there differences in the identifications of problems by instructors with different types of teaching experience?

[7]Charles B. Green, "The Problems of the Beginning Junior College Instructor" (unpublished Ed.D. dissertation, University of California, Los Angeles, 1960), p. 98.

This question was also investigated by Green who found that certain problems were checked more frequently by probationary instructors with experience below the community college level than by instructors with previous experience only in four-year colleges and universities.

3. Is the degree of difficulty of major problems identified by new faculty members related to the turnover of faculty members in these community colleges?

4. Are there certain types of institutions which seem to be using better administrative techniques for orienting new faculty members than other types of institutions?

5. Is there any regional difference in the identification of problems of new faculty members in community colleges?

6. What is the optimum work load of a beginning community college instructor?

7. What is the new community college instructor's image of the community college?

These are important questions which were not investigated. Comments by some of the respondents indicated their importance. A number of the foregoing questions are being investigated in a study being conducted currently by the Florida State Department of Education.[8]

Limitations of the Study

This study is limited to an analysis of the data obtained from questionnaires completed by 2,783 new community

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[8]Florida State Department of Education, "Florida's Community Junior Colleges: Their Contributions and Their Future," Faculty State Junior College Advisory Board's Study, Faculty Opinion Survey (in progress).

college instructors located in 429 public and private com-
munity colleges in fifty states and territories of the United
States. Further limitations were imposed by the fact that
the 2,783 usable questionnaires represented 49 per cent of
the questionnaires sent to 5,628 new community college faculty
members. Conclusions were necessarily limited to this sample.

Time was another limiting factor. A period of four
months elapsed between the first request for names of new
faculty members and the coding of the last questionnaire.

The method of investigation and the selection of
questions to be investigated also imposed limitations on the
study. Hypothesis generating procedures were limited to the
questions previously outlined. A further limitation was im-
posed by the questionnaire method of gathering data.

The study was also limited by the statistical techni-
ques employed in analyzing the data. The first technique
involved a comparison of the means of the difficulty scores
of problems between dichotomous groups representing the
institutional factors of size of the college, type of control,
and type of courses taught, and the personal factors of the
respondents, sex, age, marital status, degree held, teaching
experience, and year employed. A comparison of the ranking
of problems according to frequency of mention, difficulty,
and persistence of the problems in relation to the same
institutional and personal factors was the second technique
employed.

Definition of Terms

Full-Time Faculty Members

For the purpose of the study, the term, "full-time
faculty member," was applied to a community college staff
member who spent half or more than half his time teaching
in the community college. If a full-time staff member per-
formed administrative or counseling functions but also spent
half or more than half time teaching, he was included as a
full-time faculty member.

Full-time administrators or full-time counselors were
not included.

New Faculty Members

The term, "new faculty member," referred to the full-
time teacher, with or without prior teaching experience, who
was first employed by the community college on or after the
Fall of 1959, and who was still retained on the present
teaching staff of the community college at the time of the
study (January-April, 1962).

Community Colleges

The term, "community college," referred to those
colleges in the 1961 Directory of the American Association
of Junior Colleges with the exception of Canadian institu-
tions and Wisconsin teachers' colleges. However, the ad-
ministrators of some of the junior colleges listed in the
1961 Directory did not consider their institutions to be

community colleges. This response indicates a need for the reclassification of two-year colleges by the American Association of Junior Colleges into "Community Colleges" according to an acceptable definition of a "community college" and "other two-year colleges."

The percentage of returns by colleges, 66 per cent, would have been appreciably higher had there been a method of distinguishing "community colleges" from "other two-year colleges."

Overview of the Dissertation

The dissertation is divided into eight chapters. The design of the study is described in Chapter II. The characteristics of participating community colleges and the personal and professional characteristics of new faculty member respondents to the questionnaire are presented in Chapter III. Problems of new faculty members in community colleges are classified by the characteristics of frequency, difficulty, and persistence in Chapter IV. Major problems and minor problems were defined and identified in Chapter V. The analysis of the problem data is presented in Chapter VI. Administrative procedures used by community colleges in the orientation of new faculty members are described and analyzed in Chapter VII. The summary, conclusions, and implications for administrative practices are presented in Chapter VIII.

CHAPTER II

DESIGN OF THE STUDY

In order to answer the questions in Chapter I, the
following procedures were outlined and completed:

1. A method of collecting relevant data was
   devised.

2. A population was selected.

3. The data were collected.

4. Methods of analyzing the data were determined.

5. The data were analyzed and a summary of the
   results of the data analysis was made.

6. Implications for administrative procedures in
   orienting beginning instructors in community
   colleges were derived from a summary of the
   results.

Method of Obtaining Data

Data relevant to the investigation of the problems
outlined in Chapter I could have been obtained by a number
of different methods or combinations of methods. What was
the source of the data? Should information be obtained
from community college administrators, from the instructors
themselves, from the literature, from previous related
studies, or from a combination of these sources? A review
of the literature revealed four recent studies in this

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general area: (1) a study by McCall[1] entitled "Problems of New Faculty Members in North Central Association Colleges and Universities of Less Than 3,000 Enrollment," (2) a study by Green,[2] "The Problems of the Beginning Junior College Instructor," and two studies by the American Association of Colleges for Teacher Education entitled, (3) "Orienting New Faculty,"[3] and (4) "An Evaluation of Some Staff Orientation Practices,"[4]

Only the Green study was based on a population of instructors in community colleges and this population was limited graphically to the State of California. Basic data for answering questions relative to the problems of instructors in community colleges throughout the United States, and to the relevance of orientation practices in the solution of problems was lacking. The questionnaire method was selected as the best available method of gathering data from a nationwide population of community college instructors.

[1]Harlan R. McCall, "Problems of New Faculty Members in North Central Association Colleges and Universities of Less Than 3,000 Enrollment" (unpublished Ed.D. dissertation, Michigan State University, 1961).

[2]Charles B. Green, "The Problems of the Beginning Junior College Instructor" (unpublished Ed.D. dissertation, University of California, Los Angeles, 1960).

[3]"Orienting New Faculty," AACTE Bulletin, XII:13 (Washington, D.C.: The American Association of Colleges for Teacher Education, 1960).

[4]"An Evaluation of Some Staff Orientation Practices," AACTE Bulletin, XIV:2 (Washington, D.C.: The American Association of Colleges for Teacher Education, 1960).

The instructors themselves were selected as the source of
data because the Green study showed significant differences
in the identification of problems by instructors, by deans
of instruction, and by department chairmen.[5]

Identification of Data

Characteristics of Community Colleges Participating in the Study

The 1961 Junior College Directory was the primary source
of the institutional data used in the study. Each question-
naire was numbered so that it could be identified with the
community college in which the respondent served. The in-
stitutional characteristics of the type of community college,
and the enrollment classification of the college could thus
be obtained from the 1961 Junior College Directory.

Personal and Professional Characteristics of New Faculty Members

Questions involving the personal and professional
characteristics of new faculty members, previously outlined
in Chapter I, are repeated here:

1. What are the age, sex, marital status, and first
   year employed data of the new faculty members?

2. What is the academic preparation of new faculty
   members in community colleges?

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[5]Green, op. cit., p. 79.

3. What are the previous teaching experience patterns of new community college faculty members?

4. What are the most recent types of instructional experience of new community college teachers?

5. What are the primary reasons new teachers in community colleges came to these institutions?

6. What are the initial assignments of beginning instructors in community colleges?

7. What are the professional aspirations of new instructors in community colleges?

The items in the introductory section of the questionnaire were formulated on the basis of these questions.

Problems of New Faculty Members in Community Colleges and Administrative Procedures for Orienting New Faculty Members

Items for the questionnaire, both problems encountered by new faculty members and administrative procedures designed to alleviate such problems, were obtained from different sources. Many items were taken directly from the questionnaire used by McCall in the study, "Problems of New Faculty Members in North Central Association Colleges and Universities."[6] Bryam's study, "Some Problems in the Provision of Professional Education for College Teachers,"[7] was the source of some of the items. Merson's dissertation,

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[6]McCall, op. cit.

[7]Harold M. Byram, "Some Problems in the Provision of Professional Education for College Teachers," Bureau of Publications, Teachers College, Columbia University, New York, 1933.

"Certification Standards for Junior College Teachers in California," was a source of items for the section on Instructional Problems.[8]

A preliminary questionnaire was submitted to the members of the Commission on Instruction, American Association of Junior Colleges and a panel of advisors chosen by the Association. On the basis of its suggestions a final revision of the questionnaire was prepared. The questionnaire is included in the Appendices, pages 227-233.

Content of the Questionnaire

The instrument consisted of four parts. These were: (1) a letter to the new instructor explaining the background and purposes of the study, (2) a check list of personal and professional characteristics of the new faculty members, (3) a list of possible problems of new instructors in community colleges, and (4) a section of administrative practices frequently used by colleges. Provisions were made in each section for write-in responses.

Eleven Personal Problems were included in the first part of Section I. Ten of these eleven problems were taken

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[8]Thomas B. Merson, "Certification Standards for Junior College Teachers in California" (unpublished Ed.D. dissertation, University of California, 1952). Dr. Merson worked with the writer at Michigan State University in revising the questionnaire. Many of the problems in the section on Institutional Problems, Instructional Problems, and Professional Improvement were included as a direct result of the discussions with Dr. Merson.

directly from the questionnaire used in the McCall study.
Nine problems closely associated with the fundamental pur-
poses of a community college were included in the next part
of Section I. These items were included in an attempt to
identify certain problems which might be peculiar to instruc-
tors in a community college. The seventeen problems listed
under Structure Policies and Procedures were obtained from
the McCall study. The twenty eight Instructional Problems
were taken from the McCall study, the Byram study, and the
studies conducted by the American Association of Colleges
for Teacher Education. The seven problems listed under
Professional Improvement were suggested by related items in
the Green study and the AACTE studies. Administrative pro-
cedures listed in Section II were obtained from the McCall
questionnaire and from the AACTE studies.

Adequacy of Problems and Administrative Procedures
in the Questionnaire

When viewed in the light of the studies reviewed in
the survey of the literature,[9] the items included were repre-
sentative of problems and procedures indicated in previous
related studies. The fact that few respondents indicated
additional items may be an indication of the adequacy of
the items included in the instrument.

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[9]The review of the literature is included in the
Appendices, p. 235.

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The Population of the Study

A letter requesting the names of new faculty members was sent to each of the 650 community college presidents serving colleges included in the <u>1961 Junior College Directory</u>. Four hundred twenty-nine of the presidents submitted 5,628 names of new faculty members. Questionnaires were mailed to these instructors and 3,220 were returned in two mailings, a return of 57 per cent. Green reported 54 per cent usable returns on a check list sent to 991 community college teachers in California.

Usable returns totaled 2,783 of the 3,220 questionnaires received. Four hundred thirty-seven incomplete questionnaires were eliminated. The respondents evidently experienced great difficulty in interpreting the directions for completing the section on problems. The original directions were as follows:

Following is a list of problems encountered by faculty personnel who are new to an institution. Please consider each item carefully.

1. Check column A1 or A2 for each item that has been or still is a problem.

2. Check columns B3, B4, or B5 to indicate the degree of difficulty of the problem.

3. Check column C6 for each item which was never a problem for you.

Those who submitted incomplete questionnaires failed to check both column A and column B, thus making it impossible

to interpret the results correctly.

When the additional directions, "Two checks, one in
column A and one in column B, are required, or a single check
in column C," were added on the second mailing, fewer in-
complete questionnaires were returned.

Although the instrument had been pre-tested, this diffi-
culty was not revealed.

The percentage of return, 57 per cent, and the percent-
age of usable questionnaires, 49 per cent, raised a serious
question regarding the adequacy of the sample.

The sample of 429 community colleges represented in
the study, however, was 66 per cent of the community colleges
in the 1961 Junior College Directory and these colleges were
located geographically in the fifty states and territories in
the United States. All enrollment categories of the 429
colleges are represented in approximately the same proportions
as the totals indicated in the Directory. The sample of
institutions is, therefore, representative geographically
and by enrollment categories of all community colleges in
the United States.

Methods Used to Analyze Problems

The responses of new faculty members to the problems
stated in the questionnaire were analyzed on the basis of
three criteria: (1) frequency of mention of the problem, (2) diffi-
culty of the problem, and persistence of the problem.

Frequency was defined as the aggregate number of times an item was identified as a problem by the respondents either under "Has been, not now" or under "Still persists" in column A of Section I of the questionnaire.

Difficulty of a problem in Section I of the questionnaire was defined by a weighted score obtained from column B of the questionnaire where the respondent checked the difficulty of the problem as "slight," "moderate," or "great."

A weighted scale technique which yielded a difficulty score for each problem based on a Likert scale was used as one of the criteria to identify major problems. The number of responses to each problem indicated as "great" was multiplied by three, the number indicated as "moderate" by two, those classified as "slight" by one, and those classified as "never a problem" by zero. The resultant total weighted response for each problem was then divided by the number of respondents who marked the item, including those who marked it "never a problem," and the quotient thus obtained multiplied by one hundred to express the "weighted score" as a whole number indicating the degree of difficulty of the problem.

An eight-step analysis of problem data was then followed:

(1) A frequency score for each problem was obtained by counting the number of respondents who indicated the item

as being a problem.

(2)   A difficulty score was obtained by a weighted scale technique.

(3)   A persistence score was obtained by counting the respondents who indicated that the problem persisted.

(4)   Problems which were more than one standard deviation above the mean of the distribution of the frequency scores, the difficulty scores, and the persistence scores were defined as major problems. This definition of a major problem was applied to the problem data and nine problems were identified as major problems. The basic question, "What kinds of problems do new faculty members in community colleges perceive as more critical than other problems," could then be answered.

(5)   The fifth step in the analysis of problem data was to compare the persistence of certain problems between first year instructors and third year instructors. The percentage of first year faculty members who indicated that these problems persisted was found. The percentage of third year faculty members, who indicated that these same problems persisted for them, was found. Comparisons of the percentages for each problem in the two groups then indicated which problems tended to persist over the three year span and which problems tended to become less important. The basic question relative to the persistence of certain problems was then answered according to this information.

In order to investigate questions regarding the degree
of difficulty and possible statistically significant differ-
ences of the major problems as related to the nine variables:
sex, marital status, year first employed, age, highest de-
gree held, college teaching experience, type of courses
taught, public or private community college, and the size of
the college, (6) a sixth step in the analysis, based on the
comparison of the means of two populations, was employed.

The means of the difficulty ratings for each group
were determined and compared, the variance was calculated
and the statistic $t = \dfrac{\overline{X}_1 - \overline{X}_2}{S_R\sqrt{1/N_1 + 1/N_2}}$ was determined. A "t"
test was applied to determine the significance of the diffi-
culty rating for each of the critical problems in relation
to each of the nine personal and institutional factors.
Differences were accepted as significant at the .05 level.
The reason for accepting the null hypothesis at the .05
level, rather than at the .01 level, is that the design of
the study is not a hypothesis testing procedure, but rather
a hypothesis generating procedure on the basis of the
questions outlined in Chapter I. Where the differences were
significant also at the .01 level of significance, this fact
was recognized and noted.

(7) The classification of all problems as "high,"
"medium," or "low" according to frequency, difficulty, and
persistence was the seventh step of the analysis. Problems
ranking above the first standard deviation from the mean were

classified as "high." Problems ranking lower than one stand-
ard deviation from the mean were classified as "low," and
the problems in between were classified as "medium."

(8) The need for a somewhat less rigorous definition
of a major problem than that employed in Step 4 was the basis
of the eighth step in the analysis of problems. Twenty-five
problems ranking highest in frequency, difficulty, and per-
sistence were redistributed over the nine variables: sex,
marital status, year first employed, age, highest degree
held, college teaching experience, type of courses taught,
type of community college, public or private, and a classi-
fication by size of the community college, large or small,
in order to identify each of these problems ranked "high"
according to at least one of the criteria frequency, diffi-
culty, and persistence. Certain problems were classi-
fied differently in each dichotomy of the nine variables.
Differences in classification of these problems by frequency,
difficulty, and persistence were assumed to be related to
the variable of classification or to the nature of the
individual problem. The problems thus identified were then
discussed in terms of the differences found. The specific
differences are given in the second part of Chapter VI.

Analysis of the Degree of Helpfulness of
Administrative Practices

The analysis of the degree of helpfulness of adminis-
trative practices is centered about the following questions

related to orientation practices previously outlined in Chapter I.

1. Which orientation procedures were reported to be most helpful by the new instructors?

2. How effective are the administrative practices used by community college administrators in helping new faculty members resolve their problems?

3. What other administrative practices not extensively used by community college administrators in helping new faculty members might be effective in resolving their problems?

4. What direct suggestions to improve orientation practices in community colleges were made by the new faculty members themselves?

Helpfulness ratings for each administrative procedure listed in Section II of the questionnaire were obtained by multiplying the number of "great" responses by three, "moderate" responses by two, "slight" responses by one, and "none" responses by zero. The aggregate of these weighted scores for each item was then divided by the number of instructors responding to the item and the resulting quotient multiplied by one hundred to achieve a whole number helpfulness rating for each item. In this manner, helpfulness ratings were obtained for both the USED and the NOT USED items. The percentage of use for each USED item was found. The ranks of the degree of helpfulness scores of the items were then compared with the ranks of their use. Certain NOT USED procedures which had relatively high helpfulness ratings were identified. Administrative procedures were also ranked by a combined helpfulness score obtained by

adding the ratings of the USED and NOT USED procedures.

The nineteen administrative procedures for the orien-
tation of new faculty members were analyzed in five steps in
order to identify the most helpful procedures.

1. The number of respondents who indicated that the
    procedure was USED in the colleges where they
    served was countered. This number was a frequency
    score of a used procedure.

2. The number of instructors indicating that the
    procedure was NOT USED was counted for each of
    the nineteen procedures, thus yielding a NOT
    USED frequency score.

3. An average degree of helpfulness rating was ob-
    tained for each procedure and the procedures
    were ranked according to these ratings.

4. The per cent of actual use was found for each
    USED procedure.

5. Four comparisons of helpfulness ratings and per
    cent of times the procedure was actually used
    were then made.

    a. Most frequently used procedures were com-
        pared to most helpful procedures.

    b. Most frequently used procedures and least
        helpful procedures were compared.

    c. Least frequently used procedures and most
        helpful procedures were compared.

    d. Least frequently used and least helpful
        procedures were compared.

As a result of step four, eight procedures having aver-
age helpfulness ratings greater than 200 were identified.

Five procedures were identified according to method
5C above. These orientation practices rated high in
helpfulness ratings, but low according to per cent of actual
use.

Results of the analysis of administrative procedures
are presented in Chapter VII.

A survey of the write-in responses to the item, "Kindly
list the four most important procedures that were or should
have been included in the orientation of new teachers at your
college," was made and the significant responses listed under
three headings:

1. Most helpful experiences in the orientation program.

2. Least helpful experiences in the orientation pro-
   gram.

3. "Other" responses considered to be significant.

Responses to the administrative procedures are discussed in
Chapter VII.

Summary

Data for the study were obtained from questionnaires
mailed to 5,628 first, second, and third year faculty members
in 429 community colleges. Three thousand, two hundred and
twenty questionnaires were returned, a return of 57 per cent.
A total of 2,783 usable returns were coded and the information
recorded on IBM cards. The relatively low number of usable
returns, 49 per cent of the total, imposed severe limitations
upon the results of the study, but the colleges where the
respondents taught were representative of all community col-
leges geographically and by enrollment.

The methodology of the study involved: (1) the identifi-
cation of nine major problems by a three-criteria definition
of a major problem, and (2) the testing of the relative

significance of these critical problems through a two-stage

analysis of the data in relation to two institutional factors

and seven personal and professional factors of the respond-

ents. The persistence of certain problems of new faculty

members was determined by noting the differences in percent-

ages of respondents who indicated that these problems per-

sisted after three years in comparison to those indicating

persistence of a problem after one year.

Effectiveness of techniques which administrators use to

reduce problems of new teachers was measured by the percent-

age of faculty members indicating such use compared to a

weighted score obtained from the responses measuring the

effectiveness of these procedures.

CHAPTER III

CHARACTERISTICS OF COMMUNITY COLLEGES AND PERSONAL

AND PROFESSIONAL CHARACTERISTICS OF NEW

FACULTY MEMBERS

What were the characteristics of the community colleges
in the study?

Each community college participating in the study was
classified by geographic location, by type of control, and
by size. This information was obtained from the <u>1961 Junior</u>
<u>College Directory</u> and is summarized in Tables 3.1 to 3.6 of
this chapter.

What are the professional and personal characteristics
of the new faculty members participating in the study?

The professional and personal characteristics of the
new faculty members were obtained from a check-list in the
introductory section of the faculty member questionnaire.
The check-list was constructed from the questions related to
the professional and personal characteristics of new instruc-
tors and included information about the respondents on items
such as sex, marital status, year first employed, age, degrees
earned, years of prior teaching experience, most recent
teaching experience, subjects taught, type of courses taught,

type of assignment, reasons for coming to the community college, and professional aspirations. These data are presented in Tables 3.61 to 3.699 of the chapter.

Characteristics of Community Colleges

Four hundred twenty-nine community colleges located in forty-seven states, in the District of Columbia, on the Island of Guam, and in Puerto Rico were included in the study. Three hundred and nine of these colleges were public supported community colleges and 120 were privately supported. The public community colleges were located in forty-one states and territories, and the private community colleges were geographically distributed in thirty-two states and the District of Columbia. Details of the wide geographic distribution of community colleges participating in the study are shown in Table 3.1.

Two hundred fifty-four of the 309 public community colleges are located in the fifteen states ranked according to the number of public community colleges. Forty-seven of the 120 private community colleges are located in these fifteen states. Private community colleges tend not to be concentrated geographically in certain states, except in the State of Massachusetts, where fifteen community colleges are located. Three hundred and one of the 429 public and private community colleges are concentrated geographically in these states as is shown in Table 3.2.

TABLE 3.1

Classification of Community Colleges Participating
in the Study by States and Type of Control

State	Public Community Colleges	Private Community Colleges	State	Public Community Colleges	Private Community Colleges
Alabama	1	4	Missouri	7	6
Alaska	1	1	Montana	1	0
Arizona	1	0	Nebraska	2	0
Arkansas	1	2	New Hampshire	1	0
California	61	0	New Jersey	1	1
Colorado	8	0	New Mexico	1	0
Connecticut	0	4	New York	26	7
Delaware	0	1	North Carolina	2	8
District of Columbia	0	2	North Dakota	4	0
Florida	23	3	Ohio	0	2
Georgia	8	5	Oklahoma	6	2
Guam	1	0	Oregon	2	1
Hawaii	0	1	Pennsylvania	14	4
Idaho	3	1	Puerto Rico	1	0
Illinois	19	3	Rhode Island	0	1
Indiana	1	0	South Carolina	0	4
Iowa	11	2	South Dakota	0	3
Kansas	10	7	Tennessee	0	3
Kentucky	1	4	Texas	25	8
Maine	1	2	Utah	4	0
Maryland	10	0	Virginia	1	5
Massachusetts	4	15	Washington	9	0
Michigan	15	0	West Virginia	1	1
Minnesota	8	2	Wisconsin	1	0
Mississippi	6	5	Wyoming	4	0
			Total number of community colleges in 50 states and territories	309	120

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TABLE 3.2

Classification of Public and Private Community
Colleges of the Fifteen States Ranking Highest
in Number of Participating Institutions

State	Public Community Colleges	Private Community Colleges	Total
California	61	0	61
New York	26	7	33
Texas	25	8	33
Florida	23	3	26
Illinois	19	3	22
Michigan	15	0	15
Pennsylvania	14	4	18
Iowa	11	3	13
Kansas	10	7	17
Maryland	10	0	10
Washington	9	0	9
Georgia	8	5	13
Colorado	8	0	8
Minnesota	8	2	10
Missouri	7	6	13
Total	254	47	301
Other	55	73	128
Total	309 +	120 =	429

Comparisons of the number of community colleges par-
ticipating in the study to the number of community colleges
listed in the 1961 Junior College Directory can be made by
referring to Table 3.3. An average of 66 per cent of the
colleges listed in the 1961 Junior College Directory are
represented in the study.

Separate rankings of public and private community
colleges in these states are presented in Tables 3.4 and
3.5. Ninety-two per cent of the public community colleges

TABLE 3.3

Highest Ranking States in Participating Community
Colleges by Certain States Compared to the Total
Number of Community Colleges in Those States

State	Total Number of Community Colleges Participating in the Study	Total Number of Community Colleges Listed in 1961 Junior College Directory	Per Cent of Community Colleges
California	61	69	88.4
New York	33	47	70.2
Texas	33	47	70.2
Florida	26	28	92.9
Illinois	22	31	71.0
Michigan	15	16	93.8
Pennsylvania	18	33	54.5
Iowa	13	22	59.1
Washington	9	11	81.8
Kansas	17	20	85.0
Maryland	10	17	58.8
Georgia	13	18	72.2
Minnesota	10	12	83.3
Colorado	8	8	100.0
Missouri	13	19	68.4
Other	128	349	38.7
Total	429	650	66.0

in fifteen states ranking highest in the number of public
colleges are represented in the study and 79 per cent of all
the public community colleges are represented. Seventy-four
per cent of the private community colleges in fifteen states
ranking highest in the number of private community colleges
are represented in the study and 44 per cent of all the
private community colleges are represented. The per cent of
return by institutions from public community colleges was

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TABLE 3.4

Fifteen Highest Ranking States in Participating Public
Community Colleges Compared to the Total Number of
Public Community Colleges in Those States

State	Total Number of Public Community Colleges Participating in the Study	Total Number of Public Community Colleges in the 1961 Junior College Directory	Per Cent of Public Community Colleges
California	61	63	97
New York	26	26	100
Texas	25	35	71
Florida	23	23	100
Illinois	19	20	95
Michigan	15	16	94
Pennsylvania	14	15	93
Iowa	11	16	69
Kansas	10	14	71
Maryland	10	10	100
Washington	9	10	90
Georgia	8	8	100
Colorado	8	7	114
Minnesota	8	9	89
Missouri	7	7	100
Total	254	279	92
Other	55	113	49
Total	309	392	79

TABLE 3.5

Fifteen Highest Ranking States in Participating Private
Community Colleges Compared to the Total Number of
Private Community Colleges in Those States

State	Total Number of Private Community Colleges Participating in the Study	Total Number of Private Community Colleges in the 1961 Junior College Directory	Per Cent of Private Community Colleges
Massachusetts	15	18	83
Texas	8	12	67
North Carolina	8	17	47
New York	7	23	30
Kansas	6	6	100
Missouri	6	12	50
Georgia	5	10	50
Mississippi	5	10	50
Virginia	5	11	45
Pennsylvania	4	18	22
Alabama	4	7	57
Connecticut	4	6	67
South Carolina	4	9	44
South Dakota	3	3	100
Tennessee	3	6	50
Total	87	118	74
Others	33	155	21
Total	120	273	44

almost twice as high as the return from private community
colleges.

Classifications of the 309 public and 120 private com-
munity colleges by enrollment are presented in Table 3.6.
One hundred eighty public community colleges and 111 private
community colleges represented have enrollments less than
1,000. Of the public community colleges, twenty-seven have
enrollments greater than 6,000. One hundred public
community colleges in the

1,000 to 5,999 enrollment group were represented in the study while only one private community college appeared in the middle group by enrollment.

Total cumulative enrollment figures, including adult, special, and summer enrollments in the 1961 Junior College Directory were taken as more representative of the size of the institution than total enrollment. Therefore, there were more colleges in the 6,000 to 9,000 enrollment class in Table 3.6 than in Table IX of the Directory.[1] The colleges in the study were classified by size according to this information in the 1961 Directory. A comparison of Table 3.6 with Table IX of the Directory shows that the community colleges in the study are a representative group of the total 650 community colleges classified by enrollment. All enrollment categories were represented in approximately the same proportions as the totals listed in Table IX of the Directory.

Summary and Conclusions

Characteristics of Participating Community Colleges

The 309 public community colleges and the 120 private community colleges participating in the study have the following characteristics:

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[1]Edmund J. Gleazer, 1961 Junior College Directory, American Association of Junior Colleges, Washington, D.C., 1961, p. 44.

listed in the 1961 Junior College Directory, geographically, by public and private institutions, and by enrollment.

A second conclusion is that the public community colleges in the study are more representative than are the private community colleges of their respective groups, both numerically and in the per cent of the total of institutions represented.

Distribution of Respondents by States and
Type of Community College

Of the 2,783 usable faculty member questionnaires, 2,305 were supplied by new instructors in public community colleges and 478 were supplied by new instructors in private community colleges. One thousand seven hundred and eight of the 2,305 public community college instructors, or 74 per cent, were teaching in community colleges in seven states: California, Florida, Illinois, Michigan, New York, Texas, and Washington. Of the 478 new instructors in private community colleges, sixty were teaching in colleges located in Missouri, and forty-nine in colleges located in Massachusetts. The remaining 371 were widely scattered among private colleges in thirty states. Usable questionnaires from respondents in fifteen states accounted for 2,028 of 2,286 total respondents from public community colleges, and 208 of 497 total respondents from private community colleges. The complete information is listed in Table 3.7 and Table 3.71.

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TABLE 3.7

Classification of Respondents by States and Type of Community College

State	Respondents from Public Community Colleges	Respondents from Private Community Colleges	State	Respondents from Public Community Colleges	Respondents from Private Community Colleges
Alabama	2	17	Missouri	27	60
Alaska	1	2	Montana	3	0
Arizona	33	0	Nebraska	8	0
Arkansas	2	17	New Hampshire	1	5
California	692	0	New Jersey	8	20
Colorado	58	0	New Mexico	3	0
Connecticut	0	8	New York	229	24
Delaware	0	8	North Carolina	14	32
Dist. of Columbia	6	2	North Dakota	12	0
Florida	279	15	Ohio	8	0
Georgia	48	13	Oklahoma	30	5
Guam	4	0	Oregon	15	1
Hawaii	0	4	Pennsylvania	38	24
Idaho	20	9	Puerto Rico	11	0
Illinois	118	12	Rhode Island	6	0
Indiana	3	0	South Carolina	5	5
Iowa	27	6	South Dakota	0	5
Kansas	44	16	Tennessee	0	21
Kentucky	4	11	Texas	125	34
Maine	1	11	Utah	19	0
Maryland	36	0	Virginia	2	30
Massachusetts	14	49	Washington	117	0
Michigan	148	0	West Virginia	0	7
Minnesota	36	10	Wisconsin	17	0
Mississippi	20	5	Wyoming	17	0

Total number of respondents from community colleges in 50 states and territories   2,305   478

TABLE 3.71

Classification of Respondents by Public and Private
Community Colleges of the Fifteen States Rank-
ing Highest in Returned Usable
Questionnaires

State	Public Community College Respondents	Private Community College Respondents	Total
California	692	0	692
Florida	279	15	294
New York	229	24	253
Michigan	148	0	148
Texas	125	34	159
Illinois	118	12	130
Washington	117	0	117
Colorado	58	0	58
Georgia	48	13	61
Kansas	44	16	60
Pennsylvania	38	24	62
Minnesota	36	10	46
Maryland	36	0	36
Arizona	33	0	33
Missouri	27	60	87
Total	2,028	208	2,236
Other	258	289	547
Total	2,286	497	2,783

Personal Characteristics of the Respondents

Data presented in Tables 3.72 to 3.91 which follow give a number of different comparisons of the sex of the respondents by type of institution served, by year first employed, and by certain age groups.

TABLE 3.72

Sex of New Faculty Members in Community Colleges
Responding to the Questionnaire

Sex	Number of Respondents	Per Cent
Male	2,007	72.1
Female	769	27.6
Not indicated	7	.3
Total	2,783	100.0

TABLE 3.8

Number of Respondents Classified by Sex and by Type of
Community College Served

Type of College	Male	Per Cent	Female	Per Cent	No	Response	Total
Public	1678	73.4	601	26.3	7	.3	2286
Private	329	66.2	168	33.8	0	.0	497
Total	2007	72.1	769	27.6	7	.3	2783

TABLE 3.90

Number of New Faculty Member Respondents Classified
According to Sex and Year First Employed

Year	Male	Per Cent	Female	Per Cent	Total
1959-60	543	74	189	26	732
1960-61	608	73	230	27	838
1961-62	841	71	347	29	1188
Not classified	15		3		18
No information	7				7
Total	2014		769		2783

TABLE 3.91

Number of New Faculty Members in Certain Age Groups
Classified by Sex

Age Group	Male	Per Cent	Female	Per Cent	Unable to Classify
20-29	704	35.1	272	35.4	
30-39	886	44.1	249	32.4	
40-49	272	13.6	151	19.6	
50-59	111	5.5	75	9.8	
60 and over	16	.8	9	1.1	
Age information missing	18	.9	13	1.7	
Total	2007	100.0	769	100.0	7

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Seventy-two per cent of the new community college teachers in the survey were men and 28 per cent were women. This is a slightly lower percentage of women than is reported in the Research Report of the National Education Association for 1959-60 and 1960-61, two of the three years covered in the study.[2] A slightly higher percentage of new female faculty members in each of the three years, 26 per cent in 1959-60, 27 per cent in 1960-61, and 28 per cent in 1961-62 appears in Table 3.90. The NEA report indicates that 31 per cent of the new community college teachers in 1959-60 were women, and 32.5 per cent of the new instructors in 1960-61 were women. There is a somewhat higher percentage of women in private community colleges (33.8 per cent) than in public community colleges (26.3 per cent). Differences in the division of new teachers by sex in the three-year period is slight, certainly not enough to indicate a trend.

The per cent of female faculty members in Table 3.91 is comparable to the per cent of males in the 20-29 age group, but a higher per cent of males than females appears in the 30-39 age group. On the other hand, there is a higher per cent of females in the 40-49 age group, 19.6 per cent male and 13.6 per cent female; and in the 50-59 age group, 5.5 per cent male and 9.8 per cent female. Since

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[2]Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1959-60, and 1960-61, Research Report, 1961-R12, National Education Association, 1961, p. 30.

the per cents are of the total group of males and of the total group of females, the sum of the per cents in the rows does not total 100 per cent.

There are slightly higher per cents of new private community college teacher respondents in the 1960-61 group than in the 1961-62 group and in the 1959-60 group. In general, one of five respondents were new teachers in private community colleges. The results appear in Table 3.92.

TABLE 3.92

Number of Faculty Member Respondents Classified by
Year First Employed and Type of Community College

	Public	Per Cent	Private	Per Cent	Total
1959-60	635	87	97	13	732
1960-61	657	78	186	22	843
1961-62	978	82	211	18	1189
No information	16		3		19
Total	2286	82	497	18	2783

Nearly three-fourths (73 per cent) of the new community college teachers are married; a slightly higher proportion were reported as married in the McCall study (66 per cent).[3]

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[3]McCall, op. cit., p. 40.

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TABLE 3.93

Marital Status of New Faculty Members in Community
Colleges Responding to the Questionnaire

Marital Status	Number of Respondents	Per Cent
Married	2024	72.7
Single	741	26.7
Not indicated	18	.6
Total	2783	100.0

The number of new community college faculty members
in certain age groups and the number of new public and pri-
vate community college teachers in those groups is given
in Tables 3.94 and 3.95.

TABLE 3.94

Age of New Faculty Members in Community Colleges
Responding to the Questionnaire

Age Group	Number	Per Cent
20-29	978	35.1
30-39	1137	40.9
40-49	425	15.2
50-59	187	6.7
60 and over	25	.9
No information	31	1.2
Total	2783	100.0

TABLE 3.95

Number of Faculty Members in Certain Age Groups
Classified by Type of Community College

Age Group	Public Community College	Per Cent	Private Community College	Per Cent
20-29	739	32.3	239	48.1
30-30	972	42.5	165	33.2
40-49	379	16.7	46	9.3
50-59	155	6.8	32	6.4
60 and over	16	0.7	9	1.8
Unclassified	25	1.0	6	1.2
Total	2286	100.0	497	100.0

The median age of the new community college faculty members was 33 years. Thirty-five per cent were in the 20-29 age bracket, and 41 per cent were in the 30-39 age group. Three-fourths of the respondents were in the 20-39 age groups.

Public and private new community college teachers are similarly distributed among the five age brackets.

Professional Characteristics of the Respondents

Respondents (to the questionnaire used in the study) earned their highest degree in 531 different colleges and universities in fifty states and four territories of the United States. Only 1 per cent of the respondents have no earned degree, 18 per cent have earned a Bachelor's degree, 73 per cent have earned a

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Master's degree, and 7 per cent a Doctor's degree. The
distribution of degree holders in public and private com-
munity colleges is similar; however, a higher percentage of
public community college teachers have earned their Master's
degree than private community college teachers, leaving a
somewhat lower percentage of Bachelor's degree holders in
public community colleges. The percentage of doctorates in
each group is the same.

Although the breakdown of degrees is not exactly com-
parable, the NEA Research Report indicates a lower percent-
age of new community college teachers holding the Master's
degree than does this study, which may indicate that those
with lesser preparation tended not to return the question-
naire used in the study. Only 9 per cent of the respondents
were teaching in areas which did not agree with their gradu-
ate or undergraduate majors.

The subject matter taught by new community college in-
structors agreed with the major in their highest degree in
90 per cent of the cases.

Tables 3.96, 3.97, and 3.98 follow.

TABLE 3.96

Highest Degree Held by New Faculty Member Respondents

	Number	Per Cent
Non-degree	32	1.2
Bachelor's degree	514	18.4
Master's degree	2039	73.2
Doctor's degree	198	7.2
Total	2783	100.0

TABLE 3.97

Highest Degrees Held by Faculty Members in Public
vs. Private Community Colleges

Highest Degree	No. in Public Community College	Per Cent	No. in Private Community College	Per Cent
Non-degree	30	1.3	2	0.4
Bachelor's	373	16.3	141	28.4
Master's	1722	75.3	317	63.8
Doctor's	161	7.1	37	7.4
Total	2286	100.0	497	100.0

TABLE 3.98

Initial Teaching Assignment of New Faculty Members
in Community Colleges as Compared to Their
Major in Highest Degree

	Number	Per Cent
Subject taught agrees with major (Master's or Doctor's degree)	1847	66.3
Subject taught agrees with undergraduate major (Bachelor's degree)	630	22.6
Subject taught does not agree with graduate or undergraduate major	254	9.2
No response	52	1.9
Total	2783	100.0

Previous professional experience of new faculty members in various types of institutions is summarized in Tables 3.99 and 3.991.

Nineteen per cent of the respondents had some previous teaching experience in community colleges, and 23 per cent reported some senior college teaching experience, while 49 per cent indicated some secondary school teaching experience. A sizable proportion in each group had one to three years experience in secondary schools and in senior colleges, and in the case of secondary school teaching experience an equal per cent had four to ten years of such experience. Many respondents had experience in all four or all three types of

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TABLE 3.99

Previous Professional Experience of New Community College Faculty Members Participating in the Study

	Elementary School		Secondary School		Senior College		Community College	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
No experience	2479	89	1409	51	2130	77	2252	81
1-3 years	198	7	578	21	425	15	397	14
4-10 years	85	3	612	22	179	6	115	4
10 years or more	21	1	184	6	49	2	19	1
Total	2783	100	2783	100	2783	100	2783	100

TABLE 3.991

Previous Professional Experience of New Community College Faculty Members Participating in the Study

	Elementary School		Secondary School		Senior College		Community College	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
No experience	2479	89	1409	51	2130	77	2252	81
Some experience	304	11	1374	49	653	23	531	19
Total	2783	100	2783	100	2783	100	2783	100

institutions. More of the respondents indicated experience at the secondary school level than at any of the other levels. A sizable number indicated some community or senior college teaching experience.

Respondents were asked to indicate their most recent teaching experience and their answers appear in Table 3.992.

TABLE 3.992

Most Recent Teaching Experience of Respondents

Type	Number	Per Cent
High school	849	30.6
Graduate study	569	20.5
Non-teaching employment	378	13.6
Other	375	13.5
Senior college	319	11.4
Community college	195	7.0
Elementary school	61	2.1
No response	37	1.3
Total	2783	100.0

While 30 per cent of the respondents indicated "High school" as their most recent teaching experience, 20 per cent said that they had come to their present community college positions from "graduate study." While there is no indication as to the level or amount of graduate study pursued by these instructors (or any previous figures for comparison), the relatively high percentage of respondents reporting such training is an indication of improved academic

preparation for new community college teachers. The fact
that 64 per cent of the instructors held a Master's degree,
and that 7 per cent held a Doctor's degree is a further
indication of improvement in the academic preparation of new
community college instructors.

The subject areas represented by the respondents'
major in highest degree and the subject matter area taught
in the first year by the new instructors would have to be
quite similar since it was previously ascertained that 90
per cent of the respondents were teaching in their major
field. Fourteen per cent of the respondents indicated
"Education" courses as the major in their highest degrees.
This accounts for the 9 per cent of the respondents whose
major did not agree with the initial teaching assignments in
Table 3.97.

English teachers (406), social science teachers (356),
business teachers (289), physical science teachers (287),
physical education teachers (181), and biological science
teachers (162) were not in the most numerous categories.
A total of 466 science teachers were among the 2,783 re-
spondents.

Further information regarding the type of initial
assignment of the new community college teachers appears
in Tables 3.995, 3.996, and 3.997 which follow.

TABLE 3.993

Subject Areas Represented by Major in Highest Degree
of the Respondents

Subject Area	Number	Per Cent
Agriculture	28	1.0
Art	61	2.2
Biological Science	167	6.0
Business	244	8.8
Education	382	13.7
English	345	12.4
Engineering	97	3.5
Home Economics	31	1.1
Industrial Arts	60	2.2
Languages	59	2.1
Law	12	0.4
Library Science	16	0.6
Mathematics	145	5.2
Military Science	1	0.1
Music	92	3.3
Nursing	88	3.1
Physical Education	152	5.5
Physical Science	219	7.8
Psychology	68	2.5
Science (biological and physical)	34	1.2
Social Science	344	12.4
Speech, Theatre, Radio, TV	81	2.9
Unclassified	57	2.0
Total	2783	100.0

TABLE 3.994

Subject Matter Area Taught in First Year at the
Community College by the Respondents

Subject Area	Number	Per Cent
Agriculture	25	.9
Art	63	2.3
Biological Science	162	5.8
Business	289	10.4
Education	73	2.6
English	406	14.6
Engineering	80	2.9
Home Economics	30	1.1
Industrial Arts	86	3.1
Languages	83	3.0
Law	3	.1
Library Science	17	.6
Mathematics	215	7.7
Military Science	3	.1
Music	94	3.4
Nursing	115	4.1
Physical Education	181	6.5
Physical Science	287	10.3
Psychology	105	3.8
Science (biological and physical)	17	.6
Social Science	356	12.8
Speech, Theatre, Radio and TV	82	2.9
Unclassified	11	.4
Total	2783	100.0

TABLE 3.995

Type of Courses Taught by Respondents During the
First Year in This College

Type	Number	Per Cent
College parallel courses only	1657	59.6
Vocational technical (terminal) courses only	255	9.2
Both college parallel and terminal courses	652	23.4
Other	176	6.3
No response	43	1.5
Total	2783	100.0

TABLE 3.996

Type of Assignment Respondent Reported During
First Year in this College

Type	Number	Per Cent
Day college courses only	1659	59.6
Evening college courses only	64	2.3
Both day college and evening college courses	1010	36.3
Other	47	1.7
No response	3	.1
Total	2783	100.0

TABLE 3.997

Further Information on Respondents' Type of
First Year Assignment

Type	Number	Per Cent
Full teaching assignment in the community college	2360	84.8
Community college and high school	153	5.5
Community college and senior college	21	0.8
Community college and other	48	1.7
Other	193	6.9
No response	8	.3
Total	2783	100.0

Three out of five new community college instructors teach college parallel courses only, while nearly one out of four teach both college parallel and terminal courses. One out of ten new instructors teach only vocational technical (terminal) courses.

Almost 60 per cent of the new community college faculty members teach day college courses only, while 36 per cent teach both day and evening college courses. Eighty-five per cent of the respondents have their full teaching assignment in the junior college.

A summary of the primary reasons why new faculty members came to these community colleges is presented in Table 3.998.

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TABLE 3.998

Primary Reasons Why New Faculty Members Came to These
Community Colleges

Reason	Number	Per Cent (Based on 3158)
Type of assignment desired	1290	40.8
Location	617	19.5
Opportunity for advancement	517	16.3
Other	279	8.8
Improved salary	210	6.6
Knew college administrator	90	2.8
Religious affiliation	82	2.5
Alma Mater	40	1.2
Size of institution	18	.5
No response	15	.4
Total	3158*	99.4

*Total does not equal 2,783 because some respondents
indicated more than one response.

Forty per cent said that this was the assignment
they desired, but 60 per cent indicated a variety of other
reasons. Opportunity for advancement was a reason in 16
per cent of the cases.

One-third of the new community college teachers aspired
to the same or a similar position in the future and 28 per
cent hoped to enter university teaching. Ten per cent aspired

TABLE 3.999

Aspirations of New Faculty Members in Community Colleges
Participating in the Study

Reason	Number	Per Cent (Based on 3158)
Same or similar position	1021	33
University teaching	851	28
Research and/or writing	271	9
Junior college administration	264	8
Other reasons	241	8
Be retired	230	7
Junior college personnel work	97	3
Senior college administration	70	2
Senior college student personnel work	39	1
No answer	30	1
Total	3114*	100

*Total does not equal 2,783 because some respondents
indicated more than one response.

to administrative positions while 4 per cent would prefer
community college or senior college student personnel work.

Summary and Conclusions

Personal and Professional Characteristics of New Faculty
Member Respondents in the Study

The 2,783 new faculty member respondents may be

characterized as follows:

1. Their median age was 33 years, three-fourths of them being in the 20-39 age bracket.

2. Three of four were male.

3. Almost three-fourths were married.

4. Doctorates were held by 7 per cent, Master's degrees by 73 per cent, and Bachelor's degrees by 19 per cent. Only 1 per cent held no baccalaureate degree.

5. They earned their highest degrees from institutions in fifty different states and four territories of the United States, and twenty-six of them earned their degrees in foreign countries.

6. Three of four had no previous college teaching experience.

7. Their initial teaching assignments in the community college were in fields which included the major in their highest degree in 90 per cent of the cases.

8. One out of three planned to stay in community college teaching, with one out of four aspired to senior college teaching positions.

These generalizations are based on the tabulation of data from 2,783 questionnaires.

CHAPTER IV

CLASSIFICATION OF PROBLEMS OF NEW FACULTY MEMBERS IN

COMMUNITY COLLEGES ACCORDING TO FREQUENCY, DIFFICULTY,

AND PERSISTENCE

Which problems were most frequently mentioned as caus-
ing some difficulty to the beginning instructors?

Which problems caused the greatest degree of diffi-
culty to beginning instructors?

Which of these problems tended to persist?

These were the three basic questions to be investigated
in Chapter IV. A ranking of all problems according to fre-
quency of mention, average degree of difficulty, and per-
sistence was made.

Frequency was determined from column A of Section I in
the questionnaire. Whenever a check appeared in either
column A1, "Has Been, Not Now," or column A2, "Still Per-
sists," it was counted as a problem according to frequency.
When column A was blank, or when column C, "Never a Problem,"
was checked, no response was recorded according to frequency.
The frequency score thus is the number of respondents who
indicated that the item was a problem to them at some time
since assuming the responsibilities of their present positions.

A difficulty score for each problem was computed by multiplying the number of responses in Column B3, "slight difficulty," by one, the number of responses in column B4, "moderate difficulty," by two, and the number of responses in Column B5 of the questionnaire, "great difficulty," by three, adding these products and dividing by the total number of responses including those in Column C6, "never a problem." The resulting fractional average degree of difficulty score was multiplied by 100 to convert it into a whole number difficulty score.

A persistence score was obtained by adding all the responses in Column A2, "still persists," for each of the problems. The persistence score thus is the number of respondents who indicated that the problem persisted.

In Table 4.1 all seventy-two problems are listed in the order of the frequency scores. Column 1 indicates the frequency rank, the problem is stated in Column 2, and the frequency score is given in Column 3. The persistence score is also presented in Column 4 as well as the number of respondents who marked the item, "never a problem," in Column 5.

The rank of the problem according to the persistence score and the rank of the problem according to the difficulty score are listed in Column 6 and Column 7.

The data as listed in Table 4.1 makes it possible to compare a number of different items for each problem listed.

TABLE 4.1

Ranking by Frequency of the Seventy-Two Problems Considered
by All New Faculty Member Respondents in Community
Colleges

(1) Rank by Frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
1	Lack of time for scholarly study	1933	1876	746	1	1
2	Adapting instruction to individual differences	1427	1246	1262	3	5
3	Dealing with students who require special attention to overcome deficiencies	1419	1261	1268	2	4
4	Understanding college policies to be followed in curriculum development and revision	1378	1071	1299	8	6
5	Acquiring adequate secretarial help	1314	1140	1337	5	2
6	Arousing and maintaining student interest	1309	1110	1393	6	13
7	Challenging superior students	1297	1145	1412	4	9
8	Grading or marking students' work	1274	1090	1410	7	10
9	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	1268	1025	1419	10	7
10	Understanding college policies regarding teaching load	1243	1000	1464	12	6
11	Increasing my effectiveness in student counseling techniques	1232	1058	1442	9	19
12	Developing satisfactory tests and examinations	1218	970	1473	13	20
13	Understanding faculty-administrative relationships	1197	904	1492	15	11
14	Understanding procedures regarding probationary status and dropping of students	1186	763	1485	26	16

TABLE 4.1 (continued)

(1) Rank by Frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
15	Understanding faculty committee structure	1155	821	1517	20	21
16	Financial resources insufficient to cope with the expenses of becoming established in the new community	1154	794	1535	21	8
17	Understanding the transfer program of the college	1142	758	1521	28	24
18	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	1135	882	1557	17	12
19	Meeting differences in the educational needs of terminal and pre-professional students	1127	1012	1574	11	17
20	Acquiring adequate office space	1076	896	1586	16	3
21	Coping with the demands of extra curricular responsibilities	1067	937	1615	14	15
22	Familiarizing myself with requirements of related courses in various senior institutions	1053	859	1625	18	27
23	Knowing what is expected of me regarding the total amount of my responsibilities	1049	767	1643	25	26
24	Developing course outlines	1023	664	1647	33	22
25	Understanding the characteristics of Junior College students	1022	584	1653	42	34
26	Adapting to assignments for which I was inadequately prepared	1012	542	1658	47	28

TABLE 4.1 (continued)

(1) Rank by Frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
27	Finding suitable living quarters	994	663	1704	64	18
28	Understanding the role of this college in the community	990	593	1715	40	30
29	Understanding college policies regarding promotion and salary increases	982	791	1720	22	23
30	Understanding grading standards	977	682	1722	30	29
31	Understanding the general education objectives and program of the college	963	672	1734	31	32
32	Selecting methods of instruction appropriate for terminal students	962	829	1714	19	33
33	Understanding the relationship of counseling and guidance to instructional effectiveness and student success	960	759	1726	27	25
34	Understanding the role of this college in the state-wide system of higher education	944	609	1754	39	31
35	Understanding the technical-terminal curriculum of the college	931	620	1731	36	37
36	Using papers and reports to measure student achievement	929	777	1780	24	39
37	Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem	924	579	1774	43	35
38	Gearing instruction to the standards required in a particular curriculum	919	693	1767	29	38
39	Determining the value of students' contributions to class discussions	916	782	1777	23	40

TABLE 4.1 (continued)

(1) Rank by Frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
40	Inadequate background in sub-ject matter	896	644	1769	34	42
41	Learning the routine for ac-quiring new instructional or library materials	866	436	1809	58	44
42	Establishing satisfactory social relationships with faculty families	857	667	1843	32	36
43	Using effective discussion and other group action techniques	814	635	1899	35	45
44	Becoming familiar with the breadth and demands of general education courses	729	613	1882	37	48
45	Understanding the role of this college on the national scene	783	541	1901	49	47
46	Understanding college policies regarding fringe benefits	762	588	1925	41	43
47	Understanding college policies regarding the probationary status of teachers	761	568	1938	44	41
48	Becoming acquainted with other faculty members	712	468	1990	54	50
49	Coordinating instruction in my classes with other classes in my department	710	538	1995	50	54
50	Understanding my responsibili-ties for keeping and making out official records and re-ports	709	377	1991	62	55
51	Understanding my responsibili-ties for counseling students	708	476	2007	52	52
52	Selecting instructional methods most effective with transfer students	706	612	1990	38	57

TABLE 4.1 (continued)

(1) Rank by Frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
54	Coordinating instruction in my classes with instruction in other college departments	658	546	2024	46	56
55	Utilizing the services of the testing specialist and counselor	639	553	2008	45	47'
56	Obtaining help in the improvement of my instruction	633	539	2060	48	53
57	Working with college adminstration	606	465	2131	55	58
58	Understanding the community services (adult education) program of the college	599	384	2089	61	60
59	Finding satisfactory recreation for self and family	594	486	2126	51	49
60	Becoming acquainted with students in my classes	561	386	2151	60	63
61	Inadequate command of teaching techniques	560	429	2126	59	64
62	Understanding my responsibilities for registering students	551	283	2137	68	62
63	Content of courses I teach is too elementary for my preparation and interest	513	438	2191	57	61
64	Working with personnel from other departments	488	350	2247	63	66
65	Lack of incentive for professional upgrading	481	447	2218	56	59
66	Working with department colleagues	451	288	2283	67	65
67	Working with counseling personnel	420	328	2291	65	67
68	Directing laboratory or work shop	377	297	2302	66	68
69	Learning about health services in the community	347	158	2359	71	69

TABLE 4.1 (continued)

(1) Rank by Frequency	(2) Problem	(3) Frequency	(4) Number for whom problem persisted	(5) Never a problem	(6) Persistence rank	(7) Difficulty rank
70	Lack of credits required for certification	293	225	2404	69	70
71	Excessive pressure for professional upgrading	234	211	2481	70	71
72	Being required to teach vocational-terminal courses only slightly related to my major	199	142	2501	72	72

Frequency rank, persistence rank, and difficulty rank can be compared in Columns 1, 6, and 7. For example, the problem which ranked second in frequency score "Adapting Instruction to Individual Differences" ranked third according to persistence score, and fifth according to difficulty score. The frequency score of this item was 1,427 which indicates that 1,427 respondents marked it as a problem. The persistence score of 1,246 means that 1,246 respondents marked the problem as persisting. Column 5, headed "Never a problem," indicates that 1,262 new community college instructors indicated that the item was "Never a problem."

By comparing Column 3 with Column 5 of Table 4.1 the relative numbers who identified the item as a problem or as

"Never a problem," can be checked. In only the first four problems is the frequency score greater than the number of respondents who marked the item "Never a problem." Another way of noting this fact is to comment that in only the first four items did more than 50 per cent of the respondents identify the item as a problem to them.

In the McCall study[1] no problems were reported as indicating some difficulty by more than 50 per cent of the respondents. In the Green study[2] only four problems were listed above 50 per cent in frequency of mention. The fact is noted here in order to point out that the per cent of instructors identifying items as problems is comparable to the per cent of respondents indicating items as problems in the McCall study and the Green study.

Ten Problems Ranking Highest in Frequency

Of the ten problems ranking highest in frequency, presented in Table 4.1, one is problem of professional improvement, six are instructional problems, and three are institutional problems involving the structure, policies, and procedures of the individual college.

The instructional problems in order of frequency were:

ᵡAdapting instruction to individual differences.

†Dealing with students who require special attention to overcome deficiencies.

Arousing and maintaining student interest.

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[1]McCall, op. cit., p. 50.

[2]Green, op. cit., p. 221.

)Challenging superior students.

ᵞGrading or marking students' work.

ᐱObtaining needed instructional materials.

The tendency of the new instructors to focus their attention largely upon instructional and institutional problems rather than on the problems in the other categories of the questionnaire, is immediately noticeable.

The three problems involving college structure policies and procedures appearing among the first ten in frequency were:

᙭Understanding college policies to be followed in curriculum development and revision.

ᐱAcquiring adequate secretarial help.

᙭Understanding college policies regarding teaching load.

The first problem in Table 4.1, "Lack of time for scholarly study," was listed as a problem of professional improvement. It was rated first also according to difficulty and persistence. A comparable problem, "Finding time to broaden my scope while gaining depth in my specialty," was rated second in the Green study[3] according to frequency.

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[3]Ibid., p. 221.

Ranking of All Problems According to Difficulty Scores

TABLE 4.2

Ranking by Average Degree of Difficulty Scores of the
Seventy-Two Problems Considered by All New Faculty
Members in Community Colleges

(1) Difficulty rank	(2) Problem	(3) Difficulty Score	(4) Persistence rank	(5) Frequency rank
1	Lack of time for scholarly study	161	1	1
2	Acquiring adequate secretarial help	103	5	5
3	Acquiring adequate office space	91	16	20
4	Dealing with students who require special attention to overcome deficiencies	89	2	3
5	Adapting instruction to individual differences	88	3	2
6	Understanding college policies to be followed in curriculum development and revision	87	8	4
7	Understanding college policies regarding teaching load	86	12	10
8	Obtaining needed instructional materials, (texts, library materials, visual aids, laboratory supplies)	84	10	9
9	Financial resources insufficient to cope with the expenses of becoming established in the new community	82	21	16
10	Challenging superior students	80	4	7
11	Grading or marking students' work	80	7	8
12	Understanding faculty-administrative relationships	77	15	13
13	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	75	17	18
14	Arousing and maintaining student interest	75	6	6
15	Coping with the demands of extra curricular responsibilities	73	14	21

TABLE 4.2 (continued)

(1) Difficulty rank	(2) Problem	(3) Difficulty score	(4) Persistence rank	(5) Frequency rank
16	Understanding procedures regarding probationary status and dropping of students	72	26	14
17	Meeting differences in the educational needs of terminal and pre-professional students	71	11	19
18	Increasing my effectiveness in student counseling techniques	70	9	11
19	Developing satisfactory tests and examinations	70	13	12
20	Understanding faculty committee structure	70	20	15
21	Finding suitable living quarters	69	64	27
22	Developing course outlines	68	33	24
23	Understanding college policies regarding promotion and salary increases	68	22	29
24	Understanding the transfer program of the college	67	28	17
25	Understanding the relationship of counseling and guidance to instructional effectiveness and student success	63	27	33
26	Knowing what is expected of me regarding the total amount of my responsibilities	63	25	23
27	Familiarizing myself with requirements of related courses in various senior institutions	63	18	22
28	Adapting to assignments for which I was inadequately prepared	62	47	26
29	Understanding grading standards	60	30	30
30	Understanding the role of this college in the community	59	40	28
31	Understanding the role of this college in the state-wide system of higher education	58	39	34
32	Understanding the general education objectives and program of the college	57	31	31
33	Selecting methods of instruction appropriate for terminal students	57	19	32

TABLE 4.2 (continued)

(1) Difficulty rank	(2) Problem	(3) Difficulty score	(4) Persistence rank	(5) Frequency rank
34	Understanding the characteristics of Junior College students	56	42	25
35	Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem	55	43	37
36	Establishing satisfactory social relationships with faculty families	55	32	42
37	Understanding the technical-terminal curricula of the college	55	36	35
38	Gearing instruction to the standards required in a particular curriculum	53	29	38
39	Using papers and reports to measure student achievement	52	24	36
40	Determining the value of students' contributions to class discussions	51	23	39
41	Understanding college policies regarding the probationary status of teachers	50	44	47
42	Inadequate background in subject matter	49	34	40
43	Understanding college policies regarding fringe benefits	47	41	46
44	Learning the routine for acquiring new instructional or library materials	46	58	41
45	Using effective discussion and other group action techniques	46	35	43
46	Establishing satisfactory social relationships in the community	46	53	53
47	Understanding the role of this college on the national scene	45	49	53
48	Becoming familiar with the breadth and demands of general education courses	45	37	44
49	Finding satisfactory recreation for self and family	42	51	59
50	Becoming acquainted with other faculty members	42	54	48
51	Utilizing the services of the testing specialist and counselor	41	45	55

TABLE 4.2 (continued)

(1) Difficulty rank	(2) Problem	(3) Difficulty score	(4) Persistence rank	(5) Frequency rank
52	Understanding my responsibilities for counseling students	41	52	51
53	Obtaining help in the improvement of my instruction	40	48	56
54	Coordinating instruction in my classes with other classes in my department	40	50	49
55	Understanding my responsibilities for keeping and making out official records and reports	39	62	50
56	Coordinating instruction in my classes with instruction in other college departments	38	46	54
57	Selecting instuctional methods most effective with transfer students	38	38	52
58	Working with college administration	37	55	57
59	Lack of incentive for professional upgrading	34	56	65
60	Understanding the community service (adult education) program of the college	33	61	58
61	Content of courses I teach is too elementary for my preparation and interest	32	57	63
62	Understanding my responsibilities for registering students	32	68	62
63	Becoming acquainted with students in my classes	29	60	60
64	Inadequate command of teaching techniques	28	59	61
65	Working with department colleagues	28	67	66
66	Working with personnel from other departments	26	63	64
67	Working with counseling personnel	25	64	67
68	Directing laboratory or work shop	22	66	68
69	Learning about health services in the community	19	71	69
70	Lack of credits required for certification	19	69	70
71	Excessive pressure for professional upgrading	15	70	71
72	Being required to teach vocational-terminal courses only slightly related to my major	13	72	72

The Range of Difficulty Scores

The problems are listed according to difficulty scores from the highest score to the lowest score in Table 4.2. If all of the respondents had marked a certain problem as "Great" in difficulty, the maximum difficulty score would have been 300. Similarly if all respondents had marked a certain item as "Never a problem," the difficulty score would have been zero. The range of difficulty scores lay between 13 and 161.

Scale of Difficulty Scores

A "Great" problem:	300
A "Medium" problem:	200
A "Slight" problem:	100
"Never" a problem:	0

Thus, the highest problem, Lack of time for scholarly study, received a score between "medium" and "slight" on the scale.

The average degree of difficulty scores for comparable problems in the McCall study ranged between 16 and 104 on the same scale.

Difficulty scores by rank of each problem are stated in Column 1 of Table 4.2. Problems are identified in Column 2; difficulty scores are given in Column 3; persistence scores by rank order are identified in Column 4; and the rank of each problem by frequency of report is indicated in Column 5.

Problems Ranking Highest in Difficulty Scores

Eight of the ten problems ranked according to frequency were among the first ten problems ranking highest in difficulty scores. The two problems which were ranked differently were: (1) Acquiring adequate office space, third in difficulty, but twentieth in frequency; and (2) Financial resources insufficient to cope with the expenses of becoming established in a new community, which was ranked sixteenth in frequency, but ninth in difficulty.

Of the ten problems, one was a personal problem, one a problem of professional improvement, four were instructional problems, and four were institutional problems.

Acquiring adequate secretarial help, which ranked fifth in frequency is second in difficulty with a score of ninety-one following the problem Acquiring adequate office space which ranked second according to difficulty. These two problems were ranked first and twentieth by average degree of difficulty in the McCall study.[4]

Eight of the first ten problems in difficulty were also ranked among the first ten problems according to frequency.

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[4]McCall, op. cit., pp. 50-51.

TABLE 4.3

Ranking of the Seventy-Two Problems According to the
Total Number of Respondents Indicating that the
Problem Persisted

(1)	(2)	(3)	(4)	(5)	(6)
Persistence Rank	Problem	Number of respondents indicating persistence of the problem	Per cent of respondents	Frequency rank	Difficulty rank
1	Lack of time for scholarly study	1876	97	1	1
2	Dealing with students who require special attention to overcome deficiencies	1261	89	3	4
3	Adapting instruction to individual differences	1246	87	2	5
4	Challenging superior students	1145	88	7	9
5	Acquiring adequate secretarial help	1140	87	5	2
6	Arousing and maintaining student interest	1110	85	6	13.
7	Grading or marking students' work	1090	86	8	10
8	Understanding college policies to be followed in curriculum development and revision	1071	78	4	14
9	Increasing my effectiveness in student counseling techniques	1058	86	11	19
10	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	1025	81	9	7
11	Meeting differences in the educational needs of terminal and pre-professional students	1012	90	19	17
12	Understanding college policies regarding teaching load	1000	80	10	6
13	Developing satisfactory tests and examinations	970	80	12	20
14	Coping with the demands of extra curricular responsibilities	937	88	21	15

TABLE 4.3 (continued)

(1)	(2)	(3)	(4)	(5)	(6)
Persistence rank	Problem	Number of respondents indicating persistence of the problem	Per cent of respondents	Frequency rank	Difficulty rank
15	Understanding faculty-administrative relationships	904	76	13	11
16	Acquiring adequate office space	896	83	20	3
17	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	882	78	18	12
18	Familiarizing myself with requirements of related courses in various senior institutions	859	82	22	27
19	Selecting methods of instruction appropriate for terminal students	829	87	32	33
20	Understanding faculty committee structure	821	71	15	21
21	Financial resources insufficient to cope with the expenses of becoming established in the new community	794	59	16	8
22	Understanding college policies regarding promotion and salary increases	791	81	29	23
23	Determining the value of students' contributions to class discussions	782	85	19	40
24	Using papers and reports to measure student achievement	777	84	36	39
25	Knowing what is expected of me regarding the total amount of my responsibilities	767	73	23	26
26	Understanding procedures regarding probationary status and dropping of students	763	64	14	16
27	Understanding the relationship of counseling and guidance to instructional effectiveness and student success	759	79	33	25

TABLE 4.3 (continued)

(1) Persistence rank	(2) Problem	(3) Number of respondents indicating persistence of the problem	(4) Per cent of respondents	(5) Frequency rank	(6) Difficulty rank
28	Understanding the transfer program of the college	758	66	17	24
29	Gearing instruction to the standards required in a particular curriculum	693	75	38	38
30	Understanding grading standards	682	70	30	29
31	Understanding the general education objectives and program of the college	672	70	31	32
32	Establishing satisfactory social relationships with faculty families	667	78	42	36
33	Developing course outlines	664	65	24	22
34	Inadequate background in subject matter	664	72	40	42
35	Using effective discussion and other group action techniques	635	78	43	45
36	Understanding the technical-terminal curricula of the college	620	67	35	37
37	Becoming familiar with the breadth and demands of general education courses	613	84	44	48
38	Selecting instructional methods most effective with transfer students	612	87	52	57
39	Understanding the role of this college in the state-wide system of higher education	609	65	34	31
40	Understanding the role of this college in the community	593	60	28	30
41	Understanding college policies regarding fringe benefits	488	77	46	43
42	Understanding the characteristics of Junior College students	586	57	25	34
43	Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem	579	63	37	35

TABLE 4.3 (continued)

(1) Persistence rank	(2) Problem	(3) Number of respondents indicating persistence of the problem	(4) Per cent of respondents	(5) Frequency rank	(6) Difficulty rank
44	Understanding college policies regarding the probationary status of teachers	568	75	47	41
45	Utilizing the services of the testing specialist and counselor	553	87	55	51
46	Coordinating instruction in my classes with instruction in other college departments	546	83	54	56
47	Adapting to assignments for which I was inadequately prepared	542	54	26	28
48	Obtaining help in the improvement of my instruction	549	85	56	53
49	Understanding the role of this college on the national scene	541	69	45	47
50	Coordinating instruction in my classes with other classes in my department	538	76	49	54
51	Finding satisfactory recreation for self and family	486	82	59	49
52	Understanding my responsibilities for counseling students	476	67	50	55
53	Establishing satisfactory social relationships in the community	468	68	53	46
54	Becoming acquainted with other faculty members	468	66	48	50
55	Working with college administration	465	76	57	58
56	Lack of incentive for professional upgrading	447	93	65	59
57	Content of courses I teach is too elementary for my preparation and interest	438	85	63	61
58	Learning the routine for acquiring new instructional or library materials	436	50	41	44

TABLE 4.3 (continued)

(1) Persistence rank	(2) Problem	(3) Number of respondents indicating persistence of the problem	(4) Per cent of respondents	(5) Frequency rank	(6) Difficulty rank
59	Inadequate command of teaching techniques	429	77	61	64
60	Becoming acquainted with students in my classes	386	69	60	63
61	Understanding the community service (adult education) program of the college	384	64	58	60
62	Understanding my responsibilities for keeping and making out official records and reports	377	53	50	55
63	Working with personnel from other departments	350	72	64	66
64	Finding suitable living quarters	333	23	27	18
65	Working with counseling personnel	328	78	67	67
66	Directing laboratory or work shop	297	79	68	68
67	Working with department colleagues	288	64	66	65
68	Understanding my responsibilities for registering students	283	51	62	62
69	Lack of credits required for certification	225	77	70	70
70	Excessive pressure for professional upgrading	211	90	71	71
71	Learning about health services in the community	158	46	69	69
72	Being required to teach vocational-terminal courses only slightly related to my major	142	71	72	72

The seventy-two problems are ranked according to persistence scores in Table 4.3. The persistence score is the

number of respondents who indicated that the problem persisted. The persistence rank is indicated in Column 1 of Table 4.3; the problem is identified in Column 2; the persistence score is listed in Column 3; the per cent of respondents who indicated the problem as persisting is shown in Column 4; the frequency rank is indicated in Column 5; and the difficulty rank is given in Column 6.

Problems Ranking Highest in Persistence Scores

Lack of time for scholarly study was ranked number one according to persistence; 1,876 or 97 per cent of the respondents reported (1) that it was a problem, and (2) that it persisted. This problem was also ranked first by frequency of mention and level of difficulty. The level of persistence of each of the first ten problems indicated in Table 4.3 is high. From 85 to 97 per cent of the respondents indicated each of the ten as being a problem.

Nine of the ten problems which were ranked highest in frequency were also reported among the first ten problems ranked according to persistence. Of the ten problems ranked according to difficulty scores, seven are included among the first ten problems ranked by persistence scores.

Non-Persistent Problems

Three frequently reported problems, ranking high by level of difficulty, were reported to be non-persistent. These were: (1) the problem Finding suitable living quarters, (2) the problem, Adapting to assignments for which I was inadequately prepared, and the problem, Establishing satisfactory social relationships with faculty families. The sharp drop in persistence rank would suggest that respondents found a solution to the problem in a relatively short time.

Of the sixty-nine other problems, the rank by persistence was either higher than the rank by frequency and difficulty, or approximately the same. For the groups of first, second, and third year teachers, most problems tend to persist at a relatively high rate.

Therefore, attempts to define a major problem should account for the three factors of frequency, difficulty, and persistence in its definition.

Summary

A preliminary investigation of seventy-two of beginning community college instructors was made. Rankings were established for these problems by frequency scores, difficulty scores, and persistence scores. This was done in order to answer three questions.

1. Which problems were most frequently mentioned as causing some difficulty to the beginning instructors in community colleges?

2. Which problems caused the greatest degree of difficulty?

3. Which of these problems tended to persist?

Although the ten highest ranking problems by frequency, by difficulty, and by persistence were to a degree similar, there were also some important differences in the identification of problems. The conclusion was that a definition of a major problem should take into account all three factors of frequency, difficulty, and persistence.

The essential finding was the tendency of the instructors to center their attention largely upon instructional and institutional problems rather than on personal problems, problems associated with the fundamental purposes of the community college, or problems of professional improvement.

CHAPTER V

IDENTIFICATION OF MAJOR PROBLEMS PERCEIVED BY NEW

FACULTY MEMBERS IN COMMUNITY COLLEGE

In this chapter, attention is focused upon three basic
questions. These are:

1. What kinds of problems do new faculty members
    in community colleges perceive as more critical
    than other problems?

2. Which problems are perceived as being more
    critical than other problems by new faculty
    members in community colleges?

3. Do first year faculty members in community
    colleges perceive their problems as more per-
    sistent than do teachers who have served three
    years in these institutions?

Identification of Major Problems in the Study

In order to identify the major problems encountered by
the first year faculty member respondents in community col-
leges, it was necessary first of all to formulate the defi-
nition of a major problem. This was done on the basis of
the preliminary classification of problems in Chapter IV.

A major problem was defined as one which satisfied all
of the following requirements:

1. The problem must rank more than one standard
    deviation above the mean in frequency ratings.

2. The problem must rank more than one standard deviation above the mean in average degree of difficulty scores.

3. The problem must rank more than one standard deviation above the mean in persistence ratings.

The frequency score is the number of respondents who indicated that the problem existed. The mean of the frequency scores listed in Table 4.1 is 888.9 and the standard deviation of the distribution of frequencies is 305.9. $\bar{X}$ + S = 1194.8. The first thirteen problems in Table 4.1 are above one standard deviation from the mean in frequency. These problems are listed in Table 5.7.

In Table 4.2 of Chapter IV the seventy-two problems were ranked according to an average degree of difficulty score, and in Table 4.3 all problems were ranked according to persistence. The persistence score is the number of respondents who indicated that the problem persisted for them.

The average degree of difficulty score for each problem was obtained by using the following formula:

$$\text{Average difficulty score} = 100 \frac{(3G + 2M + S)}{T}$$

Where: G = number of "Great" responses

M = number of "Moderate" responses

S = number of "slight" responses

T = total number of responses

The ranking of the first ten problems by average difficulty score is presented in Table 5.2. These problems rank

TABLE 5.1

Problems Ranking More Than One Standard
Deviation Above the Mean in Frequency

Problem	Frequency
1. Lack of time for scholarly study	1933
2. Adapting instruction to individual differences	1427
3. Dealing with students who require special attention to overcome deficiencies	1419
4. Understanding college policies to be followed in curriculum development and revision	1378
5. Acquiring adequate secretarial help	1314
6. Arousing and maintaining student interest	1309
7. Challenging superior students	1297
8. Grading or marking students' work	1274
9. Obtaining needed instructional materials	1268
10. Understanding college policies regarding teaching load	1243
11. Increasing my effectiveness in student counseling techniques	1232
12. Developing satisfactory tests and examinations	1218
13. Understanding faculty administrative relationships	1197

more than one standard deviation of 23.8 above the mean of

55.4 in difficulty scores.

TABLE 5.2

Problems Ranking More Than One Standard Deviation
Above the Mean in Average Difficulty Score

Problem	Average difficulty score	Rank according to difficulty score	Rank according to frequency
Lack of time for scholarly study	161	1	1
Acquiring adequate secretarial help	103	2	5
Acquiring adequate office space	91	3	20
Dealing with students requiring special attention to overcome difficulties	89	4	3
Adapting instruction to individual differences	88	5	2
Understanding college policies to be followed in curriculum development and revision	87	6	4
Understanding college policies regarding teaching load	86	6	10
Obtaining needed instructional materials	84	7	9
Financial resources insufficient to cope with the expenses of becoming established in new community	84	8	16
Challenging superior students	80	9	7
Grading or marking students' work	80	10	8

Two of the problems appearing among the first thirteen in frequency do not appear among the first ten problems ranked by average degree of difficulty score. The other eleven, however, do appear, but not in the same order with the exception of the first problem. Acquiring adequate office space, which ranked twentieth according to frequency, moves to third place in average difficulty score, and Financial resources insufficient to cope with the expenses of becoming established in a new community, ranking sixteenth in frequency, moves to eighth in average difficulty score.

The third requirement for identifying the major problems was obtained from Table 4.3 in Chapter IV which ranked all seventy two problems according to persistence. Twelve problems were above $\bar{X}$ + S (980.2) in the distribution of persistence scores.

These problems rank more than one standard deviation above the mean of 677 and are given in Table 5.9. Problems which ranked more than one standard deviation above the mean in frequency, difficulty, and persistence were labeled as "high," those ranking between one standard deviation above the mean and one standard below the mean were labeled as "medium," and those ranking lower than one standard deviation below the mean were labeled as "low." The complete classification of all seventy two problems as "high," "medium," and "low" in frequency, difficulty, and persistence

TABLE 5.3

Problems Ranking More Than One Standard Deviation
Above the Mean in Persistence Scores

Persistence rank	Problem	Number indicating that the problem persisted	Frequency rank	Difficulty rank
1	Lack of time for scholarly study	1876	1	1
2	Dealing with students who require special attention to overcome deficiencies	1261	3	4
3	Adapting instruction to individual differences	1242	2	5
4	Challenging superior students	1145	7	9
5	Acquiring adequate secretarial help	1140	5	2
6	Arousing and maintaining student interest	1110	6	13
7	Grading or marking students' work	1090	8	10
8	Understanding college policies to be followed in curriculum development and revision	1071	4	14
9	Increasing my effectiveness in student counseling techniques	1058	11	19
10	Obtaining needed instructional materials	1025	9	7
11	Meeting differences in the educational needs of terminal and pre-professional students	1012	19	17
12	Understanding college policies regarding teaching load	1000	10	6

is presented in Table 10.93 of the Appendices.

The first nine of these problems which by definition
are the major problems in that they rank high in frequency,
difficulty, and persistence, appear in Table 5.4. These

TABLE 5.4

Problems Ranking Above the First Standard Deviation
From the Mean in Frequency, Difficulty,
and Persistence Distributions

Problem	Fre-quency	Diffi-culty	Per-sistence
1. Lack of time for scholarly study	High	High	High
2. Adapting instruction to individual differences	High	High	High
3. Dealing with students who require special attention to overcome deficiencies	High	High	High
4. Acquiring adequate secretarial help	High	High	High
5. Understanding college policies regarding teaching load	High	High	High
6. Challenging superior students	High	High	High
7. Obtaining needed instructional materials	High	High	High
8. Grading or marking students' work	High	High	High
9. Understanding college policies to be followed in curriculum development and revision	High	High	High

are the problems perceived as more critical than other problems by the new faculty members in community colleges.

Five of the nine major problems are instructional problems, three are administrative problems in connection with the structure, policies, and procedures of the individual college, and one is a problem of professional improvement.

No personal problems and no institutional problems associated with the fundamental purposes of the community college appear among the major problems. In fact, none of the major problems can of themselves be classified as unique from the point of view of the community college as a distinctly different kind of educational institution.

The next two problems appearing in Table 10.93 of the Appendices, Arousing and maintaining student interest and Increasing my effectiveness in student counseling techniques, both ranked "High" in frequency and persistence and "Medium" in difficulty. Only six other problems appear with a single "High" in any of the three categories. Seventeen of the seventy two problems in the study rated as "High" in frequency, persistence, and difficulty one or more times. Eleven of the seventy two problems rated "High" two or more times, and only nine of the seventy two problems rated "High" in all three categories. These are the major problems which appear in Table 5.4.

Discussion of the Nine Major Problems

Lack of time for scholarly study ranked number one in frequency, difficulty, and persistence by a rather wide margin. Sixty-nine per cent of the respondents identified it as being a problem to them. Twenty-seven per cent indicated that it was "Never a problem," and 97 per cent of those who identified the problem said it persisted.

Adapting instruction to individual differences ranked second in frequency, fifth in difficulty, and third in persistence. One thousand, four hundred and twenty seven respondents identified it as being a problem to them, 1,262 respondents said it was never a problem to them, and ninety-four respondents omitted the question. Of the 1,427 respondents who marked it as being a problem, 1,246 indicated that the problem persisted.

Dealing with students who require special attention to overcome deficiencies ranked third in frequency, fourth in difficulty, and second in persistence among all the problems. Fifty-one per cent of the respondents said it was a problem to them, while 46 per cent indicated that it was never a problem to them. Nevertheless, the problem persisted for 89 per cent of those who indicated that it was a problem. The two previous problems are closely related and the similarity of responses emphasizes the close relationship. It is to be noted that both problems are key instructional problems.

Acquiring adequate secretarial help ranked fifth in frequency of mention, second in difficulty, and sixteenth in persistence. However, less than half the respondents, 47 per cent, identified it as being a problem. This problem was the leading one in degree of difficulty and tied for first in frequency in the McCall study.[1]

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[1]Harlan R. McCall, op. cit., p. 50.

Understanding college policies regarding teaching load,
while ranking above the first standard deviation from the
mean in frequency, difficulty, and persistence, ranked tenth
in frequency, sixth in difficulty, and twelfth in persistence.
Forty-five per cent of the new community college teachers
identified it as being a problem, while 53 per cent indicated
that it was never a problem to them. Nevertheless, the
fact that 80 per cent of the new community college teachers
indicated the problem as persisting, suggests the importance
of the problem to those individuals.

Challenging superior students ranked seventh in fre-
quency, ninth in difficulty, and fourth in persistence. It
was identified as a problem by 1,297 new community college
teachers, of whom 1,145 said the problem persisted, while
1,412 respondents indicated that this was never a problem
to them.

Obtaining needed instructional materials was a problem
for 1,268 new community college teachers, rating high in fre-
quency, difficulty, and persistence. It is one of the three
administrative problems among the major problems.

Grading or marking students' work ranked eighth in
frequency, tenth in difficulty, and seventh in persistence.
The new community college instructors seem to regard their
responsibilities in evaluation of their students' work quite
seriously. Here again, however, 1,410 of the 2,783 new in-
structors indicated that this was never a problem to them.

Understanding college policies to be followed in

curriculum development and revision was a major problem to

1,378 of the 2,783 new community college instructors. This

problem ranked fourth in frequency, eighth in persistence,

and sixth in difficulty. New community college instructors

are evidently cognizant of this problem. Seventy-eight per

cent of those who recognized the problem indicated that it

persisted for them.

Identification of Minor Problems in the Study

A minor, or least important, problem identified by new

faculty members in community colleges was defined as one

which satisfied the requirements of being one standard de-

viation below the mean according to frequency, difficulty,

and persistence. The problems which are below one standard

deviation from the mean of the frequency scores appear in

Table 5.5. Table 5.6 gives the problems which rank below

one standard deviation from the mean of the difficulty

scores, and Table 5.7 presents the ranking of problems one

standard deviation below the mean in persistence scores.

The least important problems, those ranking below one

standard deviation from the mean in frequency, difficulty,

and persistence, labeled "Low" in Table 10.93 of the

Appendices, are summarized in Table 5.8.

Of the least important problems two are personal prob-

lems, two are instructional problems, and two are problems

TABLE 5.5

Problems Ranking Lower than One Standard Deviation
Below the Mean in Frequency Scores

Frequency Rank		Frequency Score
60	Becoming acquainted with the students in my classes	561
61	Inadequate command of teaching techniques	560
62	Understanding my responsibilities for registering students	551
63	Content of courses I teach is too elementary for my preparation and interest	513
64	Working with personnel from other departments	488
65	Lack of incentive for professional upgrading	481
66	Working with department colleague	451
67	Working with counseling personnel	420
68	Directing laboratory or work shop	377
69	Learning about health services in the community	347
70	Lack of credit required for certification	293
71	Excessive pressure for professional upgrading	199

TABLE 5.6

Problems Ranking Lower Than One Standard Deviation
Below the Mean in Difficulty Scores

Difficulty Rank	Problem	Difficulty Rank
63	Becoming acquainted with students in my class	29
64	Inadequate command of teaching techniques	28
65	Working with department colleagues	28
66	Working with personnel from other departments	26
67	Working with counseling personnel	25
68	Directing laboratory or shop work	22
69	Learning about health services in the community	19
70	Lack of credits required for certification	19
71	Excessive pressure for professional upgrading	15
72	Being required to teach vocational-terminal courses only slightly related to my major	13

TABLE 5.7

Problems Ranking Lower Than One Standard Deviation
Below the Mean in Persistence Scores

Persistence Rank	Problem	Persistence Score
62	Understanding my responsibilities for keeping and making out official records and reports	377
63	Working with personnel from other departments	350
64	Finding suitable living quarters	333
65	Working with counseling personnel	328
66	Directing laboratory or work shop	297
67	Working with department colleague	288
68	Understanding my responsibilities for registering students	283
69	Learning the routine for acquiring new instructional or library materials	225
70	Excessive pressure for professional upgrading	211
71	Learning about health services in the community	158
72	Being required to teach vocational-terminal courses only slightly related to my major	142

TABLE 5.8

Problems Ranking Below One Standard Deviation From
the Mean in Frequency, Difficulty, and
Persistence Distribution

Problem	Fre-quency	Diffi-culty	Per-sistence
Working with department colleagues	Low	Low	Low
Directing laboratory or work shop	Low	Low	Low
Learning about health services in the community	Low	Low	Low
Lack of credits required for certification	Low	Low	Low
Excessive pressure for professional upgrading	Low	Low	Low
Being required to teach vocational terminal courses only slightly related to my major	Low	Low	Low

associated with professional improvement. No administrative problems and no institutional problems appear among the least important problems.

Of the seventy-two problems appearing in Table 10.93 of the Appendices, nine are rated as major problems. Fifty-seven are rated as medium in frequency, difficulty, and per-sistence, and six are rated as minor problems. The fifty-seven problems rated as medium were identified by some of the respondents as "high" or "low" in each of the three categories of frequency, difficulty, and persistence, but these were not major problems according to the definition.

As a result of the identification of the nine major problems by the methods outlined in this chapter, the question, "What kinds of problems do new faculty members in community colleges perceive as more critical than other problems," can be answered in the following manner: New instructors in community colleges identify five instructional problems, three administrative problems related to the structure, policies, and procedures of the individual college, and one problem of professional improvement as the nine major problems.

Which problems are perceived as more critical than other problems by new faculty members in community colleges? The major problems were:

1. Lack of time for scholarly study.

2. Adapting instruction to individual differences.

3. Dealing with students who require special attention to overcome deficiencies.

4. Acquiring adequate secretarial help.

5. Understanding college policies regarding teaching load.

6. Challenging superior students.

7. Obtaining needed instructional materials.

8. Grading or marking students' work.

9. Understanding college policies to be followed in curriculum development and revision.

Persistence of Problems Between First Year Respondents and Third Year Respondents

In order to answer the question, "Do first year faculty members in community colleges perceive their problems as more persistent than do teachers who have served three years in these institutions," the problems were listed according to the per cent of first and third year faculty members who had difficulty with the problems and indicated that they still persisted. The detailed information regarding the persistence of problems appears in Table 5.90. The number and per cent of respondents in the total group who indicated that the problem persisted is given in the last column.

TABLE 5.90

Per Cent of First and Third Year Respondents Who Indicated
Persistence of Problems Compared to the Per Cent
of All Respondents Who Indicated That
These Problems Persisted

Problem	First Year Respondents		Third Year Respondents		All Respondents	
	No.	%	No.	%	No.	%
Finding suitable living quarters	173	37	50	23	633	64
Financial resources insufficient to cope with the expenses of becoming established in the new community	361	73	176	63	694	69
Establishing satisfactory relationships in the community	231	73	99	63	468	68

TABLE 5.90 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Learning about health services in the community	92	51	32	47	158	46
Finding satisfactory recreation for self and family	236	82	96	78	486	82
Becoming acquainted with other faculty members	215	68	97	56	468	66
Establishing satisfactory social relationships with faculty families	311	80	148	74	667	78
Working with department colleague	123	69	77	58	288	64
Working with personnel from other departments	128	69	89	72	350	72
Working with college administration	170	81	141	77	465	77
Working with counseling personnel	108	76	106	82	328	78
Total of Personal Problems	2148		1111		5105	70
Understanding the role of this college in the community	266	63	139	55	593	60
Understanding the role of this college in the state wide system of higher education	265	67	153	60	609	65
Understanding the role of this college on the national scene	230	71	129	62	541	69
Understanding the transfer program of the college	347	69	174	61	758	66

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TABLE 5.90 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding the technical-terminal curricula of the college	282	72	146	60	620	67
Understanding the community services (adult education) program of the college	175	70	94	58	384	64
Understanding the general education objectives and program of the college	295	73	165	63	672	70
Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	374	80	226	76	882	78
Understanding the relationship of counseling and guidance to instructional effectiveness and student success	294	77	206	81	759	79
Total of Institutional Problems	2528	72	1432	64	5818	69
Understanding faculty-administrative relationships	366	76	250	74	904	76
Understanding faculty committee structure	381	75	194	67	821	71

TABLE 5.90 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding college policies to be followed in curriculum development and revision	508	83	259	73	1071	78
Understanding college policies regarding the probationary status of teachers	267	76	140	70	568	75
Understanding college policies regarding promotion and salary increases	346	82	185	78	791	81
Understanding college policies regarding fringe benefits	261	77	144	80	588	77
Understanding college policies regarding teaching load	396	80	277	80	1000	80
Understanding my responsibilities for registering students	150	56	51	46	283	51
Understanding my responsibilities for counseling students	231	70	93	62	476	67
Understanding my responsibilities for keeping and making out official records and reports	211	57	67	51	377	53
Understanding procedures regarding probationary status and dropping of students	319	61	185	65	763	64
Understanding grading standards	319	70	163	70	682	70
Knowing what is expected of me regarding the total amount of my responsibilities	357	74	171	71	767	73

TABLE 5.90 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem	261	64	130	59	579	63
Learning the routine for acquiring new instructional or library materials	227	55	86	43	436	50
Acquiring adequate office space	389	88	252	77	896	83
Acquiring adequate secretarial help	457	86	331	86	1140	87
Total of problems involving structure, policies and procedures	5446	73	2968	70	12142	72
Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies	449	81	262	81	1025	81
Developing course outlines	342	70	143	62	664	65
Adapting to assignments for which I was inadequately prepared	280	63	103	42	542	54
Using effective discussion and other group action techniques	321	82	133	76	635	78
Becoming acquainted with students in my classes	177	65	94	78	386	69

TABLE 5.90 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Understanding the characteristics of Junior College students	296	62	123	54	586	57
Arousing and maintaining student interest	503	86	270	86	1110	85
Adapting instruction to individual differences	565	89	306	85	1246	87
Challenging superior students	514	91	285	87	1145	88
Gearing instruction to the standards required in a particular curriculum	339	80	152	70	693	75
Developing satisfactory tests and examinations	444	81	239	78	970	80
Using papers and reports to measure student achievement	333	84	213	86	777	84
Determining the value of students' contributions to class discussions	337	86	184	84	782	85
Coordinating instruction in my classes with other classes in my department	253	79	125	73	538	76
Coordinating instruction in my classes with instruction in other college cepartments	231	86	144	80	546	83
Increasing my effectiveness in student coulseling techniques	454	88	267	85	1058	86

TABLE 5.90 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Utilizing the services of the testing specialist and counselor	209	90	170	87	553	87
Dealing with students who require special attention to over-come deficiencies	525	89	342	91	1261	89
Becoming familiar with the breadth and demands of general education courses	286	80	139	72	613	77
Being required to teach vocational-terminal courses only slightly re-lated to my major	84	88	30	54	142	71
Familiarizing myself with requirements of related courses in various senior institutions	431	91	215	81	859	82
Coping with the de-mands of extra curricular responsi-bilities	364	89	270	87	937	88
Grading or marking students' work	476	86	286	88	1090	86
Meeting differences in the educational needs of terminal and pre-professional students	427	90	258	88	1012	90
Selecting methods of instruction appro-priate for terminal students	346	88	231	86	829	86
Selecting instruc-tional methods most effective with transfer students	260	90	166	85	612	87

TABLE 5.90 (continued)

Problem	First Year Respondents No.	%	Third Year Respondents No.	%	All Respondents No.	%
Directing laboratory or work shop	111	79	83	78	297	79
Obtaining help in the improvement of my instruction	223	86	140	88	539	85
Total of Instructional Problems	9580	81	5373	80	21447	81
Inadequate background in subject matter	294	78	139	64	644	72
Content of courses I teach is too elementary for my preparation and interest	203	88	120	82	438	85
Lack of credits required for certification	103	85	48	65	225	77
Inadequate command of teaching techniques	204	80	102	75	429	77
Excessive pressure for professional upgrading	73	87	68	94	211	90
Lack of incentive for professional upgrading	155	92	148	93	447	93
Lack of time for scholarly study	783	97	524	98	1876	97
Total of professional improvement problems	1815	89	1149	85	4270	87

A preliminary investigation of persistence on the basis of the entire group of new instructors in Chapter IV showed

a relatively high persistence for many problems. In general, a decrease in the per cent of problems which persist between the first year group of respondents and the third year group of respondents is shown in Table 5.90.

The greatest decrease is in the problem <u>Finding suitable living quarters</u> which was identified as persisting by 37 per cent of the first year group but only 23 per cent of the third year group of new faculty members. <u>Learning the routine for acquiring new instructional or library materials</u> decreased from 55 per cent to 43 per cent. <u>Adapting to assignment for which I was inadequately prepared</u> persisted for 43 per cent of the 1959-60 group of new teachers, but decreased to 42 per cent of the 1961-62 group.

Certain problems tended to persist for a greater percentage of the third year new teachers than for the first year teachers. Two of these were <u>Working with counseling personnel</u>, which increased from 76 per cent to 82 per cent, and <u>Understanding the relationship of counseling and guidance to student success</u>, which showed a 4 per cent increase in persistence from 77 per cent to 81 per cent. Other problems showing an increased persistence between first and third year new teacher groups were:

> Understanding college policies regarding fringe benefits.
>
> Becoming acquainted with students in my classes.
>
> Dealing with students who require special attention to overcome deficiencies.

Obtaining help in the improvement of my instruction.

Excessive pressure for professional upgrading.

Lack of time for scholarly study.

A curious fact was that both Excessive pressure for pro-
fessional upgrading and Lack of incentive for professional
upgrading increased in persistence in per cent of respondents
between the first year group and the third year group, but
twice as many teachers indicated the latter as a persistent
problem.

Since the total number of teachers in the 1959-60
group, the third year group, was 732 as compared to 1,188 in
the 1961-62 group, the first year group, we would expect to
find greater numbers of teachers indicating the persistence
of problems in the first year group and this is the case.
The important statistic in Table 5.96, however, is the per
cent of teachers indicating persistence between the first
and third year groups. We would expect these percentages to
decrease and this is true in most cases with exceptions as
pointed out in the previous paragraph.

The totals in each section of the problem are indi-
cated in Table 5.90. For easier comparison these totals are
reproduced in Table 5.91 which follows.

The per cent of third year respondents indicating per-
sistence of the five types of problems in Table 5.91 was
less in each case than the per cent of first year respondents.
In the section on problems of structure policies and

TABLE 5.91

Persistence of Different Types of Problems Between
First Year Respondents, Third Year Respondents,
and All Respondents

Problems	First Year Respondents		Third Year Respondents		All Respondents	
	No.	%	No.	%	No.	%
Personal problems	2148	68	1111	62	5105	70
Institutional prob- lems	2528	72	1432	64	5818	69
Problems of struc- ture, policies, and procedures of the college	5446	73	2968	70	12142	72
Professional improve- ment problems	1815	89	1149	85	4270	87

procedures and in the case of instructional problems the
differences were small, 3 per cent less in the totals of
each type of problem. Individual differences on certain
problems have previously been noted, but in the matter of
the persistence of the five total groups of problems, we
must conclude that for each type of problem the per cent
of third year respondents indicating the persistence of
problems is less than the per cent of first year respon-
dents who indicated the persistence of these problems. The
question, "Do first year faculty members in community
colleges perceive their problems as more persistent than do
teachers who served three years in these institutions,"
must be answered affirmatively. Problems in general become
less persistent as the new instructor gains experience.

In two of the five categories of problems, there were small differences in persistence of problems between first year and third year respondents. This was true for instructional problems and for problems involving, structure, policies, and procedures of the college, and would seem to indicate that the third year teachers did not feel that they had come any closer to the solution of these problems than did the first year teachers. Since eight of the nine major problems identified were administrative problems or instructional problems there are important implications for improved practices in these areas.

In the matter of the high persistence of many of the problems previously noted in connection with Table 4.3 of Chapter IV, the last column on the right in Table 5.95 shows the per cent of the total group of new community college instructors who indicated the persistence of each problem. Twenty-seven problems in this listing tended to persist in the cases of 80 per cent or more of the total group of new instructors. This is approximately one-third of the total number of problems. Since it is true that a problem could not persist unless it originally was a problem, the number of respondents for whom the problem actually persisted as well as the per cent should be noted in the column to the left of the percentage column in Table 5.95.

Summary

A major problem was defined as one which ranked more than one standard deviation above the means of the distributions of frequency scores, of difficulty scores, and of persistence scores.

According to this definition nine major problems of the study were identified and discussed. None of the major problems identified was unique from the point of view of the community college as a distinctly different kind of educational institution.

A minor problem was defined as one which ranked more than one standard deviation below the means of the distributions of frequency scores, of difficulty scores, and of persistence scores.

Six minor problems were identified according to this definition.

In answer to the question, "What kinds of problems do new faculty members in community colleges perceive as more critical than other problems," it was observed that five of the nine major problems were instructional problems, three were administrative problems in connection with the structure, policies, and procedures of the individual college, and one was a problem of professional improvement.

The question, "Which problems are perceived as more critical than other problems by new faculty members in

community colleges," can be answered by listing the nine

major problems which were identified, namely:

1. Lack of time for scholarly study.

2. Adapting instruction to individual differences.

3. Dealing with students who require special attention to overcome deficiencies.

4. Acquiring adequate secretarial help.

5. Understanding college policies regarding teaching load.

6. Challenging superior students.

7. Obtaining needed instructional materials.

8. Grading or marking students' work.

9. Understanding college policies to be followed in curriculum development and revision.

The third question considered in Chapter V, "Do first

year faculty members in community colleges perceive their

problems as more persistent than do teachers who have

served three years in these institutions," was answered

affirmatively. Problems in general become less persistent

as the new community college teacher gains experience.

In the categories of instructional problems and

problems involving structure, policies, and procedures of the

individual college, however, the small differences in the

per cent of instructors who marked these problems as per-

sisting seemed to indicate that the third year teachers did

not feel that they had come any closer to the solution of

these problems than did the first year teachers.

CHAPTER VI

DIFFERENCES IN THE IDENTIFICATION OF PROBLEMS BY
NEW FACULTY MEMBERS IN COMMUNITY COLLEGES

In Chapter VI analyses are presented which lead to an answer to the basic question, "Are there significant differences in the identification of problems by type of community college, size of the community college, type of courses taught, and by sex, marital status, age, type of degrees earned, first year employed, and teaching experience of the respondents?" Two types of analyses are presented. The first was based upon a delineation of difficulty scores by nine control factors. Differences between each pair of responses were noted at the .01 level or at the .05 level. The analysis of the nine major problems according to the nine control items are given in Tables 10.3 to 10.92 of the Appendices. The results are summarized in Table 6.1.

The second type of analysis involved an identification of all problems which were ranked more than one standard

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TABLE 6.1

Summary of the Results of Significance Tests of the Nine Major Problems
According to the Nine Control Factors

	E73	E22	E32	C61	C51	E23	E15	E37	C47
Public vs. Private Community College	n.s.	P<Pr .05	P<Pr .01	P>Pr .01	P<Pr .01	P<Pr .05	P<Pr .05	P<Pr .01	P<Pr .01
Small vs. Large Community College	n.s.	S>L .01	S>L .01	n.s.	S>L .05	S>L .01	S>L .01	n.s.	S>L .01
Male vs. Female	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	M<F .01	M<F .01
Single vs. Married	S<M .01	n.s.	S>M .01	n.s.	n.s.	n.s.	n.s.	S>M .05	n.s.
"Young" vs. "Old"	Y<O .01	n.s.	n.s.	Y>O .01	Y>O .05	n.s.	n.s.	Y>O .01	Y>O .01
Bachelor's vs. Master's or Doctor's	B<M or D .01	n.s.	n.s.	B<M or D .01	B>M or D .05	n.s.	B>M or D .01	n.s.	B<M or D .05
First Yrs. vs. 2nd and 3rd Yrs.	F>S or T .01	n.s.	n.s.	F<S or T .01	F>S or T .05	n.s.	n.s.	n.s.	n.s.

TABLE 6.1 (continued)

	E73	E22	E32	C61	C51	E23	E15	E37	C47
Some College Teaching Exp. vs. No College Teaching Exp.	S>N .01	S<N .01	n.s.	n.s.	n.s.	S<N .05	n.s.	n.s.	S<N .01
College Parallel courses only vs. "Other"	C>O .01	C<O .01	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

E73 Lack of time for scholarly study
E22 Adapting instruction to individual differences
E32 Dealing with students who require special attention to overcome deficiencies
C61 Acquiring adequate secretarial help
C51 Understanding college policies regarding teaching load
E23 Challenging superior students
E15 Obtaining needed instructional materials
E37 Grading or marking students' work
C47 Understanding college policies to be followed in curriculum development and revision

n.s. means no significance
.01   means significant at the .01 level
.05   means significant at the .05 level

deviation above the mean by frequency, difficulty, or per-
sistence as "high" when classified according to the nine
control factors. In order not to miss any problems which
might be rated as "high," the first twenty-five problems ap-
pearing in Table 10.6 of the Appendices, where all problems
were classified according to the "high," "medium," or "low"
ratings by all respondents, were included. The results are
given in Tables 6.3 to 6.92 and differences in the identifi-
cation of certain problems are discussed following each table.
The purpose of the method was to include certain problems
which were not defined as major problems, but which never-
theless were identified as "high" in any of the three cate-
gories when considered according to the nine control items.

ANALYSIS I

Differences in Average Degree of Difficulty Scores of

the Nine Major Problems According to the Nine

Control Factors

A summary of the results of the eighty-one tests of
significance between the means of the difficulty scores when
analyzed according to the nine control factors is presented
in Table 6.1.

Differences in the Identification of Major Problems by

New Instructors in Public Community Colleges and New

Instructors in Private Community Colleges

The first row of Table 6.1 gives the results of
significance tests of the differences in difficulty scores of

major problems identified by new public community college
teachers and new private community college teachers are pre-
sented in the first row of Table 6.1.

The following major problems were less difficult for
new teachers in public community colleges than they were for
new teachers in private community colleges, although rated
"high" in all three categories by both kinds of instructors.

    Adapting instruction to individual differences.
      (Pr>P at .05)
    Dealing with students who require special attention
      to overcome deficiencies. (Pr>P at .01)
    Understanding college policies regarding teaching
      load. (Pr>P at .01)
    Challenging superior students. (Pr>P at .05)
    Obtaining needed instructional materials.
      (Pr>P at .05)
    Grading or marking students' work. (Pr>P at .01)
    Understanding college policies to be followed in
      curriculum revision. (Pr>P at .01)

Only one problem, Acquiring adequate secretarial help,
was rated more difficult for new public community college
teachers than for new private community college teachers.
(P>Pr at .01)

There was no significant difference in the identifi-
cation of the problem, Lack of time for scholarly study,
between new teachers in public community colleges and new
teachers in private community colleges. Eight of the nine
major problems showed significant differences in identifi-
cation by beginning teachers in public community colleges.
Three of these were at the .05 level of significance and
five at the .01 level of significance.

Differences in the Identification of Major Problems By
Type of Community College

Results of significance tests between the means of
difficulty scores for new instructors in small community
colleges and new instructors in large community colleges
showed that instructors in small community colleges regarded
the following problems as more difficult than teachers in
large community colleges:

> Adapting instruction to individual differences.
> (S>L at .01)
> Dealing with students who require special attention
> to overcome deficiencies. (S>L at .01)
> Understanding college policies regarding teaching
> load. (S>L at .05)
> Challenging superior students. (S>L at .01)
> Obtaining needed instructional materials.
> (S>L at .01)
> Understanding college policies to be followed in
> curriculum development and revision. (S>L at .01)

The fact that each of these problems was also identified
as being more difficult in the case of teachers in private
community colleges than in the case of instructors in public
community colleges checks with the fact that small community
colleges tend to be private colleges and large community
colleges tend to be public community colleges. The important
fact, however, is that new instructors in small community
colleges identified six of eight major problems in the same
manner as new faculty members in private community colleges.

Two of the problems, Grading or marking students' work
and Acquiring adequate secretarial help, were not significant

from the small vs. large point of view, but were significant from the public vs. private point of view, teachers in private community colleges regarded these problems as more difficult than teachers in public community colleges.

The remaining problem, Lack of time for scholarly study, showed no significant differences in identification by either public vs. private community college or by small vs. large community college.

Differences in the Identification of Major Problems by Sex

Only two of the major problems showed significant differences in difficulty ratings according to the sex of the respondents.

The problems, Grading or marking students' work and Understanding college policies to be followed in curriculum development and revision, showed greater difficulty ratings in the case of women than of the men. Both differences were significant at the .01 level.

The remaining seven problems showed no significantly different identification by sex.

Differences in the Identification of Major Problems by
Marital Status of the Respondents

Two of the nine major problems were identified as being more difficult for new single community college instructors than for new married community college instructors.

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They were:

> Dealing with students who require special attention
> to overcome deficiencies. (S>M at .01)
> Grading or marking students' work. (S>M at .05)

Single community college teachers regarded the problem,
Lack of time for scholarly study, as less difficult than
married community college teachers. (S>M at .01)

In the remaining six problems there were no significant
differences in identification between single and married
instructors.

Differences in the Identification of Major Problems by

Age of the Respondents

"Young" new community college instructors, 20-29 years
of age, identified three major problems as causing greater
difficulty for them than for "old" new community college
instructors, over thirty years of age. These were:

> Acquiring adequate secretarial help. (Y>O at .01)
> Understanding college policies regarding teaching
> load (Y>O at .05)
> Understanding college policies to be followed in
> curriculum development and revision. (Y>O at .01)

"Young" community college instructors had less diffi-
culty with the problem, Lack of time for scholarly study,
than did "old" community college instructors. Y<O at .01)

There were no significant differences in the identifi-
cation of the problems, Adapting instruction to individual
differences, Dealing with students who require special

attention to overcome deficiencies, Challenging superior

students, and Grading or marking students' work, all of

which were rated equally high in difficulty by both "young"

and "old" community college teachers.

Differences in the Identification of Major Problems by
Type of Degree Held by the Respondents

New community college teachers holding a Bachelor's

degree only had less difficulty with the following problems

than did those new community college teachers holding a

Master's or Doctor's degree:

> Lack of time for scholarly study. (B<M or D at .01)
> Acquiring adequate secretarial help.
>   (B<M or D at .01)
> Understanding college policies to be followed in
>   curriculum development and revision.
>   (B<M or D at .05)

The problems, Obtaining needed instructional materials

(B>M or D at .01) and Understanding college policies regard-

ing teaching load, were greater for those new community col-

lege teachers holding a Bachelor's degree only, than for

those new instructors holding a Master's or a Doctor's de-

gree. (B>M or D at .05)

There were no significant differences in the identifi-

cation of the remaining four major problems.

Differences in the Identification of Major Problems by

First Year Community College Teachers and by Second

and Third Year Community College Teachers

First year community college teachers perceived three of the nine major problems as being more difficult than second and third year community college teachers. They were:

Lack of time for scholarly study. (F>S or T at .01)
Acquiring adequate secretarial help. (F>S or T at .01)
Understanding college policies regarding teaching
  load. (F>S or T at .05)

The remaining six major problems showed no significant differences in difficulty scores between first year community college teachers, both groups consistently rating them as high in difficulty.

Differences in the Identification of Major Problems by

Previous Experience of the Instructors

In only one of the problems, Lack of time for scholarly study, did new instructors with some college teaching experience have greater difficulty with a major problem than instructors with no college teaching experience (S>N at .01). In the remaining problems showing significant differences in difficulty ratings, those teachers having some college teaching experience had less difficulty with these problems than

teachers with no community college teaching experience.
These problems were:

Adapting instruction to individual differences.
(S<N at .01)
Challenging superior students. (S<N at .05)
Understanding college policies to be followed in
curriculum development and revision. (S<N at .01)

The remaining five problems were rated equally high in difficulty by both groups.

Differences in the Identification of Major Problems by Level of Courses Taught by the Respondents

There were no significant differences in the difficulty ratings of seven major problems according to the type of courses taught by the respondents in community colleges. In the case of the problems, Lack of time for scholarly study (C>O at .01) and Adapting instruction to individual differences (C>O at .01), instructors teaching college parallel courses only had more difficulty than those instructors who taught vocational technical courses or both types of courses.

Discussion of the Major Problems in Terms of Significant Differences Found in Connection with the Nine Institutional or Personal Factors

Each of the nine major problems showed differences in

identification according to three or more of the institutional or personal factors. These problems will now be discussed from the point of view of those factors which revealed significant differences in difficulty ratings.

Lack of Time for Scholarly Study

This problem was more difficult for married community college instructors than for those who are single, for "old" community college teachers than for young instructors, for those holding Master's or Doctor's degrees than for those who hold only a Bachelor's degree, for first year instructors than for second and third year instructors, for those having some college teaching experience than for instructors who had no college teaching experience, and for instructors teaching parallel courses only than for those instructors who teach vocational technical courses or both types of courses.

There were no differences in the identification of this problem by type or size of junior college or by sex.

Adapting Instruction to Individual Differences

New teachers in private community colleges rated this problem significantly higher in difficulty than new teachers in public community colleges. Similarly, instructors in small community colleges gave a higher difficulty rating to this problem than did instructors in large community colleges. Those new instructors having some previous college teaching experience also tended to rate this problem higher in difficulty than teachers with no college teaching experience.

Dealing with students who require special attention to overcome deficiencies. Teachers in private community colleges rated this problem also as higher in difficulty than teachers in public community colleges. Similarly, teachers in small community colleges rated the problem higher in difficulty than teachers in large community colleges. Single instructors rated this problem as more difficult than married instructors. There were no signficant differences in the identification of this problem according to the remaining factors.

Acquiring adequate secretarial help. Public community college respondents rated this problem as higher in the degree of difficulty than did private community college respondents. "Young" instructors gave a significantly higher rating to this problem than did "old" instructors, as did first year instructors over second and third year instructors. Holders of Master's and Doctor's degrees also considered this problem more difficult than did those holding only a Bachelor's degree.

Understanding college policies regarding teaching load. Five of the nine institutional and personal factors showed differences in difficulty ratings in connection with this problem.

Instructors in private community colleges rated the problem significantly higher than teachers in public

community colleges. New instructors in small community colleges considered the problem more difficult than new instructors in large community colleges. The "young" instructors had greater difficulty with this problem than did the "old" instructors.

Holders of Master's and Doctor's degrees considered the problem less difficult than those instructors who held a Bachelor's degree only. The problem was also less difficult for second and third year community college instructors than for first year instructors.

No significant differences appeared for this problem by sex, marital status, teaching experience, or type of courses taught by the respondents.

Challenging superior students. Beginning instructors in private community colleges regarded this problem as more serious than new instructors in public community colleges. New teachers in small community colleges rated the problem as higher in difficulty than new teachers in large community colleges, and instructors with no college teaching experience rated the problem higher in difficulty than those instructors who had some college teaching experience.

There were no significant differences in relation to the remaining institutional and personal factors.

Obtaining needed instructional materials. This problem was rated as "high" by all groups of respondents, as were the

other major problems. Significant differences were evident, however, in only three of the nine control factors. Private community college teachers rated the problem as more difficult than did the public community college teachers and new instructors in small community colleges considered it to be more difficult than new instructors in large community colleges. Those instructors who held only an undergraduate degree rated the problem higher in difficulty than did those instructors who held a graduate degree.

Grading or marking students' work. Significant differences in the identification of this problem appeared in the public vs. private, male vs. female, and single vs. married categories.

Private community college teachers had more difficulty with the problem than did public community college teachers. Women instructors regarded the problem as more difficult than did the men, and single teachers rated the problem higher in difficulty than did the married teachers.

No significant differences were apparent in the remaining categories.

Understanding college policies to be found in curriculum development and revision. Significant differences were found in connection with six of the nine control factors as applied to this problem.

Again new teachers in private community colleges indicated more difficulty with this problem than did new teachers in public community colleges. Instructors in small colleges rated the problem as more difficult than teachers in large colleges. Women regarded the problem as more difficult than did the men. "Young" community college instructors had more difficulty with the problem than did "old" instructors. Instructors holding graduate degrees indicated greater difficulty with the problem than did those instructors who held an undergraduate degree only, and teachers with no college experience had greater difficulty with the problem than did teachers with some college teaching experience.

No significant differences were apparent by sex, year employed, or by type of courses taught.

Summary of Analysis I

There are significant differences in thirty-seven of eighty-one cases tested. The major problems were all rated as "high" in difficulty; that is, they ranked higher than one standard deviation above the mean of the difficulty scores. The expected results of relatively few differences when all problems are taken from the high end of the scale

was not the actual result. The fact that there are so many combinations of factors and major problems showing significant differences indicates that these are not chance variations, but that the variations are due to differences in perception of the problems of the respondents and in the nature of the problems.

Is there any consistency in the patterns of significant differences? There is a great deal of consistency in the identification of differences between public vs. private and large vs. small community college respondents as previously noted.

"Young" vs. "old" and Bachelor's vs. Master's or Doctor's breakdowns identified the same problems in three out of four cases, the direction of difference was the same, and the level of significance identical. The first year vs. second and third year divisions identified precisely the same problems as did the "young" vs. "old" in three out of four cases. The direction of the differences was reversed, however, in one of the three cases.

Some college teaching experience vs. no college teaching experience tended to identify the same problems as "college parallel courses only" vs. "other" courses in two out of four cases.

Institutional and educational variables seemed to have a greater effect on the consistency of problem identification than did personal factors, such as marital status and sex.

The one outstanding pattern is the consistency of
problem identification between public vs. private and small
vs. large categories. Private community college teachers
tend to identify seven of eight major problems as more diffi-
cult than public community college teachers. In five of
the same eight problems teachers in small community colleges
rated these problems as more difficult than teachers in
large community colleges. Why do these patterns of variation
of responses appear? It may be that new instructors in
private community colleges are more perceptive of major
problems than beginning teachers in public community
colleges, or that administrative practices in public com-
munity colleges tend to alleviate the major problems to a
greater extent in public community colleges than the ad-
ministrative practices in private community colleges.
Further research would be required to determine the
specific underlying reasons.

Analysis II

Differences in the Identification of all Problems Rated as
"High" in Frequency, Difficulty, or Persistence When
Considered in Relation to the Nine Control Factors

The purpose of this analysis is to identify differ-
ences in the ratings of all problems rated "high" in the
categories frequency, difficulty, and persistence in re-
lation to the dichotomies under each of the control factors.
Tables 6.2 to 6.93 give the ratings of all problems ranking
high in one or more of the criteria

TABLE 6.2

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, or Persistence by New Instructors in Public Community Colleges and by New Instructors in Private Community Colleges

Rank	Problem	New Instructors in Public Community Colleges			New Instructors in Private Community Colleges		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	M	M	M
5	Understanding college policies regarding teaching load	H	H	H	M	M	M
6	Challenging superior students	H	H	H	H	H	H
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	H	H	H	H	H	H
9	Understanding college policies to be followed in curriculum development and revision	H	M	M	H	H	H
10	Arousing and maintaining student interest	H	H	H	H	M	H
11	Increasing my effectiveness in student counseling techniques	H	M	M	H	M	H

TABLE 6.2 (continued)

Rank	Problem	New Instructors in Public Community Colleges			New Instructors in Private Community Colleges		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
12	Developing satisfactory tests and examinations	H	M	M	M	M	M
13	Meeting differences in the educational needs of terminal and pre-professional students	M	M	H	M	M	M
14	Acquiring adequate office space	M	M	H	M	M	M
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	M	H	M	M	H	M
16	Understanding faculty-administrative relationships	H	H	M	H	H	M
17	Understanding procedures regarding probationary status and dropping of students	M	M	M	M	M	H
18	Understanding faculty committee structure	M	M	M	M	M	M
19	Understanding the transfer program of the college	M	M	M	M	M	M
20	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	M	M	M	H	H	M
21	Coping with the demands of extra curricular responsibilities	M	M	M	M	M	H

frequency, difficulty, or persistence when classified according to the control factors. The identification and dis-cussion of the problems follow each of the tables.

A basic difference in the two types of analysis should be noted. Comparisons in steps one to six of the analysis were based on differences in average degree of difficulty scores only. Comparisons in stage seven of the analysis which follow are based on differences in ranking of problems according to frequency, difficulty, and persistence.

Classification of All Problems Rated "High" in Any One of
the Categories Frequency, Difficulty, or Persistence by
New Instructors in Public Community Colleges and by
New Instructors in Large Community Colleges

The first nine problems in Table 6.92 are major problems, since by definition they rate "high" in frequency, difficulty, and persistence. Two of these problems, Acquiring adequate secretarial help and Understanding college policies regarding teaching load, are rated "high" in frequency, difficulty, and persistence by new instructors in public community college, but only "medium" in frequency, difficulty, and persistence by new instructors in private community colleges.

The identification of the problem, Acquiring adequate secretarial help, is, therefore, sustained in this step of the analysis, instructors in public community colleges

rating the problem as more difficult than instructors in private community colleges as was the case in a comparison of the means of the difficulty scores.

The difference in identification of the problem, Understanding college policies regarding teaching load, however, is reversed in the seventh step of the analysis, new instructors in public community colleges rating it "high" in difficulty, while the new instructors in private community colleges rated it as "medium" in difficulty. In the comparison of the means of the difficulty scores, the results were just the opposite; the mean difficulty score for private community college teachers being significantly higher than the mean difficulty score for public community college teachers at the .01 level of significance.

The apparent discrepancy is due to the different methods of analysis used. What this fact really means is that there were other problems which had higher difficulty scores than the problem, Understanding college policies regarding teaching load, for private community college instructors which caused this problem to fall below the first standard deviation above the mean in difficulty scores in the public vs. private breakdown, thus causing it to be rated as "medium" when compared to other problems. The same problem was rated as "high" in difficulty when comparing the means of the scores of all respondents. The mean score for new public community college instructors was less than the

mean score for private community college instructors, the comparison here being simply between the mean scores, no comparison or ranking with the mean difficulty scores of other problems having been made.

Developing satisfactory tests and examinations, although not among the major problems, was rated "high" in frequency by new instructors in public community colleges and "medium" in frequency by new instructors in private community colleges. The problem was ranked twelfth among all the problems by the entire group of instructors.

Meeting differences in the educational needs of terminal and pre-professional students was rated "high" in persistence by new public community college instructors and "medium" in persistence by private community college instructors. Difficulty and frequency were rated as "medium" for both groups. The problem ranked thirteenth among all the problems in frequency, difficulty, and persistence.

Financial resources insufficient to cope with the expenses of becoming established in a new community was "high" in both frequency and difficulty for new instructors in public community colleges, but "medium" in frequency and difficulty for instructors in private junior colleges. The problem was ranked fifteenth by all respondents according to the three criteria.

Understanding faculty-administrative relationships was judged to be "high" in all three categories, frequency,

difficulty, and persistence, by private community college instructors, but only "medium" in these categories by new instructors in private community colleges. Although not one of the major problems, it was ranked seventeenth among all the problems in frequency, difficulty, and persistence.

Understanding the responsibility of the community college in providing opportunities for students to repair basic deficiencies (remedial instruction) was rated higher in frequency and difficulty by new instructors in private community colleges than by new instructors in public community colleges, ranking twentieth among all the problems by the entire group of respondents.

Coping with the demands of extra curricular responsibilities was "high" in persistence for new instructors in private community colleges, but only "medium" in frequency and persistence for new instructors in public community colleges. The problem was ranked twenty-first in these three categories by all new community college instructors.

The foregoing eight problems were the only ones listed in Table 6.2 where the ratings of frequency, difficulty, or persistence differed by public or private community college respondents. In four cases public community colleges identified problems as being greater in difficulty, frequency, and persistence than private community college instructors and in four cases the reverse was true.

Classification of All Problems Rated "High" in Any One or

All of the Categories Frequency, Difficulty, and Persistence

by New Instructors in Small Community Colleges and by New

Instructors in Large Community Colleges

Twenty problems were rated as "high" according to one or more of the criteria, frequency, difficulty, and persistence, by new instructors in small community colleges and by beginning instructors in large community colleges. Ten of the problems showed differences according to one or more of the criteria, frequency, difficulty, or persistence. These problems are the following: ·

Understanding college policies regarding teaching load was rated "high" in difficulty by instructors in small community colleges while being rated as "medium" by the new instructors in large community colleges. This difference also appeared in the comparison of the mean difficulty scores. As a major problem, this problem ranked fifth among all the problems.

Grading or marking students' work was rated "high" in frequency and difficulty by instructors in large community colleges and "medium" by teachers in small community colleges, although no significant difference was apparent in the comparison of the means of the difficulty scores in steps one to six of the analysis. The problem was a major one, ranking eighth among all problems.

Arousing and maintaining student interest was rated "high" in difficulty by instructors in small community

TABLE 6.3

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New Instructors in Small Community Colleges and by New Instructors in Large Community Colleges

Rank	Problem	New Instructors in Small Community Colleges			New Instructors in Large Community Colleges		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	H	H	H
5	Understanding college policies regarding teaching load	H	H	H	H	M	H
6	Challenging superior students	H	H	H	H	H	H
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	M	M	M	H	H	M
9	Understanding college policies to be followed in curriculum development and revision	H	H	H	H	H	H
10	Arousing and maintaining student interest	H	H	H	H	H	H
11	Increasing my effectiveness in student counseling techniques	H	H	H	M	M	H
12	Developing satisfactory tests and examinations	M	M	M	H	M	H

TABLE 6.3 (continued)

Rank	Problem	New Instructors in Small Community Colleges			New Instructors in Large Community Colleges		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
13	Meeting differences in the educational needs of terminal and pre-professional students	M	M	H	M	M	H
14	Acquiring adequate office space	M	H	M	M	H	M
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	H	H	M	M	H	M
16	Understanding faculty-administrative relationships	M	M	M	H	H	M
17	Understanding procedures regarding probationary status and dropping of students	H	M	M	M	M	M
18	Understanding faculty committee structure	M	M	M	H	M	M
19	Understanding the transfer program of the college	M	M	M	M	M	M
20	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	H	H	M	M	M	M
21	Coping with the demands of extra curricular responsibilities	M	H	H	M	M	M

colleges, but only "medium" by the instructors in large community colleges.

Increasing my effectiveness in student counseling techniques was rated "high" according to frequency, difficulty, and persistence by the instructors in small community colleges, but only "medium" in frequency and difficulty by the new faculty members in large community colleges. Both groups rated the problem "high" in persistence. The problem ranked eleventh according to the three criteria by all community college instructors.

Developing satisfactory tests and examinations was rated as "high" in frequency and persistence by new instructors in large community colleges, while being rated as "medium" according to these criteria by new instructors in small community colleges. The problem was ranked twelfth by all community college instructors.

Financial resources insufficient to cope with the expenses of becoming established in a new community was rated higher in frequency by the beginning instructors in small community colleges than by the instructors in large community colleges. At the same time both classes of instructors rated the problem "high" and "medium" in difficulty and persistence. The problem was ranked fifteenth in frequency, difficulty, and persistence by all community college instructors.

Understanding faculty-administrative relationships
rated "high" in frequency and difficulty by the teachers in
large community colleges, while being rated "medium" by
faculty members in small community colleges. This problem
ranked sixteenth in frequency, difficulty, and persistence
when classified according to all new community college
instructors.

Understanding procedures regarding the probationary
status and dropping of students was rated higher in fre-
quency by instructors in small community colleges than by
the instructors in large community colleges.

New instructors in large community colleges rated
Understanding faculty committee structure higher in fre-
quency than instructors in small community colleges.

The problem, Understanding the responsibilities of the
junior college in providing opportunities for students to re-
pair basic deficiencies (remedial instruction), was rated
higher in frequency and difficulty by new teachers in small
community colleges than by new teachers in large community
colleges.

Coping with the demands of extra curricular responsi-
bilities was rated higher in difficulty and persistence by
instructors in small community colleges than by instructors
in large community colleges.

Differences in identification by
teachers in small community colleges compared to teachers in

large community colleges appeared in eleven problems. In seven of the problems the new instructors in small community colleges regarded the problem as more severe in frequency, difficulty, and persistence than new instructors in large community colleges and in four of the problems the reverse was true. Ten of the twenty-one problems showed the same identification of problems for the two groups of new instructors.

In the problem, <u>Understanding college problems regarding teaching load</u>, there is a consistency of identification between steps one to six, and step seven of the analysis of major problems.

<u>Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New Male Community College Instructors and New Female Community College Instructors</u>

Eight problems were identified differently by male instructors than by female instructors. Four problems were rated greater in frequency, difficulty, and persistence by male instructors than by female instructors.

<u>Understanding college policies regarding teaching load</u> were rated "high" in persistence by male faculty members and "medium" by female faculty members. Both groups rated the

TABLE 6.4

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New Male Community College Instructors and by New Female Community College Instructors

Rank	Problem	New Male Community College Instructors			New Female Community College Instructors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	H	H	H
5	Understanding college policies regarding teaching load	H	H	H	H	H	M
6	Challenging superior students	H	H	H	H	H	H
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	H	M	H	H	H	H
9	Understanding college policies to be followed in curriculum development and revision	H	H	H	H	M	H
10	Arousing and maintaining student interest	H	M	H	H	M	H
11	Increasing my effectiveness in student counseling techniques	H	M	H	H	M	H
12	Developing satisfactory tests and examinations	M	M	M	H	M	H

TABLE 6.4 (continued)

Rank	Problem	New Male Community College Instructors			New Female Community College Instructors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
13	Meeting differences in the educational needs of terminal and pre-professional students	M	M	H	M	M	M
14	Acquiring adequate office space	M	H	M	M	H	M
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	H	H	M	M	M	M
16	Understanding faculty-administrative relationships	H	H	M	M	M	M
17	Understanding procedures regarding probationary status and dropping of students	M	M	M	H	H	H
18	Understanding faculty committee structure	M	M	M	H	M	M
19	Understanding the transfer program of the college	M	M	M	M	M	M
20	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	M	M	M	M	M	M
21	Coping with the demands of extra curricular responsibilities	M	M	M	M	M	H

difficulty of the problem as "high." A comparison of the means of difficulty scores showed no significant differences although the two measures are not precisely comparable.

Grading or marking students' work was rated higher in difficulty by women faculty members than by the men. A comparison of the means also showed the average difficulty score for women to be significantly higher than the average difficulty score for men at the .01 level of significance although, again, the measures are not precisely comparable.

Developing satisfactory tests and examinations was rated "high" in difficulty and persistence by women faculty members and "medium" by men faculty members.

Meeting differences in the educational needs of terminal and pre-professional students was "high" in persistence for male faculty members, but "medium" for women faculty members.

Financial resources insufficient to cope with the expenses of becoming established in a new community was rated higher in frequency and difficulty by the men faculty members than by the women instructors as was the problem, Understanding faculty-administrative relationships.

Understanding procedures regarding the probationary status and dropping of students was rated higher in frequency and difficulty by women faculty members than by the men.

Coping with the demands of extra curricular responsibilities was rated higher in persistence by women faculty members than by the men.

There seems to be no consistent pattern of differences in the identification of problems rated "high" in any of the categories, frequency, difficulty, and persistence, between men and women faculty members except in the case of the two major problems, <u>Understanding college policies regarding teaching load</u> and <u>Grading or marking students' work</u>. Thirteen of the twenty-one problems were identified in precisely the same manner.

<u>Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by Single New Community College Instructors and by Married New Community College Instructors</u>

Eleven of the eighteen problems in Table 6.5 showed precisely the same identification of problems by marital status. Seven of the problems were identified somewhat differently by married and single new faculty members.

<u>Understanding faculty-administrative relationships</u> and <u>Understanding faculty committee structure</u>, somewhat related problems, were both rated higher in frequency of mention by single instructors than by married instructors, as was <u>Understanding procedures regarding the probationary status and dropping of students</u>.

Married instructors perceived some problems as greater in frequency, difficulty, or persistence than single instructors. This was true of the problems, <u>Financial resources</u>

TABLE 6.5

Classification of All Problems Rated "High" in Any One or All of the Categories
Frequency, Difficulty, and Persistence by Single New Community College
Instructors and by Married New Community College Instructors

Rank	Problem	Single New Community College Instructors			Married New Community College Instructors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	H	H	H
5	Understanding college policies regarding teaching load	M	H	H	H	M	H
6	Challenging superior students	H	H	H	H	H	H
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	H	H	H	H	H	H
9	Understanding college policies to be followed in curriculum development and revision	H	H	H	H	H	H
10	Arousing and maintaining student interest	H	M	H	H	M	H
11	Increasing my effectiveness in student counseling techniques	M	M	H	H	M	H

TABLE 6.5 (continued)

Rank	Problem	Single New Community College Instructors			Married New Community College Instrucyors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
12	Developing satisfactory tests and examina-tions	H	H	H	H	M	M
13	Meeting differences in the educational needs of terminal and pre-professional students	M	M	H	M	M	M
14	Acquiring adequate office space	M	M	M	M	M	H
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	M	H	M	M	H	M
16	Understanding faculty-administrative re-lationships	M	M	M	H	H	M
17	Understanding procedures regarding pro-bationary status and dropping of students	H	M	H	M	H	M
18	Understanding faculty committee structure	H	M	M	M	M	M

insufficient to become established in the new community, Increasing my effectiveness in student counseling techniques, and Meeting differences in the educational needs of terminal and pre-professional students.

There was little or no consistency in the differences in identification of problems by marital status. There was, however, a considerable similarity in problem identification in eleven of the eighteen problems of this section.

Classification of All Problems Rated "High" in Any One or
All of the Categories Frequency, Difficulty, and
Persistence by New "Young" Community College
Instructors and New "Old" Community College
Instructors

There was no consistency in the identification of problems by age between Analysis I and Analysis II. Analysis II did, however, indicate that four problems are identified as being more serious in frequency, difficulty, or persistence by young faculty members than by older faculty members.

1. Understanding college policies regarding teaching load.

2. Arousing and maintaining student interest.

3. Understanding faculty-administrative relationships.

4. Understanding faculty committee structure.

TABLE 6.6

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New "Young" Community College Instructors and New "Old" Community College Instructors

Rank	Problem	New "Young" Community College Instructors			New "Old" Community College Instructors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	H	H	H
5	Understanding college policies regarding teaching load	H	M	H	H	H	H
6	Challenging superior students	H	H	H	H	H	H
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	H	M	H	H	H	H
9	Understanding college policies to be followed in curriculum development and revision	H	H	H	H	H	H
10	Arousing and maintaining student interest	H	H	H	H	M	H
11	Increasing my effectiveness in student counseling techniques	H	M	H	H	M	H

TABLE 6.6 (continued)

Rank	Problem	New "Young" Community College Instructors			New "Old" Community College Instructors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
12	Developing satisfactory tests and examinations	M	M	M	H	M	H
13	Meeting differences in the educational needs of terminal and pre-professional students	M	M	M	M	M	H
14	Acquiring adequate office space	M	H	M	M	H	M
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	M	H	M	M	H	M
16	Understanding faculty-administrative relationships	H	H	M	M	M	M
17	Understanding procedures regarding probationary status and dropping of students	M	M	M	H	M	M
18	Understanding faculty committee structure	H	H	M	M	M	M
19.	Understanding the transfer program of the college	M	M	M	M	M	M

Five problems were identified in the reverse order,
that is, younger faculty members considered the problems to
be less serious than older faculty members. These problems
were:

1. Challenging superior students.

2. Grading or marking students' work.

3. Developing satisfactory tests and examinations.

4. Meeting differences in the educational needs of
   terminal and pre-professional students.

5. Understanding procedures regarding the probationary
   status and dropping of students.

In half of the eighteen problems here considered the
identification by the two age groups was exactly the same,
and in the other half the identification showed some differ-
ences.

One-third of the nine major problems showed differ-
ences in the means of difficulty scores in the first part
of the analysis, but there was no relationship in the
problems identified between the first and second parts
of the analysis.

Classification of All Problems Rated "High" by Any One or All

of the Categories Frequency, Difficulty, and Persistence by

New Community College Instructors Holding a Bachelor's

Degree Only and by New Instructors Holding a

Master's or Doctor's Degree

Exactly one-half of the twenty-two problems which
rated "high" by any of the three criteria frequency,

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TABLE 6.7

Classification of All Problems Rated "High" in Any One or All of the Categories
Frequency, Difficulty, and Persistence by New Community College Instructors
Holding a Bachelor's Degree Only and by New Instructors Holding a
Master's or Doctor's Degree

Rank	Problem	New Instructors Holding a Bachelor's Degree Only			New Instructors Holding a Master's or Doctor's Degree		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	M	H	H	H	H	H
5	Understanding college policies regarding teaching load	H	H	H	H	H	H
6	Challenging superior students	H	H	H	H	H	H
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	H	H	H	M	H	H
9	Understanding college policies to be followed in curriculum development and revision	H	M	M	H	M	H
10	Arousing and maintaining student interest	H	H	H	H	M	H
11	Increasing my effectiveness in student counseling techniques	H	H	H	H	M	H

TABLE 6.7 (continued)

Rank	Problem	New Instructors Holding a Bachelor's Degree Only			New Instructors Holding a Master's or Doctor's Degree		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
12	Developing satisfactory tests and examinations	H		H	M	M	M
13	Meeting differences in the educational needs of terminal and pre-professional students	H		H	M	M	M
14	Acquiring adequate office space	M		M	M	M	H
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	M		M	M	M	M
16	Understanding faculty-administrative relationships	H		M	M	H	M
17	Understanding procedures regarding probationary status and dropping of students	M		M	H	M	M
18	Understanding faculty committee structure	H		M	M	M	M
19	Understanding the transfer program of the college	M		M	M	M	M
20	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	M		M	M	M	M
21	Coping with the demands of extra curricular responsibilities	M		M	M	M	M
22	Developing course outlines	H		M	M	M	M

difficulty, and persistence, were identified differently by new instructors holding only an undergraduate degree as compared to new instructors holding a graduate degree.

In five of nine major problems there were significant differences in the means of the difficulty scores (Analysis I), but none of the differences by rank of difficulty scores carried over to Analysis II, all of the nine major problems rating "high" in difficulty on all of the major problems when compared by graduate or undergraduate degrees of the respondents.

There were eleven of twenty-two problems in which some differences in identification was found in the second part of the analysis.

Those problems which rated higher in frequency, difficulty, or persistence for new instructors holding an undergraduate degree only than for those holding a graduate degree were the following problems:

1. Obtaining needed instructional materials.

2. Increasing my effectiveness in student counseling techniques.

3. Developing satisfactory tests and examinations.

4. Understanding faculty committee structure.

The problems reported to be more serious by holders of Doctor's or Master's degrees than for those new instructors holding only a Bachelor's degree were:

1. Understanding college policies to be followed in curriculum development and revision.

2. Meeting differences in the needs of terminal and pre-professional students.

3. Acquiring adequate office space.

4. Financial resources insufficient to cope with the expenses of becoming established in a new community.

5. Understanding faculty-administration relationships.

6. Understanding procedures regarding the probationary status and dropping of students.

The major problems which ranked equally high for both groups were the first six problems in Table 6.7 and problems ranking eighth and ninth. The seventh problem, Obtaining needed instructional materials, was ranked higher in difficulty by undergraduate degree holders than by graduate degree holders, the same difference which appeared in the comparison of the mean difficulty scores.

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New First Year Instructors and New Second and Third Year Instructors in Community Colleges

The first four problems in Table 6.8 and the problems ranked seventh, eighth, and ninth by all new instructors were

TABLE 6.8

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New First Year Instructors and New Second and Third Year Instructors in Community Colleges

Rank	Problem	New First Year Instructors			New Second and Third Year Instructors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	H	H	H
5	Understanding college policies regarding teaching load	H	H	H	H	H	H
6	Challenging superior students	H	M	H	H	H	M
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	H	H	H	H	H	H
9	Understanding college policies to be followed in curriculum development and revision	H	H	H	H	H	H
10	Arousing and maintaining student interest	H	M	H	H	H	H
11	Increasing my effectiveness in student counseling techniques	H	M	H	H	M	H

TABLE 6.8 (continued)

Rank	Problem	New First Year Instructors			New Second and Third Year Instructors		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
12	Developing satisfactory tests and examinations	M	M	M	H	M	H
13	Meeting differences in the educational needs of terminal and pre-professional students	M	M	M	M	M	H
14	Acquiring adequate office space	M	M	M	M	M	H
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	H	M	M	M	M	M
16	Understanding faculty-administrative relationships	H	H	M	M	H	M
17	Understanding procedures regarding probationary status and dropping of students	M	M	M	H	M	M

"high" in all three criteria when classified by first year vs.
second and third year instructors.

Of the major problems showing some difference in
identification, <u>Understanding college policies regarding</u>
teaching load was rated higher in persistence by first year
instructors than by second and third year instructors.

<u>Challenging superior students</u> was rated higher in
difficulty by second and third year instructors than by
first year instructors. This difference did not appear in
the comparison of the means of the difficulty scores.

<u>Arousing and maintaining student interest</u> was rated
higher in difficulty by second and third year instructors
than by first year instructors.

<u>Developing satisfactory tests and examinations</u> was
rated higher in frequency and persistence by the second and
third year instructors than by the first year instructors.

<u>Meeting differences in the educational needs of</u>
terminal and pre-professional students was rated higher in
persistence by the second and third year teachers than by
the first year instructors.

The problem, <u>Acquiring adequate office space</u>, was
rated "high" in frequency by the first year instructors and
"medium" by second and third year instructors. Both groups
rated the problem "medium" in difficulty and persistence.

<u>Understanding faculty-administrative relationships</u> was
rated higher in frequency and difficulty by the first year

instructors than by the second and third year instructors.

Second and third year instructors rated the problem Understanding procedures regarding the probationary status and dropping of students higher than the first year teachers.

Of the eight problems showing some differences in identification by first year instructors and second and third year instructors in community colleges, there were three cases of greater frequency, difficulty, or persistence of problems for the first year teachers and five cases for the second and third year group which is evidence that some problems not only persist, but they may actually increase in persistence for second and third year teachers.

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New Community College Instructors with Some College College Teaching Experience and by New Community College Instructors with No College Teaching Experience

Some or no college teaching experience, either on the community college or the four year college level showed significant differences of the mean difficulty ratings in four of the nine major problems. All of these problems were either rated high according to all three criteria or showed the same difference in identification.

The problems where instructors having some college teaching experience rated the problem higher than the

TABLE 6.9

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New Community College Instructors with Some College Teaching Experience and by New Community College Instructors with No College Teaching Experience.

Rank	Problem	New Community College Instructors with Some College Teaching Experience			New Community College Instructors with No College Teaching Experience		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	H	H	H
5	Understanding college policies regarding teaching load	H	H	H	H	H	M
6	Challenging superior students	M	M	M	H	H	M
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	M	M	H	H	H	H
9	Understanding college policies to be followed in curriculum development and revision	H	H	H	H	H	H
10	Arousing and maintaining student interest	M	M	H	H	M	M
11	Increasing my effectiveness in student counseling techniques	M	M	H	H	M	H

TABLE 6.9 (continued)

Rank	Problem	New Community College Instructors with Some College Teaching Experience			New Community College Instructors with No College Teaching Experience		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
12	Developing satisfactory tests and examinations	M	M	M	H	M	H
13	Meeting differences in the educational needs of terminal and pre-professional students	H	M	H	H	M	M
14	Acquiring adequate office space	H	M	H	M	M	M
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	H	H	M	M	H	H
16	Understanding faculty-administrative relationships	H	H	M	M	M	M
17	Understanding procedures regarding probationary status and dropping of students	H	M	M	H	H	M
18	Understanding faculty committee structure	M	M	M	M	M	M
19	Understanding the transfer program of the college	M	M	M	M	M	M
20	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	M	H	M	M	M	M

instructor having no college teaching experience were: (1)
Understanding college policies regarding teaching load,
higher in persistence; (2) Meeting the educational needs of
terminal and pre-professional students, higher in both fre-
quency and persistence; (3) Acquiring adequate office space,
higher in frequency; (4) Financial resources insufficient to
cope with the expenses of becoming established in the new
community, higher in frequency; (5) Understanding faculty-
administrative relationships, higher according to all three
criteria; and (6) Understanding the responsibility of the
junior college in providing opportunities for students to
repair basic deficiencies (remedial instruction), higher in
both frequency and difficulty.

Instructors having no college teaching experience rated
some problems greater in frequency, difficulty, or persistence
than instructors with some college teaching experience.
These were:

1. Challenging superior students.

2. Grading or marking students' work.

3. Arousing and maintaining student interest.

4. Developing satisfactory tests and examinations.

Ten of the twenty problems showed differences in
identification by teaching experience, while the other ten
showed no differences.

Classification of All Problems Rated "High" in Any One or All

of the Categories Frequency, Difficulty, and Persistence by

New Community College Instructors Teaching College

Parallel Courses Only and by Those New Community

College Instructors Teaching "Other" Courses

Seven of the eighteen problems appearing in Table 6.91 showed differences in rating according to frequency, difficulty, or persistence. Eleven exhibited precisely the same rating.

Instructors teaching college parallel courses only, rated four problems higher in frequency, difficulty, or persistence, as follows: (1) Challenging superior students, higher in persistence; (2) Understanding college policies to be followed in curriculum revision, higher in difficulty; (3) Financial resources insufficient to become established in the new community, higher in frequency; and (4) Understanding faculty-administrative relationships, higher in frequency and difficulty.

Those instructors teaching "other" courses, rated three problems higher in frequency, difficulty, or persistence than the instructors teaching college parallel courses only. These were: (1) Developing satisfactory tests and examinations, higher according to all three criteria; (2) Understanding the procedures regarding the probationary status and dropping of students, higher in difficulty; and (3) Understanding faculty committee, higher in frequency.

TABLE 6.91

Classification of All Problems Rated "High" in Any One or All of the Categories Frequency, Difficulty, and Persistence by New Community College Instructors Teaching College Parallel Courses Only and by Those New Community College Instructors Teaching "Other" Courses

Rank	Problem	New Community College Instructors Teaching College Parallel Courses Only			New Community College Instructors Teaching "Other" Courses		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
1	Lack of time for scholarly study	H	H	H	H	H	H
2	Adapting instruction to individual differences	H	H	H	H	H	H
3	Dealing with students who require special attention to overcome deficiencies	H	H	H	H	H	H
4	Acquiring adequate secretarial help	H	H	H	H	H	H
5	Understanding college policies regarding teaching load	H	H	H	H	M	H
6	Challenging superior students	H	H	H	H	H	H
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H	H	H	H
8	Grading or marking students' work	H	H	M	H	H	M
9	Understanding college policies to be followed in curriculum development and revision	H	H	H	H	H	H
10	Arousing and maintaining student interest	H	M	M	H	M	M
11	Increasing my effectiveness in student counseling techniques	H	M	H	H	M	H

TABLE 6.91 (continued)

Rank	Problem	New Community College Instructors Teaching College Parallel Courses Only			New Community College Instructors Teaching "Other" Courses		
		Freq.	Diff.	Pers.	Freq.	Diff.	Pers.
12	Developing satisfactory tests and examinations	M	M	M	H	H	H
13	Meeting differences in the educational needs of terminal and pre-professional students	M	M	H	M	M	H
14	Acquiring adequate office space	M	M	M	M	M	H
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	M	H	M	M	H	M
16	Understanding faculty-administrative relationships	H	M	M	M	H	M
17	Understanding procedures regarding probationary status and dropping of students	M	M	M	M	M	M
18	Understanding faculty committee structure	M	M	M	H	M	M

In the comparison of the mean difficulty scores only two problems showed significant differences, <u>Lack of time for scholarly study</u> and <u>Adapting instruction to individual differences</u>. Both of these problems are rated "high" according to all three criteria by rank.

Summary of Analysis II

How shall differences in the identification of problems in part two of the analysis be interpreted?

The problems which showed differences in identification according to frequency, difficulty, and persistence by the dichotomous groups represented in each of the nine control factors and which problems showed no differences are indicated in Table 6.92.

A blank space indicates that the problem was marked "high" according to all three of the criteria, frequency, difficulty, and persistence, or "high" and "medium" in the three categories. Furthermore, the blank space indicates that the problem was rated precisely the same under the control items where the blank space appears as by the total groups of new instructors. In 109 of 189 cells the problems were identified in precisely the same manner, and in eighty cells (marked X) there was a difference in rating according to frequency, difficulty, and persistence.

TABLE 6.92

Differences in the Identification of Problems in the Second Part of the Analysis

Rank by Frequency, Difficulty & Persistence	Problem	Public vs. Private Community College	Small vs. Large College	Male vs. Female	Single vs. Married	"Young" vs. "Old"	Bachelor's vs. Master's or Doctor's	First Year vs. Second or Third Year	Some Experience vs. No College Experience	"College Parallel" vs. "Other Courses"
1	Lack of time for scholarly study									
2	Adapting instruction to individual differences									
3	Dealing with students who require special attention to overcome deficiencies									
4	Acquiring adequate secretarial help	X								
5	Understanding college policies regarding teaching load	X	X	X	X	X		X	X	
6	Challenging superior students		X	X	X	X		X	X	X
7	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)						X			
8	Grading or marking students' work		X	X		X			X	
9	Understanding college policies to be followed in curriculum development and revision						X	X		
10	Arousing and maintaining student interest		X			X		X	X	X

TABLE 6.92 (continued)

Problem	Public vs. Private Community College	Small vs. Large College	Male vs. Female	Single vs. Married	"Young" vs. "Old"	Bachelor's vs. Master's or Doctor's	First Year vs. Second or Third Year	Some Experience vs. No College Experience	"College Parallel" vs. "Other Courses"
20 Understanding the responsbility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	X*	X						X	
21 Coping with the demands of extra curricular responsibilities	X*	X	X*			X			

An X, an X* or an XO in the space indicates a difference in identification; a blank square indicates no difference in identification.

An X indicates that the identification of the problem by the first of the dichotomous groups was higher according to one or more of the criteria of frequency, difficulty, or persistence than it was by the second group.

An X* indicates that the identification of the problem by the first of the dichotomous groups was lower according to one or more of the criteria of frequency, difficulty or persistence than it was by the second group.

An XO indicates a difference in identification according to two of the criteria of frequency, difficulty, or persistence which balanced each other in the two groups.

Rank by Frequency, Difficulty & Persistence

Indications are that some instructors rated the problem "high," above the first standard deviation from the mean of the scores, and some rated it "medium," below the first standard deviation of the scores according to frequency, or according to difficulty, or according to persistence when the responses were divided according to the particular control item appearing at the head of the column.

Of the twenty-one problems rated "high" in any one of the three criteria, the following four problems were most consistently rated as "high" or "medium." These are:

*1. Lack of time for scholarly study.

*2. Adopting instruction to individual differences.

*3. Dealing with students who require special attention to overcome deficiencies.

4. Understanding the transfer program of the college.

Three of these four problems were major problems, rated as "high" in frequency, difficulty, and persistence by the total group of new community college instructors. The fourth problem was consistently rated as "medium."

These problems showed no differences in rating by the total group of new instructors as compared to the ratings of the dichotomous groups involved in each of the nine control factors. The three groups rated each problem in

*Indicates a major problem.

exactly the same manner. Evidently the control item did not influence the problem, nor did the nature of the problem have any effect on the control item.

Differences in identification in only one of the nine control items appeared in two problems, (1) Acquiring adequate secretarial help, identified differently only in the "public vs. private" category; and (2) Obtaining needed instructional materials, rated differently only in the "Bachelor's vs. Master's or Doctor's Degre" category.

An X for a problem under a control item is strong evidence, therefore, that the difference in identification is related to factors involved in the control item or to some factor in the nature of the problem since the entire group of new instructors tended to rate the particular problem in exactly the same manner. Two types of questions must, therefore, be asked.

What problems influenced which of the control factors? What control factors influenced what problems?

Both types of questions must be asked because it cannot be determined whether the differences in identification were due to the control factor or to the nature of the problem.

Different identification of the problem, Acquiring adequate secretarial help, by new instructors in public

community colleges and private community colleges (public community colleges rated the problem higher according to all three criteria) can be attributed to some factor or some difference in perception of public vs. private community college instructors. On the other hand, there may be some factor in the nature of the problem, Acquiring adequate secretarial help, which makes the problem particularly susceptible to differences in rating by beginning teachers in public community colleges and new instructors in private community colleges.

For reporting purposes it can be said that new teachers in public community colleges rated the problem, Acquiring adequate secretarial help, higher in frequency, difficulty, and persistence than new teachers in private community colleges. Any further attempt to analyze the relationship would be pure speculation, but the two types of questions should be kept in mind in any attempted analysis of the data in Table 6.92.

Summary of the Differences in Analysis II

The problem, Understanding College policies regarding teaching load, showed differences in identification according to seven of the nine control factors. A relationship between the problem and these seven control factors

evidently exists. Two of the control factors, "Bachelor's vs. Master's or Doctor's degrees" and "College parallel vs. other courses taught," were not related to the problem.

Challenging superior students showed differences in identification by "Young vs. Old," "First year vs. second and third year," "Some college teaching vs. No college teaching experience," and "College parallel vs. Other courses taught." A relationship between this problem and the four control items exists.

Obtaining needed instructional materials and the control item, "Bachelor's degree only vs. Master's or Doctor's degree," showed a relationship. There is no difference in identification of the problem with the remaining control factors.

Grading or marking students' work showed a relationship to four of the nine control factors.

Understanding college policies to be followed in curriculum development was identified differently by "holders of Bachelor's degrees only" and by "holders of a Master's or Doctor's degree" and also by "College parallel courses only" vs. "Other courses taught."

Arousing and maintaining student interest showed differences in identification by size of college, by age, by year hired, and by experience.

Increasing my effectiveness in student counseling techniques was influenced by or influenced the factors of

size of the college, marital status, degrees held, and
experience.

Developing satisfactory tests and examinations showed
a relationship to all of the control items except sex.

Meeting differences in the educational needs of
terminal and pre-professional students was related to all of
the factors except size of the college and type of courses
taught.

Acquiring adequate office space showed a relationship
to the degree held, year employed, and experience.

The financial resources problem was identified differ-
ently in all categories except age and year employed.

Understanding faculty-administrative relationships
showed differences in identification by all of the control
factors.

Understanding procedures regarding the probationary
status and dropping of students showed a relation to all
of the control factors except type of college and experience.

Understanding faculty committee structure showed a re-
relationship to size of the college, marital status, age,
degrees held, and type of courses taught.

Understanding the transfer program of the college
shows no relationship to any of the factors.

The "Remedial Instruction" problem is related to the
type of college, the size of the college, and experience of
the instructor.

Coping with the demands of extra curricular responsi-
bilities shows differences in identification of type of
college, by the size of the college, by sex, and by degrees
held.

The first three problems in Table 6.93 show differences
in the means of the difficulty scores by certain control
factors, but no differences in identification by ranking
according to frequency, difficulty, and persistence. This
is probably the case because these problems are at the
extreme high end of the scale.

Acquiring adequate secretarial help shows both a re-
lation to type of college and a significant difference in
the means of the difficulty scores at the .01 level.

Understanding college policies regarding teaching load
is both related to and shows significant differences in the
means of the difficulty scores by type of college at the .01
level, by the size of the college at the .05 level, by age
at the .05 level, and by year employed at the .05 level.

Challenging superior students exhibits a relationship
to experience and there is a significant difference in the
means of the difficulty scores at the .05 level.

Obtaining needed instructional materials was related
to degree held and the difference in the difficulty scores
for the problem was significant at the .01 level.

Grading or marking students' work showed a relation-
ship to the sex of the instructor and the differences in the

TABLE 6.93

Differences in the Identification of Major Problems Between Analysis I and Analysis II

Rank	Problem	Public vs. Private Community College	Small vs. Large College	Male vs. Female	Single vs. Married	"Young" vs. "Old"	Bachelor's vs. Master's or Doctor's	First Year vs. Second or Third Year	Some Experience vs. No College Experience	"College Parallel" vs. "Other Courses"
1.	Lack of time for scholarly study	O	O			O	O	O	O	O
2.	Adapting instruction to individual differences	O	O		O	O	O	O	O	O
3.	Dealing with students who require special attention to overcome deficiencies	O	O		O					
4.	Acquiring adequate secretarial help	Y				O	O	O		
5.	Understanding college policies regarding teaching load	Y	Y	X	X	Y	O	Y	X	X
6.	Challenging superior students	O	O	X	X	X		X	Y	X
7.	Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	O	O				Y			
8.	Grading or marking students' work	O	O X	Y	O	X			X	
9.	Understanding college policies to be followed in curriculum development and revision	O	O	O	O	O	Y		O	X

A O in the square indicates a significant difference in the means of the difficulty scores in Analysis I.
An X in the square indicates a difference in Analysis II.
A Y indicates differences in both Analysis I and Analysis II.
A blank square indicates "no difference" in either Analysis I or Analysis II.

means of the difficulty scores was significant at the .01 level.

Understanding college policies to be followed in curriculum development and revision was identified differently by degree held and there was a significant difference in the means of the difficulty scores at the .05 level.

Those problems marked zero according to the control factors showed significant differences in the means of the difficulty scores and were discussed in steps one to six of the analysis.

CHAPTER VII

ADMINISTRATIVE PROCEDURES USED IN THE

ORIENTATION OF NEW INSTRUCTORS

Questions related to orientation practices which were outlined in Chapter I are the following:

1. Which orientation procedures were identified as being most helpful by the new instructors?

2. How effective are the administrative practices used by community college administrators in helping new faculty members resolve their problems?

3. What other administrative practices not extensively used by community college administrators in helping new faculty members, might be effective in resolving their problems?

4. What direct suggestions for the improvement orientation practices in community colleges are made by the new faculty members themselves?

Respondents' Reactions to the Nineteen Administrative

Procedures

Nineteen administrative procedures were listed in Section II of the questionnaire. Respondents were asked to indicate whether or not the procedure was used and to indicate in either case the degree of helpfulness as "none,"

"slight," "moderate," or "great." The new community college faculty members were also asked to list the four most important procedures that were or should have been used in the orientation of new teachers in the community college where they serve.

An average degree of helpfulness rating was calculated for each procedure by using the following formula:

$$H = \frac{100 \ (S + 2M + 3G)}{N} \qquad \text{where:}$$

H = Helpfulness rating

S = Number of "slight" responses

M = Number of "moderate" responses

G = Number of "great" responses

N = Total number of responses including "none," "slight," "moderate," and "great" responses

A combined average degree of helpfulness rating for each procedure was obtained by adding the helpfulness ratings for the "used" and the "not used" procedures.

Ranking of Used Administrative Procedures by Average Degree of Helpfulness

The "used" procedures are listed according to average degree of helpfulness ratings in Table 7.1. The rank of each procedure according to the helpfulness rating, the per cent of times it was indicated as being "used," and the rank according to the per cent of times it was used are also indicated in Table 7.1. These ratings ranged from a

TABLE 7.1

Ranking of Used Administrative Procedures by
Average Degree of Helpfulness

Rank by Helpful- ness Rating	Administrative Procedures Used by Colleges	Helpful- ness Rating	Per Cent Used	Rank by Use
1	Further materials such as schedule, course outlines, texts, and faculty handbook furnished upon appointment	241	74	8
2	Administrators make themselves readily available for individual conferences with new faculty members	237	87	2
3	Orientation conference with department head arranged upon appointment	233	62	11
4	Lighter teaching load set up for new faculty members	217	23	19
5	New faculty member expected to report to the college several days before opening	209	72	9
6	New teacher introduced to the faculty soon after arrival	209	92	1
7	Personal letter of welcome sent after acceptance of appointment	204	78	6
8	Descriptive material (catalog, pamphlets) supplied before appointment	203	78	7
9	Regular departmental meetings scheduled	199	58	12
10	Staff reception for new faculty arranged early in the school year	192	63	10
11	Visit to campus expected before appointment	191	83	4
12	Aid in finding housing made available	185	49	15
13	Regular faculty meetings scheduled	181	84	3

TABLE 7.1 (continued)

Rank by Helpfulness Rating	Administrative Procedures Used by Colleges	Helpfulness Rating	Per Cent Used	Rank by Use
14	New appointments are formally announced to faculty and community	179	79	5
15	Faculty sponsor provided for each new faculty member	176	26	18
16	Orientation conferences for entire group of new teachers with the chief administrators arranged periodically during first year	160	54	13
17	Administrator visits classes and helps evaluate instruction	158	41	16
18	Faculty study groups organized	157	29	17
19	Immediate assignment to a faculty committee	141	54	14

high of 241 to a low of 141 in helpfulness ratings calculated according to the formula. Although, in general, procedures ranking high in helpfulness also ranked high in per cent of use, there was a number of exceptions between the ranking of helpfulness rating and the ranking by per cent of use. Orientation conference with department arranged upon appointment, which ranked third in helpfulness, ranked eleventh in per cent of use. Lighter teaching load set up for new faculty members ranked fourth in helpfulness but nineteenth in per cent of times used. Procedures ranking high in per

cent of use, but considerably lower in helpfulness ratings were: <u>Visit to campus before appointment</u>, <u>Regular faculty meetings scheduled</u>, and <u>New appointments formally announced to faculty and community</u>. The procedure ranking highest in helpfulness rating, <u>Further materials, such as schedule, course outlines, texts, and faculty handbook furnished upon appointment</u>, ranked eighth in per cent used.

One way of answering the question, "Which orientation procedures were identified as being most helpful by the new instructors," was to list the procedures which ranked between "moderate" and "great" in helpfulness ratings of USED procedures.

The scale of helpfulness ratings based on the formula $H = \dfrac{100 \ (S + 2M + 3G)}{N}$ is as follows:

Great helpfulness   = 300

Moderate helpfulness   = 200

Slight helpfulness   = 100

None   =   0

An average helpfulness score of 200 to 300, therefore, indicates a degree of helpfulness between "moderate" and "great."

Eight procedures had helpfulness scores greater than 200. These are defined as the most helpful procedures.

The most helpful orientation procedures according to average degree of helpfulness ratings of USED orientation procedures according to this definition are:

1. Further materials such as schedule, course outlines, texts, and faculty handbook furnished upon appointment.

2. Administrators make themselves readily available for individual conferences with new faculty members.

3. Orientation conference with department head arranged upon appointment.

4. Lighter teaching load set up for new faculty members.

5. New faculty member expected to report to the college several days before opening.

6. New teacher introduced to the faculty soon after arrival.

7. Personal letter of welcome sent after acceptance of appointment.

8. Descriptive material (catalog, pamphlets) supplied before appointment.

Ranking of "Not Used" Administrative Procedures by Average Degree of Helpfulness Compared to the Ranking of "Used" Administrative Procedures by Average Degree of Helpfulness

Helpfulness ratings of "Not Used" procedures were, in general, lower than the helpfulness ratings of "used" procedures. The procedures ranking first among the "used" procedures, Further materials such as schedules, course outlines, texts, and faculty handbook furnished upon appointment, was also ranked first among the "Not Used" procedures, and was the only orientation procedure with an average degree of helpfulness rating greater than 200.

TABLE 7.2

Ranking of "Not Used" Administrative Procedures by
Average Degree of Helpfulness Compared to the
Ranking of "Used" Procedures by Average Degree
of Helpfulness

"Not Used" Rank	Administrative Procedures Used by Colleges	"Not Used" Helpfulness Rating	"Used" Helpfulness Rank
1	Further materials such as schedule, course outlines, texts, and faculty handbook furnished, upon appointment	232	1
2	Descriptive material (catalog, pamphlets) supplied before appointment	180	8
3	Lighter teaching load set up for new faculty members	177	4
4	Administrators make themselves readily available for individual conferences with new faculty members	168	2
5	Orientation conference with department head arranged upon appointment	168	3
6	New teacher introduced to the faculty soon after arrival	166	6
7	Regular departmental meetings scheduled	146	9
8	Faculty sponsor provided for each new faculty member	134	15
9	Visit to campus expected before appointment	132	11
10	Regular faculty meetings scheduled	123	13
11	Faculty study groups organized	112	18
12	Staff reception for new faculty arranged early in the school year	108	10
13	New appointments are formally announced to faculty and community	108	14

TABLE 7.2 (continued)

"Not Used" Rank	Administrative Procedures Used by Colleges	"Not Used" Helpfulness Rating	"Used" Helpfulness Rank
14	Aid in finding housing made available	104	12
15	Personal letter of welcome sent after acceptance of appointment	103	7
16	Orientation conferences for entire group of new teachers with the chief administrators arranged periodically during the first year	102	16
17	Administrator visits classes and helps evaluation instruction	93	17
18	New faculty member expected to report to the college several days before opening	77	5
19	Immediate assignment to a faculty committee	61	19

In general, the ranking of "Used" and "Not Used" procedures is very similar. Some exceptions are: (1) Descriptive materials supplied before appointment, ranking eighth among the "Used" procedures, but second among the "Not Used" procedures; (2) Faculty sponsor provided for each new faculty member, which ranks fifteenth among the "Used" procedures, but eighth among the "Not Used" procedures; and (3) Personal letter of welcome ranking seventh among the "Used" procedures, but fifteenth among the "Not Used" procedures.

In order to judge the helpfulness of both "Used" and "Not Used" procedures, a combined average degree of

helpfulness rating was obtained by adding the average help-
fulness rating of a "Used" procedure to the average helpful-
ness rating of a "Not Used" procedure for each procedure.
The procedures were then ranked according to this combined
average degree of helpfulness rating. The results appear in
Table 7.3.

Ranking of Administrative Procedures by Combined Average
Degree of Helpfulness Rating Compared to Their Use

In Table 7.3 the rank of combined degree of helpfulness
rating in Column 1, the title of the procedures in Column 2,
the combined degree of helpfulness rating in Column 3, the
per cent of times the procedure was actually used in Column
4, its rank in Column 5, and the per cent of respondents who
indicated that they favored the use of the procedure in
Column 6 are presented. The per cent of respondents favor-
ing the use of the procedure was obtained by adding the
number of "slight," "moderate," and "great" responses for
both the "used" and the "not used" procedures and dividing
by the total number of respondents who marked that procedure.

The question, "How effective are the administrative
practices used by community college administrators in help-
ing new faculty members resolve their problems?" can be
answered by comparing the per cent of respondents favoring
the use of these procedures in Column 6 of Table 7.3 with

TABLE 7.3

Ranking of Administrative Procedures by Combined Average
Degree of Helpfulness Rating Compared to
Their Use

(1) Rank by Combined Rating	(2) Administrative Procedures Used by Colleges	(3) Combined Rating	(4) Per Cent Used	(5) Rank	(6) Per cent of Respondents Favoring Use
1	Further materials such as schedule, course outlines, texts, and faculty handbook furnished, upon appointment	473	74	8	97
2	Administrators make themselves readily available for individual conferences with new faculty members	405	87	2	96
3	Orientation conference with department head arranged upon appointment	401	62	11	89
4	Lighter teaching load set up for new faculty members	394	23	19	80
5	Descriptive material (catalog, pamphlets) supplied before appointment	383	78	6	96
6	New teacher introduced to the faculty soon after arrival	375	92	1	95
7	Regular departmental meetings scheduled	345	58	12	82
8	Visit to campus expected before appointment	323	83	4	93
9	Faculty sponsor provided for each new faculty member	310	26	18	73
10	Personal letter of welcome sent after acceptance of appointment	307	78	6	87
11	Regular faculty meetings scheduled	304	84	3	90
12	Staff reception for new faculty arranged early in the school year	300	63	10	84

TABLE 7.3 (continued)

Rank by Combined Rating	Administrative Procedures Used by Colleges	Combined Rating	Per Cent Used	Rank	Per Cent of Respondents Favoring Use
13	Aid in finding housing made available	289	49	15	66
14	New appointments are formally announced to faculty and community	287	79	5	86
15	New faculty member expected to report to the college several days before opening	286	72	9	82
16	Faculty study groups organized	269	29	17	71
17	Orientation conferences for entire group of new teachers with the chief administrators arranged periodically during first year	262	54	13	73
18	Administrator visits classes and helps evaluation instruction	251	41	16	69
19	Immediate assignment to a faculty committee	202	54	14	61

the per cent of times the procedure was actually used in Column 4 of Table 7.3.

The per cent of respondents favoring the use of the procedure is greater in each case than the per cent of times the procedure was actually used. This is an indication that the community college instructors as a group regarded these orientation procedures as helpful and relatively effective in solving the problems indicated by the procedures.

In comparing the rank of the combined helpfulness rating with the rank of the per cent of times the procedure was used, certain discrepancies appear.

According to the new faculty respondents in community colleges, administrators should make greater use than they now do of the following orientation procedures in answer to the question, "What other administrative procedures not extensively used by community college administrators in helping new faculty members might be effective in resolving their problems."

Further materials, such as schedule, course outlines, texts, and faculty handbook should be supplied upon appointment. This procedure ranked first in combined helpfulness rating, but eighth in actual use, and 97 per cent of the respondents favored its use.

An orientation conference with the department head should be arranged upon appointment. This procedure ranked third in helpfulness and eleventh in use, 89 per cent of the respondents favoring its use.

A lighter teaching load should be set up for new faculty members. Although this procedure ranked fourth in helpfulness, it ranked nineteenth in actual use, being used in only 23 per cent of the cases. Eighty per cent of the respondents favored use of this procedure.

Regular departmental meetings were favored by 82 per cent of the new teachers, ranking seventh in helpfulness, but twelfth in use.

Faculty sponsor provided for each new faculty member ranked ninth in helpfulness rating, was used in only 26 per cent of the cases, and was favored by 73 per cent of the respondents.

The procedures below the first ten in average degree of helpfulness rating, but above the first ten in actual use were: Personal letter of welcome sent after acceptance of appointment, Regular faculty meetings scheduled, New appointments are formally announced to faculty and community, and New faculty member expected to report to the college several days before opening. The new faculty members evidently considered these procedures of lesser importance although a high percentage of respondents favored their use, and the rank by per cent used was relatively high.

The two procedures ranking lowest in helpfulness rating, Administrator visits classes and helps evaluate instruction and Immediate assignment to a faculty committee, were also among the lowest in the per cent of respondents favoring their use.

Ranking of Administrative Procedures by Respondents

The respondents were asked to "Kindly list the four most important procedures that were or should have been included in the orientation of new teachers at your college."

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Many respondents answered this question by simply listing the numbers of administrative procedures appearing above the directions on page 8.

The ranking of the highest twelve administrative procedures by the respondents themselves in Number 1, Number 2, Number 3, and Number 4 positions is presented in Table 7.4.

When the ranking of administrative procedures by the respondents themselves in Table 7.4 is compared with the ranking of the procedures by combined average degree of helpfulness rating, a great similarity between the two tables is noticeable with certain exceptions. These are as follows:

Orientation conference for entire group of new teachers with chief administrators arranged periodically during the first year was ranked fifth by the respondents themselves and seventeenth by combined helpfulness rating. Faculty sponsor provided for each new faculty member was sixth in direct ranking by the respondents and ninth in ranking by combined helpfulness rating.

The direct ranking of administrative procedures by the new faculty members showed a much higher ranking for the procedure, Administrator visits classes and helps evaluate instruction, which ranked eleventh, than the ranking by combined average degree of helpfulness rating, where

it ranked nineteenth. <u>Aid in finding housing</u> ranked ninth

by direct ranking, but was ranked thirteenth by the average

degree of helpfulness rating.

Similarities in ranking by the two methods indicates

a degree of consistency in the judgment of the respondents.

TABLE 7.4

Ranking of Administrative Procedures
By Respondents

Rank*	Procedures	No. 1	No. 2	No. 3	No. 4	Total
1	Further material	372	279	180	122	953
2	Lighter teaching load	266	197	192	136	971
3	Orientation conference with department head	251	229	164	129	773
4	Open-door policy	128	150	210	153	644
5	Orientation conference with administrator	127	132	147	132	538
6	Faculty sponsor	126	142	128	106	502
7	Regular department meetings	59	114	122	116	411
8	Descriptive materials	173	100	73	63	409
9	Aid in fidning housing	115	109	87	91	402
10	Visit to campus	155	97	66	51	369
11	Administrator visit classes	56	59	74	127	316
12	Staff reception	32	51	64	102	249

(Number of Respondents Ranking This Procedure)

*Combined rank

Survey of Write-In Responses

Some respondents recommended different administrative

procedures to aid in orientation of new teachers and ex-

pressed other opinions. A sampling of these are summarized

under three headings:

I. Most helpful experience in the orientation program.

II. Least helpful experience in the orientation program.

III. Other comments.

The following quotations are taken directly from the questionnaire in an attempt to answer the question, "What direct suggestions for the improvement of orientation practices in community colleges are made by the new faculty members themselves?"

I. Most helpful experiences in the orientation program:

1. "Registration procedures were very clearly outlined and easy to carry out."

2. "Friendly, helpful attitudes of departmental colleagues."

3. "Sincere friendly attitude and availability of administrators."

4. "Thorough orientation as to what the junior college is, what kinds of students it handles, and its role in the community."

5. "Complete explanation of counseling services."

6. "Complimentary texts made immediately available."

7. "Freedom to teach what the instructor feels should be taught was emphasized from the beginning."

8. "Informal discussion and exchange of ideas and materials with more experienced departmental colleagues."

9. "Visual aids made available."

10. "Administrative policy bulletin distributed annually to faculty and staff."

11. "Encouragement in developing new ideas."

II. Least helpful experiences in the orientation program:

1. "Vague descriptions of administrative responsibilities."

2. "Long speeches--90% wasted time."

3. "Being given half-truths about the college."

4. "Two weeks is too long an orientation program-- two days would be ample."

5. "Over orientation. Too many details in a short period of time.

6. "Faculty sponsor too busy to be of any help."

7. "Lack of clear definition in the matter of administrative policy on the probationary status and dropping of students and in attendance policies."

III. Other comments:

1. "I consider none of the above [procedures] important of a specific mechanic. These matters of organization can and do often become mere rituals. What we need to know about a college is this, 'Does it get things done?' 'If so, does it get things done with reasonable efficiency?' If the answer is 'yes' to these questions, then it is more worthwhile that we know how. A great college probably starts with great leadership in administration and in the classroom, followed by a little organization."

2. "Frankly, I do not think orientation of new instructor needs to be stressed. A new instructor should be left alone because of the pressure of formulating many lectures."

3. "Much of this stuff [the list of administrative procedures] smacks of pressure that detracts from concentration on basic and primary functions even though it may not be meant that way. Evaluation and

administrative counsel is well executed if
formalized by the administrator for his own
purpose, but creates artificial goals and
pressures if emphasized too heavily to
personnel, especially new people who are
sensitive to being on the spot."

4. "To me the problem of this college is not
    orientation but a review of administrative
    procedures and educational goals."

5. "Only about one junior college teacher in ten
    has the dimmest notion of anything in
    Section IB [Institutional Problems]. The
    lazy teachers are avoiding the rigors of the
    secondary school, and the ambitious ones are
    ashamed and embittered because they have not
    yet gone on to a senior college."

6. "Most of the orientation procedures are a
    well meaning waste of effort. You learn
    by doing and being a part of the school and
    all the formal procedures are rather useless."

7. "Most important is a feeling of acceptance
    on the part of the administration, i.e., a
    sense of being wanted and sincerely given
    the chance to prove one's self a capable
    teacher. Since I had this and since I
    really like teaching, everything else was
    incidental."

8. "Faculty lounges and informal meeting areas
    should have been provided for teachers."

9. "Should have been informed about expected
    committee work, requirements of advanced
    degree status, evaluation techniques, and
    vacation status of teachers. This was not
    done."

10. "More consideration should have been given
     to previous professional experience in
     determining the starting salary."

Clearly indicated in the survey of write-in responses
is the concern on the part of the new community college in-
structors that orientation practices might become mere
ritual, thus losing much of their value.

The development of an esprit de corps based on clearly
defined goals of the community college and sound educational
procedures based on such goals is the most important element
in a successful orientation program in the opinion of these
new community college instructors. Respect for the teacher
as a person on the part of the administrators and respect
for the teacher's educational contribution is an essential
element in developing faculty esprit de corps. Embodied in
this spirit is also the axiom of academic freedom, that the
teacher may be free to pursue fearlessly that process of
sifting and winnowing by which the truth can be found.

Summary of Administrative Procedures
Used by Community Colleges

From 61 per cent to 97 per cent of the new community
college instructors approved the use of the nineteen adminis-
trative procedures mentioned in the questionnaire. The per
cent of respondents favoring the use of the procedures is,
in general, higher than the per cent of times the procedure
was actually used, indicating that the orientation procedures
listed are, in general, helpful in solving certain problems.

According to the respondents' ranking greater use
should be made of the following procedures:

1. Materials, such as schedule, course outlines,
    texts, and a faculty handbook should be sup-
    plied upon appointment.

2. An orientation conference with the department head should be arranged upon appointment.

3. A lighter teaching load should be set up for new faculty members.

4. Regular departmental meetings should be held.

5. A faculty sponsor should be provided for each new faculty member.

The most helpful procedures according to the highest scores in average degree of helpfulness were:

1. Further materials, such as schedule, course outlines, texts, and faculty handbook furnished upon appointment.

2. Administrators make themselves readily available for individual conferences with new faculty members.

3. Orientation conference with department head arranged upon appointment.

4. Lighter teaching load set up for new faculty members.

5. New faculty member expected to report to the college several days before opening.

6. New teacher introduced to the faculty soon after arrival.

7. Personal letter of welcome sent after acceptance of appointment.

8. Descriptive material (catalog, pamphlets) supplied before appointment.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR

ADMINISTRATIVE PRACTICES

In this chapter the findings of the study are summa-
rized, certain conclusions are drawn and reviewed in terms
of implications for improving administrative practices in
orienting beginning instructors, and suggestions for further
study are stated. In particular, the questions outlined in
Chapter I, which are central to the design of the study,
are answered.

Summary

The Problem

The general problem to be investigated was the identi-
fication of problems perceived by new faculty members in
community colleges, the identification of administrative
practices which the new instructors recognized as most
helpful in alleviating their problems, and the formulation
of suggestions for the improvement of procedures used in
orienting beginning instructors in community colleges.

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Design of the Study

The design of the study was, therefore, centered about four questions:

1. What are the characteristics of community colleges participating in the study, and what are the professional and personal characteristics of the new faculty members?

2. Which problems do new instructors in community colleges perceive as more critical than other problems?

3. What kinds of administrative procedures for orienting new faculty members are now being used in community colleges?

4. Are the administrative procedures now in use relevant to the solution of problems which new instructors identify as critical?

Method of Collecting Data

An open-ended questionnaire was the instrument used to collect the data for the study. The questionnaire contained seventy-two problems from the literature which beginning community college instructors would be most likely to identify as problems. The instructors were asked to check each problem by its frequency, difficulty, and degree of persistence. A second section of the questionnaire asked the new instructors to identify which of the nineteen listed orientation procedures were used in the community colleges where they served, and to evaluate the effectiveness of the procedures.

Questionnaires were mailed to 5,628 new faculty members in 429 public and private community colleges in fifty states

and territories of the United States. A total response of
57 per cent was obtained from two mailings, of which 49 per
cent were usable.

Basic Questions, Methodology, and Findings

The basic questions as stated in Chapter I, the method-
ology as set forth in Chapter II, and the findings of the
study from Chapters IV, V, and VI are as follows:

Basic Question 1.--What kinds of problems did new
faculty members in community colleges perceive as being more
critical than others?

Method.--A frequency score for each problem was ob-
tained by counting the number of respondents who indicated
the item as being a problem. A difficulty score for each
problem was derived by a weighted scale technique. A
persistence score was obtained by counting the number of
respondents who indicated that the problem persisted. A
distribution of all problems by frequency score, by diffi-
culty score, and by persistence score was made, and the
means and standard deviations of each of the three distri-
butions was found. Problems which were more than one
standard deviation above the mean in each of the three
distributions were defined as major problems.

Findings.--Five instructional problems, three ad-
ministrative problems related to the structure, policies, and

procedures of the individual college, and one problem of pro-
fessional improvement were among the nine major problems
identified according to the definition. These findings
identify the major types of problems perceived by new com-
munity college instructors.

Basic Question 2.--"Do first year faculty members in
community colleges perceive their problems as being more
persistent than do teachers who have served three years in
these institutions?"

Method.--Percentages of first year respondents and of
third year respondents indicating the persistence of prob-
lems for each of the five types of problems was determined.

Findings.--For each type of problem the percentage of
third year respondents indicating the persistence of prob-
lem is less than the percentage of first year respondents
who indicated the persistence of the problems.

The findings warrant an affirmative answer to Basic
Question 2. Faculty members who have served one year in
community colleges do perceive their problems as more
persistent than do teachers who have served three years in
these institutions.

Basic Question 3.--Are there significant differences
in the degree of difficulty of certain problems perceived
by new faculty members in relation to personal factors of

sex, age, marital status, level of preparation, previous pro-
fessional experience, and year employed?

Method 1.--The means of the difficulty scores for each
of the major problems separated according to the dichotomy
in each control factor were compared. A "t" test was applied
and differences were noted at the .05 and the .01 levels.

Findings.--Each of the control factors had some bear-
ing on the degree of difficulty in two or more of the major
problems. Differences appeared in twenty of the fifty-four
combinations of problems and factors.

Method 2.--All problems ranked "high," that is, above
the first standard deviation of the means of the frequency
scores, of the difficulty scores, and of the persistence
scores, were examined for differences in ranking when
distributed according to the dichotomy in each control item.
Differences in identification were noted, and since there
were no differences in the identification of problems, by the
total group of instructors all being marked "high" or a
combination of "high" and "medium," the difference in
identification indicated a relationship between the problem
and that particular control item.

Findings.--Of 126 possible combinations of twenty-one
problems and six control factors, fifty-four showed a re-
lation between the control items and the problems.

On the basis of the findings, Basic Question 3 was answered in the affirmative. There are significant differences in the degree of difficulty of certain problems perceived by new faculty members in relation to personal factors of the individual instructors.

Basic Question 4.--Are there significant differences in the degree of difficulty of critical problems perceived by new faculty members in community colleges in relation to the institutional factors of size, or nature of control, or type of course taught?

Method.--Each of the major problems was examined in relation to the three control items through two stages of the analysis precisely as in Basic Question 3.

Findings.--All three institutional factors appeared to be significant factors in relation to all nine major problems. Out of the twenty-seven possible combinations of factors and problems, seventeen showed significant differences at the .05 or the .01 levels. When the three institutional factors were applied to the twenty-one problems in the second stage of the analysis, twenty-six relationships of problems and factors were identified out of a possible sixty-three combinations.

These findings warrant an affirmative answer to Basic Question 4. There are significant differences in the degree of difficulty of critical problems perceived by new faculty

members in relation to the institutional factors of college
size, nature of control, or type of courses taught.

A Summary of Answers to the Three Major Questions
Outlined in the Design of the Study

The answers to four questions in the design of the
study are summarized as follows:

1. What are the characteristics of the community
   colleges participating in the study and what
   are the professional and personal character-
   istics of the new faculty members?

Institutional Characteristics of Participating
Community Colleges

The 309 public community colleges and the 120 private
community colleges participating in the study may be
characterized as follows:

1. Participating community colleges are located in
   fifty states and territories of the United
   States.

2. Two-hundred sixty-four of the 309 public community
   colleges and forty-seven of the 120 private com-
   munity colleges were located in fifteen states.

3. Sixty-six per cent of the community colleges
   listed in the 1961 Junior College Directory are
   represented in the study.

4. Seventy-nine per cent of the public community
   colleges listed in the 1961 Junior College
   Directory are represented in the study.

5. Forty-four per cent of the private community
   colleges listed in the 1961 Junior College
   Directory are represented in the study.

6. All enrollment categories are represented by the community colleges in approximately the same proportions as listed in the 1961 Junior College Directory.

A conclusion from the above summary of institutional data is that the 429 community colleges submitting data for the study are an adequate sample of all community colleges listed in the 1961 Junior College Directory geographically, by public and private institutions, and by enrollment.

Personal Characteristics of New Faculty Member Respondents in the Study

The 2,783 new faculty member respondents may be characterized as follows:

1. Their median age is thirty-three years, three-fourths of them being in the 20-39 age bracket.

2. Three of four are male.

3. Almost three-fourths are married.

4. Doctorates are held by 7 per cent, Master's degrees by 73 per cent, and Bachelor's degrees by 19 per cent. Only 1 per cent hold no baccalaureate degree.

5. They earned their highest degrees from institutions in fifty different states and four territories, and twenty-six of them earned their degrees in foreign countries.

6. Three out of four had no previous college teaching experience.

7. Their initial teaching assignments in the community college were in fields which included their major in highest degree in 90 per cent of the cases.

8. One out of three plan to stay in community college teaching with one out of four aspiring to senior college teaching positions.

2. Which problems do new instructors in community colleges perceive as being more critical than other problems?

New instructors in community colleges perceive many different kinds of problems. These may be problems of an instructional nature, a personal nature, or they may be of an institutional nature associated with the fundamental purposes of the community college. Institutional items associated with the structure policies and procedures of the individual college were also identified as problems as were some items of professional improvement. The problems were obtained from a survey of the literature and from previous studies.

The major problems which ranked highest in frequency, difficulty, and persistence were:

1. Lack of time for scholarly study.

2. Adapting instruction to individual differences.

3. Dealing with students who require special attention to overcome deficiencies.

4. Acquiring adequate secretarial help.

5. Understanding college policies regarding teaching load.

6. Challenging superior students.

7. Obtaining needed instructional materials.

8. Grading or marking students' work.

9. Understanding college policies to be followed in curriculum development and revision.

3. "What kinds of administrative procedures for orienting new faculty members are now being used in community colleges" and "Which orientation procedures were identified as being most helpful by new community college instructors?"

All the nineteen procedures obtained from a review of the literature and from previous studies which appeared in the questionnaire were being used by community college administrators in the orientation of new teachers to a greater or lesser extent, depending upon the particular procedure. The respondents identified five orientation procedures as being particularly effective. These were:

1. Further materials such as schedule, course outlines, texts, and faculty handbook should be supplied upon appointment.

2. An orientation conference with the department head should be arranged upon appointment.

3. A lighter teaching load should be set up for new faculty members.

4. Regular departmental meetings should be held.

5. A faculty sponsor should be provided for each new faculty member.

Eight problems which had the highest helpfulness ratings were:

1. Further materials, such as schedule, course outlines, texts, and faculty handbook furnished upon appointment.

2. Administrators make themselves readily available for individual conferences with new faculty members.

3. Orientation conference with department head arranged upon appointment.

4. Lighter teaching load set up for new faculty members.

5. New faculty member expected to report to the college several days before opening.

6. New teacher introduced to the faculty soon after arrival.

7. Personal letter of welcome sent after acceptance of appointment.

8. Descriptive material (catalog, pamphlets) supplied before appointment.

Are the Administrative Procedures Now in Use Relevant To the Solution of Problems Which New Instructors in Community Colleges Identify as Critical?

There was no device in the study to link problems identified with procedures designed to solve the problems so identified with one exception. The problem, Understanding college policies regarding teaching load, seems to have a partial solution in the procedure, Setting up a lighter teaching load for new faculty.

To answer this question, therefore, the nine major problems identified in the study were compared to the administrative procedures identified as being most helpful by the new community college instructors. The comments of the beginning community college instructors were often relevant to this point.

1. Lack of time for scholarly study, the most important problem in frequency, difficulty and persistence would be less critical if administrators would set up a lighter teaching load for new faculty members. None of the nineteen administrative procedures were specifically linked to this problem.

✓ 2. <u>Adapting instruction to individual differences</u>, and

✓ 3. <u>Dealing with students who require special at-tention to overcome deficiencies</u> are problems which probably cannot be solved directly by any of the five orientation procedures identified as being most effective. Eighty--seven per cent and 89 per cent, respectively, of the respondents who identified these items as being problems indicated that the problems persisted.

These related problems are inherent in all teach-situations. Their solution probably lies in knowing all there is to know about the individual student and the subject to be taught and then establishing a reasonable harmony between these two extremes. Certainly a deep respect for the individual human worth of each student is a pre-requisite for any solution to these problems.

3 4. <u>Acquiring adequate secretarial help</u>. The solu-tion to this problem is for the administrator to provide adequate secretarial help for the begin-ning teacher. Of course, this cannot mean that each beginning instructor is to be provided with a secretary. The prestige or status symbol of a position with a secretary perhaps influenced some of the responses to this problem. It is more economical to have secretaries do the secretarial work of the teacher and leave the instructor's time free for direct instructional duties than it is for the more highly paid and more highly skilled instructor to do the work of a secretary. This problem was more critical for public community college instructors than for instructors in private community colleges, for "young" instructors than for "old" instructors, for holders of a graduate degree than for those holding an undergraduate degree only, for first year than for second or third year instructors.

3 5. <u>Understanding college policies regarding teaching load</u>. This problem was more critical for "young" community college instructors than for "old" instructors, for first year instructors than for second and third year instructors; for those hold-ing a Bachelor's degree only, than for those hold-ing a graduate degree.

A lighter teaching load for new instructors in community colleges during the first term of

teaching and a clearly established fair policy re-
garding teaching loads at all levels of community
college instruction seem to be somewhat lacking.
Comments on this problem were numerous. The com-
ments were directed both toward the desirability
of a lighter teaching load for new instructors and
toward the desirability of a clearly established
fair policy of determining teaching loads. The
administrative procedure, <u>Lighter teaching load
set up for new faculty</u>, was only one of the ad-
ministrative procedures with a direct link to a
major problem.

6. <u>Challenging superior students</u>. As in the case of
problems (2) and (3), no single administrative pro-
cedure or combination of procedures in a short
orientation program can come to grips with this
problem. The need of superior students must first
of all be recognized and various procedures must be
tried in an attempt to meet these needs. Private
community college instructors experienced more
difficulty with this problem than teachers in
public community colleges; instructors with no
college teaching experience rated it higher in
difficulty than instructors with some college
teaching experience, and teachers in small com-
munity colleges considered it more difficult than
teachers in large community colleges.

7. <u>Obtaining needed instructional materials</u>. This is
a problem which can be solved by providing the
instructional materials. It is pennywise and
pound foolish to deny instructional materials to
teachers and thus hamper their effectiveness. This
problem was greater in difficulty for new instruc-
tors in private community colleges than for new
instructors in public community colleges, for new
instructors in small community colleges than for
new instructors in large community colleges, and
for instructors holding only a Bachelor's degree
than for instructors holding an advanced degree.

8. <u>Grading or marking student's work</u>. This problem
was ranked seventh in frequency, ninth in diffi-
culty, and fourth in persistence. Comments indi-
cated that the teachers were concerned but
hesitant about seeking help in the solution of
this problem. The guidance of a wise dean of
instruction or department chairman would be ex-
tremely helpful in aiding the beginning instruc-
tor to solve this problem.

39. <u>Understanding college policies to be followed in
curriculum development and revision</u>. Comments on
this problem seemed to indicate that new teachers
in community colleges are very much interested in
the problem, but are hesitant to make a contribution
in the area. The need is for a carefully prep-
pared and explained policy whereby the new instruc-
tor can grow in his contributions toward curriculum
development and revision. The admonition, "But
we've always done it this way," is repugnant to
new instructors.

The major problems identified in the study cannot be
solved by more or better administrative procedures concen-
trated into a relatively short orientation period. Per-
sistent problems seem to require a re-examination of the
basic issues involved over a longer period of time than the
usual two or three day orientation program can provide.

Beginning instructors in community colleges are inter-
ested in becoming working and contributing members of the
teaching staff in as short a period of time as possible. To
this end, administrators should provide the three essentials
to growth of people in any enterprise:

1. Security in their positions professionally.

2. A real concern for instructors as people.

3. The necessary freedom to work out solutions
    of their own problems.

<u>Suggestions for Further Study</u>

The following questions remain unanswered. Comments
by the respondents and their reactions to certain problems
bring them to the foreground.

1. What are the reasons for the differences in perception of problems between new instructors in public community colleges and new instructors in private community colleges?

2. Since teaching load was such a critical concern of many respondents, what is the optimum teaching load for the beginning community college instructor?

3. What is the reason for the apparent discrepancy in reactions to administrative procedures designed to alleviate problems of beginning instructors? On the one hand these new teachers individually often decry the increase of orientation devices, but collectively they favor the use of such procedures.

4. How can administrators in community colleges provide the atmosphere for growth of the beginning instructor by specific aids without infringing upon the necessary freedom of the individual in finding an effective solution to his own problems?

5. Is the degree of difficulty on major problems identified by new faculty members related to the turnover of faculty members in these community colleges?

6. Are there certain types of institutions which seem to be using better administration techniques for orienting new faculty members?

7. Is there any regional difference in the identification of problems of new faculty members in community colleges?

8. What is the new community college instructor's image of the community college?

Implications for Administrative Practices

On the basis of the findings in the study, the community college administrator desiring to improve orientation procedures should:

1. Identify the problems beginning faculty members perceive as most critical in the community college where they serve.

2. Find which administrative procedures now in use by the college are effective for solving these problems in the judgment of the instructors themselves.

3. Relate problems to orientation procedures effective in the solution of these problems.

4. Design new orientation procedures for problems not now being solved.

5. Isolate critical problems which are persistent and are capable of solution only on a long term basis.

6. Set up an in-service program for aiding new instructors in dealing with problems which can be solved only over a longer period of time.

7. Recognize that certain problems will recur and persist.

8. Recognize that changes in the individual college often produce new problems also for the beginning instructor.

9. Work with the faculty in improving orientation practices and in-service programs for new instructors.

10. Define the responsibility of the dean of instruction and the department or divisional chairmen in orientation and in-service programs.

11. Never be too busy for an informal chat with a beginning instructor. Maintain an open-door policy for consultation when the new instructor seeks help.

12. Remove the "pomp and circumstance" from orientation and in-service procedures. Encourage informal meetings of individuals and groups.

13. Be certain that each beginning instructor understands the fundamental purposes and objectives of the college.

14. Be certain that each new instructor understands precisely what is expected of him.

15. Be certain that each instructor has professional security and encouragement from the administrator, that the administrator is genuinely concerned with the growth of the individual as a person and

as an educator, and grant him the necessary free-
dom and respect so that he can perform his duties
to the best of his ability.

The foregoing implications are the product of the re-

sults of the study and of reading the many comments on the

questionnaires as well as individual letters sent to the

director of the study. They reflect the opinions, attitudes,

and judgments of the 2,783 new community college instruc-

tors who participated in the study.

The unique features of each community college make it

nearly impossible to generalize as to which problems are

most critical to new instructors in a particular college.

On the basis of the findings, however, it might be ad-

vantageous for the individual administrator to check with

the beginning instructors regarding the nine major problems

identified in the study and the five administrative pro-

cedures which were identified as most helpful, in order to

determine whether these problems are the ones which are

most critical in the community college where he serves, and

whether the administrative procedures recommended might be

applicable in the solution of these problems. To this end

he might ask himself the following questions:

1. Do beginning instructors in this college have
    sufficient time for scholarly study?

2. Are new instructors in this college aided in
    adapting instruction to individual differences
    and in dealing with students who require special
    attention to overcome deficiencies? Is
    sufficient time provided for individual instruc-
    tion?

3. Is adequate secretarial help provided for beginning instructors?

4. Are the policies of this college regarding teaching load fair to the new instructor? Are efforts being made to explain these policies to the new teaching staff?

5. Are new instructors aided in challenging superior students? How is this being done?

6. Are new instructional materials being provided and are beginning instructors being aided in the proper use of new materials?

7. Does the administration encourage the discussion of problems involved in grading or marking students' work for beginning instructors?

8. Are college policies involved in curriculum development and revision clearly explained to new instructors? Are new instructors encouraged to participate in and contribute to curriculum development and revision?

9. Are materials, such as a schedule of classes, course outlines, texts, and a faculty handbook supplied to the new instructor upon his appointment?

10. Is a conference with the department or divisional chairman arranged for the new instructor upon his appointment?

11. Is a lighter teaching load set up for the new instructor?

12. Are regular departmental or divisional meetings scheduled to aid the beginning instructor?

13. Is a faculty sponsor provided for each new faculty member?

These questions were formulated on the basis of the nine major problems identified in the study and upon the administrative procedures identified by beginning faculty members as being most helpful in solving their problems.

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APPENDICES

TO

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AMERICAN ASSOCIATION
OF JUNIOR COLLEGES
1785 MASSACHUSETTS AVE., N.W.
WASHINGTON 6, D. C.

TO: All Junior College Presidents

FROM: Robert J. Hannelly, Chairman, Commission on Instruction
           American Association of Junior Colleges

           Thomas B. Merson, Assistant Director for Commissions
           American Association of Junior Colleges

TOPIC: Study of Problems of New Faculty Members in Junior or Community
                                    Colleges

DATE: January 3, 1962

We are writing to ask you to assist the College of Education, Michigan
State University, in a study of "Problems of New Faculty in Junior or
Community Colleges".

We believe this study is important and timely because, as you know, during
the next few years we will be employing new staff in greatly increased
numbers. We hope this study will assist us in the following ways:

1. To identify approximate numbers and sources of new instructors and
    their initial assignments.

2. To identify problems perceived to be important by new instructors, and
    problems unique to junior college instructors.

3. To ascertain methods considered helpful by new staff in assisting them
    to become more effective.

The two questionnaires used in this study have been reviewed by members of
the Commission on Instruction, AAJC, and by a group of 15 selected critics.
Further refinement was made by interviewing the new staff at Lansing
Community College. We hope this effort has produced an instrument which
is clear, direct and simple.

We are indeed fortunate that the College of Education, Michigan State
University is interested in this study because they have the resources to
do it well and quickly. Dr. John Jamrich, Assistant Dean of the College of
Education, Michigan State University, will direct the study. He hopes to
receive your reply by January 15, to have replies from new faculty in
February and to have the information on IBM cards by early March.

It is our opinion that you will have on hand lists of new staff employed
during each of the last three years which can readily be forwarded to Dr.
Jamrich. We anticipate that new staff will welcome an opportunity to
express their feelings about a subject so important to them.

We hope you will be able to provide the information requested easily; we are
striving for a high percentage of returns so comparisons may be reliable.
In case circumstances prevent you from helping with this project, please
note this fact and return the questionnaire so we may proceed without undue
delay. Thank you for your assistance.

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION   January 3, 1962

Problems of New Faculty Members in Junior
or Community Colleges

Dear Community College President:

Last year the Center for the Study of Higher Education at Michigan State University conducted a study on the <u>Problems of New Faculty Members in Colleges and Universities</u> in cooperation with the Commission on Research and Service of the North Central Association of Colleges and Secondary Schools.

So favorable was the response to this study that the staff in higher education of Michigan State is now conducting a similar study entitled <u>Problems of New Faculty Members in Junior or Community Colleges</u>. The study is being conducted in cooperation with the Commission on Instruction, American Association of Junior Colleges. Mr. Hugo Siehr of our staff is working closely with Thomas Merson of the Association to coordinate all phases of the study.

The purpose of this study is to identify problems which faculty members encounter when they undertake new teaching positions in a junior college and to ascertain those administrative procedures which alleviate these problems.

Your assistance is requested as follows:

1. Please furnish information concerning your faculty as requested on Form A.

2. Then identify the new faculty members by name on Form A.
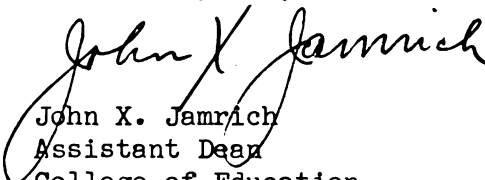
Form B, a sample of the questionnaire which will be sent directly to those faculty members identified on Form A, is enclosed for your perusal.

In the enclosed envelope please return Form A with the necessary information to the College of Education, Michigan State University.

Upon the completion of this study the results will be made available to your college.

Thank you for your kind assistance.

Sincerely yours,

John X. Jamrich
Assistant Dean
College of Education
Michigan State University

MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION

Problems of New Faculty Members in Junior or Community Colleges

Form A

College_____

Location_____

Name and title of person furnishing information_____

_____

A. Please provide the following information. Be guided by the definition of terms below in arriving at your total figures.

Total number of Faculty, Fall 1959_____   Number of New Faculty Members Added, 1959-60_____

Total number of Faculty, Fall 1960_____   Number of New Faculty Members Added, 1960-61_____

Total number of Faculty, Fall 1961_____   Number of New Faculty Members Added, Fall '61_____

B. A questionnaire will be sent to each "new faculty member". Please list below the names of new faculty members.

New Faculty Members 1959-60	New Faculty Members 1960-61	New Faculty Members Fall 1961
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Please attach additional pages if needed)
THANK YOU

DEFINITION OF TERMS AND GUIDES FOR USE OF THIS FORM

Full-Time Faculty Members

Include those staff members who spend half or more than half their time teaching in the Junior College. If some full-time staff members perform administrative or counseling functions, but do spend half or more than half their time teaching, they should be included as faculty members.

Do not include part time faculty who teach less than half the normal number of class hours.

Do not include full-time administrators or full-time counselors.

New Faculty Members

This refers to those full-time teachers (with or without prior teaching experience) who were first employed by your college for or after the Fall of 1959 and who are members of your present staff.

AMERICAN ASSOCIATION
OF JUNIOR COLLEGES
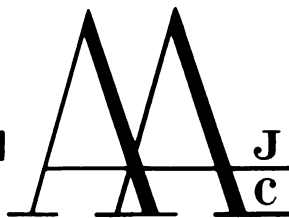
1777 MASSACHUSETTS AVE., N. W., WASHINGTON 6, D. C.   462-4031

EDMUND J. GLEAZER, JR.
Executive Director

WILLIAM G. SHANNON,
Assistant Executive Director

TO: New Junior College Instructors, 1959-1961

FROM: Robert J. Hannelly, Chairman, Commission on Instruction
             American Association of Junior Colleges

             Thomas B. Merson, Assistant Director for Commissions
             American Association of Junior Colleges

TOPIC: Study of Problems of New Faculty Members in Junior or Community
                               Colleges

DATE: January 15, 1962

We are writing to ask you to assist the College of Education, Michigan State
University, in a study of "Problems of New Faculty Members in Junior or
Community Colleges".

This study is important and timely because, as you know, during the next
few years we will be employing new staff in greatly increased numbers. We
hope this study will assist us in the following ways:

1. To identify approximate numbers and sources of new instructors and
    their initial assignments.

2. To identify problems perceived to be important by new instructors,
    and problems unique to junior college instructors.

3. To ascertain methods considered helpful by new staff in assisting
    them to become more effective.

We hope you will be willing to summarize your initial experiences with junior
college teaching through the attached questionnaire.

Any supplementary remarks which would underscore the major problems you
encountered and your opinion as to how they might be avoided or alleviated
would add appreciably to the helpfulness of your reply.

MICHIGAN STATE UNIVERSITY EAST LANSING

January 15, 1962

Problems of New Faculty Members in Junior
or Community Colleges

Dear Faculty Member:

Last year the Center for the Study of Higher Education at Michigan
State University conducted a study on the <u>Problems of New Faculty Members</u>
<u>in Colleges and Universities</u> in cooperation with the Commission on Research
and Service of the North Central Association of Colleges and Secondary
Schools.

So favorable was the response to this study that the staff in higher
education of Michigan State is now conducting a similar study entitled
<u>Problems of New Faculty Members in Junior or Community Colleges</u>. The study
is being conducted in cooperation with the Commission on Instruction, American
Association of Junior Colleges. Mr. Hugo Siehr of our staff is working
closely with Thomas Merson of the Association to coordinate all phases of the
study.

The purpose of this study is to identify problems which faculty members
encounter when they undertake new teaching positions in a junior college and
to ascertain those administrative procedures which alleviate these problems.

The chief administrator of your college gave us your name. Will you
kindly assist in this study?

Please complete the questionnaire and return it to me at your earliest
convenience. An envelope is provided.

                                        Sincerely yours,

                                        John X Jamrich
                                        Assistant Dean
                                        College of Education
                                        Michigan State University

MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION

Problems of New Faculty Members in Junior
or Community Colleges*

Form B

Directions: Please provide the information requested in each item below.

1. Sex *(Check)*
   1. Male ( )
   2. Female ( )

2. Marital Status *(Check)*
   3. Single ( )
   4. Married ( )

3. Year employed at this college *(Check)*
   1. 1959-60 ( )
   2. 1960-61 ( )
   3. 1961-62 ( )

4. Nearest age at time of initial employment at this institution *(Check one only)*
   1. 20-29 ( )
   2. 30-39 ( )
   3. 40-49 ( )
   4. 50-59 ( )
   5. 60 and over ( )

5. Degrees earned | Year | Name and Location of Institution | Major

   1. Bachelors _____ _____ _____

   2. Masters _____ _____ _____

   3. Doctors _____ _____ _____

6. Years of prior teaching experience *(Check approximate number of years for each type of employment)*
   1. Junior college   ( ) 0   ( ) 1 - 3   ( ) 4 - 10   ( ) more than 10
   2. Senior college   ( ) 0   ( ) 1 - 3   ( ) 4 - 10   ( ) more than 10
   3. High school   ( ) 0   ( ) 1 - 3   ( ) 4 - 10   ( ) more than 10
   4. Elementary school   ( ) 0   ( ) 1 - 3   ( ) 4 - 10   ( ) more than 10
   5. Other *(Specify type of institution and number of years)*

   _____

7. Most recent previous experience before employment in present position *(Check one only)*
   1. ( ) Junior College teaching
   2. ( ) Senior College teaching
   3. ( ) High School teaching
   4. ( ) Elementary teaching
   5. ( ) Graduate study
   6. ( ) Non-teaching employment
   7. ( ) Other *(Specify)*

   _____

8. Check the subjects which you taught the first year in this college *(Check one or more)*
   1. ( ) English
   2. ( ) Mathematics
   3. ( ) Biology
   4. ( ) Chemistry
   5. ( ) Physics
   6. ( ) Business Subjects
   7. ( ) Mechanical Drawing
   8. ( ) History
   9. ( ) Political Science
   10. ( ) Art
   11. ( ) Music
   12. ( ) Other *(Specify)*

   _____

9. Check type of courses you taught the first year in this college
   1. ( ) College parallel courses only
   2. ( ) Vocational technical (terminal) courses only
   3. ( ) Both college parallel courses and vocational-technical (terminal) courses
   4. ( ) Other *(Please specify)* _____

   _____

10. Check type of assignment you had the first year at this college
    1. ( ) Day college courses only
    2. ( ) Evening college courses only
    3. ( ) Both Day college and Evening college courses
    4. ( ) Other *(Specify)* _____

11. Check type of assignment you had in the first year of teaching at this college
    1. ( ) Full teaching assignment in the junior college
    2. ( ) Divided assignment - JC teaching and high school teaching
    3. ( ) Divided assignment - JC teaching and senior college or university teaching
    4. ( ) Divided assignment - JC teaching and other teaching
    5. ( ) Other teaching *(Specify)* _____

_____

*The terms Junior College, Community College, and Community Junior College are used interchangeably in this questionnaire.

12. Check the primary characteristics of the area served by the college *(Check one or more)*
   1. ( ) Rural area
   2. ( ) Town of less than 2500 population
   3. ( ) Urban area, 2501 - 25,000 population
   4. ( ) City, 25,001 - 50,000 population
   5. ( ) City, more than 50,000 population
   6. ( ) Part of a metropolitan area, more than 200,000 population
   7. ( ) Non-regional (Wide geographical distribution)

13. Check the *primary* reason you came to this college
   1. ( ) Alma Mater   6. ( ) Size of institution
   2. ( ) Location   7. ( ) Religious affiliation
   3. ( ) Knew college administrator   8. ( ) Improved salary
   4. ( ) Opportunity for advancement   9. ( ) Other *(Please specify)*
   5. ( ) Type of assignment desired   _____

14. Check what you hope to be doing in your profession 15 years from now
   1. ( ) Same or similar position   6. ( ) Senior college personnel work
   2. ( ) University teaching   7. ( ) Research and/or writing
   3. ( ) Junior college administration   8. ( ) Be retired
   4. ( ) Senior college administration   9. ( ) Other *(specify)*
   5. ( ) Junior college personnel work   _____

GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

The remainder of this questionnaire presents a list of problems frequently reported by new faculty members and of attempted remedies for such problems. You are asked to indicate which problems you have encountered during the year(s) of your employment at this college and to evaluate the remedies which you have found used there.

Section I. PROBLEMS

The following is a list of problems encountered by faculty personnel who are new to an institution. Please consider each item carefully.

(1) Check column A1 or A2 for each item that has been or still is a problem

(2) Check column B3, B4, or B5 to indicate the degree of difficulty of the problem

(3) Check column C6 for each item which was never a problem for you

A. *Personal Problems*	Col. A Persistence of Problem		Col. B Difficulty of Problem			Col. C Never a Problem
	Has Been Not Now 1	Still Persists 2	Slight 3	Moderate 4	Great 5	6
15. Finding suitable living quarters..........	( )	( )	( )	( )	( )	( )
16. Financial resources insufficient to cope with the expenses of becoming established in the new community.....................	( )	( )	( )	( )	( )	( )
17. Establishing satisfactory social relationships in the community.	( )	( )	( )	( )	( )	( )
18. Learning about health services in the community.............................	( )	( )	( )	( )	( )	( )
19. Finding satisfactory recreation for self and family.............................	( )	( )	( )	( )	( )	( )
20. Becoming acquainted with other faculty members	( )	( )	( )	( )	( )	( )
21. Establishing satisfactory social relationships with faculty families	( )	( )	( )	( )	( )	( )
22. Working with department colleague	( )	( )	( )	( )	( )	( )
23. Working with personnel from other departments	( )	( )	( )	( )	( )	( )

	Col. A		Col. B			Col. C
	Persistence of Problem		Difficulty of Problem			Never
A. *Personal Problems (Continued)*	Has Been Not Now 1	Still Persists 2	Slight 3	Moderate 4	Great 5	a Problem 6
24. Working with college administration.	( )	( )	( )	( )	( )	( )
25. Working with counseling personnel	( )	( )	( )	( )	( )	( )
26. Other personal problems *(Specify and check in the columns at the right)*						
_____	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )

Please review the personal problems you checked in Column B and rank the first four of these problems in the order of difficulty. Write the number of the problem in the space indicating the rank order of difficulty.

Problem Number

27. (1) _____
28. (2) _____ } Rank order
29. (3) _____   of Difficulty
30. (4) _____

	Col. A		Col. B			Col. C
	Persistence of Problem		Difficulty of Problem			Never
B. *Institutional Problems*	Has Been Not Now 1	Still Persists 2	Slight 3	Moderate 4	Great 5	a Problem 6
31. Understanding the role of this college in the community	( )	( )	( )	( )	( )	( )
32. Understanding the role of this college in the state wide system of higher education	( )	( )	( )	( )	( )	( )
33. Understanding the role of this college on the national scene.	( )	( )	( )	( )	( )	( )
34. Understanding the transfer program of the college	( )	( )	( )	( )	( )	( )
35. Understanding the technical-terminal curricula of the college.	( )	( )	( )	( )	( )	( )
36. Understanding the community services (adult education) program of the college	( )	( )	( )	( )	( )	( )
37. Understanding the general education objectives and program of the college.	( )	( )	( )	( )	( )	( )
38. Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction).	( )	( )	( )	( )	( )	( )
39. Understanding the relationship of counseling and guidance to instructional effectiveness and student success.	( )	( )	( )	( )	( )	( )
40. Other institutional problems *(Specify and check in the columns at the right)*.						
_____	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )

Please review the Institutional Problems which you checked in Column B and rank the first four of these in the order of difficulty.

Write the number of the problem opposite the space indicating the rank order of difficulty.

Problem Number

41. (1) ———————
42. (2) ——————— } Rank order
43. (3) ——————— of Difficulty
44. (4) ———————

	Col. A		Col. B			Col. C
	Persistence of Problem		Difficulty of Problem			Never
C. Structure, Policies, and Procedures	Has Been Not Now 1	Still Persists 2	Slight 3	Moderate 4	Great 5	a Problem 6
45. Understanding faculty-administrative relationships.	( )	( )	( )	( )	( )	( )
46. Understanding faculty committee structure...	( )	( )	( )	( )	( )	( )
47. Understanding college policies to be followed in curriculum development and revision.	( )	( )	( )	( )	( )	( )
48. Understanding college policies regarding the probationary status of teachers.	( )	( )	( )	( )	( )	( )
49. Understanding college policies regarding promotion and salary increases.	( )	( )	( )	( )	( )	( )
50. Understanding college policies regarding fringe benefits.	( )	( )	( )	( )	( )	( )
51. Understanding college policies regarding teaching load	( )	( )	( )	( )	( )	( )
52. Understanding my responsibilities for registering students	( )	( )	( )	( )	( )	( )
53. Understanding my responsibilities for counseling students	( )	( )	( )	( )	( )	( )
54. Understanding my responsibilities for keeping and making out official records and reports	( )	( )	( )	( )	( )	( )
55. Understanding procedures regarding probationary status and dropping of students.	( )	( )	( )	( )	( )	( )
56. Understanding grading standards	( )	( )	( )	( )	( )	( )
57. Knowing what is expected of me regarding the total amount of my responsibilities.	( )	( )	( )	( )	( )	( )
58. Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem.	( )	( )	( )	( )	( )	( )
59. Learning the routine for acquiring new instructional or library materials.	( )	( )	( )	( )	( )	( )
60. Acquiring adequate office space	( )	( )	( )	( )	( )	( )
61. Acquiring adequate secretarial help	( )	( )	( )	( )	( )	( )
62. Other problems under Administrative Structure, Policies, and Procedures. (Please specify and check in the columns at the right) ...						
———————————————	( )	( )	( )	( )	( )	( )
———————————————	( )	( )	( )	( )	( )	( )

Please check back over this section and rank the first four problems in the order of difficulty. Write the number of the problem opposite the space indicating the rank order of difficulty.

Problem Number

63. (1) _____   65. (3) _____   } Rank order
64. (2) _____   66. (4) _____   } of Difficulty

	Col. A		Col. B			Col. C
E. *Instructional Problems*	Persistence of Problem		Difficulty of Problem			Never a Problem
	Has Been Not Now 1	Still Persists 2	Slight 3	Moderate 4	Great 5	6
*15. Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	( )	( )	( )	( )	( )	( )
16. Developing course outlines	( )	( )	( )	( )	( )	( )
17. Adapting to assignments for which I was inadequately prepared	( )	( )	( )	( )	( )	( )
18. Using effective discussion and other group action techniques....................	( )	( )	( )	( )	( )	( )
19. Becoming acquainted with students in my classes...........................	( )	( )	( )	( )	( )	( )
20. Understanding the characteristics of Junior College students	( )	( )	( )	( )	( )	( )
21. Arousing and maintaining student interest...	( )	( )	( )	( )	( )	( )
22. Adapting instruction to individual differences.	( )	( )	( )	( )	( )	( )
23. Challenging superior students	( )	( )	( )	( )	( )	( )
24. Gearing instruction to the standards required in a particular curriculum	( )	( )	( )	( )	( )	( )
25. Developing satisfactory tests and examinations................................	( )	( )	( )	( )	( )	( )
26. Using papers and reports to measure student achievement........................	( )	( )	( )	( )	( )	( )
27. Determining the value of students' contributions to class discussions.............	( )	( )	( )	( )	( )	( )
28. Coordinating instruction in my classes with other classes in my department..........	( )	( )	( )	( )	( )	( )
29. Coordinating instruction in my classes with instruction in other college departments	( )	( )	( )	( )	( )	( )
30. Increasing my effectiveness in student counseling techniques...................	( )	( )	( )	( )	( )	( )
31. Utilizing the services of the testing specialist and counselor	( )	( )	( )	( )	( )	( )
32. Dealing with students who require special attention to overcome deficiencies........	( )	( )	( )	( )	( )	( )
33. Becoming familiar with the breadth and demands of general education courses.......	( )	( )	( )	( )	( )	( )
34. Being required to teach vocational-terminal courses only slightly related to my major ...	( )	( )	( )	( )	( )	( )
35. Familiarizing myself with requirements of related courses in various senior institutions..	( )	( )	( )	( )	( )	( )
36. Coping with the demands of extra curricular responsibilities......................	( )	( )	( )	( )	( )	( )
37. Grading or marking students' work	( )	( )	( )	( )	( )	( )

* These items are numbered for IBM cards.

	Col. A Persistence of Problem		Col. B Difficulty of Problem			Col. C Never a Problem
E. *Instructional Problems (Continued)*	Has Been Not Now 1	Still Persists 2	Slight 3	Moderate 4	Great 5	6
38. Meeting differences in the educational needs of terminal and pre-professional students. . .	( )	( )	( )	( )	( )	( )
39. Selecting methods of instruction appropriate for terminal students	( )	( )	( )	( )	( )	( )
40. Selecting instructional methods most effective with transfer students	( )	( )	( )	( )	( )	( )
41. Directing laboratory or work shop.	( )	( )	( )	( )	( )	( )
42. Obtaining help in the improvement of my instructions.	( )	( )	( )	( )	( )	( )
43. Other Instructional Problems *(Specify and check in the columns at the right)*						
_____	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )

Again please check back over this section and rank the first four problems in the order of difficulty. Write the number of the problem opposite the space indicating the rank order of difficulty.

Problem Number

44. (1) _____   46. (3) _____   } Rank order

45. (2) _____   *47. (4) _____   } of Difficulty

	Col. A Persistence of Problem		Col. B Difficulty of Problem			Col. C Never a Problem
F. *Professional Improvement*	Has Been Not Now 1	Still Persists 2	Slight 3	Moderate 4	Great 5	6
67. Inadequate background in subject matter. . . .	( )	( )	( )	( )	( )	( )
68. Content of courses I teach is too elementary for my preparation and interest	( )	( )	( )	( )	( )	( )
69. Lack of credits required for certification . . .	( )	( )	( )	( )	( )	( )
70. Inadequate command of teaching techniques .	( )	( )	( )	( )	( )	( )
71. Excessive pressure for professional upgrading.	( )	( )	( )	( )	( )	( )
72. Lack of incentive for professional upgrading .	( )	( )	( )	( )	( )	( )
73. Lack of time for scholarly study	( )	( )	( )	( )	( )	( )

Section II. ADMINISTRATIVE PROCEDURES

Many techniques are reported to be in use by colleges in an effort to relieve the problems of new faculty members. A number of these procedures are listed below.

We wish to obtain your opinion of each procedure as follows:

(1) Is it used in your college?

(2) How helpful was it to you personally? (Or if your college does not use it, how helpful do you believe it would have been to you had it been used?)

(3) What changes would you introduce or recommend for yourself or for other new faculty members?

For each procedure USED by the institution you are now serving place a check in column A under the appropriate heading.

For each procedure NOT USED by your institution place a check in column B under the appropriate heading.

* These items are numbered for IBM cards.

Administrative Procedures Used by Colleges	Col. A				Col. B			
	If USED, degree of helpfulness was				If NOT USED, degree of helpfulness this would have been			
	None	Slight	Moderate	Great	None	Slight	Moderate	Great
48. Descriptive material (catalog, pamphlets) supplied before appointment.	( )	( )	( )	( )	( )	( )	( )	( )
49. Visit to campus expected before appointment.	( )	( )	( )	( )	( )	( )	( )	( )
50. Personal letter of welcome sent after acceptance of appointment.	( )	( )	( )	( )	( )	( )	( )	( )
51. Further materials such as schedule, course outlines, texts, and faculty handbook furnished, upon appointment	( )	( )	( )	( )	( )	( )	( )	( )
52. Aid in finding housing made available	( )	( )	( )	( )	( )	( )	( )	( )
53. Faculty sponsor provided for each new faculty member	( )	( )	( )	( )	( )	( )	( )	( )
54. New teacher introduced to the faculty soon after arrival	( )	( )	( )	( )	( )	( )	( )	( )
55. New faculty member expected to report to the college several days before opening	( )	( )	( )	( )	( )	( )	( )	( )
56. Orientation conference with department head arranged upon appointment.	( )	( )	( )	( )	( )	( )	( )	( )
57. Lighter teaching load set up for new faculty members.	( )	( )	( )	( )	( )	( )	( )	( )
58. Regular departmental meetings scheduled . .	( )	( )	( )	( )	( )	( )	( )	( )
59. Regular faculty meetings scheduled	( )	( )	( )	( )	( )	( )	( )	( )
60. Administrators make themselves readily available for individual conferences with new faculty members	( )	( )	( )	( )	( )	( )	( )	( )
61. Orientation conferences for entire group of new teachers with the chief administrators arranged periodically during first year	( )	( )	( )	( )	( )	( )	( )	( )
62. Immediate assignment to a faculty committee.	( )	( )	( )	( )	( )	( )	( )	( )
63. Staff reception for new faculty arranged early in the school year	( )	( )	( )	( )	( )	( )	( )	( )
64. New appointments are formally announced to faculty and community	( )	( )	( )	( )	( )	( )	( )	( )
65. Faculty study groups organized	( )	( )	( )	( )	( )	( )	( )	( )
66. Administrator visits classes and helps evaluation instruction.	( )	( )	( )	( )	( )	( )	( )	( )
67. Other *(Please specify and check in the columns at the right)*								
_____	( )	( )	( )	( )	( )	( )	( )	( )
_____	( )	( )	( )	( )	( )	( )	( )	( )

Kindly list the four most important procedures that were or should have been included in the orientation of new teachers at your college.

68. (1) _____

69. (2) _____

70. (3) _____

71. (4) _____

Would you kindly check to see that you have answered all the questions?

Please mail this questionnaire **NOW** in the envelope provided.

Thank you for your cooperation.

O-3475

APPENDIX E

MICHIGAN STATE UNIVERSITY EAST LANSING
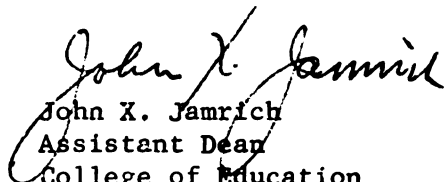
COLLEGE OF EDUCATION

February 12, 1962

Dear Community College President:

Early in January we asked each community college president to furnish the names of new faculty members for the study <u>Problems of New Faculty Members in Junior or Community Colleges</u> which we are conducting in conjunction with the American Association of Junior Colleges.

If you have already sent the list on Form A, kindly excuse this reminder. Unfortunately, the original cover letter mentioned a deadline date which we were unable to observe owing to a number of unavoidable delays. A high percentage of both the questionnaires used in this study is being received. To increase the value of the results, however, we are striving for an even higher return.

We would appreciate your cooperation in furnishing a completed Form A.

Sincerely,

John X. Jamrich
Assistant Dean
College of Education
Michigan State University

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MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF EDUCATION

February 13, 1962
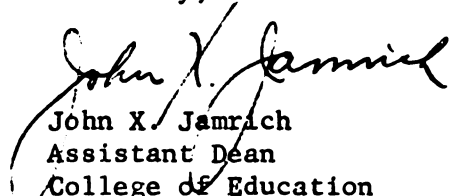
Dear Faculty Member:

The enclosed questionnaire is being used in the study of <u>Problems of New</u> <u>Faculty Members in Junior or Community Colleges</u> which we are conducting in conjunction with the American Association of Junior Colleges.

If you have already completed and mailed one of these questionnaires kindly excuse this reminder.

If you have not filled out a questionnaire will you please complete the enclosed Form B and send it to me so that your own reactions can be included in this nation-wide survey.

May I remind you that your responses to the questions will of course be held in strictest confidence.

Sincerely,

John X. Jamrich
Assistant Dean
College of Education
Michigan State University

APPENDIX G

REVIEW OF THE LITERATURE

The most recent research in the area of this study is
the thesis, "Problems of New Faculty Members in North Central
Association Colleges and Universities of Less Than 3,000
Enrollment," by Harlan R. McCall, Michigan State University,
-1961. The McCall study was conducted in cooperation with
the Subcommittee on In-Service Education of Teachers of the
Commission on Research and Service, North Central Association
of Colleges and Secondary Schools, by the Center for the
Study of Higher Education at Michigan State University.
Subsequently, a review of the study entitled "Problems of
New Faculty Members in Colleges and Universities," by Harlan
R. McCall, John X. Jamrich, Karl T. Hereford, and Burton D.
Friedman, was published by the Center. Some of the con-
clusions of the McCall study were:

1. Certain personal, institutional, and instructional prob-
   lems which have faced new faculty members in NCA colleges
   and unversities remain as problems to them after three
   years of service. These problems were in the order of
   difficulty.

   a. Acquiring adequate secretarial help.

   b. Finding suitable living quarters.

   c. Understanding college policies regarding promotion
      and salary increases.

d. Lack of teaching aids.

e. Acquiring adequate office space.

f. Knowing what other departments expect of my depart-ment.

g. Using effective discussion techniques in class.

h. Developing effective lectures.

2. In the opinion of new faculty members in NCA colleges and universities, a higher percentage of their problems of a personal nature and those associated with the institutions in which they are serving are being solved to their satisfaction than are those problems of an instructional nature, although no instructional problem is found among the top three problems identified as most critical.

3. The orientation and in-service programs of NCA colleges and universities are failing to come to grips with the instructional problems as perceived by new faculty members in the NCA institutions of fewer than 3,000 enrollment.

4. The orientation and in-service techniques used by ad-ministrators in NCA colleges and universities as evalu-ated by new faculty members vary not only in quantity but also in the degree of helpfulness in resolving the problems of new faculty members. The most helpful ad-ministrative procedures are:

a. Introduced to faculty soon after arrival.

b. Open-door policy of administrators.

c. Furnishes further printed material (such as faculty handbook) after appointment.

d. Expects visit to campus before appointment.

e. Helps in finding housing.

5. From the analysis of data from institutions of fewer than 3,000 enrollment, the following conclusions are drawn regarding the relationship between the critical problems identified by new faculty members and variables used in the study:

a. General predictions cannot be made concerning the relationship which might be expected between the institutional and personal factors and the degree of difficulty of critical problems which new faculty members might identify since for no one of the institutional or personal variables was there a significant difference in the degree of difficulty evident for each of the critical problems.

b. Male faculty members have a tendency to report a significantly higher degree of difficulty with the problems of housing and acquiring adequate secretarial assistance than do female members, but there appears to be no sex differences in the identification of critical problems of an instructional nature.

c. Young members of the faculty have more difficulty with the problems of an instructional nature than do the older members who join NCA faculties.

d. New faculty members who have had no previous college teaching experience have more difficulty with instructional problems identified by all new faculty members as being critical than do those who had no previous college experience.

e. Those new faculty members serving in colleges and universities with enrollments of 1,000 to 3,000 are more likely to recognize the difficulty they experience in solving their critical personal and

institutional problems than are those serving in smaller institutions.

f. Those faculty members serving in public institutions are more apt to have a greater degree of difficulty than those in private institutions with the problems of housing and understanding college policies regarding promotion and salary increases.[1]

Perhaps the earliest major study in this area was the study by Byram entitled, "Some Problems in the Provision of Professional Education for College Teachers," published in 1933. Problems which ranked highest in per cent of new faculty members, indicating that they had some difficulty with the problems were:

1. Deciding upon the method of instruction to use in teaching the subject.

2. Grading or marking students.

3. Selecting the subject matter for courses to be taught.

4. Determining the aims and purposes of the course.

5. Deciding upon methods to be used in testing students in the subject.

One of the recommendations of the Byram study was that courses in education dealing with the problems of college instruction should be offered by schools or departments of education in which graduate instruction is given and made available to graduate students who expect to become college teachers.[2]

[1]Harlan R. McCall, "Problems of New Faculty Members in North Central Association Colleges and Universities of Less Than 3,000 Enrollment," (unpublished Ed.D. dissertation, Michigan State University, 1961).

[2]Harold M. Byram, Some Problems in the Provision of Professional Education for College Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1933), 0. 185.

Teaching problems encountered by community college faculty members were treated in a study by Merson entitled, Certification Standards for Junior College Teachers in California, 1952. Merson gathered opinions of California community college instructors relating to preparation for teaching problems associated with the fulfillment of the functions of the community college. "Teaching experience," rather than "course in college" or "other source" was indicated as a primary source of information for dealing with instructional problems, such as:

1. Meeting differences in the abilities and interests of terminal and pre-professional students.

2. Adapting the teacher preparation obtained in majors and minors to needs and abilities of terminal students.

3. Selecting methods of instruction appropriate for terminal students.

4. Adjusting to unexpected needs, abilities, and other characteristics of transfer students.

5. Providing for the varied kinds of difference in levels of student development.

6. Selecting instructional methods most effective in remedial instruction.

Pre-certification preparation for dealing with these problems was rated as "inadequate" rather than "satisfactory" or "excellent."[3]

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[3]Thomas B. Merson, "Certification Standards for Junior College Teachers in California" (unpublished Ed.D. Dissertation, University of California, 1952), pp. 396-7.

Some problems of community college teachers were identified indirectly in faculty attitudes on the role of the two-year college in a study reported by Medsker 1960.[4] Certain staff characteristics of community college teachers were also identified. Among these staff characteristics and attitudes were the following:

1. Almost 72 per cent of the respondents were men.

2. Approximately one-half of the total group indicated that they would prefer teaching in a four-year college or university.

3. Forty-three per cent were opposed to teaching ranks, 36 per cent were in favor of teaching ranks, and 18 per cent did not know.

4. More than 64 per cent of the group had formerly taught in secondary or elementary schools.

5. Forty-three per cent agreed that "scholastic entrance requirements for junior colleges are too low for the most part," while 44 per cent disagreed.[5]

The evident variation in these responses, particularly the lack of unanimity on basic issues, indicates that there are problems in these areas, and that new teachers in community colleges must face problems which will be affected by the characteristics and attitudes of other community college teachers.

Stripling asked eighty-six college faculty members, who had been in their present position for not over three

[4]Leland L. Medsker, The Junior College, Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960).

[5]Ibid., pp. 169-205.

years, to rank fifty selected personal, social, and professional problems according to the degree of difficulty they caused during the first year of employment in their present positions.[6] Problems causing the greatest degree of difficulty were:

1. Understanding policies related to grading students.

2. Understanding institutional legislative organization.

3. Understanding faculty-trustee relationships.

4. Getting a clear and workable knowledge of the philosophy of the institution.

5. Developing a satisfactory and effective working relationship with students.

Past college teaching experience seemed to have little effect on the degree of difficulty the fifty problems caused the new faculty members. The particular division within an institution with which a new faculty member is affiliated may have some effect on the degree of difficulty caused by certain of the problems, as did the factor of age, the younger half of the new faculty members experiencing more difficulty with the fifty problems than did the older half. Stripling points out that there seems to be a need for colleges to gain the cooperation of their own faculty members in identifying the problems causing the most difficulty, and to develop orientation policies and practices that will aid in

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[6]Robert O. Stripling, "Problems of New Members of the College Faculty," Clearing House (February, 1953), pp. 355-61.

solving these problems.[7]

Another phase of the Stripling study was the survey of orientation practices for new faculty from the new teachers and from two hundred administrators. A variety of such practices were suggested, such as:

1. A visit to the campus before appointment.

2. Supplying printed material regarding the college before appointment.

3. A personal letter of welcome after appointment.

4. Supplying further printed material after appointment.

5. Summer newsletter.

6. Local newspaper.

7. Campus newspaper.

8. Personal information about new faculty.

9. Assistance in securing housing.

10. Arrangements for the new faculty member to report for work at least two weeks before classes begin.

11. Special orientation conference for new faculty members.

12. Assignment of a "new" faculty member to an "old" faculty member.

13. A light teaching load for the first semester.

14. Personal conferences with key administrators.

15. Observation of registration procedures.

16. Immediate assignment to committees,

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[7]Ibid., p. 362.

Stripling concludes his discussion of these practices with the following significant paragraph.

It is recognized that the adjustments of the new faculty member and his family cannot be accomplished by merely improving, in a mechanical way, orientation practices such as those mentioned above. Satisfactory social and professional relations grow out of an atmosphere of friendliness and concern about the personal welfare of staff members. However, it was felt by the majority of the faculty members and administrators participating in this study that many institutions had failed to give due consideration to the type of orientation practices that should be employed to meet the needs of new faculty members at the local level. Institutions of higher learning should gain the cooperation of new staff members in determining what problems they have faced in becoming oriented to their work and to attempt to develop orientation practices that will meet this problem.[8]

Goodhartz suggests that every college have at least one administrator who specializes in the orientation of new faculty members: He says:

Obviously such an administrator must inspire confidence and have a measure of authority which could bring about solutions for at least some college problems. Whoever this college official may be, he must be an individual who looks upon the members of the staff not as marketable commodities nor even solely as teachers or counselors, but basically as human beings.[9]

In January 1960, the American Association of Colleges for Teacher Education published Volume, XII, Number 13, of its Bulletin entitled, "Orienting New Faculty." This report

[8]Robert O. Stripling, "Orientation Practices for New Faculty Members," Bulletin of the American Association of University Professors, XL, 1954-55, p. 562.

[9]Abraham S. Goodhartz, "Selection and Induction of New Faculty Members," The Journal of Educational Sociology, 26:5 (January, 1953), p. 193.

was prepared by the Subcommittee on Improvement of Instruc-
tion of the AACTE.

The purposes of this questionnaire study were:

1. To discover practices now in use for staff
   orientation.

2. To stimulate thought and action of this problem.

3. To locate possible participating institutions for
   further experiments.

4. To procure leads on research being conducted in
   this area.

5. Tp gather for the AACTE headquarters a collection
   cf handbooks, programs, and other materials found
   useful in the orientation of new teachers to be
   used as a source of reference for any member
   institutions interested in the problem.

A total of 261 institutions or slightly over half of
the AACTE membership returned the questionnaire. The follow-
ing specific techniques or materials were suggested in the
replies as follows:

	Technique or Materials	Number Using	Per Cent of Respondents
1	Talks by key administrative officials	238	91
2	Social gatherings involving new staff members	221	85
3	Faculty handbook	213	82
4	Information on availability of campus and community resources	177	68
5	Committee assignment outside of teaching field	159	61
6	Comprehensive sets of printed or mimeographed materials on policies and practices	155	59
7	Pre-college workshop	143	55

	Technique or Materials	Number Using	Per Cent of Respondents
8	Assignment of new staff member to a specific experienced staff member for individual guidance	127	48
9	Encouragement of new staff member to write or talk about his specialty before faculty or student groups	94	36
10	Lightened load for first semester	74	28
11	Visitation to classes taught by older staff members	54	21
12	Team teaching with experienced staff member	40	15

The ten most frequently mentioned effective orientation practices in this study are:

1. Pre-year orientation meeting or workshop.

2. Conferences with and guidance by department heads.

3. Department or division meeting.

4. Faculty discussions.

5. Faculty handbook.

6. Individual informal contacts with older staff members.

7. Dean's or other administrator's series of meetings with new staff.

8. Informational and inspirational talks by a college administrator or administrators.

9. Conferences with the dean or president.

10. Assignment of new member to veteran staff member-- the "friendly faculty advisor" plan.

An interesting comment came from one dean who said:

The only really effective influence is a good tone on
the faculty. Strength and quality do not grow out of
systems, but rather out of inner resources and leader-
ship. Too much formal orientation smacks of the
"Organization Man." Good college teaching is
essentially an individualistic endeavor.

The report ends with this evaluation.

As with any technique or program, a constant question-
ing and searching attitude about the orientation program
now in use can probably improve it. Sometimes this
evaluation can be accomplished by an informal discussion
with new staff members. Other institutions may prefer
to use more formal questionnaires, such as are used for
example at Fresno (California) State College and the
State University of New York College of Education at
Oswego. Southern Oregon College of Education is among
those that have a faculty committee actively studying
the orientation program to find ways in which it may
be improved.[10]

An evaluation of the staff orientation practices in

the previous report was attempted by the Subcommittee on

the Improvement of Instruction of the AACTE when they asked

several member institutions to try out one or more of the

orientation practices suggested in the report, and then to

report on the usefulness of the practice to them in their

situation.

The "Friendly Faculty Mentor Plan" was tried success-

fully for the first time by five of the member institutions.

Several respondents were particularly enthusiastic over the

results of this plan. Their enthusiasm seems to stem from

these factors, as pointed out by Dr. E. A. Burdick, Dean,

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[10]"Orienting New Faculty," AACTE Bulletin, XII:13
(Washington, D. C.: The American Association of Colleges for
Teacher Education, 1960), p. 8.

Arkansas State Teachers College.

1. The door was opened, however, officially or un-
officially, for new faculty members to ask searching
questions of other faculty members.
2. The opportunity was provided for new faculty
members to inquire concerning questions of policies
through an intermediary, thus overcoming the diffidence
they might feel in going directly to an administrator.
3. The veteran faculty members enjoy the opportunity
of helping a new member of the college staff and seem
to take pleasure in being placed on their mettle in
being held responsible for finding the right answers.
4. A new element of faculty cohesiveness seems to
have been discovered as a result of staff members
held responsible for the orientation of their fellows.
5. New channels of vertical communication were open
for the dissemination of information concerning
institutional policies and practices. New channels of
horizontal communication were open as discussion of
practices extended to other members of the faculty as
a result of the Big Brother talks.
6. Members of the administration and Faculty Council
gained new perspectives through the eyes of incoming
faculty.
This experiment, then, is regarded as a highly success-
ful undertaking and will be continued in future years.[11]

Dean Huber and President E. D. Partridge of Montclair

(New Jersey) State College report four interesting points of

emphasis as follows:

1. The greater use of visual materials, charts, such
   as organization charts and those prepared particu-
   larly by the Personnel Department to indicate the
   interrelationships and lines of responsibility.

2. The oral question and answer period.

3. The third item might well be a greater emphasis
   on departmental meetings and orientation in the
   department.

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[11]"An Evaluation of Some Staff Orientation Practices,"
AACTE Bulletin, XIV:2 (Washington, D.C.: The American Associ-
ation of Colleges for Teacher Education, 1960), pp. 1-2.

4. The fourth item that might well be emphasized is
   the buffet supper for new faculty members in a
   get-acquainted atmosphere as guests of the presi-
   dent of the college.

President Partridge concludes that in his situation it

might be wiser to bring all new staff members to the campus

a day·or two before college opens when they could be in

regular attendance, since they found that other demands

cut down on attendance at some of the meetings after

college started.

President Hilton C. Buley of Southern Connecticut State

College found that a follow-up dinner, after persons had a

chance to become familiar with resources and problems, was

a salutory procedure. After one month new members of the

faculty had gained a sufficient knowledge of their needs and

problems to profit from a full evening of discussion of the

aims, purposes, future goals, academic standards, curriculum

offerings, evaluation and faculty participation in various

activities of the college.[12]

Dean D. W. Tieszen of Central Missouri State College

reports in part as follows:

An evaluation subsequent to the series of meetings
showed a preference for having such things as relation-
ships with administrative officers, the registrar, the
library, the secretarial services, etc. carried on
during the early sessions. Things like relationship
with professional organizations, student personnel
procedures, testing, and improvement of teaching could

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[12]Ibid., p. 5.

be approached better in the later sessions in the opinions of the evaluators.[13]

The AACTE Bulletin concludes with this succinct recommendation.

A continuous examination of our processes of orientation according to their stated effect upon those they are designed to help is certainly a desirable procedure in the over-all program of improvement of instruction. A baffled, confused, or worried instructor is certainly not able to produce wholesome learning situations in the same way as one who feels at home, confident of his place in the institution, and who looks upon his fellow workers as sources of help and counsel who understand and respect his particular contribution to the welfare of the entire institution. This integration into the life of the institution is accomplished in many ways but must not be taken for granted or left to chance if best results are to be obtained.[14]

A detailed summary of possible orientation practices for teachers new to an institution is given in the "Report of Discussion Groups on Orientation Practices."

The suggestions were the result of answers to seven questions.

A. What should be the purpose of an orientation program for new faculty?

B. What role does the orientation program play in the total problem of improvement of college teaching?

C. What do you recall as one or two most helpful experiences which you had in your own orientation to a new institution or community?

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[13]Ibid., p. 7.

[14]Ibid., p. 8.

D. From your viewpoint, what are some of the things that you wish had happened to you or happened sooner to make your own orientation more effective?

E. As nearly as you can recall what aspects of your own orientation were of little value or overdone?

F. If group orientation meetings are held, how can they be structured to avoid becoming monotonous or boring, or, on the other hand, of becoming too superficial?

G. If the new faculty member has a family, what are some of the important considerations in making their adjustment to the new community a happy one?

H. What techniques seem most beneficial in insuring the longer time in-service growth in effectiveness of new faculty members?

At the AACTE invitational seminar held in Chicago on February 22, 1961, five different discussion groups discussed certain questions from a discussion guide. The following summary attempts to place some of the suggestions directly following the questions which gave rise to them.

A. <u>What should be the purpose of an orientation program for new faculty?</u>

1. To increase the security of the faculty member.
2. To provide an introduction to the necessary detail questions which will arise about procedures.
3. To increase the efficiency of instruction.
4. To aid in understanding the philosophy of the institution.
5. To help the new member get acquainted with new persons.
6. To help understand the power structure of the institution.
7. To acquaint the new staff member with available services.
8. To get one acquainted with the history of the institution, its ongoing projects, etc.
9. To better help the experienced personnel know and understand better the backgrounds of the new staff members.
10. To explain town-gown relationships.
11. To let the new instructor know how the institution can serve him.

12. To provide for security and happiness of new staff member's family.
13. To acquaint the staff member with the proper image of success in accord with the intellectual climate of the institution.
14. To acquaint the new staff member fairly early with the specifics wanted of him in connection with registration and the opening of college.

B. **What role does the orientation program play in the total problem of improvement of college teaching?**

1. It frees the instructor's mind of worries about new and strange things so that he is freer to devote his attention to instruction.
2. It helps to enable instructors to abide by college policies in their teaching by making explicit the institution's instructional goals.
3. It helps to remove conflicting ways of operation on the part of new faculty which can cause confusion to students and irritation to the experienced faculty members.
4. It preferably should be systematically spaced and continuously available to be given when appropriate because of the needs of the new instructor.
5. It can acquaint the new faculty member early with the socio-economic and general cultural level and interests of the student body so that he can better understand them and modify teaching plans and techniques accordingly.
6. It can acquaint him early with the professional group opportunities on campus which can help him develop in his college teaching.
7. It can make his initial teaching contacts more meaningful by having acquainted him with course outlines, instructional materials, and policies through use of the mail or other devices even before his arrival.
8. There is danger that if the program is presented too officiously or mechanically, it may result in alienating the instructor from the administrator.
9. Much of the orientation should be carried on at the departmental level tied in with the instructor's subject matter and instructional interests with his colleagues.
10. "Housekeeping" problems should be minimized in the orientation in order to focus more clearly on the improvement of instruction.
11. Seminars, individual conferences with the department chairman or Dean, teaming up with a more experienced instructor, visits to classes at the institution should all lead to improved instruction.

C. **What do you recall as the one or two most helpful experiences which you had in your own orientation to a new institution or community?**

1. Being provided with a clear organization chart of the college showing line and staff relationships.
2. Having dinner at the dean's house.
3. Being assigned an older department member as a (buddy) with whom to consult.
4. Having a week as a guest of the college prior to employment.
5. Having expenses paid for a trip to visit the college prior to starting there.
6. Attending as a student the college where I was employed.
7. Visiting with the student council.
8. Studying the yearbook of the previous year.
9. Interviewing the person who had taught the courses I would take over or who preceded me in the job.
10. Visiting in the home of faculty members.
11. Reading a recent self-study of the institution.
12. Having a chairman and fellow staff members willing to explain details.
13. Visiting with former students or faculty members of the institution.
14. Being placed with other more experienced staff members in a team teaching situation.
15. Reading the faculty handbook.
16. Being given a light load the first semester so I could visit classes of others.
17. Committee work.
18. Social and recreational meetings.
19. Being allowed to teach my favorite course.
20. Being assisted by guide line rules in grading.
21. Having the laboratory school principal take me under his wing as a friend.
22. A pre-college workshop or retreat.
23. Small group meetings with administrative officers.
24. A faculty and spouses banquet.
25. Having the president give the history and philosophy of the school about two-thirds of the way through the first year. To me, this meant more than having it at beginning.
26. Reviewing newspapers, Chamber of Commerce brochures, maps, etc. prior to college opening.
27. Being placed in an office with a senior professor.
28. Being informally introduced in town and on campus by a friend in an unrelated field.
29. Being asked after two months by the President, "What can we do to get you started toward research and publication?"

30. Being interviewed by all the department staff before the offer was made to me.
31. Optional guided tours of the campus and community.
32. Having the president's wife take my wife to tea.
33. A party for new faculty members with older members coming in for twenty minutes each to meet all the new ones.
34. Visiting classes of successful professors.
35. Required seminars for new instructors with older members directing the seminars.
36. Class intervisitations followed by conferences among new and experienced instructors.
37. Invitation of outside speakers to lead inter-faculty discussions on the improvement of teaching.
38. Having a university car furnished for looking over the community.

D. From your viewpoint, what are some things that you wish had happened to you or happened sooner to make your own orientation more effective?

1. To have had the personal touch--one experienced staff member to take an interest in me and help me learn the ropes.
2. To have had extended to me an invitation to visit the classes of experienced staff members.
3. To have had the opportunity for experienced staff members and me to show a teaching assignment.
4. To have begun some teaching project committee work or other activity which would have involved sharing ideas with other department members.
5. To have been invited to discuss techniques, procedures, and course purposes with experienced teachers on a regular basis.
6. To have attended a retreat with regular staff members.
7. To have attended a faculty staff social function, such as a picnic.
8. To have attended a newcomer's club in which the second year group assumed leadership.
9. "We get keys and teas, but need more help in and concern for faculty welfare in the community."
10. To have had a good faculty handbook.
11. To have had some interviews with the staff after hiring as well as before.
12. To have had help from the administration on grading practices.

E. <u>As nearly as you can recall, what aspects of your</u>
   <u>own orientation were of little value or overdone?</u>

    1. I met too many people the first day.
    2. I would prefer a year-long plan rather than a one-
       day or week-long plan.
    3. Some orientation efforts were misleading -for ex-
       ample, the salary schedule was not followed and
       some rules in the handbook were not practiced by
       experienced staff.
    4. Some old syllabi which were circulated were worse
       than useless.
    5. I would have preferred more informal and less mass
       orientation.
    6. Sessions in the first two or three days which pre-
       sent a mass of minor details are confusing.
    7. The "buddy" system can be overdone and bothersome.
    8. Highly organized "inspirational" sessions should
       be avoided.
    9. Orientation sessions that tell all the problems
       facing the faculty are of little value.

F. <u>If group orientation meetings are held, how can they</u>
   <u>be structured to avoid becoming monotonous and boring,</u>
   <u>or, on the other hand, being too superficial?</u>

    1. If printed matter is distributed, don't dwell
       on it in detail.
    2. Attempt to structure the meetings to specific
       problems--perhaps the use of a problem inven-
       tory.
    3. Use an unstructured group with a panel to answer
       questions that new teachers want answered. "Plan
       it logically--implement it psychologically."
    4. Remember that all new faculty members are not new
       to teaching.

G. <u>If the new faculty member has a family, what are some</u>
   <u>of the important considerations in making their ad-</u>
   <u>justment in the new community a happy one?</u>

    1. Give the new faculty as full information as
       possible about housing, shopping facilities, and
       public schools.
    2. Have the faculty wives contact new wives <u>early</u> and
       set up a friendly mentor system.
    3. In some places, endowment money is available to
       new faculty members for home loans.
    4. A party or picnic for all faculty families.
    5. Avoid "pairing" unmarried faculty members for
       social functions.

6. Assist families in making contacts with church of their choice.
7. Some colleges send local paper to new faculty member free for a period of time.
8. Send faculty wives a list of physicians, baby-sitters, etc.

H. What techniques seem most beneficial in insuring the longer time in-service growth in effectiveness of new faculty members?

1. Assign a new teacher as quickly as possible to some committee or project beyond his own department or specialty.
2. Form a club to discuss anything which the group finds pertinent with purely voluntary attendance.
3. One local group of AAUP sponsored a project to improve the intellectual atmosphere by organizing discussion groups to include a variety of interests.
4. A "warm" atmosphere may help to get new staff to "open up" and exchange ideas and points of view which would enhance the total climate and provide a springboard for continuous activities.
5. A series of seminars centered around improvement of instruction, evaluation of student progress, or other like areas of interest.

In summary, there is general recognition that the problem of orientation is a very complex one for the individual, encompassing many facets of personal, institutional, professional, and civic adjustment. The purposes and practices in orientation of new faculty members necessarily vary with the institution-- its size, its type, its history and traditions, and its philosophical outlook.

The foregoing Review of the Literature identifies many potential problems of new faculty members. A variety of administrative procedures to alleviate these problems was suggested.

TABLE 10.3

Results of Tests of Significance Related to Institutional Factors and Personal
Characteristics of the Respondents for Lack of Time for Scholarly Study

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	1.616	1.199	705	.03841	n.s.*
Private colleges	1.614	1.190	152		
Small colleges	1.624	1.196	1135	-.792	n.s.
Large colleges	1.661	1.195	1524		
Male respondents	1.606	1.207	1942	-.469	n.s.
Female respondents	1.630	1.171	730		
Single respondents	1.550	1.185	709	-17.2232	.01
Married respondents	1.641	1.199	1953		
"Young" respondents	1.603	1.217	946	-3.205	.01
"Old" respondents	1.619	1.185	1702		
Bachelor's degree	1.494	1.174	522	-2.585	.01
Master's or Doctor's degree	1.643	1.201	2157		
First year respondents	1.717	1.172	704	2.653	.01
Second and third year respondents	1.579	1.203	1958		
Some college experience	1.661	1.220	493	9.225	.01
No college experience	1.605	1.192	2151		
College parallel courses	1.665	1.192	1599	2.602	.01
"Other" courses	1.541	1.200	1042		

*n.s. means no significance
.01 means significant at the .01 level
.05 means significant at the .05 level

TABLE 10.4

Results of Tests of Significance Related to Institutional Factors and Personal Characteristics of the Respondents for Adapting Instruction to Individual Differences

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	.853	.962	2211	-2.566	.05
Private colleges	.983	1.007	478		
Small colleges	.976	.990	1142	3.810	.01
Large colleges	.808	.128	1528		
Male respondents	.896	.980	1942	1.784	n.s.
Female respondents	.822	.943	740		
Single respondents	.917	.981	317	.835	n.s.
Married respondents	.864	.968	934		
"Young" respondents	.878	.953	940	.048	n.s.
"Old" respondents	.876	.982	1721		
Bachelor's degree	.881	.944	524	.127	n.s.
Master's or Doctor's degree	.875	.977	2165		
First year respondents	.831	.948	707	1.454	n.s.
Second and third year respondents	.892	.979	1966		
Some college experience	.768	.979	501	-2.793	.01
No college experience	.903	.970	2152		
College parallel courses	.925	.987	1608	3.150	.01
"Other" courses	.805	.925	1042		

TABLE 10.5

Results of Tests of Significance Related to Institutional Factors and Personal
Characteristics of the Respondents for Dealing with Students Who Require
Special Attention to Overcome Deficiencies

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	.864	.989	2204	-2.583	.01
Private colleges	.995	1.014	483		
Small colleges	1.006	1.020	1150	16.633	.01
Large colleges	.801	.965	1520		
Male respondents	.875	1.001	1939	-1.145	n.s.
Female respondents	.924	1.978	741		
Single respondents	.911	1.010	714	6.9018	.01
Married respondents	.881	.990	1957		
"Young" respondents	.916	.998	950	1.149	n.s.
"Old" respondents	.870	.991	1707		
Bachelor's degree	.843	.983	523	-1.166	n.s.
Master's or Doctor's degree	.899	.997	2164		
First year respondents	.894	1.000	709	.194	n.s.
Second and third year respondents	.885	.994	1960		
Some college experience	.851	1.021	498	-.957	n.s.
No college experience	.899	.988	2154		
College parallel courses	.898	1.001	1609	.55642	n.s.
"Other" courses	.876	.988	1041		

TABLE 10.6

Results of Tests of Significance Related to Institutional Factors and Personal
Characteristics of the Respondents for <u>Acquiring Adequate Secretarial Help</u>

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Signifi-cance
Public colleges	1.063	1.192	412	2.772	.01
Private colleges	.899	1.156	74		
Small colleges	1.043	.119	1119	.384	n.s.
Large colleges	1.025	.118	1514		
Male respondents	1.057	1.185	1918	1.778	n.s.
Female respondents	.965	1.183	726		
Single respondents	1.077	1.214	352	.702	n.s.
Married respondents	1.025	1.176	977		
"Young" respondents	1.068	1.213	934	3.365	.01
"Old" respondents	1.016	1.175	1687		
Bachelor's degree	.820	1.106	517	-4.658	.01
Master's or Doctor's degree	1.086	1.391	2134		
First year respondents	1.172	1.206	691	3.446	.01
Second and third year respondents	.989	1.178	1942		
Some college experience	1.049	1.348	485	.647	n.s.
No college experience	1.006	1.174	2133		
College parallel courses	1.038	1.197	1576	.11181	n.s.
"Other" courses	1.032	1.174	1037		

TABLE 10.7

Results of Tests of Significance Related to Institutional Factors and Personal
Characteristics of the Respondents for Understanding College Policies
Regarding Teaching Load

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	.854	1.075	2229	-7.000	.01
Private colleges	.893	1.115	478		
Small colleges	.903	1.109	1146	2.088	.05
Large colleges	.831	1.062	1542		
Male respondents	.880	1.091	1960	1.590	n.s.
Female respondents	.807	1.056	744		
Single respondents	.814	1.061	722	1.398	n.s.
Married respondents	.879	1.090	1967		
"Young" respondents	.905	1.112	954	2.445	.05
"Old" respondents	.837	1.064	1725		
Bachelor's degree	.870	1.097	532	.216	.05
Master's or Doctor's degree	.858	1.078	2175		
First year respondents	.934	1.097	704	2.076	.05
Second and third year respondents	.835	1.076	1984		
Some college experience	.890	1.117	501	.591	n.s.
No college experience	.857	1.075	2172		
College parallel	.854	1.089	1619	-.846	n.s.
"Other" courses	.890	1.076	1050		

TABLE 10.8

Results of Tests of Significance Related to Institutional Factors and Personal Characteristics of the Respondents for Challenging Superior Students

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	.760	.944	2229	-2.283	.05
Private colleges	.968	1.034	480		
Small colleges	.894	.992	1151	4.388	.01
Large colleges	.729	.939	1539		
Male respondents	.783	.955	1955	-1.260	n.s.
Female respondents	.836	.987	747		
Single respondents	.784	.951	718	.509	n.s.
Married respondents	.805	.969	1973		
"Young" respondents	.790	.948	953	.350	n.s.
"Old" respondents	.802	.974	1727		
Bachelor's degree	.863	.954	528	1.775	n.s.
Master's or Doctor's degree	.781	.966	2181		
First year respondents	.741	.934	717	-1.861	n.s.
Second and third year respondents	.818	.974	1974		
Some college experience	.660	.942	498	-2.152	.05
No college experience	.828	.967	2175		
College parallel	.822	.983	1618	1.506	n.s.
"Other" courses	.764	.937	1051		

TABLE 10.9

Results of Tests of Significance Related to Institutional Factors and Personal Characteristics of the Respondents for Obtaining Needed Instructional Materials

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	.815	1.014	2206	2.214	.05
Private colleges	.933	1.068	481		
Small colleges	.909	1.056	1139	3.006	.01
Large colleges	.788	.999	1529		
Male respondents	.841	1.025	1945	.499	n.s.
Female respondents	.819	1.020	735		
Single respondents	.888	1.065	702	1.334	n.s.
Married respondents	.818	1.007	1969		
"Young" respondents	.869	1.044	941	.602	n.s.
"Old" respondents	.818	1.015	1715		
Bachelor's degree	.967	1.067	523	3.157	.01
Master's or Doctor's degree	.804	1.012	2164		
First year respondents	.774	.981	709	1.942	n.s.
Second and third year respondents	.859	1.038	1960		
Some college experience	.836	1.038	496	.005	n.s.
No college experience	.834	1.021	2157		
College parallel	.851	1.027	1611	.821	n.s.
"Other" courses	.817	1.020	1036		

TABLE 10.91

Results of Tests of Significance Related to Institutional Factors and Personal Characteristics of the Respondents for Grading or Marking Students' Work

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	.771	.967	2206	-2.758	.01
Private colleges	.912	1.015	478		
Small colleges	.813	.997	1139	.705	n.s.
Large colleges	.786	.976	1525		
Male respondents	.758	.962	1944	-3.324	.01
Female respondents	.901	1.008	733		
Single respondents	.869	1.024	711	2.213	.05
Married respondents	.771	.960	1957		
"Young" respondents	.809	.982	954	.511	n.s.
"Old" respondents	.788	.974	1701		
Bachelor's degree	.861	1.001	526	1.651	n.s.
Master's or Doctor's degree	.781	.970	2158		
First year respondents	.783	.982	703	-.357	n.s.
Second and third year respondents	.799	.976	1962		
Some college experience	.720	.998	497	-1.896	n.s.
No college experience	.814	.970	2151		
College parallel	.800	.983	1606	.188	n.s.
"Other" courses	.793	.967	1041		

TABLE 10.92

Results of Tests of Significance Related to Institutional Factors and Personal Characteristics of the Respondents for Understanding College Policies to be Followed in Curriculum Development and Revision

Institutional and Personal Factors	Mean	Variance	Number of Cases	Value of "t"	Significance
Public colleges	.858	.987	1087	-3.565	.01
Private colleges	1.152	1.149	212		
Small colleges	1.171	.708	1137	9.805	.01
Large colleges	.851	.972	1520		
Male respondents	.607	.983	2224	7.574	.01
Female respondents	1.039	.116	478		
Single respondents	.873	1.013	705	1.710	n.s.
Married respondents	.881	.990	1955		
"Young" respondents	.931	1.022	947	2.032	.05
"Old" respondents	.848	.981	1701		
Bachelor's degree	.795	.950	523	-2.157	.05
Master's or Doctor's degree	.896	1.000	2154		
First year respondents	.867	.996	700	.327	n.s.
Second and third year respondents	.881	.996	1958		
Some college experience	.681	.982	496	-3.984	.01
No college experience	.876	.989	2148		
College parallel	.887	1.002	1598	.63167	n.s.
"Other" courses	.862	.978	1040		

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APPENDIX I

TABLE 10.93

Classification of Problems By All New Community College
Instructors as "High," Medium," or "Low" in
Frequency, Difficulty, and Persistence

Problem	Fre-quency	Diffi-culty	Persist-ence
*1 Lack of time for scholarly study	H	H	H
*2 Adapting instruction to individual differences	H	H	H
*3 Dealing with students who require special attention to overcome deficiencies	H	H	H
*4 Acquiring adequate secre-tarial help	H	H	H
*5 Understanding college policies regarding teaching load	H	H	H
*6 Challenging superior students	H	H	H
*7 Obtaining needed instructional materials (texts, library materials, visual aids, laboratory supplies)	H	H	H
*8 Grading or marking students' work	H	H	H
*9 Understanding college policies to be followed in curriculum development and revision	H	H	H
10 Arousing and maintaining student interest	H	M	H
11 Increasing my effectiveness in student counseling techniques	H	M	H
12 Developing satisfactory tests and examinations	H	M	M
13 Meeting differences in the educational needs of termi-nal and pre-professional students	M	M	H

*Indicates a major problem

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TABLE 10.93 (continued)

	Problem	Fre-quency	Diffi-culty	Persist-ence
14	Acquiring adequate office space	M	H	M
15	Financial resources insufficient to cope with the expenses of becoming established in the new community	M	H	M
16	Understanding faculty-administrative relationships	H	M	M
17	Understanding procedures regarding probationary status and dropping of students	M	M	M
18	Understanding faculty committee structure	M	M	M
19	Understanding the transfer program of the college	M	M	M
20	Understanding the responsibility of the junior college in providing opportunities for students to repair basic deficiencies (remedial instruction)	M	M	M
21	Coping with the demands of extra curricular responsibilities	M	M	M
22	Familiarizing myself with requirements of related courses in various senior institutions	M	M	M
23	Knowing what is expected of me regarding the total amount of my responsibilities	M	M	M
24	Developing course outlines	M	M	M
25	Understanding the characteristics of Junior College students	M	M	M
26	Adapting to assignment for which I was inadequately prepared	M	M	M
27	Finding suitable living quarters	M	M	M
28	Understanding the role of this college in the community	M	M	M

TABLE 10.93 (continued)

Problem	Pre-quency	Diffi-culty	Persist-ence
29 Understanding college policies regarding promotion and salary increases	M	M	M
30 Understanding grading students	M	M	M
31 Understanding the general education objectives and program of the college	M	M	M
32 Selecting methods of instruction appropriate for terminal students	M	M	M
33 Understanding the relationship of counseling and guidance to instructional effectiveness and student success	M	M	M
34 Understanding the role of this college in the state wide system of higher education	M	M	M
35 Understanding the technical-terminal curricula of the college	M	M	M
36 Using papers and reports to measure student achievement	M	M	M
37 Understanding the administrative structure of the college so that I know whom to consult regarding a particular problem	M	M	M
38 Gearing instruction to the standards required in a particular curriculum	M	M	M
39 Determining the value of students' contribution to class discussions	M	M	M
40 Inadequate background in subject matter	M	M	M
41 Learning the routine for acquiring new instructional or library materials	M	M	M
42 Establishing satisfactory social relationships with faculty families	M	M	M

TABLE 10.93 (continued)

	Problem	Fre-quency	Diffi-culty	Persist-ence
43	Using effective discussion and other group action techniques	M	M	M
44	Becoming familiar with the breadth and demands of general education courses	M	M	M
45	Understanding the role of this college on the national scene	M	M	M
46	Understanding college policies regarding fringe benefits	M	M	M
47	Understanding college policies regarding the probationary status of teachers	M	M	M
48	Understanding my responsibilities for counseling students	M	M	M
49	Understanding my responsibilities for keeping and making out official records and reports	M	M	M
50	Selecting instructional methods most effective with transfer students	M	M	M
51	Establishing satisfactory social relationships in the community	M	M	M
52	Coordinating instruction in my classes with instruction in other college departments	M	M	M
53	Understanding procedures regarding probationary status and dropping of students	M	M	M
54	Utilizing the services of the testing specialist and counselor	M	M	M
55	Obtaining help in the improvement of my instructions			
56	Working with college administration	M	M	M
57	Understanding the community services (adult education) program of the college	M	M	M

TABLE 10.93 (continued)

Problem	Fre-quency	Diffi-culty	Persist-ence
58 Finding satisfactory recreation for self and family	M	M	M
59 Becoming acquainted with other faculty members	M	M	L
60 Content of courses I teach is too elementary for my preparation and interest	M	M	L
61 Coordinating instruction in my classes with other classes in my department	M	M	L
62 Becoming acquainted with students in my classes	M	L	L
63 Inadequate command of teaching techniques	M	L	L
64 Understanding my responsibilities for registering students	L	M	L
65 Working with personnel from other departments	M	L	L
66 Working with counseling personnel	L	L	M
67 Working with department colleagues	L	L	L
68 Directing laboratory or work shop	L	L	L
69 Learning about health services in the community	L	L	L
70 Lack of credits required for certification	L	L	L
71 Excessive pressure for professional upgrading	L	L	L
72 Being required to teach vocational-terminal courses only slightly related to my major	L	L	L

APPENDIX J

COMMUNITY COLLEGES PARTICIPATING
IN THE STUDY

First, second, and third year faculty members of the following community colleges, listed by states, furnished information used in the study.

Alabama

Sacred Heart Junior College, Cullman
Snead Junior College, Boaz
Walker College, Jasper

Alaska

Anchorage Community College, Anchorage
Sheldon Jackson Junior College, Sitka

Arizona

Eastern Arizona Junior College, Thatcher
Phoenix College, Phoenix

Arkansas

Arkansas State College, Beebe Branch, Beebe
Fort Smith Junior College, Fort Smith
Southern Baptist College, Walnut Ridge

California

Allan Hancock College, Santa Maria
American River Junior College, Sacramento
Antelope Valley College, Lancaster
Bakersfield College, Bakersfield
Cabrillo Colleges, Watsonville
Citrus College, Azusa
City College of San Francisco, San Francisco
Coalinga College, Coalinga
Cogswell Polytechnical College, San Francisco
College of Marin, Kentfield
College of the Sequoias, Visalia
Compton College, Compton
Contra Costa College, San Pablo
Diablo Valley College, Concord
East Los Angeles College, Los Angeles

El Camino College, El Camino
Foothill College, Mountain View
Fullerton Junior College, Fullerton
Hartnell College, Salinas
Humphreys College, Stockton
Imperial Valley College, Imperial
Lassen Junior College, Susanville
Long Beach City College, Long Beach
Los Angeles City College, Los Angeles
Long Angeles Harbor College, Los Angeles
Los Angeles Metropolitan College of Business, Los Angeles
Los Angeles Pierce College, Woodland Hills
Los Angeles Valley College, Van Nuys
Modesto Junior College, Modesto
Monterey Peninsula College, Monterey
Mt. San Antonio Junior College, Walnut
Napa Junior College, Oakland
Oakland City College, Oakland
Oceanside-Carlsbad Junior College, Oceanside
Orange Coast College, Costa Mesa
Palo Verde College, Blythe
Palomar College, San Marcos
Pasadena City College, Pasadena
Porterville College, Porterville
Reedley College, Reedley
Sacramento City College, Hollister
San Bernardino Valley College, San Bernardino
San Jose City College, San Jose
Santa Barbara City College, Santa Barbara
Santa Monica City College, Santa Monica
Santa Rosa Junior College, Santa Rosa
Shasta College, Redding
Stockton College, Stockton
Taft College, Taft
Vallejo Junior College, Vallejo
Ventura College, Ventura
Yuba College, Marysville

Canal Zone

Canal Zone Junior College, Balboa Heights

Colorado

Fort Lewis A & M College, Durango
Lamar Junior College, Lamar
Mesa County Junior College, Grand Junction
Northeastern Junior College, Sterling
Pueblo Junior College, Pueblo
Trinidad State Junior College, Trinidad

Connecticut

Hartford College, Hartford
New Haven College, New Haven
Quinnipiac College, Hamden
St. Thomas Seminary, Bloomfield

Delaware

Wesley College, Dover

District of Columbia

Immaculata Junior College, Washington
Mount Vernon Junior College, Washington

Florida

Brevard Junior College, Cocoa
Carver Junior College, Cocoa
Central Florida Junior College, Ocala
Chipola Junior College, Mariana
Dade County Junior College, Miami
Daytona Beach Junior College, Daytona Beach
Florida Christian College, Tampa
Gibbs Junior College, St. Petersburg
Gulf Coast Junior College, Panama City
Hampton Junior College, Ocala
Indian River Junior College, Ft. Pierce
Junior College of Broward County, Ft. Lauderdale
Lincoln Junior College, Ft. Pierce
North Florida Junior College, Madison
Palm Beach Junior College, Lake Worth
Pensacola Junior College, Pensacola
Roosevelt Junior College, West Palm Beach
St. Leo College, St. Leo
St. Petersburg Junior College, St. Petersburg
Suwannee River Junior College, Madison
Volusia County Community College, Daytona Beach

Georgia

Armstrong College of Savannah, Savannah
Augusta College, Augusta
Birdwood Junior College, Thomasville
Brewton Parker College, Mount Vernon
Columbus College, Columbus
Emmanuel College, Franklin Springs
Georgia Military College, Milledgeville
Georgia Southwestern College, Americus
Middle Georgia College, Cochran

Norman College, Norman Park
Reinhardt College, Waleska
South Georgia College, Douglas
Young Harris College, Young Harris

Guam

The College of Guam, Agana

Hawaii

Maunaolu College, Paia, Maui

Idaho

Boise Junior College, Boise
Lewis-Clark Normal School, Lewiston
North Idaho Junior College, Coeur d'Alene
Ricks College, Rexburg

Illinois

Belleville Junior College, Belleville
Canton Junior College, Canton
Chicago City Junior College
    Amundsen Branch, Chicago
    Southeast Branch, Chicago
    Wilson Branch, Chicago
    Wright Branch, Chicago
Danville Junior College, Danville
Elgin Community College, Elgin
Kendall College, Evanston
Lincoln College, Lincoln
Lyons Township Junior College, LaGrange
Moline Community College, Moline
Monticello College, Alton
Morton Junior College, Cicero
Mt. Vernon Community College, Mt. Vernon
Thornton Junior College, Harvey
Trinity Christian College, Worth

Iowa

Boone Junior College, Boone
Burlington College, Burlington
Creston Community College, Creston
Ellsworth Junior College, Iowa Falls
Estherville Junior College, Estherville
Ford Dodge Community College, Fort Dodge
Grand View College, Des Moines

Keokuk Community College, Keokuk
Marshalltown Junior College, Marshalltown
Mason City Junior College, Clinton
Muscatine Junior College, Muscatine
Waldorf College, Forest City
Webster City Junior College, Webster

Kansas

Arkansas City Junior College, Arkansas City
Central College, McPherson
Chanute Junior College, Chanute
Coeffeyville College, Coffeyville
Dodge City College, Dodge City
Donnelly College, Kansas City
El Dorado Junior College, El Dorado
Fort Scott Junior College, Fort Scott
Friends Bible College, Haviland
Garden City Junior College, Garden City
Hesston College, Hesston
Highland Junior College, Highland
Hutchinson Junior College, Hutchinson
Independence Community College, Independence
Kansas City Junior College, Kansas City
Miltonvale Wesleyan, Miltonvale
St. John's College, Winfield

Kentucky

Bethel College, Hopkinsville
Lindsey Wilson College, Columbia
Paducah Junior College, Paducah
St. Catharine Junior College, St. Catharine
Sue Bennett College, London

Maine

Thomas Junior College, Waterville
Westbrook Junior College, Portland

Maryland

Baltimore Junior College, Baltimore
Catonsville Community College, Catonsville
Charles County Junior College, LaPlata
Essex Community College, Essex
Frederick Community College, Frederick
Harford Junior College, Bel Air
Montgomery Junior College, Takoma Park
Prince George's Community College, Suitland
St. Mary's Seminary Junior College, St. Mary's City

Massachusetts

Becker Junior College, Worcester
Berkshire Community College, Pittsfield
Bradford Junior College, Bradford
Burdett College, Boston
Cambridge Junior College, Cambridge
Chamberlayne Junior College, Boston
Dean Junior College, Franklin
Fisher Junior College, Boston
Garland Junior College, Boston
Holyoke Junior College, Holyoke
Lasell Junior College, Auburndale
Leicester Junior College, Leicester
Pine Manor Junior College, Wellesley
Quincy Junior College, Quincy
Worcester Junior College, Worcester

Michigan

Alpena Community College, Alpena
Community College and Technical Institute, Benton Harbor
Flint Community Junior College, Flint
Gogebic Community College, Ironwood
Grand Rapids Junior College, Grand Rapids
Henry Ford Community College, Dearborn
Highland Park Junior College, Highland Park
Jackson Junior College, Jackson
Kellogg Community College, Battle Creek
Lansing Community College, Lansing
Muskegon Community College, Muskegon
North Central Michigan College, Petoskey
Northwestern Michigan College, Traverse City
Port Huron Junior College, Port Huron

Minnesota

Austin Junior College, Austin
Bethany Lutheran College, Mankato
Brainerd Junior College, Brainerd
Concordia College, St. Paul
Ely Junior College, Ely
Hibbing Junior College, Hibbing
Itasca Junior College, Coleraine
Rochester Junior College, Rochester
Virginia Junior College, Virginia
Worthington Junior College, Worthington

Mississippi

Clarke Memorial College, Newton

Coahoma Junior College, Clarksdale
East Central Junior College, Decatur
Gulf Park College, Gulfport
Harris Junior College, Meridian
J. P. Campbell College, Jackson
Northeast Mississippi Junior College, Booneville
Northwest Mississippi Junior College, Senatobia
Okalona College, Okalona
Perkinston Junior College, Perkinston
Wood Junior College, Mathiston

Missouri

Christian College, Columbia
Cottey College, Nevada
Joplin Junior College, Joplin
Junior College of Flat River, Flat River
Junior College of Kansas City, Kansas City
Junior College of School of Ozarks, Point Lookout
Moberly Junior College, Moberly
St. Joseph Junior College, St. Joseph
St. Paul's College, Concordia
Stephens College, Columbia
Trenton Junior College, Trenton
William Woods College, Fulton

Montana

Dawson County Junior College, Glendive

Nebraska

McCook College, McCook
Scottsbluff College, Scottsbluff

New Hampshire

Colby Junior College, New London

New Jersey

Monmouth College, West Long Beach
Tombrock Junior College, Paterson
Trenton Junior College, Trenton

New Mexico

New Mexico Military Institute, Roswell

New York

Bennett College, Millbrook
Bronx Community College, Bronx
Broome Technical Community College, Binghamton
Cazenovia Junior College, Cazenovia
Corning Community College, Corning
Dutchess Community College, Poughkeepsie
Epiphany Apostolic College, Newburgh
Erie County Technical Institute, Williamsville
Fashion Institute of Technology, New York
Jamestown Community College, Jamestown
Junior College of Albany, Albany
Mohawk Valley Technical Institute, Utica
Nassau Community College, Mineola
New York City Community College of Applied Arts and Sciences,
     Brooklyn
Orange County Community College, Middletown
Paul Smith's College, Paul Smiths
Queen of the Apostles College, Harriman
Rockland Community College, Suffern
Saint Joseph Seraphic Seminary, Callicoon
State University of New York Agricultural and Technical
     Institutes at:
       Alfred
       Canton
       Cobleskill
       Delhi
       Farmingdale
     . Morrisville
Staten Island Community College, Staten Island
Westchester Community College, Valhalla

North Carolina

Asheville-Biltmore College, Asheville
Chowan College, Murfreesboro
Gardner-Webb Junior College, Boiling Springs
Lees-McRae College, Banner Elk
Louisburg College, Louisburg
Mars Hill College, Mars Hill
Mecklenburg College, Charlotte
Mitchell College, Statesville
Mount Olive Junior College, Mount Olive
Wilmington College, Wilmington

North Dakota

Bismarck Junior College, Bismarck
Devils Lake Junior College, Devils Lake
North Dakota State School of Science, Wahpeton
North Dakota School of Forestry, Bottineau

Ohio

Ohio College of Applied Science, Cincinnati
Sinclair College, Dayton
Urbana Junior College, Urbana

Oklahoma

Bacone College, Bacone
Cameron State Agricultural College, Lawton
Conners State Agricultural College, Warner
Murray State Agricultural College, Tishomingo
Northeastern Oklahoma A & M College, Miami
Northern Oklahoma Junior College, Tonkawa
Oklahoma Military Academy, Claremore
Poteau Community College, Poteau
St. Gregory's College, Shawnee
Sayre Junior College, Sayre

Oregon

Central Oregon College, Bend
Concordia College, Portland
Oregon Technical Institute, Klamath Falls

Pennsylvania

Community College of Temple University, Philadelphia
Gwynedd-Mercy Junior College, Gwynedd Valley
Hershey Junior College, Hershey
Keystone Junior College, La Plume
Penn Hall Junior College, Chambersburg
Pennsylvania State University Campuses at:
    Allentown
    Altoona
    DuBois
    Erie
    Hazelton
    McKeesport
    New Kensington
    Pottsville
    Wilkes-Barre
    Wyomissing
    York
Valley Forge Military Junior College, Wayne
York Junior College, York

Puerto Rico

Puerto Rico Junior College, Rio Piedras

Rhode Island

Roger Williams Junior College, Providence

South Carolina

Anderson College, Anderson
Friendship Junior College, Rock Hill
North Greenville Junior College, Tigerville
Spartanburg Junior College, Spartanburg

South Dakota

Presentation Junior College, Aberdeen
Wessington Springs College, Wessington Springs

Tennessee

Freed-Hardeman College, Henderson
Hiwassee College, Madisonville
Martin College, Pulaski
Owen College, Memphis

Texas

Alvin Junior College, Alvin
Amarillo College, Amarillo
Del Mar College, Corpus Christi
Gainesville College, Gainesville
Howard County Junior College, Big Springs
Kilgore College, Kilgore
Loredo Junior College, Loredo
Lee College, Baytown
LeTourneau Technical Institute of Texas, Longview
Lutheran Concordia College of Texas, Austin
Mary Allen College, Crockett
Navarro Junior College, Corsicana
Odessa College, Odessa
Panola College, Carthage
Paris Junior College, Paris
Ranger College, Ranger
St. Philip's College, San Antonio
San Angelo College, San Angelo
San Antonio College, San Antonio
South Plains College, Levelland
South Texas Junior College, Houston
Southwestern Bible Institute Junior College, Waxahachie
Southwestern Junior College, Keene
Texarkana College, Texarkana
Texas Southmost College, Grownville
Weatherford College, Weatherford

Utah

Carbon College, Price
Dixie Junior College, St. George
Snow College, Ephraim
Weber College, Ogden

Virginia

Bluefield College, Bluefield
Clinch Valley College, University of Virginia, Wise
Ferrum Junior College, Ferrum
Southern Seminary and Junior College, Buena Vista
Stratford College, Danville
Sullins College, Bristol
Virginia Intermont College, Bristol

Washington

Centralia College, Centralia
Clark College, Vancouver
Columbia Basin College, Pasco
Everett Junior College, Everett
Grays Harbor College, Aberdeen
Lower Columbia Junior College, Longview
Olympic College, Bremerton
Skagit Valley College, Mt. Vernon
Yakima Valley Junior College, Yakima

West Virginia

Greenbriar College, Lewisburg
Potomac State College, Keyser

Wisconsin

Milwaukee Institute of Technology, Milwaukee

Wyoming

Casper College, Casper
Goshen County Community College, Torrington
Northwest Community College, Powell
Western Wyoming Junior College, Rock Springs