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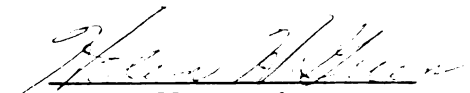
IN PUBLIC COMMUNITY COLLEGES AND DETERMINING

THE IMPORTANCE OF THESE OBJECTIVES
presented by

Horace Franklin Griffitts

has been accepted towards fulfillment
of the requirements for

Ph. D. degree in Education


Major professor

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A STUDY DEFINING EIGHT OBJECTIVES OF BUSINESS PROGRAMS
IN PUBLIC COMMUNITY COLLEGES AND DETERMINING
THE IMPORTANCE OF THESE OBJECTIVES

By

Horace Franklin Griffitts

AN ABSTRACT OF A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

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1967

ABSTRACT

A STUDY DEFINING EIGHT OBJECTIVES OF BUSINESS PROGRAMS IN PUBLIC COMMUNITY COLLEGES AND DETERMINING THE IMPORTANCE OF THESE OBJECTIVES

by Horace Franklin Griffitts

Statement of the Problem

The general problem was to define and validate eight curriculum objectives of public community college business programs and to determine the importance of these objectives today and their desired future importance.

A second problem was to closely evaluate seventeen Texas public community colleges to determine the implications of implementing these objectives.

Research Methods

Eight curriculum objectives were defined by the researcher and validated by a jury of prominent American educators.

A questionnaire listing the eight objectives was mailed to the presidents and the business department heads of 376 public community colleges; respondents marked the present degree of importance placed on each objective and the desired future importance of the objective in their institutions. Seventy-nine per cent of the personnel returned the questionnaire. The data was analyzed based on four variables: (1) the position of the respondent, (2) size of the college,

(3) geographic region, and (4) present importance compared to future importance. Four null hypotheses were stated based on the four variables; the t test was used to determine if significant differences existed and the level of significance was set at .05.

Seventeen Texas public community colleges were randomly selected for in-depth interviews with the presidents and business department heads on the implications in implementing the curriculum objectives.

Findings and Conclusions

The most important objective today is transfer education; in the future, the semi-professional and technical objectives will be of equal importance with the transfer objective.

There is close agreement nationwide on the increasing importance of the supplemental objective; the retraining objective will be of increasing importance, but there is a reaction against it among personnel in different geographic regions.

Substantial disagreement exists on the importance of the developmental objective, which provides training for initial employability, now and in the future. Opportunity curricula, which provide basic remedial training, are considered of little importance, as is the avocational objective.

Each of the objectives will become increasingly important; in general, the presidents and business department heads agree on the importance of the objectives, and the size of the institution does not affect the importance placed on the objectives. Substantial differences do exist

among personnel from different geographic regions on the importance of some of the objectives.

Texas public community college educators support the concept of the comprehensive community college; primary emphasis, however, is given the transfer objective. Small enrollments and limited fiscal resources limit the extent of occupational education offerings; traditional educational and conservative political philosophies pervading some institutions curtail seriously the comprehensiveness of the business curricula.

In general, Texas public community college educators do not have up-to-date information on community training needs, changing job patterns, and follow-up studies on graduates; there is, however, a pervading spirit of optimism among business department heads regarding the expanding scope of their programs.

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ACCEPTANCE

This thesis has been accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in the Graduate School of Michigan State University.

Date June 20, 1971

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H. F. G.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

I. INTRODUCTION

The public community college is a twentieth-century phenomenon; in 1965, 502 publicly controlled two-year colleges were in operation.¹ Thirty-five of these institutions began operation in 1965.²

Of the community college movement, Dr. Leland Medsker has said:

. . . the two-year college in America is focused more on the transfer than the terminal function. If, then, the institution is adjudged unique solely on the basis of special services to students who do not transfer, it fails to measure up.³

Some indications are evident that the public community college is moving--though slowly--to meet the crucial occupational training needs of our society for both young people and adults.

Dr. Grant Venn has written:

The two-year colleges in America, if they are to assume their proper and effective role in the educational system of the nation, should make vocational and technical education programs a major part of their mission and a fundamental institutional objective.⁴

¹1965 Junior College Directory (Washington: American Association of Junior Colleges, 1966), p. 59.

²Ibid., pp. 8-53.

³Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, 1960), p. 112.

⁴Grant Venn, Men, Education, and Work (Washington: American Council on Education, 1964), p. 165.

The community college offers a unique opportunity to provide curricula appropriate to the different levels of student ability and appropriate to the varying needs of the business community. Likewise, the community college has a responsibility to society--a complex society increasingly dependent upon the maximization of human resources--to provide curricula which will foster the maximum development of the abilities of young people and adults.

A comprehensive program can contribute to the fulfillment of the public community college's societal responsibilities; therefore, those individuals who construct the business curricula in the public community colleges have a challenging task. Curriculum builders must be cognizant of the roles which the public community college can fulfill in providing curricula basic to the nation's manpower needs and the occupational needs of young people and adults; this is a major challenge of business education in the public community college today.

II. STATEMENT OF THE PROBLEM

There is an absence of well-defined statements on the curriculum objectives of business education in public community colleges. The general problem of this study was to define and validate certain curriculum objectives of business education programs in public community colleges and to determine the importance placed on these objectives today as well as to determine the desired importance of these objectives in the future.

To determine if certain variables affect the extent of agreement on each of the objectives, the following null hypotheses were tested:

1. There is no difference in the opinions held by public community college personnel on the present importance of each of the curriculum objectives and their opinions on the desired future importance of each curriculum objective.

2. There is no difference in the opinions held by public community college personnel from the Western region and those opinions held by public community college personnel in other geographic regions on the present and desired future importance of each of the curriculum objectives.

3. There is no difference in the opinions held by public community college personnel from large institutions and those opinions held by public community college personnel from other size institutions on the present and desired future importance of each of the curriculum objectives.

4. There is no difference in the opinions held by public community college chief administrators and those opinions held by public community college business department heads on the present and desired future importance of each of the curriculum objectives.

A second problem of this study was to closely evaluate seventeen Texas public community colleges to determine the implications in implementing the curriculum objectives to meet the educational needs of communities which have widely differing economic and social bases.

Purposes of the Study

The purposes of this study were:

1. To define the objectives of business programs in public community colleges; and, by submitting these objectives to a jury of prominent educators--higher education authorities, deans of collegiate schools of business, and business education specialists--validate the objectives.
2. To determine the importance of the objectives of the business programs in public community colleges--today and in the future--based on the findings of a national survey of public community college presidents and business department heads.
3. To determine the extent of agreement on the objectives of public community college business programs based on the variables of (a) the academic position of the respondent, (b) the geographic region in which the college is located, (c) the size of the institution on the present and desired future importance of each of the objectives.
4. To determine those factors which are pertinent in developing a comprehensive business program encompassing the objectives defined in this study by intensively studying seventeen Texas public community colleges.

It is hoped that this study may provide information for community college boards, administrators, and faculty members which will enable them to provide a more realistic and comprehensive business program, encompassing the needs of the students as well as the varying needs of the business community served by the institution.

Need for the Study

Dr. Irene Place, writing in the 1966 NBEA Yearbook, "Business Education Meets the Challenges of Change," recommends that community colleges:

. . . develop a variety of business curriculums other than the traditional stereotypes. Meet the immediate needs of the community but also look ahead for needed training opportunities and emphases not offered elsewhere.⁵

Although this study was already in progress when Dr. Place's comments were published, her words summarize the need for new and expanded approaches to public community college business programs.

A "variety of (community college) business curricula," as suggested by Dr. Place, is inherent in the provisions of the 1963 Vocational Education Act; this study has been completed in the spirit of the Act-- a people-oriented Act rather than a program-oriented Act. The Act, in Section 4, provides for:

1. Vocational education for persons who have completed or left high school and who are available for full-time study in preparation for entering the labor market.
2. Vocational education for persons . . . who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment.
3. Vocational education for persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational education program.⁶

⁵Irene Place, "Community Junior Colleges," National Business Education Yearbook, No. 4 (Washington: National Business Education Association, 1966), p. 160.

⁶U. S. Statutes at Large (Eighty-eighth Congress) (Washington: Government Printing Office, 1964), p. 405.

Obviously, occupational programs in business education at the community college level can contribute in large measure to the success of this legislation. As an institution in higher education, the community college is uniquely qualified to provide relevant training programs for the business community because of its proximity to the people and the business community in its service area.

There is an all-too-distant gap between what educators think and what they are able to do. To cite but one example: President Truman's Commission on Higher Education, in 1947, proposed that the community college reduce its emphasis on the transfer function and increase its emphasis on "terminal" functions. Of the terminal function, the Commission said:

These terminal programs should include both general education and vocational training. They should be designed for both young people who want to secure as good a general education as possible by the end of the fourteenth grade and for those who wish to fit themselves for semi-professional occupations.

Semi-professional training, properly conceived and organized, can make a significant contribution to education for society's occupational requirements.⁷

The roles of the community college have been defined by many writers;⁸ simply, the roles can be listed as transfer, vocational, adult and guidance. Within the context of these roles, a need exists to

⁷Higher Education for American Democracy, cited by Tyrus Hillway, The American Two-Year College (New York: Harper & Brothers, 1958), pp. 69-70.

⁸For a complete, well-documented discussion of the evolution of the roles of the community college, see James W. Thornton, The Community Junior College (New York: John Wiley and Sons, 1960), Chap. V.

specifically define objectives of business programs in public community colleges. The need for the study is not new, but the rapidly increasing societal demands placed upon the community college today add a dimension of timeliness to the study.

Delimitations of the Study

The following delimitations were imposed in this study:

Type of Institution. This study was concerned only with the two-year institutions which are publicly controlled at either the state or local level, which provide for the transfer function and offer at least one occupational business curriculum, and which were in operation in October, 1964, and in October, 1965.

Curriculum Objectives. This study was concerned only with eight curriculum objectives of community college business programs; the study excluded such auxiliary areas as counseling, placement, and guidance.

Personnel. The curriculum objectives included in this study were validated by a selected group of prominent American educators; all other data in the study were limited to the responses of public community college chief administrators and business department heads.

Definitions of Terms

The following terms and concepts were used throughout the study:

Public Community College: a two-year post-high school institution, which offers both transfer and occupational education programs and which is controlled by a state-appointed or locally elected board; no differentiation is intended between a public "community" college and a public "junior college."

Business Education: "that area of education which develops skills, attitudes, and understanding essential for successful direction of business relationships."⁹

Chief Administrator: The president, dean, director, or other similarly titled person who is responsible for the over-all administration of a public community college, hereafter referred to as "president."

Business Department Head: the person who has the responsibility for administration of the business program in a public community college.

Transfer Objective: provision for a two-year curriculum for students who plan to transfer to a senior college to complete the baccalaureate degree in some field of business.

Semi-professional Objective: provision for two-year curricula for students who seek semi-professional positions at the supervisory or mid-management levels upon completion of the program.

Technical Objective: provision for two-year curricula for students who seek positions which are best defined as technical; i.e., accounting, data processing, secretarial administration.

Developmental Objective: provision for one-year curricula for students who have left high school or have graduated but who need developmental-type training for an "entry-level" position.

Supplemental Objective: provision for regular or special courses for persons who are presently employed but who need supplemental training for advancement in their present occupational field.

⁹Carter V. Good, Dictionary of Education (Second Edition) (New York: McGraw-Hill Book Company, 1959), p. 70.

Retraining Objective: provision for special courses or curricula, of varying lengths, for persons who must have retraining in order to enter a new occupational field.

Opportunity Objective: provision for special courses or curricula for persons who, because of inadequate background, do not have the opportunity to benefit from regular occupational training.

Avocational Objective: provision for the opportunity for individuals to take presently offered or special courses for their avocational interests rather than for vocational use.

Small Public Community College: a public community college enrolling less than 1,000 full-time and part-time students.

Medium-size Public Community College: a public community college enrolling at least 1,000--but fewer than 3,000--full-time and part-time students.

Large Public Community College: a public community college enrolling 3,000 or more full-time and part-time students.

Basic Assumptions

The assumptions upon which this study was predicated were:

1. that a need exists to define the curriculum objectives of public community college business programs as they relate to the specific training needs of people--rather than as they relate to the broad, traditional "transfer, occupational, and adult" roles of public community college programs.

2. that these curriculum objectives can be defined by the researcher and validated by a jury of prominent educators, comprising

higher education authorities, deans of collegiate schools of business, and business education specialists.

3. that the knowledge of the present importance of each of the objectives and the desired future importance of the objective may provide useful guidelines for curriculum development in public community college business programs.

4. that the present and desired future importance placed on each objective can be determined by a nationwide survey of public community college presidents and business department heads.

5. that certain implications may be inherent in implementing these curriculum objectives in institutions which serve communities with varying sizes, economic bases, and manpower needs.

6. that seventeen Texas public community colleges can be selected which are representative of public community colleges throughout the state; by using the depth-interview technique, the presidents and business department heads can identify the implications of implementing the objectives of a comprehensive business program which are relevant to representative institutions.

III. ORGANIZATION OF THE STUDY

An analysis of the literature and research in the general area of community college functions was made and is reported in Chapter II.

The content of Chapter III describes the research procedures employed in the three phases of the study.

A discussion of the rank of importance of each of the eight curriculum objectives is presented in Chapter IV. The content of

Chapter V discusses the extent of agreement on each objective based on the opinions of public community college personnel; four variables are considered for each objective.

Seventeen Texas public community colleges were selected for intensive study to identify the implications in implementing the defined curriculum objectives; the results of these interviews form the basis for Chapter VI.

The study closes with several recommendations based on the conclusions drawn from the research. Chapter VII is composed of the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

In recent years, there has been a substantial increase in the number of research studies completed in the broad area of community college education.

Many of these studies have been normative-type, follow-up studies relating to a certain college, a certain instructional area, or a certain time period. Another large body of research has been concerned with the criteria for establishing community colleges in specific states, the financial structure and organization procedures, and the need for community colleges in a specific geographic area. Relatively few comprehensive studies have been completed in the area of community college business education.

This study was concerned with eight objectives of public community colleges which evolve from three of the traditional roles of community college education. Consequently, the review of related literature and research is divided into sections based on the three traditional roles of the community college: transfer education, occupational education and adult education.

In the review of literature, the primary purpose was to trace the evolution of these three functions and to summarize contemporary thought in each of the three functions.

I. LITERATURE ON TRANSFER EDUCATION

Early thought on the functions of the junior college was largely based on the educational opportunities inherent in the transfer function.

On the evolution of the transfer function, Hillway wrote:

By (the) preparing function, (Frank W.) Thomas meant that of preparing students for advanced work in the upper divisions of universities. This implies a close resemblance, if not an actual duplication, between subjects offered in the junior college and those found in the freshman and sophomore years of the four-year program. This function, in fact, was apparently what Folwell, Tappan, Harper, and other university presidents had chiefly in mind when they proposed the transfer of their lower divisions to the secondary schools.¹ (Author's brackets)

One of the great pioneers in the junior college movement, Leonard V. Koos, wrote, in 1931:

. . . offering two years of work acceptable to colleges and universities is one of the (functions) most commonly put forward in the catalogs, but not in the remaining literature. . . . From this emphasis we may anticipate that this function will be more nearly certain of performance than any of those following it in the list.²

Another pioneer, Seashore, wrote, in 1940:

The areas between the high school and the college is the newest frontier in American education. Its program is still in the process of formation. The institution is struggling to establish its identity and the definition of its area.³

¹ Tyrus Hillway, The American Two-Year College (New York: Harper and Brothers, 1958), p. 62.

² Leonard V. Koos, The Junior-College Movement (Boston: Ginn and Company, 1925), p. 19.

³ Carl E. Seashore, The Junior College Movement (New York: Henry Holt and Company, 1940), p. 13.

Thornton, in discussing transfer education, wrote:

Preparation for further study at the four-year college or university is the traditional task of the junior college. It was the primary purpose envisaged by Tappan and Folwell, Harper, Lange, and Jordon. This was the objective adopted by the earliest established junior colleges, both public and private. It is the goal which the junior colleges have accomplished most extensively and most successfully and for the greatest numbers of students.⁴

The transfer function has been the subject of extensive research; most of the studies have been normative-type research and limited to the status of the transfer function in one college, or in one academic area. Some of the more comprehensive studies related to the transfer function are summarized in the following pages.

Morrison's Study⁵ was based on a check list of 51 items which represented current issues in community college education in California. Morrison found that the respondents generally favored a comprehensive program and an open-door admission policy. The respondents ranked the purposes of the community college in the following order: (1) transfer education; (2) technical-vocational education; (3) guidance; (4) general education; (5) community oriented programs; (6) institutional research; (7) remedial instruction; (8) special community services; and (9) adult education.

⁴James W. Thornton, The Community Junior College (New York: John Wiley and Sons, Inc., 1960), p. 63.

⁵Archie McKim Morrison, "The Views of California Junior College Administrators, Instructors, and Boards of Trustees on Selected Issues in Junior College Education" (unpublished Doctoral dissertation, The University of California, Los Angeles, 1963).

Ford's Study⁶ was concerned with identifying the purposes of community colleges in the State of Washington. Ford surveyed instructors, administrators, and board members in the state's ten oldest community colleges. The personnel included in the survey considered the community college to be a comprehensive-type institution; its most important function, however, was that of transfer education.

These preceding research studies give an indication of the status of transfer education as one of the functions of the community junior college.

Certainly the most comprehensive study of the transfer function and transfer students was recently completed at the Center for the Study of Higher Education, University of California, Berkeley. The comprehensiveness of the study, completed by Knoell and Medsker,⁷ is illustrated by the following objectives:

1. To obtain normative information about the characteristics of junior college students who transfer to four-year colleges . . .
2. To obtain normative information about the performance of junior college students after transfer to four-year colleges,

⁶ Thornton M. Ford, "An Analysis of the Comprehensive Purposes of the Junior College as Appraised by Personnel and Directors in Ten Junior Colleges in the State of Washington" (unpublished Doctoral dissertation, Washington State University, 1965).

⁷ Dorothy M. Knoell and Leland L. Medsker, Factors Affecting Performance of Transfer Students from Two- to Four-Year Colleges: With Implications for Coordination and Articulation (Berkeley: Center for the Study of Higher Education, 1964). (This research is also the subject of another publication by these authors, From Junior College to Senior College--A National Study of the Transfer Student (Washington: American Council on Education, 1965)).

in comparison with native students who completed all their work at one college and in relation to their own junior college records.

3. To assess the relative contribution of the following types of factors to variability in performance after transfer to the four-year colleges:

- a. Personal characteristics such as family background, decision-making about college attendance and careers, and educational goals.
- b. Prior educational experience and achievement.
- c. College and program characteristics.

4. To gain a better understanding of attrition among junior college students after transfer to four-year colleges.

5. To appraise the various possible reasons for the failure of junior college students to graduate two years after transfer in terms of curricular requirements, junior college preparation, and enrollment patterns after transfer.⁸

These research studies verify the emphasis placed upon the transfer function in community colleges.

II. LITERATURE ON OCCUPATIONAL EDUCATION

The American Association of Junior Colleges issued this policy statement in 1925:

The junior college is an institution offering two years of instruction of strictly collegiate grade. Its curriculum may include those courses usually offered in the first two years of the four-year college, in which case these courses must be identical, in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum suited to the larger and ever-changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates.⁹

⁸Loc. cit.

⁹Thornton, op. cit., p. 51.

Koos, in 1932, said:

Much remains to be done before there is a generous recognition of this semi-professional service in the junior college. First, we shall need extended investigation to identify the semi-professions, and, second, we shall need development of and experimentation with courses aiming to prepare for them.¹⁰

Earlier, H. G. Noffsinger, at the 1920 Junior College Conference in St. Louis, succinctly said:

To my mind the most important question before us is the function of the junior college. Is its function to prepare boys and girls for life or to prepare them for the junior year in the A. B. college? I want to know whether I must build courses in the junior college for the 90 per cent or say 75 per cent who are going no further, or for the 25 per cent who are going to the junior year of the standard four-year college. Shall we take care particularly of those who are going out into life or those who are going on into college?¹¹

Seashore, in 1949, said:

. . . we are now facing a new awakening to the effect that below the strictly professional, we have the semi-professional and skilled occupations which demand education adapted to that large mass of our American people who are not going to be the scholars but rather the workers in their respective fields in the countless avenues of industrial, governmental, social, artistic, and religious movements.¹²

Almost a decade later, Starrak and Hughes wrote:

¹⁰ Leonard V. Koos, "Business Education: The Present Status," Junior College Journal, II (January, 1932), p. 196.

¹¹ Walter C. Eells, Present Status of Junior College Terminal Education (Washington: American Association of Junior Colleges, 1941), pp. 16-17.

¹² Seashore, op. cit., pp. 5-6.

Changing conditions and technological advances in the fields of production and service have increased sharply the need for subprofessional and semitechnical workers. Between the learned professions at the top and the nontechnical trades and services at the bottom, there lies a large and rapidly increasing number of occupations which call for a high degree of intelligence, some scientific understanding and judgment and, in some cases, a considerable amount of manipulative skill.¹³

Suggesting improved curricula in terminal education, Starrak and Hughes said:

The failure of our higher educational institutions to serve the educational needs of all youth who knock at their doors should not be regarded as a wholesale indictment of them. The point we wish to make is . . . that the current curricula of these institutions are not designed to serve the educational needs and interests of this large group of young people.¹⁴

Dressel, writing in the National Society for the Study of Education Yearbook, said:

Meeting the needs of large numbers of youth and adults who want education beyond the high school level requires the development of a program of post-high school education which (a) offers a wide variety of curriculums and services carefully coordinated with a program of testing and counseling designed to identify the particular aptitudes of the individual and to help find a curriculum and a vocation to which he is reasonably well suited; (b) demonstrates a continual alertness to changing individual and community needs; (c) provides for flexibility and individualization within curriculums and within courses; (d) emphasizes good instruction and varied instructional techniques involving an awareness of heterogeneity in the purposes and backgrounds of students and a persistent effort to give each day's work meaning related to the experience

¹³ James A. Starrak and Raymond M. Hughes, The Community College in the United States (Ames: Iowa State College Press, 1954), pp. 13-14.

¹⁴ Ibid., p. 13.

of each student; and (e) is inexpensive and in reasonably close proximity to the prospective student population.¹⁵

Thornton cites the philosophical differences held by administrators in fulfilling the occupational education function in community colleges. One group of administrators feels "that a college, by the inherent meaning of the term, is committed to training the mind in abstract and theoretical disciplines. . . ." A second group "accepts without regret the fact that certain worthy students will attend college for only two years or less and that modern industry and businesses have need of workers with more than a high school education but less than a bachelor's degree." A third group of administrators emphasizes the "community role of their institutions and seek to adapt their practices to emerging education needs as rapidly as they are able to discern such needs and devise programs to meet them."¹⁶

Blocker, Plummer, and Richardson, with a view to the future, wrote:

The community college must remain fluid in its educational objectives, programs, and administrative organization in order to respond effectively to new conditions and demands as they arise. This does not mean that the college must be a porpourri of responses to real or imagined needs; there must be reason and logic behind changes and additions to college programs lest the stability and integrity of the institution be eroded.¹⁷

¹⁵Paul L. Dressel, "Individual Needs and Purposes," The Public Junior College (Fifty-fifth Yearbook, National Society for the Study of Education, 1956), pp. 62-63.

¹⁶Thornton, op. cit., pp. 187-188.

¹⁷Clyde E. Blocker, Robert H. Plummer, and Richard G. Richardson, Jr., The Two-Year College: A Social Synthesis (Edgewood Cliffs: Prentice-Hall, Inc., 1965), p. 69.

There are few administrators who dispute the importance of occupational education in the public community college today. While this function has developed somewhat more slowly than the transfer function, the following research studies indicate its increasing importance in the public community college.

In his study of Iowa public junior colleges, Bowman¹⁸ found that more than one-third of Iowa's 1963 high school seniors planned to attend a post-high school institution to seek less-than-baccalaureate-degree skills and more than 10 per cent of the seniors hoped to pursue technical-vocational courses. In a survey of potential employers, the employers indicated that Iowa public junior colleges were not providing training opportunities appropriate to the needs of technical, skilled, and semi-skilled employees.

Riphey's Study¹⁹ evaluated the effectiveness of New Mexico's community colleges. The basic purpose was to determine if the university branch system of junior colleges is capable of meeting the diverse educational needs of the state.

Riphey found that the state's community colleges were providing no terminal credit courses; adult education and community service programs were virtually non-existent. The researcher concluded that there

¹⁸ George W. Bowman, "An Investigation of Public Junior Colleges in Iowa" (unpublished Doctoral dissertation, The University of Nebraska, Lincoln, 1963).

¹⁹ Donald T. Riphey, "An Evaluation of the Effectiveness of New Mexico's Community Colleges" (unpublished Doctoral dissertation, Colorado State College, Greeley, 1963).

was little hope for university extension programs in developing comprehensive community college programs.

The basic purpose of Bessire's Study²⁰ was to determine the extent to which vocational training at Shasta College (California) is responsive to community needs and student vocational interests.

Bessire found that while certain vocational programs were operating successfully, major local employers were not familiar with the college's training programs and that curriculum development procedures did not insure curricula appropriate to student and employer needs.

Horton's Study²¹ was concerned with the terminal curricula in four Texas public community colleges. The purpose of this study was to evaluate the effectiveness of the terminal curricula. Two student sub-populations were studied: one group included those students who entered the labor market directly after graduation from high school and one group included students who completed a two-year terminal curriculum in a community college.

Horton found a highly significant difference between the two groups in the degree of skill required in their jobs, the rapidity of their promotions, annual income, and the satisfaction of their rate

²⁰ Jack DeWitt Bessire, "The Development of Occupational Education in a Junior College with Reference to Certain Community Needs and Student Interests" (unpublished Doctoral dissertation, University of California, Berkeley, 1965).

²¹ Henry A. Horton, Jr., "An Evaluation of the Effectiveness of Junior College Terminal Curricula" (unpublished Doctoral dissertation, The University of Texas, Austin, 1962).

of progress in life. Based on these findings, Horton concluded that great values are inherent in the community college occupational curricula.

Schenz²² completed a nation-wide study to determine the prevalence of curricula for low-ability students in community colleges.

Of the community colleges included in his study, 91 per cent had an open-door admission policy for all high school graduates or for all persons eighteen or older who could profit from instruction. Only about 20 per cent of the colleges offered special courses or curricula for low-ability students; yet there is an increasing number of full-time low-ability students entering the community college.

Berg's Study²³ was concerned with the persistence and academic performance of low-ability students in California community colleges. In surveying 600 students whose test scores fell between the 16 and 30 percentile of a scholastic ability test, Berg found that one of four low-ability students would drop out by the end of the first semester, and half would drop out by the end of the second semester. Three-fourths of the low-ability students would not complete four semesters. The students were well satisfied with the community college as an

²² Robert F. Schenz, "An Investigation of Junior College Courses and Curricula for Students with Low Ability" (unpublished Doctoral dissertation, The University of California, Los Angeles, 1963).

²³ Ernest H. Berg, "Selected Factors Bearing on the Persistence and Academic Performance of Low-Ability Students in Four California Junior Colleges" (unpublished Doctoral dissertation, The University of California, Berkeley, 1965).

educational institution and with the quality of its instruction. The students, however, were very dissatisfied with the counseling program.

Speaking at the Legislative Work Conference of the Southern Regional Education Board in August, 1964, Dr. Maurice Seay cited eight problems in junior college education. One of the problems of community college education cited by Dr. Seay was:

To give semi-professional and technical curriculum a prestige similar to that now accorded to the College Transfer Program.

This need is revealed by the fact that about two-thirds of the freshman classes in community colleges take the College Transfer Program, while only 33 per cent of those who take this transfer program actually transfer to four-year institutions. It seems obvious that many of these students taking the College Transfer Program should be guided into other curriculums. From the testimony of many college administrators and counselors we learn that the lack of prestige given the vocationally oriented curriculums is a major factor making it difficult to recruit students for any curriculum other than the college transfer one.²⁴

In studying the literature of occupational education, one can only conclude that occupational education is a major education issue today. Perhaps Grant Venn best summarizes the dilemma of occupational education:

Vocational and technical education cannot achieve status automatically. Education, government, and society as a whole will have to gain a better understanding of the nature of occupational education and of its value to the individual and the nation before this branch of learning can acquire the prestige to enroll the kind and number of students who

²⁴Maurice F. Seay, "Technical and Vocational Education Within the Community College--The Problems and How to Solve Them," Technical-Vocational Education and the Community College, Proceedings of the Thirteenth Annual Legislative Work Conference of the Southern Regional Education Board, p. 30.

need it. The lead will have to be taken by education itself, and the first step must be the recognition by educators that occupational education is legitimate and necessary education for our time.²⁵

Writing in the Junior College Journal, Basil Peterson says:

Although the several functions of the junior college . . . are important to sound patterns of junior college education, unless a college provides a good program of occupational education, it has no real basis for existing. Any junior college which provides merely the first two years of a four-year college program of instruction fails to fulfill its most important responsibility.²⁶

III. LITERATURE ON ADULT EDUCATION

Of the three traditional community college functions, adult education is the most recent of the three functions. Koos²⁷ and Bennett²⁸ do not specifically mention adult education. It was not until the early 1930's that adult education even began to be recognized as a possible function of the junior college; Eells, referring to adult education, said: "The junior college can give additional cultural training to adults who are prepared to profit by it."²⁹

²⁵Grant Venn, Men, Education and Work (Washington: American Council on Education, 1964), p. 140.

²⁶Basil Peterson, "The Vocational and Technical Functions of California Junior Colleges," Junior College Journal XXXIII (December, 1962), p. 198.

²⁷Koos, op. cit.

²⁸B. Vernon Bennett, Vocational Education of Junior College Grade (Baltimore: Warwick and York, Inc., 1928).

²⁹Walter C. Eells, The Junior College (Boston: Houghton-Mifflin Company, 1931), p. 195.

In 1940, Seashore expressed optimism about the future of adult education:

Things have moved so fast educationally in the present century that we are now thoroughly aroused over the possibility of making up for the "lost" privileges of education in our present generation of adults. Disregarding age and school days of the conventional sort, the intelligent American people as a class are rushing for privileges of adult education both public and private, both institutionally and in general ways of self-help. The most logical unit for the sponsoring of this development as a community interest is now largely in the junior college.³⁰

Perhaps a major reason for the development of adult education was the Great Depression; its real growth may be related to World War II.³¹

Of today's adult education program, Blocker, Plummer, and Richardson point out that about 50 per cent of the students in two-year colleges are adult and two-thirds of them see a significant relationship between their college course work and their current occupations.³²

Adult students perceive the community college as a means to an end.

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A strong vocational orientation is evident: 75 per cent stated their objectives to be professional or vocational, and 85 per cent indicated that they were attending college in order to obtain a better job. In addition, 43 per cent implied dissatisfaction with their current employment.³³

³⁰ Seashore, op. cit., p. 9.

³¹ Blocker, Plummer, and Richardson, op. cit., p. 30.

³² Ibid., pp. 123-124.

³³ Ibid., p. 125.

Armstrong's Study³⁴ was based on a survey of 3,900 students enrolled in adult education classes (not necessarily in community colleges) in the State of Washington. Among Armstrong's findings were:

1. Adult education is of more interest to the young adult than to the older one.
2. There was no difference in the number of men and women participating in adult education courses.
3. There was a definite interest in the opportunities for job advancement among adult education students.
4. Male adult education students were more interested in industrial-type courses; women, in cultural-type courses.
5. Younger adult students were highly interested in industrial-type courses; persons in the older age classifications were more interested in business, academic, and avocational courses.
6. Adults gave these reasons for continuing their education: (a) to improve education generally; (b) to prepare for a better job; and (c) to increase present job skill.

Erbstein's Study³⁵ was based on the acceptance of informal, non-credit adult education courses in public junior colleges; 224 institutions were included in the study.

Erbstein found that 63 per cent of the colleges offered non-credit courses. However, adult, non-credit courses have not kept pace with

³⁴Leslie H. Armstrong, "A Survey of Adult Education Classes in the State of Washington" (unpublished Doctoral dissertation, Washington State University, Pullman, 1965).

³⁵George B. Erbsstein, "Informal Non-Credit Adult Education in the Public Junior College: Current Trends and Future Prospects" (unpublished Doctoral dissertation, Columbia University, New York City, 1962).

degree credit programs since 1955. Non-credit education will likely continue but with less status than degree-credit courses; Erbstein identified three factors which will contribute to the decrease of non-credit courses: (1) desire of students for course credit; (2) inadequate legislative action, and (3) pressures from increasing full-time enrollment.

IV. SUMMARY

While the community college, as an institution, has become the subject of increased research, relatively little research has been done in the area of community college business programs.

The transfer function formed the original purpose of community colleges; research studies show that the transfer function continues to hold a position of paramount importance.

Occupational education became an area of interest of the community colleges in the 1920's; a review of the statements of some of the community college leaders in that era reveals that occupational education is still attempting to find its rightful place in the community college today.

The adult education objective emerged in the depression days of the 1930's but became more fully accepted during the Post-World War II period. Nevertheless, the adult education potential has not yet been fully accepted in most community colleges.

CHAPTER III

RESEARCH PROCEDURES

The study consists of three parts: (1) defining and validating the curriculum objectives of public community college business programs; (2) determining the importance and the extent of agreement on each of the curriculum objectives based on the opinions of public community college personnel; and, (3) determining the implications of implementing these curriculum objectives in seventeen selected Texas public community colleges.

Consequently, this chapter is divided into three sections in order to define more clearly the research procedures employed in the study.

I. DEFINING AND VALIDATING THE OBJECTIVES

The researcher defined eight curriculum objectives of public community college business programs. The eight curriculum objectives encompass the three traditional roles of community colleges: transfer education, occupational education, and adult education.

Sources of the Data

A jury of thirty prominent educators was selected to validate the eight curriculum objectives of public community college business programs; this jury was composed of higher education authorities, deans of collegiate schools of business, and business education specialists. (See Appendix A for the names of the jury personnel.)

No attempt was made to achieve an exact regional balance or a balance within the three professional areas from which the jury was selected. Two factors were used in selecting the jury: the professional reputation of the individual jury member and the prevalence of public community colleges in the juror's state. Fifteen states and the District of Columbia were represented on the jury; in these states are located 73 percent of the nation's public community colleges which meet the provisions stated in the delimitations of this study.

Table I, on the following page, summarizes the composition of the jury by state and professional interest area.

In early October, 1965, a letter explaining the purpose of the study (Appendix B) and a "work sheet" were mailed to each of the jurors. Each juror was asked to evaluate each of the curriculum objectives using these criteria.

1. Is the objective a proper function of the public community college?
2. Is each objective properly titled?
3. Is each objective clearly defined?

In addition, each juror was asked to make any corrections or changes in the copy submitted to them.

Analysis of the Jurors' Responses

As the jurors' responses were received, they were analyzed carefully. A summary of all the jurors' evaluations was made for each curriculum objective. By October 29, 1965, the responses of twenty-two of the thirty jurors had been received.

TABLE I

JURORS SELECTED FOR THE STUDY
(By state and professional interest)

State	No. of Public Community Colleges in State	Higher Educator	Business College Dean	Business Educator	Total
Arizona	4	0	0	1	1
California	72	4	1	2	7
District of Columbia	0	1	0	0	1
Florida	22	1	1	1	3
Illinois	24	0	0	1	1
Kansas	14	0	1	0	1
Kentucky	8	0	1	0	1
Maryland	11	0	1	0	1
Michigan	18	4	0	0	4
Minnesota	11	0	1	0	1
New York	25	1	1	1	3
North Carolina	3	1	0	0	1
Oregon	7	0	1	0	1
Pennsylvania	4	0	0	1	1
Texas	31	1	1	0	2
Washington	15	1	0	0	1
Totals	269	14	9	7	30

Only one major change was necessary. Three jurors suggested that the title of the "leisure" objective be changed to "avocational"; some minor changes--limited only to a few words to provide increased clarity but which did not change the meaning or intent of the statements on the purpose of any objective--were also made.

Because of the number and the unanimity of the responses, it was not deemed necessary to submit the objectives to the jury for a review. Three additional responses were received later; they did not reflect any general disagreement with the earlier responses.

Consequently, the following eight objectives and their purposes were considered valid based on the opinions of the jury.

Transfer Objective: provision for a two-year curriculum for students who plan to transfer to a senior college to complete the baccalaureate degree in some field of business.

Semi-professional Objective: provision for two-year curricula for students who seek semi-professional positions at the supervisory or mid-management levels upon completion of the program.

Technical Objective: provision for two-year curricula for students who seek positions which are best defined as technical; i.e., accounting, data processing, secretarial administration.

Developmental Objective: provision for one-year curricula for students who have left school or have graduated but who need developmental training for an "entry-level" position.

Supplemental Objective: provision for regular or special courses for persons who are presently employed but who need supplementary training for advancement in their present occupational field.

Retraining Objective: provision for special courses or curricula, of varying lengths, for persons who must have retraining in order to enter a new occupational field.

Opportunity Objective: provision for special courses or curricula for persons who, because of inadequate background, do not have the opportunity to benefit from occupational training.

Avocational Objective: provision for the opportunity for individuals to take presently offered or special courses for their avocational interests rather than for vocational use.

II. DETERMINING THE IMPORTANCE AND EXTENT OF AGREEMENT

ON THE CURRICULUM OBJECTIVES OF PUBLIC

COMMUNITY COLLEGE BUSINESS PROGRAMS

Preparation of the Questionnaire

One phase of this study was concerned with determining the importance and the extent of agreement on the eight defined curriculum objectives of public community college business programs.

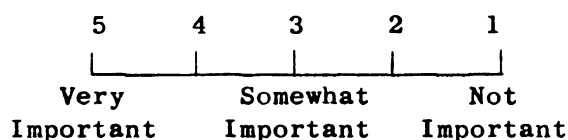
To test the null hypotheses, a rating scale was devised. Of rating scales, Good and Scates have written:

The rating scale is probably the most commonly used instrument for making appraisals, and is found in a wide variety of forms and uses. The rating typically directs attention to different parts or aspects of the thing to be evaluated. . . . The problems of constructing rating

scales are primarily the difficulty of securing satisfactory categories and of providing criteria by which the satisfactoriness of the scale may be carefully determined. The investigator must have categories that possess approximately the same significance for all who will use the rating scale, and the categories must fit together into a satisfactory pattern, so that, when taken together, they will provide an adequate picture.¹

Descriptive statements for each objective and the rating scales were prepared by the researcher using several different formats. The researcher's thesis director, after evaluating the formats, approved the format used in the study.

The format of the questionnaire required that the personnel included in the survey mark their responses to each objective on the following Likert-type scale:



Two such scales were listed with each of the eight curriculum objectives; one scale was used to indicate the "degree of importance presently placed on each of the objectives . . ."; the second was used to indicate "ideally what degree of importance would you place on each objective in the future . . ."

Also included in the questionnaire was a series of statements on the curriculum content for each of the objectives. These statements

¹Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, 1954), pp. 681-682.

were to be rated by each of the public community college presidents and business department heads based on the extent to which they agree with the stated curriculum content. After a preliminary analysis of the data, the research director and the researcher agreed that this analysis should be omitted from the study, primarily because of the likelihood of misinterpretation of certain of the curriculum content statements by the respondents.

Sources of the Data

Using the 1965 Junior College Directory, a list of all public community colleges was prepared; some public community colleges were deleted from the list because they did not meet the provisions as stated in the Delimitations of the Study.²

Three hundred ninety-three public community colleges were selected for the study (See Appendix D). On November 8, 1965, identical letters of transmittal (Appendix E) and questionnaires (Appendix F) were mailed to the president and the business department head of each of the 393 public community colleges. Forty-one per cent of the questionnaires were returned by November 28, 1965.

A follow-up mailing was made on November 29, 1965, to all public community college personnel who had not responded to the first mailing. The mailing included a personally typed letter (Appendix G) and another copy of the questionnaire.

²Two sources were used: Seymour Eskow, Guide to the Two-Year Colleges (Great Neck, New York: Barron's Educational Series, Inc., 1960) and Gene R. Hawes, The New American Guide to Colleges (New York: Columbia University Press, 1962).

As the questionnaires were returned, they were analyzed; the following institutions were deleted for the following stated reasons:

Closed or merged with another institution

Hershey Junior College; Hershey, Pennsylvania
 Gibbs Junior College; St. Petersburg, Florida
 Johnson Junior College, Leesburg, Florida
 Lincoln Junior College; Fort Pierce, Florida
 Roosevelt Junior College; West Palm Beach, Florida
 Volusia County Community College; Daytona Beach, Florida
 Tyler District College; Tyler, Texas

Offered no more than one occupational curricula

Trenton Junior College; Trenton, New Jersey
 Allentown Center-PSU; Allentown, Pennsylvania
 Hazelton Campus-PSU; Hazelton, Pennsylvania
 McKeesport Campus-PSU; McKeesport, Pennsylvania
 Mont Alto Campus-PSU; Mont Alto, Pennsylvania
 Ogontz Campus-PSU; Abington, Pennsylvania
 Schuylkill Campus-PSU; Pottsville, Pennsylvania
 Ketchikan Community College; Ketchikan, Alaska

Became a senior college

Augusta College; Augusta, Georgia
 San Angelo College; San Angelo, Texas

After excluding these seventeen institutions, 376 public community colleges remained for inclusion in the study.

One of the hypotheses involved the analysis of the data based on geographic region; for this analysis, the regional classification plan of the National Business Education Association was used. Under this plan, the nation is divided into five regions: Eastern, North-Central, Southern, Mountain-Plains, and Western.

Another hypothesis involved the analysis of data based on institutional size; using October, 1965, enrollments, published in the 1966

Junior College Directory, all institutions were placed in the appropriate size classification, as follows:

Small--total enrollment of fewer than 1,000 students

Medium--total enrollment of 1,000 to 2,999 students

Large--total enrollment of 3,000 or more students

On the following page, Table II lists the states in each region, the number of institutions in each state included in this study, and the number of institutions in each of the size classifications.

Public community colleges in thirty-eight states were included in this study. Twelve states had no colleges which meet the requirements imposed in the study.

At least one response was received from 93 per cent of the 376 public community colleges included in the study. Sixty-one per cent of the 376 institutions are represented by the responses of both the institution's president and business department chairman.

Of the 376 public community college presidents who received the questionnaire, 308 (82 per cent) returned the questionnaire. (See Appendix H for a summary of the rate of response of the presidents.)

In analyzing the total responses of the public community college presidents by region, the presidents of colleges in the Southern region had the highest "per cent of return," while the presidents in the Western region had the lowest rate of return.

Eighty-nine per cent of the presidents of "small" institutions returned the questionnaires, while 80 per cent of the presidents of "medium-sized" institutions responded. Of the 104 "large" institutions, the responses of 77 presidents (74 per cent) were received.

TABLE II
PUBLIC COMMUNITY COLLEGES INCLUDED IN THE STUDY
BY REGION, STATE, AND SIZE

Region	State	Size Classifications				Totals
		Small	Medium	Large	Total	
Eastern	Connecticut	1	1	0	2	
	Maryland	6	3	2	11	
	Massachusetts	5	5	0	10	
	New York	3	10	12	25	
	Pennsylvania	1	2	1	4	
	Rhode Island	0	1	0	1	53
North-Central	Illinois	6	9	9	24	
	Indiana	0	1	0	1	
	Iowa	11	1	0	12	
	Michigan	4	7	7	18	
	Minnesota	10	1	0	11	
	Missouri	5	2	2	9	
	Ohio	0	3	1	4	79
Southern	Alabama	2	0	0	2	
	Arkansas	1	0	0	1	
	Florida	7	9	6	22	
	Georgia	2	4	0	6	
	Kentucky	6	2	0	8	
	Mississippi	13	4	0	17	
	North Carolina	1	1	1	3	
	Virginia	3	0	0	3	
	West Virginia	1	0	0	1	63
Mountain-Plains	Colorado	3	3	0	6	
	Kansas	12	2	0	14	
	Nebraska	4	0	0	4	
	New Mexico	4	0	0	4	
	North Dakota	1	1	0	2	
	Oklahoma	6	3	0	9	
	Texas	12	16	3	31	
	Wyoming	4	1	0	5	75
Western	Alaska	1	1	0	2	
	Arizona	1	2	1	4	
	California	6	14	52	72	
	Idaho	1	0	1	2	
	Montana	2	0	0	2	
	Oregon	4	2	1	7	
	Utah	2	0	0	2	
	Washington	1	9	5	15	106

Statistics on the Western region were strongly influenced by the number of public community colleges in California; 68 per cent of all the institutions in the Western region are California colleges.

The responses of 288 (77 per cent) business department heads were received. The highest rate (86 per cent) came from the North-Central region; the lowest rate of response (66 per cent) came from the Western region.

Business department heads in institutions defined as "small" returned 78 per cent of the questionnaires from that size classification; 77 per cent of the business department heads in "medium-size" institutions responded. The rate of return for business department heads in "large" institutions was 73 per cent. (See Appendix I for a summary of the rate of response of the business department heads.)

Of the questionnaires mailed to the president and business department head in 376 public community colleges, 596 (79 per cent) responses were received before the data was analyzed. (For a summary, see Appendix J.) Eleven additional responses were received later.

A close relationship should exist between the number of public community colleges and the rate of response in both the variables of institutional size and geographic region. Small institutions are slightly over-represented, while large institutions are slightly under-represented. Table III summarizes this relationship based on institutional size:

TABLE III

NUMBER OF INSTITUTIONS COMPARED WITH NUMBER OF RESPONSES
BASED ON SIZE CLASSIFICATIONS

Size	No. of Institutions	Per cent of Total Institutions	No. of Responses	Per cent of Total Responses	Per cent Difference
Small	152	40.4	254	42.6	02.2
Medium	120	31.9	189	31.7	00.2
Large	104	27.7	153	25.7	-02.0
TOTAL	376	100.0	596	100.0	

A very close relationship exists between the number of public community colleges by region and the rate of responses by region, as shown in Table IV:

TABLE IV

NUMBER OF INSTITUTIONS COMPARED WITH NUMBER OF RESPONSES
BASED ON GEOGRAPHIC REGION

Region	No. of Insts.	Per cent of Total Insts.	No. of Responses	Per cent of Total Responses	Per cent Difference
Eastern	53	14.09	86	14.43	00.34
North-Central	79	21.01	131	21.98	00.97
Southern	63	16.75	104	17.45	00.70
Mountain-Plains	75	19.95	123	20.64	00.69
Western	106	28.20	152	25.50	-02.70
TOTAL	376	100.00	596	100.00	

The Western region is under-represented in excess of two per cent; all other regions are very slightly over-represented. While some variations exist, none is considered to be large enough to affect the statistical analyses.

Analysis of Data

All responses received before March 1, 1966, were included in the study. The data provided by each of the respondents were key punched and a program was written for analysis on the IBM 7040 computer; facilities of the Computer Center at Texas Technological College, Lubbock, were made available to the researcher.

The statistical method employed to test the null hypotheses was the t test; this research method lends itself particularly well to the analysis of means.

The concept of null hypothesis holds that there is no difference between two sample means; for the purpose of this study, if the t score exceeded the .05 level of significance, the null hypothesis was rejected.

Hays,³ formula was used for all computations:

$$t = \frac{(M_1 - M_2) - E(M_1 - M_2)}{\text{est. } \sigma \text{ diff}}$$

where

$$\text{est. } \sigma \text{ diff} = \frac{N_1 s_1^2 + N_2 s_2^2}{N_1 + N_2 - 2} \cdot \frac{N_1 + N_2}{N_1 \cdot N_2}$$

³William L. Hays, Statistics for Psychologists. (New York: Holt, Rinehart and Winston, 1965), pp. 320-321.

Using the above formula, the t scores were computed for each of the objectives based on present importance and desired future importance. (See Appendix K for the program). Using the means and variances obtained through this analysis, other analyses were computed by using a rotary calculator. (See Appendices L, M, N, and O.)

III. DETERMINING THE IMPLICATIONS OF IMPLEMENTING THE CURRICULUM OBJECTIVES IN SELECTED TEXAS PUBLIC COMMUNITY COLLEGES

Sources of Data

Seventeen of Texas' 31 public community colleges were selected for in-depth study to determine the implications for implementing the curriculum objectives of public community college business programs.

Of the 31 colleges, twelve were small institutions and sixteen were medium-size institutions. There were three large public community colleges in Texas.

Six of the small institutions and eight of the medium-size institutions were randomly selected for in-depth study; all of the large institutions were selected for in-depth study. The following Texas institutions, by size classifications, were included in this part of the study.

Small Public Community Colleges

Cisco Junior College, Cisco
Frank Phillips College, Borger
Hill Junior College, Hillsboro
Panola College, Carthage
Southwest Texas Junior College, Uvalde
Weatherford College, Weatherford

Medium Size Public Community Colleges

Alvin Junior College, Alvin
Amarillo College, Amarillo
Cooke County Junior College, Gainesville
Henderson County Junior College, Athens
Odessa College, Odessa
South Plains College, Levelland
Texarkana College, Texarkana
Wharton County Junior College, Wharton

Large Public Community Colleges

Del Mar College, Corpus Christi
San Antonio College, San Antonio
San Jacinto College, Pasadena

In the summer of 1966, interviews were conducted with the presidents and business department heads of each of the institutions listed above. (See Appendix Q for the names of the individuals interviewed.)

Preparation of the Interview Guides

The interview guides were prepared for the purpose of determining the implications of implementing the objectives defined in the study.

The purpose of the interviews was to identify appropriate factors in developing curricula appropriate to the objectives defined in the study.

A separate interview form was prepared for the president and the business department head. After tentative approval by the researcher's committee, the interview form was tested with personnel at South Plains College, Levelland, Texas. Some minor revisions were necessary.

The interview form prepared for public community college presidents is shown in Appendix R; the form for business department heads is shown in Appendix S.

Analysis of Data

Because of the qualitative nature of the data secured in the interviews, statistical analysis was inappropriate. Therefore, the data was analyzed and is presented in descriptive terms.

IV. SUMMARY

Eight curriculum objectives were defined by the researcher and validated by a jury of prominent educators, including higher education authorities, deans of collegiate schools of business, and business education specialists.

The eight objectives were submitted to the presidents and business department heads of 376 public community colleges; 79 per cent of the questionnaires were returned and useable for the analyses. At least one response was received from 93 per cent of the 376 public community colleges.

The responses were analyzed on the present and desired future importance for each of the objectives using three variables: (1) position of the respondent, (2) size of the institution, and (3) geographic region.

Seventeen Texas public junior colleges were randomly selected for intensive study. The presidents and business department heads of the institutions were interviewed by the researcher to determine the problems in implementing curricula or courses designed to accomplish the objectives defined in the study.

CHAPTER IV

RANK OF IMPORTANCE OF THE CURRICULUM OBJECTIVES BASED ON THE DATA FROM THE NATIONWIDE SURVEY

The analysis of the data collected from public community college presidents and business departments heads lends itself to the ranking of the eight curriculum objectives of public community college business programs based on their importance.

The questionnaire contained two scales, using a one-to-five continuum. One scale was marked by the respondent to indicate the present degree of importance placed on each objective in his institution; a second scale was marked indicating the desired future importance for each objective.

The content of this chapter is a discussion of the importance of each of the eight curriculum objectives; the objectives are ranked on their present importance and on their desired importance in the future.

I. RANK OF THE CURRICULUM OBJECTIVES BASED ON THEIR PRESENT DEGREE OF IMPORTANCE

By using the mean computed for each objective, it was possible to rank the eight defined curriculum objectives of public community college business programs based on their present importance in the public community colleges.

Table V shows the rank of each of the objectives based on their present importance; the ranking is the mean for each objective based on the total responses, using a 1 - 5 continuum.

TABLE V
PRESENT IMPORTANCE OF CURRICULUM OBJECTIVES
(Total Responses: 588)

Rank	Objective	Mean (1-5 scale)
1	Transfer	4.56
2	Technical	4.11
3	Semi-professional	3.97
4	Supplemental	3.37
5	Developmental	2.95
6	Retraining	2.75
7	Avocational	2.65
8	Opportunity	2.44

The transfer objective is considered to be the most important objective of public community college business programs today. Two types of two-year terminal curricula were defined; the technical objective (accounting, data processing, and secretarial administration) ranks second, but it was closely followed by the semi-professional objective (management and marketing) which ranked third. The supplemental objective ranked fourth in importance. Each of these four objectives had an arithmetic mean exceeding 3.0.

The developmental objective ranked fifth, followed by the re-training objective, avocational objective and the opportunity objective; the means of these four objectives range from 2.95 to 2.44.

A comparison of the responses of the presidents to the business department heads showed that the presidents rated each objective more important than did the business department heads. However, there was a close agreement on the relative importance of each of the objectives. Table VI compares the responses of the presidents to the responses of the business department heads.

TABLE VI

PRESENT IMPORTANCE OF THE CURRICULUM OBJECTIVES--
COMPARISON OF THE RESPONSES OF PRESIDENTS TO BUSINESS DEPARTMENT HEADS

Rank		Objective	Mean		Difference Between Means
*Pres.	BDH		*Pres. (1-5 scale)	BDH	
1	1	Transfer	4.63	4.48	.15
2	3	Semi-professional	4.18	3.76	.42
3	2	Technical	4.16	4.05	.11
4	4	Supplemental	3.53	3.20	.33
5	5	Developmental	3.07	2.83	.20
6	6	Retraining	2.98	2.51	.47
7	7	Avocational	2.72	2.57	.15
8	8	Opportunity	2.57	2.32	.25

*Pres.--Presidents; BDH--Business Department Heads

Each of the two sub-populations agreed on the relative rank of importance for each of the objectives, except that the presidents rated the semi-professional objective slightly higher than the technical objective; the business department heads rated the technical objective higher than the semi-professional objective.

An analysis of the differences between the means of the two sub-populations for each objective revealed the widest divergence of agreement between the means was on the importance of the semi-professional and the retraining objectives.

The data was further analyzed by size classifications; Table VII shows the rank of the objectives using the variable of institutional size:

TABLE VII
PRESENT IMPORTANCE OF THE CURRICULUM OBJECTIVES--
COMPARISON BY INSTITUTION SIZE

Rank			Objective	Means			Range of Means
*S	M	L		*S	M	L	
(1-5 scale)							
1	1	1	Transfer	4.59	4.52	4.55	.07
2	2	2	Technical	3.84	4.23	4.40	.56
3	3	3	Semi-professional	3.76	4.14	4.14	.38
4	4	4	Supplemental	3.18	3.46	3.60	.42
5	5	5	Developmental	2.90	2.96	3.02	.12
6	6	8	Avocational	2.60	2.85	2.47	.38
7	7	6	Retraining	2.58	2.84	2.95	.37
8	8	7	Opportunity	2.38	2.44	2.58	.20
*S--Small institution (fewer than 1,000 students)							
M--Medium institution (at least 1,000 students, but fewer than 3,000)							
L--Large institution (3,000 or more students)							

Respondents in large institutions placed a higher degree of importance on each of the objectives except that of transfer. While the means differ somewhat, the rank of each objective was identical regardless of the size classification of the colleges except in the case where large schools considered the opportunity objective more important than the avocational objective.

The respondents from small institutions rated all of the objectives lower than did their counterparts in medium-size and large public junior colleges--except for the transfer objective which the respondents in small public junior colleges considered most important.

The range of the means for each of the curriculum objectives did not vary widely; of the three size classifications, respondents in small public community colleges tended to rate each of the objectives lowest and respondents from the large public community colleges tended to rate each objective highest.

A final analysis of the present importance of each objective was made using the variable of geographic region. Means were computed for all of the respondents (regardless of their position or size of institution) in each of the five geographic regions.

With the exception of the transfer objective, which ranked highest in the Southern region, the means for each objective were highest in the Western region. There was complete unanimity on the transfer objective's paramount position. The technical objective ranked second in the Southern, Mountain-Plains, and Western regions, while the semi-professional objective held second position in the Eastern and North-Central regions. The supplemental objective held fourth position in all regions.

The developmental objective was fifth in importance in all of the regions except the East, where it was ranked least important. Occupying sixth position was the retraining objective, closely followed by the avocational objective and the opportunity objective. Table VII, on the following page, shows the rank of each objective using the five geographic regions as a variable.

TABLE VIII

PRESENT IMPORTANCE OF THE CURRICULUM OBJECTIVES--
COMPARISON BY GEOGRAPHIC REGION

Rank by Region *					Objective	Means (by region)*				Range of Means	
E	NC	S	MP	W		E	NC	(1-5 scale)	MP		W
1	1	1	1	1	Transfer	4.20	4.53	4.72	4.69	4.56	.36
3	3	2	2	2	Technical	4.05	3.90	4.17	3.88	4.46	.58
2	2	3	3	3	Semi-professional	4.06	3.96	4.13	3.60	4.14	.54
4	4	4	4	4	Supplemental	3.12	3.39	3.25	3.30	3.66	.54
8	5	5	5	5	Developmental	1.80	2.85	3.08	3.11	3.46	1.66
6	6	7	6	6	Retraining	2.24	2.67	2.51	2.73	3.30	1.06
5	7	6	7	8	Avocational	2.57	2.55	2.77	2.56	2.76	.22
7	8	8	8	7	Opportunity	1.87	2.30	2.41	2.54	2.86	.99

*E--Eastern Region, including the states of Connecticut, Maryland, Massachusetts, New York, Pennsylvania, and Rhode Island.

NC--North-Central Region, including the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Ohio.

S--Southern Region, including the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, Virginia, and West Virginia.

MP--Mountain-Plains Region, including the states of Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, Texas, and Wyoming.

W--Western Region, including the states of Alaska, Arizona, California, Idaho, Montana, Oregon, Utah, and Washington.

*E--Eastern Region, including the states of Connecticut, Maryland, Massachusetts, New York, Pennsylvania, and Rhode Island.

NC--North-Central Region, including the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Ohio.

S--Southern Region, including the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, Virginia, and West Virginia.

MP--Mountain-Plains Region, including the states of Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, Texas, and Wyoming.

W--Western Region, including the states of Alaska, Arizona, California, Idaho, Montana, Oregon, Utah, and Washington.

The range of means among the five regions gave a rough index of the extent of agreement on each objective. The developmental objective had the widest range (1.66)--from a low of 1.80 in the Eastern region to a high of 3.46 in the Western region.

II. RANK OF THE CURRICULUM OBJECTIVES BASED ON DESIRED IMPORTANCE IN THE FUTURE

The opinions of the public community college presidents and business department heads indicated that business programs in public community colleges may go through a period of transition.

The technical objective replaced the transfer objective as the most important of all the objectives. Closely following the second-place transfer objective was the semi-professional objective. The supplemental objective retained its fourth-place position. The retraining objective was considered more important in the future than was the developmental objective; these two objectives ranked fifth and sixth. The opportunity objective held seventh position and the avocational objective was considered the least important of the objectives in the future.

Not only was there a reshuffling of the objectives based on desired importance in the future, but the means computed for each of the objectives were substantially higher than they were for the present degree of importance. (See Table V for comparative data.)

Based on the same methods of analysis as in Section I of this chapter, Table IX shows the rank of the curriculum objectives based on the opinions of all respondents.

TABLE IX
DESIRED FUTURE IMPORTANCE OF THE CURRICULUM OBJECTIVES
BASED ON DATA FROM ALL RESPONDENTS

Rank	Objective	Mean (1-5 scale)
1	Technical	4.70
2	Transfer	4.62
3	Semi-professional	4.56
4	Supplemental	4.15
5	Retraining	3.88
6	Developmental	3.77
7	Opportunity	3.43
8	Avocational	3.23

To determine if the rankings differed between the two sub-populations (presidents and business department heads), the data shown in Table X was prepared.

TABLE X
DESIRED FUTURE IMPORTANCE OF THE CURRICULUM OBJECTIVES--
COMPARISON OF THE RESPONSES OF PRESIDENTS TO BUSINESS DEPARTMENT HEADS

Rank		Objective	Mean		Difference Between Means
*Pres.	BDH		*Pres. (1-5 scale)	BDH	
1	1	Technical	4.74	4.65	.09
3	2	Transfer	4.65	4.59	.06
2	3	Semi-professional	4.69	4.43	.26
4	4	Supplemental	4.24	4.05	.19
5	5	Retraining	4.07	3.68	.39
6	6	Developmental	3.89	3.64	.25
7	7	Opportunity	3.55	3.30	.25
8	8	Avocational	3.30	3.15	.15

*Pres.--Presidents; BDH--Business Department Heads

While both sub-populations rated the technical objective most important in the future, the business department heads rated the transfer objective second and the semi-professional objective third; the order was reversed, based on the opinions of the public community college presidents. There was complete agreement on the position of each of the remaining objectives.

The difference between the means of the responses of the presidents and the business departments on each of the objectives was considerably smaller than in the similar analysis based on present importance. (See Table VI for comparative data.)

The data was again analyzed using the three size classifications as variables. Table XI, below, shows the ranking of the objectives based on the institutional size classifications.

TABLE XI

DESIRED FUTURE IMPORTANCE OF THE CURRICULUM OBJECTIVES--
COMPARISON BY INSTITUTIONAL SIZE

Rank by Size			Objective	Means			Range of Means
*S	M	L		*S	M	L	
				(1-5 scale)			
2	1	1	Technical	4.60	4.79	4.74	.19
1	3	2	Transfer	4.66	4.62	4.57	.09
3	2	3	Semi-professional	4.49	4.69	4.53	.20
4	4	4	Supplemental	4.06	4.22	4.21	.16
5	5	5	Retraining	3.80	4.02	3.86	.22
6	6	6	Developmental	3.75	3.79	3.76	.04
7	7	7	Opportunity	3.48	3.42	3.37	.11
8	8	8	Avocational	3.29	3.34	2.99	.35

*S--Small institution (fewer than 1,000 students)
M--Medium institution (at least 1,000 students, but fewer than 3,000)
L--Large institution (3,000 or more students)

Except for the first three places, there was complete unanimity on the position of importance of each of the objectives. Respondents from medium and large public community colleges rated the technical objective as most important; personnel from small public community colleges continued to rate the transfer objective as most important. In general, respondents tended to rate the semi-professional objective slightly below both the technical and transfer objectives.

The range of the means for each of the objectives indicated a considerably closer agreement on the importance of the objectives in the future than that which existed at the present. (For comparative data, see Table VII.)

A final analysis of the data was made based on the geographic region. The Southern and Mountain-Plains regions continued to rate the transfer objective as the most important of all the objectives for the future; the other three regions rated the technical objective as most important. The Eastern and North-Central regions ranked the semi-professional objective in the second position, while the remaining regions rated it third in importance--after either the transfer or the technical objectives.

There was unanimity on the supplemental objective among all the regions; this objective ranked fourth. The retraining objective ranked fifth in three regions; the Southern and Mountain-Plains regions rated it sixth. The developmental objective was rated fifth in importance by two regions (Southern and Mountain-Plains), sixth by two regions (North-Central and Western) and eighth in the Eastern region.

The final analysis is shown in Table XII on the following page:

TABLE XII

DESIRED FUTURE IMPORTANCE OF THE CURRICULUM OBJECTIVES--
COMPARISON BY GEOGRAPHIC REGION

Rank by Region*					Objective	Means (by region)*				Range of Means		
E	NC	S	MP	W		E	NC	S (1-5 scale)			MP	W
1	1	2	2	1	Technical	4.63	4.73	4.73	4.56	4.80	.24	
3	3	1	1	2	Transfer	4.43	4.56	4.78	4.71	4.61	.35	
2	2	3	3	3	Semi-professional	4.60	4.70	4.65	4.28	4.60	.42	
4	4	4	4	4	Supplemental	4.00	4.32	4.13	4.05	4.18	.32	
5	5	6	6	5	Retraining	3.62	3.98	3.74	3.79	4.13	.51	
8	6	5	5	6	Developmental	2.96	3.88	3.79	3.85	4.04	1.08	
7	7	7	7	7	Opportunity	2.98	3.42	3.48	3.48	3.63	.65	
6	8	8	8	8	Avocational	3.27	3.27	3.39	3.15	3.12	.27	
*E--Eastern Region, including the states of Connecticut, Maryland, Massachusetts, New York, Pennsylvania, and Rhode Island.												
NC--North Central Region, including the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Ohio.												
S--Southern Region, including the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, Virginia, and West Virginia.												
MP--Mountain-Plains Region, including the states of Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, Texas, and Wyoming.												
W--Western Region, including the states of Alaska, Arizona, California, Idaho, Montana, Oregon, Utah, and Washington.												

*E--Eastern Region, including the states of Connecticut, Maryland, Massachusetts, New York, Pennsylvania, and Rhode Island.

NC--North Central Region, including the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, and Ohio.

S--Southern Region, including the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, Virginia, and West Virginia.

MP--Mountain-Plains Region, including the states of Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, Texas, and Wyoming.

W--Western Region, including the states of Alaska, Arizona, California, Idaho, Montana, Oregon, Utah, and Washington.

Unanimity was reached on the opportunity objective's seventh position. The avocational objective ranked eighth in each of the regions, except the Eastern region, which ranked it sixth.

The range of means for each of the objectives is smaller on this analysis than on the similar analysis based on present degree of importance. (See Table VIII for comparative data.)

III. SUMMARY

The responses from the presidents and the business department heads who participated in the nationwide survey were analyzed and the objectives ranked in importance, based on the present importance of each of the objectives and their desired importance for the future.

Based on the data analysis of all the respondents, the technical, transfer, and semi-professional objectives were ranked in this order as those which will be of greatest importance in public community college business programs in the future.

The order of importance of some of the objectives will change in the future from the position they presently occupy. The data analysis indicated that all of the objectives will increase considerably in importance, with the exception of the transfer objective. A more detailed analysis of the data is presented in the following chapter.

CHAPTER V

STATISTICAL ANALYSIS OF THE CURRICULUM OBJECTIVES BASED ON DATA FROM THE NATIONWIDE SURVEY

The content of this chapter is a presentation and discussion of the statistical analyses of the data received from public community college presidents and business department heads included in the nationwide survey.

The means and variances were computed for each of the eight defined curriculum objectives of public community college business programs. To determine if significant differences exist, the t test was used; the standard for rejecting a null hypothesis was set at the .05 level of significance.

For each of the eight curriculum objectives, four null hypotheses were tested as follows:

1. There is no difference in the opinions held by public community college personnel on the present importance of each objective and their opinions on the desired future importance of each objective.

2. There is no difference in the opinions held by public community college personnel in the Western region and those opinions held by public community college personnel in other geographic regions on the present and desired future importance of each of the curriculum objectives.

3. There is no difference in the opinions held by public community college personnel from large institutions and those opinions held by

public community college personnel from institutions in other size classifications on the present and desired future importance of each of the curriculum objectives.

4. There is no difference in the opinions held by public community college chief administrators and those opinions held by the business department heads on the present and desired importance of each of the curriculum objectives.

On the following pages, each of the eight curriculum objectives is discussed based on the data appropriate to that objective. The order of presentation is based on the present rank of importance of the objective as stated in Section I of the preceding chapter.

I. THE TRANSFER OBJECTIVE

The transfer objective is defined as a two-year curriculum for students who plan to transfer to a senior college to complete the baccalaureate degree in some field of business.

Table XIII, on the following page, shows the analysis of the data for each of the null hypotheses on the transfer objective's importance.

Present-Future Importance

One of the null hypotheses stated that there is no difference in the opinions held by public community college personnel on the present importance (of the transfer objective) and the desired future importance (of the transfer objective).

TABLE XIII

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE TRANSFER OBJECTIVE BASED ON FOUR VARIABLES

Variable	No.	d.f. ¹	Present			Future		
			Mean	t score	Level ¹	Mean	t score	Level ¹
<u>Present-Future</u>								
Total	588	587	4.558	----	--	4.622	1.51	NS
<u>Respondents' Position</u>								
President	304	---	4.628	----	--	4.655	----	--
Bus. Dept. Head	284	587	4.482	2.25	.05	4.588	1.18	NS
<u>Institutional Size²</u>								
Large	152	---	4.553	----	--	4.572	----	--
Small	251	402	4.586	-.61	NS	4.657	-1.62	NS
Medium	185	336	4.524	.31	NS	4.616	-.56	NS
<u>Geographic Region³</u>								
Western	149	---	4.564	----	--	4.611	----	--
Eastern	84	232	4.202	3.09	.01	4.595	1.82	NS
North-Central	129	277	4.527	.39	NS	4.558	.63	NS
Southern	103	251	4.718	-1.77	NS	4.777	-2.02	.05
Mountain-Plains	123	271	4.491	.87	NS	4.707	-1.20	NS

¹Significance Level is determined by Hays' method and is based on infinite degree of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96, and NS--Not Significant. Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963) p. 674.

²Responses from small and medium-size public community colleges were compared to the responses from large public community colleges.

³Responses from each region were compared to the responses from the Western region.

1. The first part of the report is a general introduction to the subject of the study.

2. The second part is a description of the methods used in the study.

The analysis yielded a t score of 1.56, which is not sufficient to reject the null hypothesis at the .05 level of significance (1.96).¹

Respondent's Position

Another of the null hypotheses stated that no significant difference exists between the opinions held by public community college presidents and the opinions held by the business department heads on the importance of the transfer objective.

There was a significant difference, based on a t score of 2.25, to reject the null hypothesis at the .05 level (1.96) in the opinions held by public community college presidents and the opinions held by the business department heads on the present importance of the transfer objective; when the data was analyzed to determine if a significant difference existed between the opinions of the two sub-populations on the desired future importance of the transfer objective, the t score of 1.18 was not sufficient to reject the null hypothesis at the .05 level of significance (1.96).

Institutional Size

Three size classifications were selected and have been defined earlier in the study. The data was tested to determine if significant differences existed between the opinions held by respondents from large

¹Throughout this chapter, the figures enclosed in parentheses denote the minimum t values at the respective level of significance; all t values are from William L. Hayes, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

institutions and those opinions held by respondents from small and medium-size institutions based on the present and desired future importance of the transfer objective.

No significant differences were evident among personnel representing institutions of different sizes. None of the null hypotheses is rejected on the transfer objective's importance using institutional size as a variable.

Geographic Region

The opinions of the respondents in the Western region were used as a base to determine if significant differences existed between that region and the opinions of respondents from each of the other four regions.

There was a significant difference in the opinions held by public community college personnel in the Western region and the opinions held by personnel in the Eastern region on the present importance of the transfer objective; the null hypothesis was rejected at the .01 level (2.58) based on a t score of 3.09. There were no significant differences in the opinions held by personnel in the Western region and the opinions held by personnel in the North-Central, Southern, Mountain-Plains regions on the present importance of the transfer objective.

There was a significant difference on the desired future importance of the transfer objective between the opinions of personnel in the Western region and those of personnel in the Southern region; this difference was significant at the .05 level (1.96), based on a t score of 2.02, and was sufficient to reject the null hypothesis. No other

significant differences existed on the desired future importance of the transfer objective between the opinions of Western region respondents and the opinions held by respondents in other regions.

II. THE TECHNICAL OBJECTIVE

The technical objective was ranked second in importance; the purpose of this objective is to provide two-year curricula for students who seek positions which are best defined as technical; i.e., accounting, data processing, secretarial administration. The data on the importance of the technical objective was analyzed using each of the four variables.

Specific values are listed in Table XIV on the following page for each of the variables.

Present-Future Importance

There was a highly significant difference in the opinions held on the importance of the technical objective today and its desired future importance. The analysis yielded a t score of 11.11 and the null hypothesis was rejected at the .01 level (2.58).

Respondent's Position

No significant differences were observed when a comparison was made of the opinions of the presidents with the opinions of the business department heads either on the present importance or the desired future importance of the technical objective. Neither of the null hypotheses

TABLE XIV

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE TECHNICAL OBJECTIVE BASED ON FOUR VARIABLES

Variable	No.	d.f. ¹	Present		Level ¹	Future		Level ¹
			Mean	t score		Mean	t score	
Present-Future								
Total	587	586	4.107	----	--	4.697	11.11	.01
Respondents' Position								
President	304	---	4.161	----	--	4.743	----	--
Bus. Dept. Head	283	586	4.049	1.21	NS	4.647	1.84	NS
Institutional Size ²								
Large	152	---	4.401	----	--	4.743	----	--
Small	251	402	3.837	4.94	.01	4.602	2.03	.05
Medium	184	335	4.234	1.49	NS	4.788	-0.75	.05
Geographic Region ³								
Western	149	---	4.456	----	--	4.799	----	--
Eastern	84	232	4.048	2.81	.01	4.627	2.01	.05
North-Central	129	277	3.899	4.47	.01	4.729	1.09	NS
Southern	103	251	4.175	2.31	.05	4.728	1.02	NS
Mountain-Plains	123	271	3.886	4.60	.01	4.561	3.21	.01

¹ Significance Level is determined by Hays' method and is based on infinite degrees of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96 and NS--Not Significant. (Hays, loc. cit.)

² Responses from small and medium-size public community colleges were compared to the responses of personnel from large public community colleges.

³ Responses from each region were compared to the responses from the Western region.

was rejected based on t scores of 1.21 and 1.84 respectively; a t score in excess of 1.96 would have been necessary to reject the null hypothesis at the .05 level.

Institutional Size

A significant difference, at the .01 level (2.58), existed between the opinions of personnel from large institutions and the opinions of personnel from small institutions on the present importance of the technical objective; the t score was 4.94.

There was also disagreement on the future importance of this objective; a significant difference, at the .05 level (1.96), existed between the opinions of personnel from large institutions and the opinions of personnel from small institutions on the future importance of the technical objective. The null hypothesis was rejected, based on a t score of 2.03.

No significant differences existed in the opinions of personnel from large institutions when compared to the opinions of personnel in medium-size schools on the present or desired future importance of the technical objective.

Geographic Region

A significant difference existed between the opinions held by personnel from the Western region and the opinions of personnel from each of the other regions on the present importance of the technical objective. The opinions of the respondents from the Western region

differed from the opinions of Southern region respondents at the .05 level (1.96) based on a t score of 2.31. The opinions of the respondents from each of the other regions differed from the opinions held by Western region's respondents at the .01 level (2.58); tests on the data yielded t scores of 2.81, 4.47, and 4.60, Eastern region, North Central region, and Mountain-Plains region respectively compared to the Western region.

There was some disagreement on the desired future importance of the technical objective. A significant difference existed between the opinions of personnel from the Eastern region and the opinions of the personnel from Mountain-Plains region when compared to the opinions of personnel from the Western region. Based on a t score of 2.01, the null hypothesis was rejected when the responses of the Eastern region personnel were compared to the opinions of Western region personnel at the .05 level (1.96). The opinions of Mountain-Plains respondents differed significantly from those of the Western region at the .01 level (2.58), based on a t score of 3.21.

III. THE SEMI-PROFESSIONAL OBJECTIVE

The semi-professional objective was rated third in importance by the respondents in the nationwide survey; it is defined as two-year curricula for students who seek semi-professional positions at the supervisory or mid-management levels upon completion of the program. The analysis of the data on the semi-professional objective is shown in Table XV on the following page.

TABLE XV

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE SEMI-PROFESSIONAL OBJECTIVE BASED ON FOUR VARIABLES

Variable	No.	d.f. ¹	Present		Future			
			Mean	t score	Level ¹	t score	Level ¹	
<u>Present-Future</u>								
Total	588	587	3.974	----	--	4.565	10.78	.01
<u>Respondents' Position</u>								
President	304	---	4.178	----	--	4.688	----	--
Bus. Dept. Head	284	587	3.757	4.62	.01	4.333	3.11	.01
<u>Institutional Size²</u>								
Large	152	---	4.138	----	--	4.526	----	--
Small	251	402	3.757	3.35	.01	4.494	.49	NS
Medium	185	336	4.135	.02	NS	4.692	2.23	.05
<u>Geographic Region³</u>								
Western	149	---	4.141	----	--	4.604	----	--
Eastern	84	232	4.060	.55	NS	4.595	.09	NS
North-Central	129	277	3.961	.92	NS	4.698	1.28	NS
Southern	103	251	4.126	.11	NS	4.650	.56	NS
Mountain-Plains	123	271	3.602	4.09	.01	4.285	3.55	.01

¹Significance Level is determined by Hays' method and is based on infinite degrees of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96, and NS--Not Significant. (Hays, Loc. cit.)

²Responses from small and medium-size public community colleges were compared to the responses of personnel from large public community colleges.

³Responses from each region were compared to the responses from the Western region.

Present-Future Importance

There was a highly significant difference in the importance placed on the semi-professional objective today compared to the desired importance of the objective in the future. The data analysis yielded a t score of 10.78, far in excess of the t score required to reject the null hypothesis at the .01 level (2.58).

Respondent's Position

The presidents considered the semi-professional objective as far more important than did the business department chairman at the present time. The t score of 4.62 is adequate to reject the null hypothesis at the .01 level (2.58).

There was also a significant difference on the desired importance of the semi-professional objective in the future as viewed by the presidents and the business department heads. The t score of 3.11 exceeds the .01 level (2.58), and the null hypothesis was rejected.

Institutional Size

The data from the respondents from large institutions was compared to the responses from personnel in small institutions; the opinions on the present importance of semi-professional objective existed between the two groups. The t score of 3.35 rejected the null hypothesis at the .01 level (2.58).

There was no significant difference in the opinions of respondents from large institutions and those opinions from personnel in medium-size institutions.

To determine if a significant difference existed on the desired future importance of the semi-professional objective, a t score of .49 existed between the opinions of the respondents from large institutions and the opinions of the respondents from small institutions; consequently the null hypothesis was not rejected, since a t score of 1.96 was required to reject it at the .05 level.

A significant difference did exist between the opinion of the respondents from large institutions and the opinions of respondents from medium-size institutions on the desired future importance of the semi-professional objective. The t score of -2.23 is sufficient to reject the null hypothesis at the .05 level (1.96).

Geographic Region

No significant differences appeared between the opinions of the respondents from the Western region and the opinions of the respondents from the other regions with exception of the Mountain-Plains region.

On the present importance of the semi-professional objective, a t score of 4.09 existed between the opinions of the respondents of the Western region and the Mountain-Plains region; consequently, the null hypothesis was rejected at the .01 level (2.58). There was also a significant difference on the desired future importance of the semi-professional objective between the respondents of these two regions; this analysis yielded a t score of 3.55. The null hypotheses were rejected at the .01 level (2.58) based on the opinions of the respondents from the Western region compared to those of the respondents from the Mountain-Plains region.

IV. THE SUPPLEMENTAL OBJECTIVE

The purpose of the supplemental objective is to provide regular or special courses for persons who are presently employed but who need supplemental training for advancement in their present occupational field. This objective was ranked fourth in importance by the public community college personnel included in the survey.

Table XVI, on the following page, shows the analysis of the data on the importance of the supplemental objective.

Present-Future Importance

A highly significant difference existed between the present opinions on the importance of the supplemental objective and the opinions on its desired future importance in public community college business programs. The analysis of the data yielded a t score of 12.08, which far exceeds the .01 level of significance necessary to reject the null hypothesis.

Respondent's Position

The comparison of the opinions of the presidents to those of the business department heads on the present importance of the supplemental objective yielded a t score of 3.23, which rejects the null hypothesis at the .01 level (2.58).

Similarly, a significant difference, at the .02 level (2.33), existed between the opinions of the presidents and the opinions of the business department heads on the desired importance of the supplemental objective in the future. Consequently, the null hypotheses are rejected

TABLE XVI

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE SUPPLEMENTAL OBJECTIVE BASED ON FOUR VARIABLES

Variable	No.	d.f. ¹	Present		Future	
			Mean	t score	Mean	t score
Present-Future						
Total	584	583	3.375	-----	4.149	12.08
Respondents' Position						
President	303	---	3.535	-----	4.238	-----
Bus. Dept. Head	281	583	3.203	3.23	4.053	2.46
Institutional Size ²						
Large	151	---	3.596	-----	4.205	-----
Small	249	399	3.181	3.27	4.064	1.03
Medium	184	334	3.457	1.00	4.217	-.12
Geographic Region ³						
Western	149	---	3.658	-----	4.181	-----
Eastern	83	231	3.120	3.02	4.000	1.36
North-Central	127	275	3.386	1.85	4.323	-1.46
Southern	102	250	3.245	2.82	4.127	.29
Mountain-Plains	123	271	3.301	2.58	4.049	1.26

¹Significance Level is determined by Hays' method and is based on infinite degrees of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96, and NS--Not Significant. (Hays, Loc. cit.)

²Responses from small and medium-size public community colleges were compared to the responses of personnel from large public community colleges.

³Responses from each region were compared to the responses from the Western region.

on the present and future importance of the supplemental objective based on the differences in the opinions of the presidents and the business department heads.

The analysis of the present importance yielded a t score of 3.23, which rejected the null hypothesis at the .01 level (2.58); the analysis of the desired future importance yielded a t score of 2.46, rejecting the hypothesis at the .02 level (2.33).

Institutional Size

There was a significant difference on the present importance of the supplemental objective between the opinions of the respondents from small institutions and the opinions of respondents from large institutions. The null hypothesis was rejected at the .02 level (2.58) based on a t score of 3.27. No significant difference existed between the opinions of personnel from medium-size institutions and those of large institutions on the present importance of the supplemental objective.

There was complete agreement on the desired importance of the supplemental objective in the future among the opinions expressed by the respondents from each of the size classifications. The null hypotheses were accepted.

Geographic Region

There was no significant difference in the opinions of the respondents from the North-Central region compared with the opinions of the respondents from the Western region on the present importance of the supplemental objective. Significant differences did exist, however, on

the present importance of the supplemental objective between the respondents' opinions of the Western region and those of the Eastern, Southern, and Mountain-Plains regions. The null hypotheses were rejected for each of these three regions: at the .01 level (2.58) for Eastern (t score, 3.02) and Southern (t score, 2.82) regions and at the .02 level (2.33) for the Mountain-Plains (t score, 2.58) region.

In tests made to determine if significant differences existed on the desired future importance of the supplemental objective, there was close agreement and none of the null hypotheses were rejected. (Specific values are shown in Table XVI on a preceding page.)

V. THE DEVELOPMENTAL OBJECTIVE

The purpose of the developmental objective, ranked fourth in importance today, was to provide one-year curricula for students who have left school or have graduated but who need developmental training for an "entry-level" position.

The analysis of the data on the importance of the developmental objective is shown in Table XVII on the following page.

Present-Future Importance

The developmental objective will become increasingly important in public community college business programs. A comparison of the present importance of this objective to the desired future importance yields a t score of 11.37 which was far in excess of that required to reject the null hypothesis at the .01 level (2.58).

TABLE XVII

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE DEVELOPMENTAL SURVEY BASED ON FOUR VARIABLES

Variable	No.	d. f. ¹	Present		Level ¹	Future		Level ¹
			Mean	t score		Mean	t score	
<u>Present-Future</u>								
Total	585	584	2.950	----	--	3.768	11.37	.01
<u>Respondents' Position</u>								
President	302	---	3.066	----	--	3.887	----	--
Bus. Dept. Head	283	584	2.827	2.19	.05	3.640	2.67	.01
<u>Institutional Size²</u>								
Large	151	---	3.020	----	--	3.762	----	--
Small	249	399	2.904	.85	NS	3.751	.09	NS
Medium	185	335	2.957	.43	NS	3.795	.27	NS
<u>Geographic Region³</u>								
Western	149	---	3.463	----	--	4.040	----	--
Eastern	84	232	1.798	10.95	.01	2.964	7.48	.01
North-Central	128	276	2.852	4.31	.01	3.883	1.36	NS
Southern	101	249	3.079	2.40	.02	3.792	1.94	NS
Mountain-Plains	123	271	3.114	2.44	.02	3.846	1.70	NS

¹ Significance Level is determined by Hays' method and is based on infinite degrees of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96, and NS--Not Significant. (Hays, Loc. cit.)

² Responses from small and medium-size public community colleges were compared to the responses of personnel from large public community colleges.

³ Responses from each region were compared to the responses from the Western region.

Respondent's Position

There was a significant difference concerning the present importance of the developmental objective when the opinions of the presidents were compared to the opinions of the business department heads; the analysis yielded a t score of 2.19, which rejected the null hypothesis at the .05 level (1.96).

The null hypothesis was also rejected on the future importance of the developmental objective based on the opinions of the two subpopulations; this analysis yielded a t score of 2.67, and the null hypothesis was rejected at the .01 level (2.58).

Institutional Size

The size of the institution had no effect on the importance of the present or desired future emphasis on the developmental objective. None of the null hypotheses was rejected when institutional size was used as a variable on the developmental objective.

Geographic Region

When the Western region was used as the base for the analysis, the opinions of the personnel from the other four regions differ significantly on the present importance of the developmental objective. The Eastern and North-Central regions differed from the Western region at the .01 level (2.58), based on t scores of 10.95 and 4.31 respectively. Respondents' opinions from the Southern and Mountain-Plains regions differed from the opinions of the respondents from the Western region at the .02 level (2.33) based on t scores of 2.40 and 2.44 respectively.

Only the Eastern region differed significantly from the Western region on the desired future importance of the developmental objective; the t score of 7.48 was far in excess of that required to reject the hypothesis at the .01 level (2.58). Null hypotheses for the North-Central, Southern, and Mountain-Plains regions were not rejected.

VI. THE RETRAINING OBJECTIVE

The retraining objective was ranked fifth in importance today in public community college business programs. In this study, the retraining objective was defined as special courses or curricula, of varying lengths, for persons who must have retraining in order to enter a new occupational field.

Table XVIII, on the following page, shows the results of the data analysis on the retraining objective.

Present-Future Importance

A comparison of the present importance to the desired future importance of the retraining objective yielded a t score of 15.61. The null hypothesis stating that no difference exists in the present importance and desired future importance on the retraining objective was rejected at the .01 level (2.58).

Respondent's Position

Significant differences existed between the opinions of the presidents and the opinions of the business department heads on both the present and desired future importance of the retraining objective. With

TABLE XVIII

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE RETRAINING OBJECTIVE BASED ON FOUR VARIABLES

Variable	No.	d.f. ¹	Present		Level ¹	Future		Level ¹
			Mean	t score		Mean	t score	
Present-Future								
Total	579	578	2.755	-----	--	3.883	15.61	.01
Respondents' Position								
President	301	---	2.980	-----	--	4.066	-----	--
Bus. Dept. Head	278	577	2.511	4.27	.01	3.683	4.20	.01
Institutional Size ²								
Large	151	---	2.947	-----	--	3.861	-----	--
Small	245	395	2.576	2.73	.01	3.800	.52	NS
Medium	183	333	2.836	.73	NS	4.016	-1.25	NS
Geographic Region ³								
Western	149	---	3.302	-----	--	4.128	-----	--
Eastern	84	232	2.238	5.84	.01	3.619	3.35	.01
North-Central	126	274	2.675	3.86	.01	3.976	1.28	NS
Southern	99	247	2.505	4.70	.01	3.737	2.80	.01
Mountain-Plains	121	269	2.727	3.70	.01	3.785	2.91	.01

¹Significance Level is determined by Hays' method and is based on infinite degrees of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96, and NS Not Significant. (Hays, Loc. cit.)

²Responses from small and medium-size public community colleges were compared to the responses of personnel from large public community colleges.

³Responses from each region were compared to the responses from the Western region.

t scores of 4.27 (present importance) and 4.20 (future importance), both null hypotheses were rejected at the .01 level (2.58).

Institutional Size

No significant differences existed between the opinions held by personnel from large institutions and those opinions of personnel from small and medium-size institutions on either the present or desired future importance of the retraining objective except for the present degree of importance placed on the objective in small institutions. The opinions of personnel from small institutions differed at the .01 level (2.58) on the present importance of the retraining objective based on a t score of 2.73; the null hypothesis in this instance was rejected.

Geographic Region

The opinions of the respondents from all of the regions differed significantly from the opinions of the respondents from the Western region on the present importance of the retraining objective at the .01 level (2.58). Each of the null hypotheses based on the present importance of the retraining objective was rejected. The t scores for each region were: Eastern, 5.84; North-Central, 3.86; Southern, 4.70; Mountain-Plains, 3.70.

These regions, except for the North-Central region, also differed with the opinions of the respondents from the Western region on the desired future importance of the retraining objective. The null hypotheses, based on the desired future importance of the retraining objective, were rejected at the .01 level (2.58) for the Eastern (t score, 3.35),

Southern (t score, 2.80), and Mountain-Plains (t score, 2.91) regions. There was no significant difference in the opinions of the respondents from the North-Central region and the opinions of the respondents from the Western region on the future importance of the retraining objective.

VII. THE AVOCATIONAL OBJECTIVE

The avocational objective was ranked seventh in importance of the eight curriculum objectives based on the opinions of the public community college personnel included in the study.

The purpose of the avocational objective is to provide the opportunity for individuals to take presently offered or special courses for their avocational interests rather than for vocational use.

Table XIX shows the analysis of the data on the avocational objective.

Present-Future Importance

There was a significant difference existing between the present importance of a curriculum objective and the desired future importance of the avocational objective. The data analysis yielded a t score of 8.65, far in excess of that required to reject the null hypothesis at the .01 level (2.58).

Respondent's Position

There was no difference on the importance of the avocational objective when a comparison of the opinions of the presidents to those of

TABLE XIX

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE AVOCATIONAL OBJECTIVE BASED ON FOUR VARIABLES

Variable	No.	d.f.	Present		Future	
			Mean	t score	Mean	t score
Present-Future						
Total	584	583	2.647	----	3.228	8.64
Respondents' Position						
President	303	---	2.716	----	3.304	----
Bus. Dept. Head	281	583	2.573	1.50	3.146	1.67
Institutional Size ²						
Large	152	---	2.474	----	2.987	----
Small	248	409	2.605	1.10	3.290	-2.53
Medium	184	335	2.848	-2.99	3.342	-2.00
Geographic Region ³						
Western	149	---	2.758	----	3.121	----
Eastern	84	232	2.571	1.16	3.274	-.96
North-Central	127	275	2.551	1.54	3.268	-1.11
Southern	103	251	2.767	-.06	3.388	-1.32
Mountain-Plains	121	279	2.562	1.50	3.149	-.21

¹Significance Level is determined by Hays' method and is based on infinite degrees of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96, and NS--Not Significant. (Hays, Loc. cit.)

²Responses from small and medium-size public community colleges were compared to the responses of personnel from large public community colleges.

³Responses from each region were compared to the responses from the Western region.

the business department heads was made--either on the present degree of importance or on the desired future importance of the objective.

Institutional Size

There was no significant difference in the present importance of the avocational objective when a comparison was made of opinions of the respondents from large institutions to the opinions of the respondents from small institutions. The opinions of the respondents from medium-size schools differed significantly from the opinions of the respondents from the large institutions, however; the null hypothesis was rejected in this instance based on a t score of -2.99 at the .01 level of significance.

When the data was analyzed to determine if differences existed on the desired future importance of the avocational objective, both the opinions of the respondents from the small and medium-size institutions differed significantly from the opinions of the respondents from the large institutions. The respective t scores were -2.53 and -2.00. The null hypotheses were rejected at the .02 and .05 levels of significance for the small and medium-size institutions respectively.

Geographic Region

No significant differences existed between any of the regions either on the present or future importance of the avocational objective. None of the null hypotheses were rejected when the geographic region was used as a variable.

VIII. THE OPPORTUNITY OBJECTIVE

The opportunity objective was presently considered to be the least important of the eight objectives of public community college business programs. The purpose of the opportunity objective is to provide special courses or curricula for persons who, because of inadequate background, do not have the opportunity to benefit from regular occupational training.

A summary of the data analysis on the opportunity objective is shown on the following page in Table XX.

Present-Future Importance

There was a significant difference in the opinions of the respondents on the present importance of the opportunity objective and the desired future importance of the objective. The analysis revealed a t score of 13.12, far in excess of that required to reject the null hypothesis at the .01 level (2.58).

Respondent's Position

There were significant differences at the .02 level (2.33) in the opinions of the presidents and the opinions of the business department heads on the present or desired future importance of the opportunity objective based on t scores of 2.43 and 2.38 respectively; consequently the null hypotheses were not accepted.

Institutional Size

No significant differences existed between the opinions of the respondents from large public community colleges and the opinions from

TABLE XX

ANALYSIS OF DATA FROM THE NATIONWIDE SURVEY ON THE OPPORTUNITY OBJECTIVE BASED ON FOUR VARIABLES

Variable	No.	d.f. ¹	Present		Future	
			Mean	t score	Mean	t score
						Level ¹
Present-Future						
Total	578	577	2.450	----	3.433	13.12 .01
Respondents' Position						
President	300	---	7.573	----	3.304	----
Bus. Dept. Head	278	577	2.317	2.43	3.146	2.38 .02
Institutional Size						
Large	150	---	2.580	----	3.373	----
Small	248	397	2.379	1.53	3.476	-.78 NS
Medium	180	329	2.439	.97	3.422	-.05 NS
Geographic Region						
Western	148	----	2.858	----	3.628	----
Eastern	83	230	1.867	5.90	2.976	3.72 .01
North-Central	125	272	2.304	3.59	3.424	1.36 NS
Southern	101	248	2.406	2.67	3.475	.94 NS
Mountain-Plains	121	269	2.537	2.10	3.479	1.05 NS

¹ Significance Level is determined by Hays' method and is based on infinite degrees of freedom (d.f.) as follows: .01--2.58, .02--2.33, .05--1.96, and NS--Not Significant. (Hays, Loc. cit.)

² Responses from small and medium-size public community colleges were compared to the responses of personnel from large public community colleges.

³ Responses from each region were compared to the responses from the Western region.

respondents in small public community colleges or medium-size public community colleges on the present importance or the desired future importance of the opportunity objective. The null hypotheses were accepted.

Geographic Region

Significant differences on the present importance of the opportunity objective existed when the responses of personnel from the Western region were compared to the responses of personnel from the other regions. Based on t scores of 5.90, 3.59, and 2.67, the hypothesis was rejected at the .01 level (2.58) for the Eastern, North-Central, and Southern regions respectively. The responses from the Mountain-Plains region differed from those of the Western region at the .05 level (1.96); the t score was 2.10.

When the data was analyzed based on desired future importance, only the Eastern region differed significantly from the Western region. The null hypothesis was rejected at the .01 level based on the t score of 3.72.

IX. SUMMARY

The statistical device, t test, was used to determine if significant differences existed based on the four defined variables.

Significant differences existed between the opinions of the respondents on the present importance and the desired future importance of each of the curriculum objectives, except the transfer objective.

Significant differences existed between the opinions of public community college presidents and the opinions of the business department heads on the present importance of the transfer, semi-professional, supplemental, developmental, and retraining objectives. Based on future importance, significant differences existed between the two groups on the importance of the semi-professional, supplemental, developmental, and retraining objectives. Null hypotheses were rejected if the level of significance exceeded the .05 level.

Significant differences existed between the means of the respondents from large public community colleges and the means of the respondents from small community colleges on the present importance of the technical, semi-professional, supplemental, and retraining objectives. Significant differences existed on the future importance of these two size classification on the technical, avocational, and opportunity objectives.

The opinions of the respondents from the large institutions differed from the opinions of the respondents from medium-size institutions on the present importance of the avocational and opportunity objectives. Based on desired future importance significant differences existed between the two size classifications of the semi-professional objective, the avocational objective, and the opportunity objective.

The opinions of the respondents from the Western region were used as a base in determining if significant differences existed between the regions. The opinions of the respondents from the Western region differed from those of the Eastern region on the present importance of the

transfer, technical, supplemental, developmental, and retraining objectives; on the desired future importance, significant differences existed on the technical, developmental, and retraining objectives.

The opinions of the respondents of the North-Central region agreed most closely with the opinions of the respondents from the Western region. Only on the present importance of the technical, developmental, and retraining objectives were significant differences noted. There was complete agreement on the future importance of each of the objectives between the two regions.

The Southern region differed from the Western region on the present importance of the technical, supplemental, developmental, and retraining objectives. On the future importance, significant differences existed on the transfer and retraining objectives.

The Mountain-Plains region's respondents differed from those of the Western region on the present importance of the technical, semi-professional, supplemental, developmental, and retraining objectives. On the future importance of the objectives, significant differences existed on the importance of the technical objective, semi-professional objective, and retraining objective.

CHAPTER VI

ANALYSIS OF THE INTERVIEWS CONDUCTED WITH THE PRESIDENTS AND BUSINESS DEPARTMENT HEADS OF SELECTED TEXAS PUBLIC JUNIOR COLLEGES

Seventeen Texas public junior colleges were selected for intensive in-depth study to determine the implications of implementing the curriculum objectives of public junior college business programs which form the content of this study.

Six of Texas' 12 small public junior colleges and eight of the sixteen medium-size junior colleges were randomly selected for the interviews. Since there are but three large junior colleges, interviews were conducted in each of these schools.

Descriptive data on Texas' 31 public junior colleges is given in Appendix P, and the personnel with whom the interviews were conducted are listed in Appendix Q.

I. GENERAL CHARACTERISTICS OF TEXAS PUBLIC JUNIOR COLLEGES

If one word were to be selected to describe Texas public junior colleges, that word would have to be "diversity." Texas public junior colleges differ widely in enrollment, in philosophy, in fiscal resources, in locale.

The purpose of this section is to describe some of the general characteristics of Texas public junior colleges. Most of the information on which the content of this section is based comes from the interviews.

However, some information comes from the 1966 Junior College Directory when the content is based on all the public junior colleges in the state.

Philosophy

All of the personnel interviewed supported the concept of the comprehensive community college, though only one person actually defined his philosophy by using this specific term. The most common response, when interviewees were asked their philosophy of the functions of their colleges, was phrased in the terms of "providing transfer, terminal, and adult education based on community needs."

While the presidents of the public junior colleges supported the concept of the comprehensive community college, more than two-thirds of them listed the transfer function as the most important activity in which their college was engaged. Five of the six small college presidents interviewed listed the transfer function as most important; three of the eight medium-size junior college presidents and all three of the large public junior college presidents listed the transfer objective as most important.

Of the seventeen presidents interviewed, eleven foresaw a relative decrease in the importance of the transfer function in their institutions. Common factors listed by the presidents which will contribute to this relative decrease were:

1. increased emphasis on vocational, terminal programs;
2. availability of jobs for less-than-baccalaureate-degree trained people; and,

3. the availability of facilities and money to train terminal students.

Public junior college presidents differed widely on their opinions of Federal aid to education. Two colleges have only in recent months reluctantly agreed to seek Federal funds. There is a rather widespread reaction against using Federal monies except for loans for facilities, even though they may be administered by the state, in about one-fourth of the public junior colleges.

There was, however, a large group of the 17 presidents who view Federal aid as essential to the development of their colleges and "seek to get their fair share" without reluctance or apology. Paradoxically, those colleges which needed added facilities or funds to improve or upgrade curricula and equipment, generally located in rural areas, were those colleges most strongly opposed to seeking Federal funds.

Business department heads hold a more liberal view toward accepting Federal monies, though some said "Don't quote me on this." When asked if recent Federal legislation has changed the philosophy of their departments and/or curricula, they responded in three different ways. Nine business department heads said that their philosophy had changed. One department head used the expression, "Think Vocational." Others cited the existence of new curricula, new equipment and facilities, larger faculties, and vocational counselors as evidence of their change in philosophy.

Another group of business department heads, five in number, said that their departments have not changed in philosophy because of recent

Federal legislation. As one business department head in a small college said, "Our philosophy has not changed; we now have the money to do what we have wanted to do in our department for a long time."

The third group, three in number, also said that there had been no change in philosophy. One school received no funds for vocational business education from the recent legislation and another received "so little, it makes no difference." One business department head was not aware of Federal legislation affecting vocational training.

All but three of the business department heads believed that their departments will become increasingly dependent on Federal legislation.

Financial Structure and Sources of Income

Eight of the seventeen presidents believed that their institutions did not have adequate financial resources to meet their needs for the next five years.

Ten presidents considered their instructional programs limited by lack of financial resources. Fifteen presidents answered "yes" when asked if they had long-range plans to secure increased financial resources. The primary potential source for this increase is from state appropriations. The presidents were optimistic that the state legislature will not only increase its appropriations formula for public junior college support, but will provide appropriations on a current enrollment basis. Several presidents indicated that their budgets for 1966-67 were seriously limited because state appropriations for the last year of the biennium (66-67) are based on the enrollments of the college two years earlier; in this two-year period, a majority of the seventeen colleges interviewed will have doubled in enrollments.

Table XXI shows the responses of the seventeen presidents to five questions posed them on the fiscal problems of their institutions.

TABLE XXI
RESPONSES OF SEVENTEEN TEXAS JUNIOR COLLEGE PRESIDENTS
ON FIVE QUESTIONS ON FISCAL PROBLEMS
(by size classifications)

Question	Size Classification							
	Small		Medium		Large		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Does your institution have:								
1. adequate financial resources to meet its needs for the next five years?	3	3	4	4	1	2	8	9
2. limitations placed on its instructional program because of limited fiscal resources?	5	1	4	4	1	2	10	7
3. long-range plans to secure increased fiscal resources?	5	1	7	1	3	0	15	2
4. programs which are Federally reimbursed?	5	1	7	1	3	0	15	2
5. plans to increase the use of Federal funds?	5	1	7	1	3	0	15	2

The most substantial part of the operating budgets for the colleges comes from state appropriations. On the average, about 40 per cent of the total budgets for 1965-66 came from state appropriations. The range of state support ran from a low of 24 per cent to a high of 50 per cent.

There was a wide range in the extent of income derived from local taxation. Small public junior colleges tended to receive a lower per cent of their operating income from local support than did medium-sized and large institutions; the range of local support was from a low of 10 per cent to a high of 44 per cent of the total budgets.

Students attending small and medium-size schools paid a disproportionately larger amount in tuition than did students enrolled in the large institutions. The range of per cents of income from students' tuition and fees was from a low of 10 per cent to a high of 36 per cent. Appendix P reveals much about the economic and demographic characteristics of Texas public junior colleges. Five of the twelve small colleges are located in counties which have decreased in population since 1960 and three others are in counties which have remained relatively stable since 1960.

Funds made available by Federal legislation amounted to no more than 5 per cent of any college's operating budget.

Enrollment Increases

Texas' thirty-one public junior colleges increased 22 per cent in enrollments from October, 1964, to October, 1965, which was also the national average.¹

The small public junior colleges tended to be increasing in enrollment either very slowly or very rapidly; four of the twelve small public junior colleges increased at rates of 40 per cent or more, while seven increased less than 20 per cent.

Medium-size junior colleges are growing more rapidly than those in other size classifications; all of these schools increased at no less than 16 per cent in 1965 over the 1964 figures.

¹1966 Junior College Directory (Washington: American Association of Junior Colleges, 1966), p. 5.

Large public junior colleges, percentage-wise, are not growing rapidly; with rather large bases, large per cent increases do not reflect the true growth picture. Head-count increases of the three large public junior colleges were 401, 1,191, and 1,498 students in October, 1965, over the October, 1964, figures.

Medium-size schools had the largest per cent increase--24 per cent; small and large public junior colleges each increased at the rate of 20 per cent.

Table XXII summarizes the growth rates of public junior colleges by size classifications.

TABLE XXII

PER CENT INCREASES IN ENROLLMENT BY SIZE CLASSIFICATIONS OF
TEXAS PUBLIC JUNIOR COLLEGES

(October, 1964-October, 1965)

Size Classification	Per Cent Increase					
	0-9	10-19	20-29	30-39	40-49	50 or more
Small (N = 12)	2	5	1	0	1	3
Medium (N = 16)	0	4	8	2	1	1
Large (N = 3)	0	2	0	0	1	0
TOTAL	2	11	9	2	3	4

Service Areas of the Colleges

The presidents of the seventeen colleges in which the interviews were conducted reported that their colleges generally serve an area

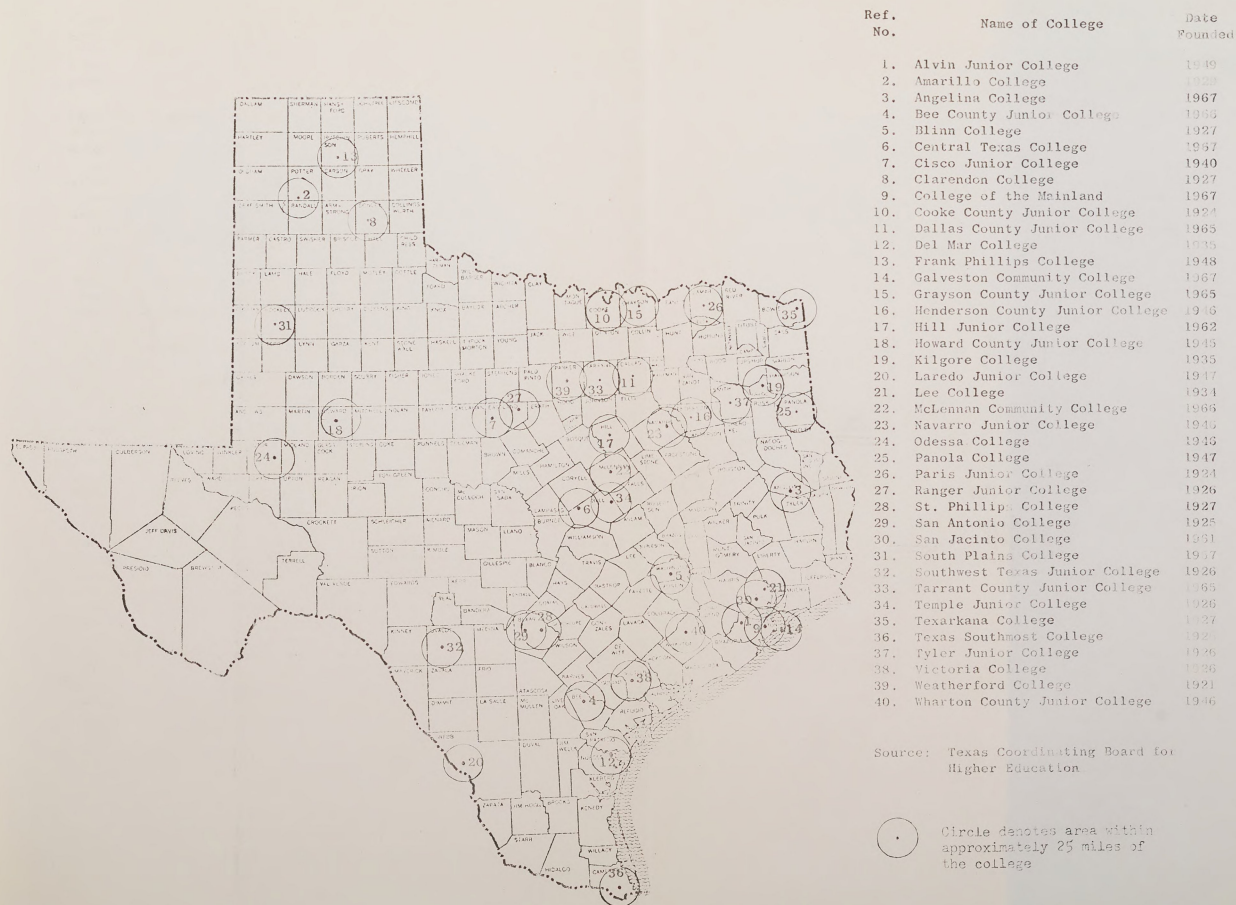
within about a 50-mile radius of the college; the primary service area, obviously, is a somewhat smaller area. At least 85 per cent of the students come from the area within a 50-mile radius of the colleges. It is common for public junior colleges in rural areas to provide daily bus service for students living in surrounding towns--even as far as 40 miles from the college.

Those colleges in rural areas where large business and industry do not exist actually train students for employment in the major cities. Eleven of the fourteen presidents of small and medium-size public junior colleges reported that no more than one-half of their full-time students secure permanent employment within the service area of the college.

The map on the following page shows the existing public junior colleges in the state. Each circle represents the area within a 50-mile radius of the college. Also shown on the map are the newly created public junior college districts which were not included as a part of this study.

Many areas of the state do not have a public junior college within a reasonable commuting distance. Many of these areas lack the necessary local tax base to support a college. Recently the Texas Coordinating Board for Higher Education has rejected one county's request to establish a public junior college district; the justification for the rejection of the request was the lack of an adequate tax base. When the state already has several colleges which lack adequate tax bases, the decision of the Board is reassuring. The Board is urging multi-county junior college districts in order to provide a more stable and adequate tax base.

LOCATION OF TEXAS PUBLIC JUNIOR COLLEGES



Harry Provence, a member of the Texas Coordinating Board for Higher Education and chairman of the committee on junior college education, foresees the time when every county in the state (254 in number) will be a part of a public junior college district.²

Relationship of the Business Departments to the Colleges

Nine of the seventeen department heads interviewed reported that their department's enrollments are increasing at a more rapid rate than are their respective institutions. Cited as factors for this rapid growth were:

1. New programs with vocational emphasis;
2. Students recognize the need for specialized training in order to take advantage of better job opportunities; and,
3. Expanded college facilities.

Three business department heads reported their enrollment increases were about the same as the increases for their respective colleges. Two department heads reported their enrollments increasing at rates less than the college as a whole; it is perhaps significant that these two departments are located in colleges where there is a strong reaction against accepting Federal monies; occupational training programs are seriously limited in each of the colleges.

When asked which area is increasing more rapidly, transfer or terminal, eight of the business department heads reported that terminal

² Lubbock Avalanche-Journal, August 13, 1966, p. 1.

enrollments were increasing more rapidly; another eight department heads reported that transfer enrollments were increasing more rapidly. One business department reported that the increases were about the same for the two areas. Of those department heads who reported greater increases in terminal curricula, the existence of new programs, equipment, facilities, and increased faculty were cited as the reasons for more rapid growth.

The business department heads were asked what courses or curricula they would like to add to their business program. Of the seventeen department heads, three would like to add computer equipment and courses in data processing; these were the only three schools which do not presently have these offerings. Two other business department heads said they would like to add management and marketing courses, but saw no need for curricula in these areas. Other courses, cited only once, were advanced accounting courses, statistics, business law, and business correspondence. Perhaps most significant, seven department heads saw no need for new curricula or courses within these departments.

The general area of personnel, including qualified teachers, adequate salaries, and reasonable teaching load, was cited as the greatest problem facing business departments because of limited finances; six business departments considered personnel to be their biggest problem today. Three business department heads cited space limitations as the major problem in their departments. Of the seventeen business department heads, eight stated that their departments were not limited because of funds.

II. INTERVIEWEES' OPINIONS ON THE IMPORTANCE OF THE CURRICULUM OBJECTIVES OF BUSINESS PROGRAMS

The prepared interview guides listed several questions on each of the curriculum objectives of public junior college business programs. (See Appendix R for the president's interview guide and Appendix S for the business department head's interview guide.)

Section II is concerned with identifying factors which are basic to implementing the curriculum objectives.

Opinions on the Transfer Objective

Earlier reference has been made of the importance placed on the transfer function in Texas public junior colleges. Some of the personnel hinted that terminal programs were an "educational albatross." The following statements reflect the opinions of some public junior college presidents:

1. Vocational education attracts a lower class of people and degrades the community's respect for the college.
2. "You can't give transfer credit for vocational courses."
3. "It's a headache--some people want it, but it takes money; if you ask for more local money or Federal funds, you alienate another group of people."
4. "Faculty members don't want to teach terminal courses; they want to be considered college professors."
5. Few jobs exist for the people in the community after they complete the terminal curricula.

6. "Transfer--that's what this college was founded to do."

Other public junior college presidents supported terminal programs philosophically and financially; and they considered terminal programs to be a "unique function this college can provide," as one president stated it.

Eleven of the seventeen presidents foresaw a relative decrease in the importance of the transfer function for their colleges; these presidents cited these factors contributing to the decrease (frequency of the factor in parentheses):

1. rapid expansion of vocational curricula (8)
2. increased need for technically trained people (7)
3. new vocational-technical facilities and equipment (6)
4. availability of money (2)

While eleven of the presidents foresaw a decrease in the importance of the transfer function, only four business department heads foresaw such a change. Seven business department heads foresaw no change in emphasis at all.

Because of the transfer function's importance, the business department heads were asked what per cent of their students in transfer business curricula actually complete a baccalaureate degree. Six of the business department heads would not make any estimate; of those department heads who would make an estimate, the range was from 10 per cent to 75 per cent. In only three cases did the department heads estimate that 50 per cent or more of their students enrolled in transfer business curricula actually

complete the degree. In no case did any of the business department heads have specific knowledge of the per cent (or number) of students who complete a degree.

When asked which is more important, transfer or terminal, five business department heads considered transfer education more important; four departments rated terminal programs more important and eight department heads considered them of equal importance.

Opinions on the Semi-professional Objective

The semi-professional objective is defined as two-year curricula in management or marketing which lead to careers at the supervisory or mid-management levels.

Thirteen of the seventeen junior college presidents interviewed considered the semi-professional objective a legitimate function of the public junior college. However, not one curriculum in management or marketing exists in any of the schools in which interviews were conducted.

When asked to identify the problems of developing semi-professional curricula, the following factors were most frequently mentioned by the presidents of the Texas public junior colleges who were interviewed (frequency in parentheses):

1. lack of qualified teaching personnel (8)
2. curriculum planning and development (7)
3. lack of money (5)
4. identifying students for the program (3)
5. selling it to students and employers (2)

Of the presidents who do not consider the semi-professional objective a function of the junior college, they cite the need for a degree in order to secure such a position in management or marketing areas.

The interviews with the business department heads on the importance of the semi-professional objective were revealing. Of the seventeen business department heads, thirteen reported that no need existed for semi-professional training in the community, which would be the justification for offering such curricula. One or more management or marketing courses are offered on a continuing basis in fewer than one-half of the seventeen colleges.

Both the president and business department heads cited "community need" as the most common justification for offering a curriculum or a course regardless of the objective sought. Yet, in only two instances did either a president or business department head refer specifically to studies completed or being planned to determine the training needs of the community. Further, there was a definite migration of students from the public junior colleges in rural and small towns to the major cities. The junior colleges--seven in rural areas--offered programs to train data processors and computer programmers for jobs that did not exist in the colleges' service area; the semi-professional objective is ignored, however, because "no jobs exist locally."

Opinions on the Technical Objective

The technical objective is defined as two-year curricula leading to employment in the more highly specialized areas of business such as accounting, data processing, and secretarial administration.

All of the seventeen junior colleges in which interviews were conducted offered two-year secretarial programs, and fourteen colleges offered two-year curricula in data processing. Eight of the colleges offered two-year accounting curricula, and one college offered a general business curriculum designed for two years of study.

Thirteen of the presidents considered their technical-type curricula as successful; three presidents considered their technical curricula as unsuccessful, and one president was undecided. The lack of success of these curricula was attributed to the lack of interest of the faculty in terminal programs and the over-all qualifications of the faculty. Lack of adequate facilities was cited by one president.

The presidents considered these factors as basic to the success of technical-type curricula (frequency in parentheses):

1. appropriate curricula (9)
2. cooperation of the business community (7)
3. capable and interested teachers (6)
4. effective counseling program (3)

The business department heads considered their curricula in the technical areas as most successful; the programs are "successful" because the students are able to get jobs. No business department head cited any follow-up studies on the success of their terminal graduates.

Opinions on the Developmental Objective

The developmental objective is defined as one-year, intensive curricula to prepare persons, who have left school or have graduated, for "entry-level" positions.

There was close agreement on the developmental objective between the presidents and business department heads in the colleges in which the interviews were conducted; all agree that the developmental objective was a legitimate function of the public junior college, and all of the interviewees, except one president, believed that the need exists for such training in their communities.

In most of the communities, no other agency performs this function, with the exception of private business colleges. In four of the communities, the evening programs of the high schools provide some developmental-type curricula.

While the developmental-type curriculum is a legitimate objective and the need exists in most communities, only nine of the seventeen colleges listed any one-year business curricula in their catalogs.

Factors identified by the presidents (frequency in the first parenthesis) and the business department heads (frequency in the second parenthesis) as basic to establishing successful developmental curricula were:

1. curriculum planning and development (7) (9)
2. availability of jobs (6) (1)
3. finance (6) (2)
4. faculty accepting vocational role (2) (4)
5. informing the public about the programs (2) (4)

Other factors were identified by the presidents, but none with a greater frequency than one.

Opinions on the Supplemental Objective

The supplemental objective is designed to provide regular or special courses for persons who are presently employed but who need supplemental training for advancement in their present occupational fields.

All of the presidents and business department heads interviewed considered the supplemental objective a proper function of the public junior college. The extent to which the colleges provide for supplemental training varied widely, however. In the colleges located in the rural areas, supplemental offerings were limited to regular courses which were offered at night; there was very limited demand for supplemental training in these schools because of the lack of business activity in the community.

Public junior colleges located near or in the larger cities had large enrollments in their night schools and offered extensive supplemental-type courses. While most of the supplemental courses were taught on a semester basis, some of the colleges were offering many short courses based specifically on the needs of a local industry or major occupational field.

Most of the supplemental business courses offered in the medium-size and large junior colleges were equivalent to those courses normally found in the last two years of the undergraduate business degree, but the content, when possible, was specifically related to local needs.

All of the business department heads expected to see an increase in the number of supplemental business courses offered, though the

increase will not be as significant in the rural colleges as in the colleges located near the population centers.

The factors cited by the presidents and business department heads (respective frequency in parentheses) which determine the number of supplemental courses offered were:

1. enough students (generally 10 or more) (15) (15)
2. qualified instructors (8) (9)
3. space and equipment (4) (2)
4. sincerity of the students (4) (0)

Other factors were identified, but with a frequency of not more than one.

Ten of the presidents indicated that there were no factors which prevent them from encouraging supplemental courses; six presidents indicated that space could become a problem and two reported that the shortage of teaching personnel prevented their encouraging the supplemental objective.

Opinions on the Retraining Objective

The retraining objective is defined as special courses or curricula, of varying lengths, for persons who must have retraining in order to enter a new occupational field.

The presidents considered the retraining objective a proper function of the public junior college. However, the presidents believed that a person may take existing courses which are not specifically designed for retraining to gain a new employable skill. Obviously, this can be done. For the purpose of this study, however, retraining is considered

as special courses designed specifically for those who must be retrained. Using the researcher's definition, six of the seventeen public junior colleges have offered in the past and/or are presently offering curricula specifically designed for the retraining of people. These retraining programs were found in three of the eight medium-size colleges and in the three large colleges; all of these programs have been offered under the provisions of the Manpower Development and Training Act.

The presidents of these schools in which retraining programs are offered considered all of their retraining programs to have been successful. One president reported that a farm labor training program did not meet with "complete success."

In retraining for business occupations, programs have been offered in two areas: office occupations and data processing.

The following are factors which the presidents (frequency in first parenthesis) and business department heads (frequency in second parenthesis) cited as justification for offering retraining programs:

1. to meet the community's need for retraining (9) (14)
2. to fill jobs available for retrainees (4) (3)
3. to improve standard of living in the community (3) (0)
4. to make individuals productive citizens (3) (0)

While other factors were cited, none was cited more than once.

Sixteen of the presidents expected to see an increase in the importance and extent of retraining programs in their colleges in the coming years.

Opinions on the Opportunity Objective

Fifteen of the seventeen public junior college presidents who were interviewed considered the opportunity objective a legitimate function of the public junior college; all of the presidents believed that a need existed in their communities for opportunity-type programs. Only two of the presidents reported that other agencies in their communities provided opportunity-type training.

When the business department heads were asked if the opportunity objective can be accomplished in the junior college, thirteen answered "yes"; three business department heads did not believe the objective could be accomplished, and one did not know. Disagreeing with the presidents somewhat, four of the business department heads did not consider the opportunity objective a legitimate function of the public junior college. All of the business department heads, except one, believed that business curricula could be developed to make those people employable who are marginally trainable.

The presidents and business department heads (respective frequency in parenthesis) cited these factors as justification for providing opportunity-type training:

1. need of individuals in the community (12) (14)
2. finance (7) (1)

Several other factors were cited, but they generally fell within areas of developing the potential of individuals and providing for human dignity.

Opinions on the Avocational Objective

The avocational objective is defined as providing the opportunity for individuals to take presently offered or special courses for their avocational interests rather than for vocational use.

All of the presidents considered the avocational objective a legitimate function of the public junior college, and it is a part of the institutional philosophy to encourage avocational courses. All of the colleges had offered special adult non-vocational courses.

The presidents (frequency in first parenthesis) and business department heads (frequency in second parenthesis) cited the following factors as justification for offering avocational courses:

1. number of students (13) (13)
2. availability of faculty (4) (3)
3. availability of facilities (4) (1)
4. community involvement (3) (2)

Other factors were cited, but none with a frequency greater than one.

Only four of the business department heads reported that special avocational courses had been offered in their institutions in recent years.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY OF THE STUDY

The rapid increase in the number of public community colleges and the expansion of enrollments in all of the public community colleges represents an increasingly important part of the nation's stake in higher education.

Business programs attract large enrollments in public community colleges, and recent legislation illustrates the importance of the public community college in the nation's desire to increase the availability of skilled manpower.

The purposes of this study were threefold: (1) to define and validate certain curriculum objectives of public community college business programs; (2) to determine the extent to which public community college presidents and business department heads agree on the importance of each of the objectives based on a nationwide survey; and, (3) to determine the implications of implementing these objectives in Texas public junior colleges by studying in-depth selected Texas public junior colleges.

The curriculum objectives were defined by the researcher and validated by a jury of prominent American educators; these objectives were then submitted to the presidents and business department heads of

376 public community colleges in the United States; 79 per cent of the questionnaires returned were usable.

The data on each objective was analyzed using four variables: (1) comparison of the present importance to the desired importance of the objective in the future; (2) position of the respondent; (3) institutional size; and, (4) geographic region.

Null hypotheses based on these four variables were tested using t tests; the standard for rejecting a null hypothesis was set at the .05 level of significance.

Seventeen Texas public junior colleges were selected at random for in-depth study using the interview technique; the purpose of the interviews was to determine the problems of implementing curricula or courses related to the defined curriculum objectives.

II. FINDINGS AND CONCLUSIONS

The following findings and conclusions are based on the analysis of the responses from the nationwide survey:

Findings

1. The most important objective in public community college business programs today is to provide transfer education.

2. The transfer objective is not expected to increase in importance in the future; in fact, a relative decrease may be expected.

3. The data suggests that two terminal curricula--the technical and semi-professional--will increase significantly in the future.

Conclusion. Based on these findings, it appears that the technical and semi-professional objectives will become as important--if not more important--than the transfer objective in public community college business programs in the future.

Findings

4. Public community college personnel desire increased emphasis in the area of supplemental training; there is close agreement on this objective's importance based on the geographic region and institutional size variables.

5. Retraining will become increasingly important as an objective of the public community college business program, though there is reaction against this objective among personnel in different geographic regions.

Conclusion. The business programs in public community colleges will increasingly provide appropriate occupational training for adults.

Findings

6. Substantial disagreement exists on the future importance of the Developmental objective which provides training for initial employability.

7. Opportunity-type programs are given little importance as an objective of public community college business curricula.

8. Courses offered for the avocational use of adults are not considered to be a major objective of public community college business programs.

Conclusion. Public community colleges will not likely provide adequate occupational training programs for low-ability adults or courses for adults' avocational use, based on the opinions of the presidents and business department heads.

Findings

9. The presidents of public community colleges rate each objective slightly more important than do business department heads, though there is agreement on the rank of each objective's importance between the two groups and both groups foresee an increasing importance for each objective.

10. When the size of the institution is used as a variable, there is close agreement on the importance of each objective at the present time and in the future.

11. Using the geographic region as a variable, there is evidence of rather widespread disagreement among personnel from different regions on the importance of some of the objectives, particularly concerning the retraining objective.

Conclusion. Each of the objectives will become increasingly important; in general, the presidents and business department heads agree on the importance of the objectives, and the size of the institution does not affect the importance placed on the objectives. There is, however, substantial disagreement on the relative importance of some of the objectives among personnel from different geographic regions.

The following findings and conclusions are based on the interviews conducted with personnel of Texas public community colleges:

Findings

12. Texas public community college personnel support the concept of the comprehensive community college; the primary objective of virtually all of the institutions is transfer education.

13. Many Texas public community colleges, particularly those in rural areas, do not have adequate tax bases or populations to provide adequate instructional facilities and an adequate variety of curricula to be a truly comprehensive community college.

Conclusion. The Texas public community colleges, in general, are successful in their transfer programs; the small colleges do not have adequate fiscal resources and/or enrollments to offer extensive occupational and adult-type curricula.

Findings

14. There is a wide range of educational philosophies--from the very traditional and conservative to the more liberal--among board members and public community college presidents, which are sometimes in conflict, particularly on the issue of Federal aid to education.

15. The business department heads in Texas public community colleges tend to be unanimous in their philosophies regarding the importance of providing appropriate, realistic curricula to meet the training needs

of the community, though their philosophies may be contrary to the philosophy of the administration and/or board members.

Conclusion. Business programs in Texas public community colleges reflect the philosophy of the board members and/or the college president; business department heads are unable to effect appropriate programs when the pervading institutional philosophy is traditional and conservative.

Findings

16. There is a definite absence of follow-up studies on graduates of transfer or terminal curricula in Texas public community college business programs.

17. "Community need" is frequently cited as justification for not offering a certain type of curriculum; yet, there is no evidence of recent studies made by Texas public community colleges to determine the training needs of the college's service area.

18. Personnel in Texas public community colleges, in general, are not presently concerned with training those students who have socio-economic or academic handicaps nor does there appear to be any genuine interest in increasing the colleges' efforts in this area.

Conclusion. Texas public community college administrators do not have evidence--only opinions--on the success of the graduates of their colleges or on the appropriateness of existing curriculum patterns related to "community need." Except for isolated examples, no real efforts are being made by Texas public community colleges to develop curricula appropriate to the socio-economically and academically deprived students.

Findings

19. None of the business departments makes use of business advisory boards in curriculum planning and development on a formal or continuing basis.

20. Public community college presidents and business departments heads are aware of the difficulty in planning curricula appropriate to the varied needs of their communities.

Conclusion. One of the real problems affecting the scope of the public community college business program is the inability of the colleges to use advisory boards effectively and/or to employ consultants in curriculum development.

III. GENERAL RECOMMENDATIONS

The following recommendations are suggested based on the findings of the nationwide survey and the in-depth study of selected Texas public junior colleges; it is recommended that:

1. The curriculum objectives defined in this study be used by public community college boards, administrators, and business teachers in evaluating the breadth of their institution's business program.

2. Curriculum studies should be undertaken on a broad scale; there is evidence that curricula in business are not being periodically updated to meet the changing job patterns in our economy.

3. A national research center for community college business education be established; activities of such a center should include:

a. the establishment of curriculum guidelines appropriate to the general needs of community colleges of certain sizes and in certain geographic regions;

b. the direction of research studies in program and curriculum development in business education;

c. the establishment and direction of experimental pilot programs in different curricula, new methods of teaching, or in the utilization of instructional media;

d. the preparation, testing, and distribution of instructional materials;

e. the development of standardized survey tools and methods for the use of individual community colleges in determining the training needs of their community;

f. the development of standardized survey tools and methods for the use of individual community colleges in "following-up" their graduates of transfer and terminal programs, perhaps on a longitudinal basis;

g. the function of clearing house and distribution center for research studies in community college business education;

h. the publication of a periodical directed to business educators and administrators in community colleges.

4. Business teacher education departments in senior colleges should consider the advisability of establishing Master's-level programs specifically oriented to business education in the community college; if

specific curricula are not advisable, then at least one or two special courses should be offered specifically for junior college teachers. Business department heads and faculty members are probably the key to developing the comprehensive-type programs which the public community college must afford the people.

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APPENDICES

APPENDIX A

JURY SELECTED TO EVALUATE THE OBJECTIVES OF PUBLIC COMMUNITY COLLEGE BUSINESS PROGRAMS

Higher Education Authorities

Dr. Haward Boozer, Asst. Director
North Carolina Board
of Higher Education
Raleigh, North Carolina

Dr. C. C. Colvert, Consultant
Junior College Education
College of Education
The University of Texas
Austin, Texas

Dr. W. H. Crawford
Junior College Consultant
Washington State University
Pullman, Washington

Dr. Norman Harris
Professor of Technical Education
The University of Michigan
Ann Arbor, Michigan

Dr. Leonard V. Koos
Neweygo
Michigan

Dr. S. V. Martorana, Director
Office of Higher Education Planning
State University of New York
Albany, New York

Dr. Lewis B. Mayhew, Professor
School of Education
Stanford University
Palo Alto, California

Dr. Leland L. Medsker, Director
Center for the Study
of Higher Education
The University of California
Berkeley, California

Dr. D. Grant Morrison, Specialist
Community and Junior College
Education
U. S. Office of Education
Washington, D. C.

Dr. Maurice F. Seay, Professor
Higher Education and Administration
College of Education
Michigan State University
East Lansing, Michigan

Dr. Max Smith, Professor
Higher Education and Administration
College of Education
Michigan State University
East Lansing, Michigan

Dr. James W. Thornton, Jr.
College of Education
San Jose State College
San Jose, California

Dr. James L. Wattenberger
Director, Community Junior Colleges
State Department of Education
Tallahassee, Florida

Dr. Leslie Wilbur, Professor
Higher Education
University of Southern California
Los Angeles, California

APPENDIX A (continued)

Deans of Collegiate Schools of Business

Dr. Cecil C. Carpenter, Dean
College of Business Administration
The University of Kentucky
Lexington, Kentucky

Dr. John Cowee, Dean
College of Business Administration
The University of California
Berkeley, California

Dr. Paul B. Gronbsch, Dean
College of Business Administration
The University of Minnesota
Minneapolis, Minnesota

Dr. Donald J. Hart, Dean
School of Business Administration
The University of Florida
Gainesville, Florida

Dr. Richard W. Lindholm, Dean
School of Business Administration
The University of Oregon
Eugene, Oregon

Dr. Wiley Mitchell, Dean
School of Business Administration
The University of Kansas
Lawrence, Kansas

Dr. Donald W. O'Connell, Dean
College of Business Administration
University of Maryland
College Park, Maryland

Dr. Milton V. Olsen, Dean
College of Business Administration
The State University of New York
Albany, New York

Dr. John Arch White, Dean
College of Business
The University of Texas
Austin, Texas

Business Education Specialists

Mr. Eugene L. Dorr, Supervisor
Business and Distributive Education
State Department of
Vocational Education
Phoenix, Arizona

Dr. William Himstreet
College of Education
The University of Southern California
Los Angeles, California

Mr. Robert F. Kozelka, Chief
Business and Distributive
Education Services
State Board for Vocational Education
Springfield, Illinois

Dr. William H. Seldon, Jr., Chief
Business Education Services
State Department of Education
Harrisburg, Pennsylvania

Mr. Rex Toothman, Supervisor
Business and Distributive Education
State Department of Education
Tallahassee, Florida

Dr. Leonard West
Education Research Department
Division of Teacher Education
City University of New York
New York, New York

APPENDIX A (continued)

Dr. Mary Alice Wittenberg
Supervisor of Business Education
Division of College and Adult Education
Los Angeles Public School System
Los Angeles, California

APPENDIX B

LETTER OF TRANSMITTAL TO JURORS

October 11, 1965

As a part of my dissertation research, I am attempting to define the roles of business curricula in public community colleges in terms of occupational outcomes.

You are one of thirty educators selected as a jury to evaluate the propriety of these curriculum roles; the jury is primarily composed of higher education authorities, deans of collegiate schools of business, and state directors of business education. After receiving the evaluations of the jury, a list of the roles will be submitted to public community college educators to determine the extent to which these educators support each role.

I hope you will assist me by marking your responses on the enclosed outline. An envelope is enclosed for your convenience and I look forward to receiving your evaluation.

Horace Griffitts

Enclosures

APPENDIX C

OUTLINE: Business Administration Curriculum Roles
for Public Community Colleges

Instructions:

1. Evaluate each of the curriculum roles listed on the following pages.
 - a. If you believe the role to be a proper function of the public community college, check the appropriate blank.
 - b. If you believe the copy should be changed, check the appropriate blank and make the change in the space provided.
 - c. If you believe the role to be an improper function of the public community college, draw a line through the entire section.
2. Space is provided on the last page for any curriculum roles which you believe have been omitted.

Name of Respondent _____

Title of Role	Purpose of the Role	Curriculum Content of the Role
Transfer () Agree with Title () Change Title to:	To provide a two-year curriculum for students who plan to TRANSFER to a senior college to complete the baccalaureate degree in some area of business. () Agree with the Purpose as stated. () Purpose should be changed to read:	These courses, primarily general education, which normally constitute the first two years of the under-graduate business degree program; all courses carry college credit. () Agree with the Content as stated. () Content should be changed to read:
Semi-professional () Agree with Title () Change Title to:	To provide two-year curricula for students who seek SEMI-PROFESSIONAL positions at the supervisory or mid-management levels upon completion of the program. () Agree with Purpose as stated. () Purpose should be changed to read:	Approximately equal amounts of general education (behavioral science emphasis) and business education (marketing or management emphasis); all courses carry college credit. () Agree with the Content as stated. () Content should be changed to read:
Technical () Agree with Title () Change Title to:	To provide two-year curricula for students who seek positions which may best be defined as TECHNICAL; i.e., accounting, data processing, secretarial administration. () Agree with the Purpose as stated. () Purpose should be changed to read:	One-fourth to one-third general education; remainder concentrated in one of the technical areas; all courses carry college credit. () Agree with the Content as stated. () Content should be changed to read:

APPENDIX C (Continued)

Title of Role	Purpose of the Role	Curriculum Content of the Role
Developmental ☐ Agree with Title ☐ Change Title to:	To provide one-year curricula for students who have left school or have graduated but who need specialized, DEVELOPMENTAL training as preparation for an entry-level position. ☐ Agree with the Purpose as stated. ☐ Purpose should be changed to read:	Minimal general education; intensive business training in an occupational field based on student interest and ability; some or all of the courses may carry college credit. ☐ Agree with the Content as stated. ☐ Content should be changed to read:
Supplemental ☐ Agree with Title ☐ Change Title to:	To provide regular or special courses for persons who are presently employed but who need SUPPLEMENTAL training for advancement in their present occupational field. ☐ Agree with the Purpose as stated. ☐ Purpose should be changed to read:	Content of special courses should be based on the needs of a specific employer or a specific occupational area; special courses may not carry regular college credit. ☐ Agree with the Content as stated. ☐ Content should be changed to read:
Retraining ☐ Agree with Title ☐ Change Title to:	To provide special courses or curricula for persons who must be RETRAINED for entry into a new occupational field. ☐ Agree with the Purpose as stated. ☐ Purpose should be changed to read:	Content is determined by the ability level of the students and the existing needs of the local labor market; such courses do not carry regular college credit. ☐ Agree with the Content as stated. ☐ Content should be changed to read:

APPENDIX C (continued)

Title of Role	Purpose of the Role	Curriculum Content of the Role
Opportunity () Agree with Title () Change Title to:	To provide special courses or curricula for persons who, because of limited background, do not have the OPPORTUNITY to presently benefit from occupational training. () Agree with the <u>Purpose</u> as stated. () <u>Purpose</u> should be changed to read:	Basic general education--reading, composition, human relations, etc.--as a foundation for later study in an occupational area of business; not for regular college credit. () Agree with the <u>Content</u> as stated: () <u>Content</u> should be changed to read:
Leisure () Agree with Title () Change Title to:	To provide the opportunity for individuals to take presently-offered or special courses (based on enrollment) for their LEISURE use rather than for vocational purposes. () Agree with the <u>Purpose</u> as stated. () <u>Purpose</u> should be changed to read:	Special courses, not offered through other curricula, based on topics of interest to the "leisure" society; courses are not for regular college credit. () Agree with the <u>Content</u> as stated. () <u>Content</u> should be changed to read:

APPENDIX D

PUBLIC COMMUNITY COLLEGES INCLUDED IN FIRST MAILING

State and College	City	Size
<u>Eastern Region</u>		
Connecticut (2)		
Manchester Community College	Manchester	Small
Norwalk Community College	Norwalk	Medium
Maryland (11)		
Allegany Community College	Cumberland	Small
Ann Arundel Community College	Severna Park	Small
Baltimore Junior College	Baltimore	Large
Catonsville Community College	Catonsville	Medium
Essex Community College	Essex	Small
Frederick Community College	Frederick	Small
Hagerstown Community College	Hagerstown	Small
Harford Junior College	Bel Air	Medium
Montgomery Junior College	Takoma Park	Large
Prince George's Community College	Suitland	Medium
St. Mary's College of Maryland	St. Mary's City	Small
Massachusetts (10)		
Berkshire Community College	Pittsfield	Medium
Cape Cod Community College	Hyannis	Small
Greenfield Community College	Greenfield	Small
Holyoke Community College	Holyoke	Medium
Massachusetts Bay Community College	Boston	Medium
Mount Wachusett Community College	Gardner	Small
Newton Junior College	Newtonville	Small
Northern Essex Community College	Haverhill	Small
Quincy Junior College	Quincy	Medium
Quinsigamond Community College	Worcester	Medium
New Jersey (1)		
**Trenton Junior College	Trenton	
New York (25)		
Adirondack Community College	Hudson Falls	Medium
Auburn Community College	Auburn	Medium
Manhattan Community College	New York City	Medium
Bronx Community College	Bronx	Large

** No occupational business curricula

APPENDIX D (continued)

Broome Tech Community College	Binghamton	Large
Corning Community College	Corning	Medium
Dutchess Community College	Poughkeepsie	Large
Fulton-Montgomery Community College	Johnstown	Medium
Hudson Valley Community College	Troy	Large
Jamestown Community College	Jamestown	Medium
Jefferson Community College	Watertown	Small
Kingsborough Community College	Brooklyn	Small
Mohawk Valley Community College	Utica	Large
Monroe Community College	Rochester	Large
Nassau Community College	Garden City	Large
New York City Community College	Brooklyn	Large
Niagara County Community College	Niagara Falls	Medium
Orange County Community College	Middletown	Large
Queensborough Community College	Bayside	Large
Rockland Community College	Suffern	Medium
Staten Island Community College	Staten Island	Medium
Suffolk County Community College	Selden	Large
Sullivan County Community College	South Fallsburg	Small
Ulster County Community College	Kingston	Medium
Westchester Community College	Valhalla	Large
Pennsylvania (11)		
Harrisburg Area Community College	Harrisburg	Large
*Hershey Junior College	Hershey	
**Penn State--Allentown Center	Allentown	
Penn State--Altoona Campus	Altoona	Medium
Penn State--Behrend Campus	Erie	Medium
Penn State--Dubois Campus	Dubois	Small
**Penn State--Hazelton Campus	Hazelton	
**Penn State--McKeesport Campus	McKeesport	
**Penn State--Mont Alto Campus	Mont Alto	
**Penn State--Ogontz Campus	Abington	
**Penn State--Schuylkill Campus	Pottsville	
Rhode Island (1)		
Rhode Island Junior College	Providence	Medium

North-Central Region

Illinois (24)

Belleville Township Junior College	Belleville	Large
Black Hawk College	Moline	Medium

*Closed or merged with another institution

**No occupational business curricula

APPENDIX D (continued)

Bloom Township Community College	Chicago Heights	Medium
Canton Community College	Canton	Small
Centralia Junior College	Centralia	Small
Chicago City College District	Chicago	
Amundsen Branch		Large
Bogan Branch		Large
Crane Branch		Medium
Fenger Branch		Medium
Loop Branch		Large
Southeast Branch		Large
Wilson Branch		Large
Wright Branch		Large
Danville Junior College	Danville	Medium
Elgin Community College	Elgin	Large
Freeport Community College	Freeport	Small
Joliet Junior College	Joliet	Large
LaSalle-Peru-Oglesby Junior College	LaSalle	Medium
Lyons Township Junior College	LaGrange	Medium
Morton Junior College	Cicero	Medium
Mt. Vernon Community College	Mt. Vernon	Small
Olney Community College	Olney	Small
Thornton Junior College	Harvey	Medium
Wabash Valley College	Mt. Carmel	Small
Indiana (1)		
Vincennes University	Vincennes	Medium
Iowa (12)		
Burlington Community College	Burlington	Small
Clinton Junior College	Clinton	Small
Creston Community College	Creston	Small
Eagle Grove Junior College	Eagle Grove	Small
Ellsworth College	Iowa Falls	Small
Emmetsburg Community College	Emmetsburg	Small
Fort Dodge Community College	Fort Dodge	Small
Keokuk Community College	Keokuk	Small
Marshalltown Community College	Marshalltown	Small
Mason City Junior College	Mason City	Medium
Muscatine Community College	Muscatine	Small
Webster City Junior College	Webster City	Small
Michigan (18)		
Alpena Community College	Alpena	Small
Bay de Noc Community College	Escanaba	Small
Delta College	University Center	Large
Flint Community Junior College	Flint	Large
Gogebic Community College	Ironwood	Small
Grand Rapids Junior College	Grand Rapids	Large
Henry Ford Community College	Dearborn	Large

APPENDIX D (continued)

Highland Park College	Highland Park	Medium
Jackson Junior College	Jackson	Medium
Kellogg Community College	Battle Creek	Medium
Lake Michigan College	Benton Harbor	Medium
Lansing Community College	Lansing	Large
Macomb County Community College	Warren	Large
Muskegon County Community College	Muskegon	Large
North Central Michigan College	Petoskey	Small
Northwestern Michigan College	Traverse City	Medium
Port Huron Junior College	Port Huron	Medium
Schoolcraft College	Livonia	Medium
Minnesota (11)		
Austin Junior College	Austin	Small
Brainerd Junior College	Brainerd	Small
Ely Junior College	Ely	Small
Eveleth Junior College	Eveleth	Small
Fergus Falls State Junior College	Fergus Falls	Small
Hibbing Junior College	Hibbing	Small
Itasca Junior College	Coleraine	Small
Rochester Junior College	Rochester	Medium
Virginia Junior College	Virginia	Small
Willmar Community College	Willmar	Small
Worthington Junior College	Worthington	Small
Missouri (9)		
Crowder College	Neosho	Small
Jasper County Junior College	Joplin	Medium
Jefferson County Junior College	Hillsboro	Small
Junior College of Flat River	Flat River	Small
Metropolitan Junior College	Kansas City	Large
Moberly Junior College	Moberly	Small
St. Joseph Junior College	St. Joseph	Medium
St. Louis Junior College District	St. Louis	Large
Trenton Junior College	Trenton	Small
Ohio (4)		
Cuyahoga Community College	Cleveland	Large
Lorain County Community College	Lorain	Medium
University College of University of Cincinnati	Cincinnati	Medium
University Commercial and Technical College	Toledo	Medium

APPENDIX D (continued)

Southern Region

Alabama (2)

Northwest Alabama Junior College	Phil Campbell	Small
Southern Union College	Wadley	Small

Arkansas (1)

Arkansas State College--Beebe	Beebe	Small
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Florida (27)

Brevard Junior College	Cocoa	Large
Central Florida Junior College	Ocala	Medium
Chipola Junior College	Marianna	Medium
Daytona Beach Junior College	Daytona Beach	Medium
Edison Junior College	Fort Myers	Small
*Gibbs Junior College	St. Petersburg	
Gulf Coast Junior College	Panama City	Medium
Hampton Junior College	Ocala	Small
Indian River Junior College	Port Pierce	Small
*Johnson Junior College	Leesburg	
Junior College of Broward County	Fort Lauderdale	Large
Lake City Junior College	Lake City	Small
Lake-Sumter Junior College	Leesburg	Small
*Lincoln Junior College	Fort Pierce	
Manatee Junior College	Bradenton	Medium
Miami-Dade Junior College	Miami	Large
North Florida Junior College	Madison	Medium
Okaloosa-Walton Junior College	Valparaiso	Medium
Palm Beach Junior College	Lake Worth	Large
Pensacola Junior College	Pensacola	Large
Polk Junior College	Bartow	Medium
*Roosevelt Junior College	West Palm Beach	
Rosenwald Community Junior College	Panama City	Small
St. Johns River Junior College	Palatka	Medium
St. Petersburg Junior College	St. Petersburg	Large
Suwannee River Junior College	Madison	Small
*Volusia County Community College	Daytona Beach	

Georgia (7)

Abraham Baldwin Agricultural College	Tifton	Medium
***Augusta College	Augusta	

*) *Closed or merged with another institution.

***Became a senior college

APPENDIX D (continued)

Brunswick College	Brunswick	Small
Columbus College	Columbus	Medium
DeKalb College	Clarkston	Medium
Middle Georgia College	Cochran	Medium
South Georgia College	Douglas	Small
Kentucky (8)		
Paducah Junior College	Paducah	Medium
Ashland Community College	Ashland	Small
Elizabethtown Community College	Elizabethtown	Small
Fort Knox Community College	Fort Knox	Small
Henderson Community College	Henderson	Small
Northern Community College	Covington	Medium
Prestonsburg Community College	Prestonsburg	Small
Southeast Community College	Cumberland	Small
Mississippi (17)		
Coahoma Junior College	Clarksdale	Small
Copiah-Lincoln Junior College	Wesson	Small
East Central Junior College	Decatur	Small
East Mississippi Junior College	Scooba	Small
Hinds Junior College	Raymond	Medium
Holmes Junior College	Goodman	Small
Itawamba Junior College	Fulton	Small
Jones County Junior College	Ellisville	Medium
Meredian Junior College	Meredian	Medium
Mississippi Delta Junior College	Moorhead	Small
Northeast Mississippi Junior College	Booneville	Small
Northwest Mississippi Junior College	Senatobia	Medium
Pearl River Junior College	Poplarville	Small
Perkinston College	Perkinston	Small
Southwest Mississippi Junior College	Summit	Small
T. J. Harris Junior College	Meredian	Small
Utica Junior College	Utica	Small
North Carolina (3)		
Central Piedmont Community College	Charlotte	Large
College of Albermarle	Elizabeth City	Small
Gaston College	Gastonia	Medium
Virginia (3)		
Clinch Valley College	Wise	Small
Patrick Henry College	Martinsville	Small
Richard Bland College	Petersburg	Small
West Virginia (1)		
Potomac State College	Keyser	Small

APPENDIX D (continued)

Mountain-Plains Region

Colorado (6)

Lamar Junior College	Lamar	Small
Mesa College	Grand Junction	Medium
Northeastern Junior College	Sterling	Medium
Otero Junior College	LaJunta	Small
Rangely College	Rangely	Small
Trinidad State Junior College	Trinidad	Medium

Kansas (14)

Arkansas City Junior College	Arkansas City	Small
Butler County Junior College	El Dorado	Small
Chanute Junior College	Chanute	Small
Coffeyville College	Coffeyville	Small
Dodge City College	Dodge City	Small
Fort Scott Junior College	Fort Scott	Small
Garden City Junior College	Garden City	Small
Highland Junior College	Highland	Small
Hutchinson Junior College	Hutchinson	Medium
Independence Community College	Independence	Small
Parsons Junior College	Parsons	Small
Pratt County College	Pratt	Small

Nebraska (4)

Fairbury Junior College	Fairbury	Small
McCook College	McCook	Small
Norfolk Junior College	Norfolk	Small
Scottsbluff College	Scottsbluff	Small

New Mexico (4)

Alamogordo Community College	Alamogordo	Small
Clovis Community College	Clovis	Small
New Mexico State--Carlsbad Branch	Carlsbad	Small
Roswell Junior College	Roswell	Small

North Dakota (2)

Bismarck Junior College	Bismarck	Medium
Lake Region Junior College	Devils Lake	Small

Oklahoma (9)

Altus Junior College	Altus	Small
Cameron State Agricultural College	Lawton	Medium
Connors State Agricultural College	Warner	Small
Eastern Oklahoma A&M College	Wilburton	Medium
El Reno Junior College	El Reno	Small
Murray State Agricultural College	Tishomingo	Small
Northeastern Oklahoma A&M College	Miami	Medium

APPENDIX D (continued)

Northern Oklahoma Junior College	Tonkawa	Small
Poteau Community College	Poteau	Small
Texas (33)		
Alvin Junior College	Alvin	Medium
Amarillo College	Amarillo	Medium
Blinn College	Brenham	Medium
Cisco Junior College	Cisco	Small
Clarendon Junior College	Clarendon	Small
Cooke County Junior College	Gainesville	Medium
Del Mar College	Corpus Christi	Large
Frank Phillips Junior College	Borger	Small
Henderson County Junior College	Athens	Medium
Hill Junior College	Hillsboro	Small
Howard County Junior College	Big Spring	Medium
Kilgore College	Kilgore	Medium
Laredo Junior College	Laredo	Small
Lee College	Baytown	Medium
Navarro Junior College	Corsicana	Medium
Odessa College	Odessa	Medium
Panola College	Carthage	Small
Paris Junior College	Paris	Small
Ranger Junior College	Ranger	Small
***San Angelo College	San Angelo	
San Antonio College	San Antonio	Large
San Jacinto College	Pasadena	Large
South Plains College	Levelland	Medium
Southwest Texas Junior College	Uvalde	Small
St. Phillip's College	San Antonio	Small
Temple Junior College	Temple	Medium
Texarkana College	Texarkana	Medium
Texas Southmost College	Brownsville	Small
*Tyler District College	Tyler	
Tyler Junior College	Tyler	Medium
Victoria College	Victoria	Medium
Weatherford College	Weatherford	Small
Wharton County Junior College	Wharton	Medium
Wyoming (5)		
Casper College	Casper	Medium
Goshen County Community College	Torrington	Small
Northern Wyoming Community College	Sheridan	Small
Northwest Community College	Powell	Small
Western Wyoming Junior College	Reliance	Small

*Closed or merged with another institution

***Became a senior college

APPENDIX D (continued)

Western Region

Alaska (3)

Anchorage Community College	Anchorage	Medium
Juneau-Douglas Community College	Juneau	Small
**Ketchikan Community College	Ketchikan	

Arizona (4)

Arizona Western College	Yuma	Medium
Cochise College	Douglas	Medium
Eastern Arizona Junior College	Thatcher	Small
Phoenix College	Phoenix	Large

California (72)

Allan Hancock	Santa Maria	Medium
American River Junior College	Sacramento	Large
Antelope Valley College	Lancaster	Medium
Bakersfield College	Bakersfield	Large
Barstow College	Barstow	Small
Cabrillo College	Aptos	Large
Cerritos College	Norwalk	Large
Chabot College	San Leandro	Large
Chaffey College	Alta Loma	Large
Citrus College	Azusa	Large
City College of San Francisco	San Francisco	Large
Coalinga Junior College	Coalinga	Medium
College of the Desert	Palm Desert	Large
College of Marin	Kentfield	Large
College of San Mateo	San Mateo	Large
College of the Sequoias	Visalia	Medium
College of the Siskiyous	Weed	Small
Compton College	Compton	Large
Contra Costa College	San Pablo	Large
Diablo Valley College	Concord	Large
East Los Angeles College	Los Angeles	Large
El Camino College	El Camino	Large
Foothill College	Los Altos Hills	Large
Fresno City College	Fresno	Large
Fullerton College	Fullerton	Large
Gavilan College	Gilroy	Small
Glendale College	Glendale	Large
Grossmont College	El Cajon	Large
Hartnell College	Salinas	Medium
Imperial Valley College	Imperial	Medium
Laney College	Oakland	Large

**No occupational business curricula

APPENDIX D (continued)

Lassen College	Susanville	Small
Long Beach City College	Long Beach	Large
Los Angeles City College	Los Angeles	Large
Los Angeles Harbor College	Wilmington	Large
Los Angeles Metropolitan College	Los Angeles	Large
Los Angeles Pierce College	Woodland Hills	Large
Los Angeles Valley College	Van Nuys	Large
Merced College	Merced	Medium
Merritt College	Oakland	Large
Modesto Junior College	Modesto	Large
Monterey Peninsula College	Monterey	Large
Mt. San Antonio College	Walnut	Large
Mt. San Jacinto College	Beaumont	Large
Napa Junior College	Napa	Large
Oceanside-Carlsbad Junior College	Oceanside	Medium
Orange Coast College	Costa Mesa	Large
Pal Verde College	Blythe	Small
Palomar College	San Marcos	Large
Pasadena City College	Pasadena	Large
Porterville College	Porterville	Small
Reedley College	Reedley	Medium
Rio Hondo Junior College	Santa Fe Springs	Medium
Sacramento City College	Sacramento	Large
San Bernardino Valley College	San Bernardino	Large
San Diego Junior College	San Diego	Large
San Joaquin Delta Junior College	Stockton	Large
San Jose City College	San Jose	Large
San Luis Obispo County Junior College	San Luis Obispo	Medium
Santa Ana College	Santa Ana	Large
Santa Barbara City College	Santa Barbara	Large
Santa Monica City College	Santa Monica	Large
Santa Rosa Junior College	Santa Rosa	Large
Shasta Junior College	Redding	Large
Sierra College	Rocklin	Medium
Southwestern College	Chula Vista	Large
Taft College	Taft	Medium
Vallejo Junior College	Vallejo	Large
Ventura College	Ventura	Large
Victor Valley Junior College	Victorville	Medium
West Valley Junior College	Campbell	Large
Yuba College	Marysville	Large
Idaho (2)		
Boise Junior College	Boise	Large
North Idaho Junior College	Coeur d'Alene	Small

APPENDIX D (continued)

Montana (2)

Custer County Junior College	Miles City	Small
Dawson County Junior College	Glendive	Small

Oregon (7)

Blue Mountain Community College	Pendleton	Small
Central Oregon College	Bend	Small
Clatsop College	Astoria	Small
Portland Community College	Portland	Large
Southwestern Oregon College	North Bend	Medium
Treasure Valley Community College	Ontario	Medium
Umpqua College	Roseburg	Small

Utah (2)

Carbon College	Price	Small
Dixie College	St. George	Small

Washington (15)

Big Bend Community College	Moses Lake	Medium
Centralia College	Centralia	Medium
Clark College	Vancouver	Large
Columbia Basin College	Pasco	Medium
Everett Junior College	Everett	Large
Grays Harbor College	Aberdeen	Medium
Highline College	Seattle	Large
Lower Columbia College	Longview	Medium
Olympia College	Bremerton	Large
Peninsula College	Port Angeles	Small
Shoreline Community College	Seattle	Medium
Skagit Valley College	Mount Vernon	Medium
Spokane Community College	Spokane	Medium
Wenatchee Valley College	Wenatchee	Medium
Yakima Valley College	Yakima	Large

APPENDIX E

MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF BUSINESS

DEPARTMENT OF BUSINESS LAW, INSURANCE, AND OFFICE ADMINISTRATION

November 9, 1965

Dear Educator:

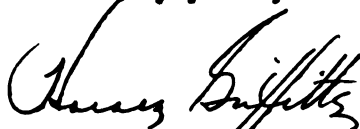
The field of business is rapidly becoming one of our most significant programs at the community college level; yet, we are probably less informed about the objectives and curriculum content of this important area of study than of other areas of community college programs.

In an effort to identify present practices, I am conducting a nationwide study of the opinions of public community college presidents and business department chairmen. Perhaps more important, I am attempting to identify possible future orientations of business programs based on the present judgment and ideals of community college educators. Your responses can provide useful guidelines for program development and curriculum building.

To participate in the study, please complete the enclosed "quick-check" questionnaire; full instructions are given on the first page.

Your cooperation is appreciated. I look forward to receiving your early reply. A summary of the study will be provided you, if you so request.

Sincerely yours,



Horace Griffitts

Enclosures

Michigan State University
East Lansing, Michigan
November, 1965

OPINIONS OF COMMUNITY COLLEGE OFFICIALS
CONCERNING THE OBJECTIVES AND CURRICULUM CONTENT
OF PUBLIC COMMUNITY COLLEGE BUSINESS PROGRAMS

Business programs in public community colleges can be directed toward several potentially-useful objectives; eight such objectives have been defined for this study.

The first page of the attached questionnaire outlines each objective; please respond to each of these questions for each of the objectives:

In your institution, what degree of importance do you presently place on each objective? (Circle one number: 5-4-3-2-1.)

Regardless of the present degree of importance, ideally what degree of importance would you place on each objective in the future (assuming you have the necessary staff and fiscal resources)? (Circle one number: 5-4-3-2-1.)

The second page of the questionnaire describes possible curriculum content for each objective; please respond to each of these questions:

To what extent do your present curricula (for each objective) parallel the descriptive statement on curriculum content (for each objective)? (Circle one number as above, or circle "0" if no curriculum for that objective is presently offered.)

Whether or not you presently offer a curriculum for an objective, to what extent would you want future curricula to parallel the descriptive statement on curriculum content? (Circle one number: 5-4-3-2-1, or circle "0" if you are undecided.)

Return the questionnaire in the enclosed envelope.

OBJECTIVES	In your institution, what degree of importance do you <u>presently</u> place on each of the objectives stated at the left?	Regardless of the present degree of importance, <u>ideally</u> what degree of importance would you place on each objective in the <u>future</u> (assuming you have the necessary resources)? (Circle one number)
1. To provide a <u>two-year curriculum</u> for students who plan to <u>TRANSFER</u> to a senior college to complete the baccalaureate degree in some field of business.	(Circle one number) 5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important
2. To provide <u>two-year curricula</u> for students who seek <u>SEMI-PROFESSIONAL</u> positions at the supervisory or mid-management levels upon completion of the program.	5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important
3. To provide <u>two-year curricula</u> for students who seek positions which are best defined as <u>TECHNICAL</u> ; i.e., accounting, data processing, secretarial administration.	5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important
4. To provide <u>one-year curricula</u> for students who have left school or have graduated but who need <u>DEVELOPMENTAL</u> training for an "entry-level" position.	5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important
5. To provide regular or special <u>courses</u> for persons who are presently employed but who need <u>SUPPLEMENTAL</u> training for advancement in their present occupational field.	5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important
6. To provide special <u>courses or curricula</u> , of varying lengths, for persons who must have <u>RETRAINING</u> in order to enter a new occupational field.	5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important
7. To provide special <u>courses or curricula</u> for persons who, because of <u>inadequate</u> background, do not have the <u>OPPORTUNITY</u> to benefit from occupational training.	5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important
8. To provide the opportunity for individuals to take presently-offered or special <u>courses</u> for their <u>AVOCATIONAL</u> interests rather than for vocational use.	5 4 3 2 1 Very Somewhat Not Important Important Important	5 4 3 2 1 Very Somewhat Not Important Important Important

CURRICULUM CONTENT FOR EACH OBJECTIVE	For those objectives which you offer, to what extent do your <u>present</u> curricula (for each objective) parallel the statement on Curriculum Content (at the left)?	Whether or not you presently offer a curriculum for each objective, to what extent would you want <u>future</u> curricula (for each objective) to parallel the statement at the left?
	(Circle one number)	(Circle one number)
TRANSFER: Those courses, primarily general education, which normally constitute the first two years of the undergraduate business degree.	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided
SEMI-PROFESSIONAL: Approximately equal amounts of general education (behavioral science emphasis) and business (management or marketing emphasis).	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided
TECHNICAL: One-fourth to one-third general education; remainder primarily concentrated in one of the technical areas.	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided
DEVELOPMENTAL: Minimal general education; intensive occupational training in an occupational field appropriate to the student's ability and interest.	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided
SUPPLEMENTAL: Special courses should be based on the needs of a specific occupational area or the needs of a specific industry.	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided
RETRAINING: Content is based on the ability level of the retrainee as well as the existing needs of the local or regional labor market.	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided
OPPORTUNITY: Basic general education--reading, composition, human relations, etc.--as a foundation for later study in an occupational field of business.	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided
ADVOCATIONAL: Special courses based on topics of interest to the community; i.e., investments, consumer economics, personal record-keeping.	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Not Offered	5 _____ 4 _____ 3 _____ 2 _____ 1 _____ Very Closely Somewhat At All Undecided

APPENDIX G

FOLLOW-UP LETTER TO COMMUNITY COLLEGE EDUCATORS

November 29, 1965

Recently you were mailed a questionnaire which asked your opinion on eight objectives of public community college business programs.

Since I have not yet received your response, another copy of the questionnaire is enclosed. I hope you will take the few minutes required to check your response to each of the objectives.

Your cooperation will be appreciated. If you desire, a summary of the study will be provided you.

Horace Griffitts

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Enclosures

APPENDIX H

SUMMARY OF RESPONSES--PRESIDENTS (by region and size)

Region	Size Classification											
	Small			Medium			Large			Total		
	N	R	%	N	R	%	N	R	%	N	R	%
Eastern	16	16	100	22	17	77	15	11	73	53	44	83
North-Central	36	30	83	24	20	83	19	13	69	79	63	80
Southern	36	33	92	20	15	75	7	7	100	63	55	87
Mountain-Plains	46	40	87	26	22	85	3	2	68	75	64	85
Western	18	16	89	28	22	79	60	44	73	106	82	77
Total	152	135	89	120	96	80	104	77	74	376	308	82

Legend: N--number of institutions in each classification
R--number of responses within that classification
%--percent of return (number of responses divided by number of institutions)

APPENDIX I

SUMMARY OF RESPONSES--BUSINESS DEPARTMENT CHAIRMEN (by region and size)

Region	Size Classification									Total		
	Small			Medium			Large					
	N	R	%	N	R	%	N	R	%	N	R	%
Eastern	16	12	75	22	17	77	15	13	87	53	42	79
North-Central	36	32	89	24	21	87	19	15	79	79	68	86
Southern	36	25	69	20	17	85	7	7	100	63	49	78
Mountain-Plains	46	37	80	26	19	73	3	3	100	75	59	79
Western	18	13	72	28	19	68	60	38	63	106	70	66
Total	152	119	78	120	93	77	104	76	73	376	288	77

Legend: N--number of institutions in each classification
R--number of responses within that classification
%--percent of return (number of responses divided by number of institutions)

APPENDIX J

SUMMARY OF RESPONSES--PRESIDENTS AND BUSINESS DEPARTMENT CHAIRMEN (by region and size)

	Small			Size Classification			Large			Total		
	Nx2	R	%	Nx2	R	%	Nx2	R	%	Nx2	R	%
Eastern	32	28	87	44	34	77	30	24	80	106	66	81
North-Central	72	62	86	48	41	85	38	28	74	158	131	83
Southern	72	58	81	40	32	80	14	14	100	126	104	83
Mountain-Plains	92	77	84	52	41	79	6	5	83	150	123	82
Western	36	29	81	56	41	73	120	82	68	212	152	72
Total	304	254	84	240	189	79	208	153	74	752	596	79

Legend: Nx2--number of institutions multiplied by two (two possible responses from each college)
R--number of responses within that classification
%--percent of response (R divided by Nx2)

216018GRIFFITTS, H.F.

FORTRAN SOURCE LIST

ISN SOURCE STATEMENT

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0 $IBFTC
1 DIMENSION X(600,32),S(32),NI(32),SM(32),T(32),SD(32)
2 99 FORMAT(I3)
3 98 FORMAT(32F2.0)
4 6 READ 95
5 READ (5,99) N
7 READ (5,98) ((X(I,J),J=1,32),I=1,N)
20 DO 1 J=1,32
21 SM(J)=0.0
22 NI(J)=0
23 DO 1 I=1,N
24 IF(X(I,J)-6.0) 37,1,37
25 37 IF(X(I,J)-0.0) 38,1,38
26 38 CONTINUE
27 SM(J)=SM(J)+X(I,J)
30 NI(J)=NI(J)+1
31 1 CONTINUE
34 DO 2 I=1,32
35 B= NI(I)
36 2 SM(I)=SM(I)/B
40 DO 3 I=1,32
41 B=NI(I)
42 SD(I)=0.0
43 DO 4 J=1,N
44 IF(X(J,I)-6.0) 388,4,388
45 388 IF(X(J,I)-0.0) 389,4,389
46 389 CONTINUE
47 SD(I)=SD(I)+(X(J,I)-SM(I))*2
50 4 CONTINUE
52 3 SD(I)=SD(I)/B
54 DO 5 I=1,32,2
55 B1=NI(I)
56 IF(B1.LE.30.) B1=B1-1.
61 B2=NI(I+1)
62 S(I)=N-NI(I)
63 S(I+1)=N-NI(I+1)
64 IF(B2.LE.30.) B2=B2-1.
67 B=(B1*SD(I)+B2*SD(I+1))*(B1+B2)/((B1+B2-2.)*B1*B2)
70 T(I+1)=0.0
71 5 T(I)=(SM(I)-SM(I+1))/SQRT(B)
73 WRITE (6,96)
74 WRITE (6,95)
75 WRITE (6,97) (NI(I),SM(I),SD(I),T(I),I=1,32)
102 WRITE (6,94) (S(I),I=1,32)
107 94 FORMAT(1H0,32I4)
110 95 FORMAT(1X47H
111 96 FORMAT(1H1)
112 GO TO 6
113 97 FORMAT(1H,14,3E20.8)
114 END

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APPENDIX L

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Transfer	Total Respondents	Present	588	4.558	.6140		
		Future	588	4.622	.4669	1.51	NS
	Total Presidents	Present	304	4.628	.5099		
		Future	304	4.655	.4169	.48	NS
	Total Bus. Dept. Hds.	Present	284	4.482	.7145		
		Future	284	4.588	.5169	1.60	NS
	Total Large	Present	152	4.553	.6157		
		Future	152	4.572	.4684	.23	NS
	Total Medium	Present	185	4.524	.8548		
		Future	185	4.616	.5284	1.06	NS
	Total Small	Present	251	4.586	.4339		
		Future	251	4.657	.4165	1.23	NS
	Total Eastern	Present	84	4.202	1.0700		
		Future	84	4.429	.6259	1.57	NS
	Total North-Central	Present	129	4.527	.6989		
		Future	129	4.558	.5102	.32	NS
	Total Southern	Present	103	4.718	.3576		
		Future	103	4.777	.3094	.72	NS
	Total Mountain-Plains	Present	123	4.691	.3924		
		Future	123	4.707	.3692	.21	NS
	Total Western	Present	149	4.564	.5278		
		Future	149	4.611	.4793	.57	NS

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX L (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Semi-professional	Total Respondents	Present	588	3.974	1.2596		
		Future	588	4.565	.5009	10.78	.01
	Total Presidents	Present	304	4.178	1.1856		
		Future	304	4.687	.3859	7.08	.01
	Total Bus. Dept. Hds.	Present	284	3.757	1.2473		
		Future	284	4.433	.5906	8.39	.01
	Total Large	Present	152	4.138	1.1322		
		Future	152	4.526	.5783	3.65	.01
	Total Medium	Present	185	4.135	1.2412		
		Future	185	4.692	.3645	5.96	.01
	Total Small	Present	251	3.757	1.2676		
		Future	251	4.494	.5368	8.68	.01
	Total Eastern	Present	84	4.060	1.3655		
		Future	84	4.595	.6219	3.46	.01
	Total North-Central	Present	129	3.961	1.1535		
		Future	129	4.698	.3195	6.86	.01
	Total Southern	Present	103	4.126	1.3336		
		Future	103	4.650	.4021	4.02	.01
	Total Mountain-Plains	Present	123	3.601	1.2966		
		Future	123	4.285	.6914	5.35	.01
	Total Western	Present	149	4.141	1.0472		
		Future	149	4.604	.4137	4.66	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX L (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Technical	Total Respondents	Present	587	4.107	1.2508		
		Future	587	4.697	.3987	11.11	.01
	Total Presidents	Present	304	4.161	1.2536		
		Future	304	4.743	.3355	8.04	.01
	Total Bus. Dept. Hds.	Present	283	4.049	1.2413		
		Future	283	4.647	.4617	7.68	.01
	Total Large	Present	152	4.401	.9508		
		Future	152	4.743	.3486	3.69	.01
	Total Medium	Present	184	4.234	1.1247		
		Future	184	4.788	.2540	6.39	.01
	Total Small	Present	251	3.837	1.3877		
		Future	251	4.602	.5186	8.76	.01
	Total Eastern	Present	83	4.048	1.6844		
		Future	83	4.626	.6195	3.45	.01
	Total North-Central	Present	129	3.899	1.3774		
		Future	129	4.729	.3217	7.10	.01
	Total Southern	Present	103	4.175	1.0374		
		Future	103	4.728	.3533	4.74	.01
	Total Mountain-Plains	Present	123	3.886	1.3041		
		Future	123	4.561	.5064	5.54	.01
	Total Western	Present	149	4.456	.7984		
		Future	149	4.799	.2548	4.06	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674

APPENDIX L (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Developmental	Total Respondents	Present	585	2.950	1.7497		
		Future	585	3.768	1.2656	11.37	.01
	Total Presidents	Present	302	3.066	1.8102		
		Future	302	3.887	1.1396	8.30	.01
	Total Bus. Dept. Hds.	Present	283	2.827	1.6555		
		Future	283	3.640	1.3683	7.85	.01
	Total Large	Present	151	3.020	1.5956		
		Future	151	3.762	1.2147	5.42	.01
	Total Medium	Present	185	2.957	1.7819		
		Future	185	3.795	1.2767	6.50	.01
	Total Small	Present	249	2.904	1.8140		
		Future	249	3.751	1.2874	7.58	.01
	Total Eastern	Present	84	1.798	1.2090		
		Future	84	2.964	1.7963	6.13	.01
	Total North-Central	Present	128	2.852	1.5327		
		Future	128	3.883	1.1347	7.12	.01
	Total Southern	Present	101	3.079	1.9541		
		Future	101	3.792	1.3726	3.91	.01
	Total Mountain-Plains	Present	123	3.114	1.5155		
		Future	123	3.846	1.0734	5.02	.01
	Total Western	Present	149	3.463	1.2419		
		Future	149	4.040	.7098	5.03	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX L (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Supplemental	Total Respondents	Present	584	3.375	1.5631		
		Future	584	4.149	.8288	12.08	.01
	Total Presidents	Present	303	3.535	1.6217		
		Future	303	4.238	.7554	7.92	.01
	Total Bus. Dept. Hds.	Present	281	3.203	1.4428		
		Future	281	4.053	.8904	9.32	.01
	Total Large	Present	151	3.596	1.5918		
		Future	151	4.205	.8784	4.75	.01
	Total Medium	Present	184	3.457	1.5851		
		Future	184	4.217	.7571	6.73	.01
	Total Small	Present	249	3.181	1.4573		
		Future	249	4.064	.8392	9.18	.01
	Total Eastern	Present	83	3.120	2.3710		
		Future	83	4.000	1.3735	4.12	.01
	Total North-Central	Present	127	3.386	1.6858		
		Future	127	4.323	.5808	6.99	.01
	Total Southern	Present	102	3.245	1.3027		
		Future	102	4.127	.8759	6.01	.01
	Total Mountain-Plains	Present	121	2.727	1.3884		
		Future	121	3.785	.9621	7.56	.01
	Total Western	Present	149	3.658	1.2855		
		Future	149	4.181	.6987	4.52	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX L (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Retraining	Total Respondents	Present	579	2.755	1.7913		
		Future	579	3.883	1.2263	15.61	.01
	Total Presidents	Present	301	2.980	1.8933		
		Future	301	4.066	1.0768	10.91	.01
	Total Bus. Dept. Hds.	Present	278	2.511	1.5664		
		Future	278	3.683	1.3099	11.51	.01
	Total Large	Present	151	2.947	1.9442		
		Future	151	3.861	1.4574	6.07	.01
	Total Medium	Present	183	2.863	1.8748		
		Future	183	4.016	1.0981	9.24	.01
	Total Small	Present	245	2.576	1.5749		
		Future	245	3.796	1.1583	11.53	.01
	Total Eastern	Present	84	2.238	1.7548		
		Future	84	3.619	1.8549	6.62	.01
	Total North-Central	Present	126	2.675	1.8068		
		Future	126	3.976	1.0550	8.60	.01
	Total Southern	Present	99	2.505	1.5630		
		Future	99	3.737	1.5670	6.89	.01
	Total Mountain-Plains	Present	121	2.727	1.3884		
		Future	121	3.785	.9621	7.56	.01
	Total Western	Present	149	3.302	1.7813		
		Future	149	4.128	.8764	6.16	.01

*Level of Significance is based on the following: .05--196, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX L (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Opportunity	Total Respondents	Present	578	2.450	1.6250		
		Future	578	3.433	1.6120	13.12	.01
	Total Presidents	Present	300	2.573	1.8446		
		Future	300	3.553	1.5472	9.20	.01
	Total Bus. Dept. Hds.	Present	278	2.317	1.3530		
		Future	278	3.302	1.6497	9.47	.01
	Total Large	Present	150	2.580	1.7770		
		Future	150	3.373	1.8740	5.07	.01
	Total Medium	Present	180	2.439	1.6463		
		Future	180	3.422	1.5773	7.33	.01
	Total Small	Present	248	2.379	1.5015		
		Future	248	3.476	1.4752	9.99	.01
	Total Eastern	Present	83	1.867	1.0788		
		Future	83	2.976	1.9512	5.77	.01
	Total North-Central	Present	125	2.304	1.5720		
		Future	125	3.424	1.6200	6.98	.01
	Total Southern	Present	101	2.406	1.8055		
		Future	101	3.475	1.8137	5.62	.01
	Total Mountain-Plains	Present	121	2.537	1.4222		
		Future	121	3.479	1.2248	6.34	.01
	Total Western	Present	148	2.858	1.6353		
		Future	148	3.628	1.4362	5.33	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX L (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES ON PRESENT TO FUTURE IMPORTANCE

Objective	Classification	Time	No.	Mean	Variance	t score	Level*
Avocational	Total Respondents	Present	584	2.647	1.3311		
		Future	584	3.228	1.2992	8.64	.01
	Total Presidents	Present	303	2.716	1.3518		
		Future	303	3.304	1.2609	6.32	.01
	Total Bus. Dept. Hds.	Present	281	2.573	1.2981		
		Future	281	3.146	1.3275	5.92	.01
	Total Large	Present	152	2.474	1.3414		
		Future	152	2.987	1.5788	3.69	.01
	Total Medium	Present	184	2.848	1.2595		
		Future	184	3.342	1.1382	4.32	.01
	Total Small	Present	248	2.605	1.3777		
		Future	248	3.290	1.1980	6.78	.01
	Total Eastern	Present	84	2.571	1.8401		
		Future	84	3.274	1.6750	3.41	.01
	Total North-Central	Present	127	2.551	1.3497		
		Future	127	3.268	1.2197	5.02	.01
	Total Southern	Present	103	2.767	1.3632		
		Future	103	3.388	1.4220	3.76	.01
	Total Mountain-Plains	Present	121	2.562	1.1387		
		Future	121	3.147	1.1514	4.25	.01
	Total Western	Present	149	2.758	1.1228		
		Future	149	3.121	1.1532	2.92	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX M

ANALYSIS OF DATA--COMPARISON OF RESPONSES OF PRESIDENTS TO BUSINESS DEPARTMENT HEADS

Objective	Time	Position	No.	Mean	Variance	t score	Level*
Transfer	Present	Presidents	304	4.628	.5099		
		Bus. Dept. Heads	284	4.482	.7145	2.29	.05
	Future	Presidents	304	4.655	.4169		
		Bus. Dept. Heads	284	4.588	.5169	1.18	NS
Semi-professional	Present	Presidents	304	4.178	1.1855		
		Bus. Dept. Heads	284	3.757	1.2473	4.62	.01
	Future	Presidents	304	4.687	.3859		
		Bus. Dept. Heads	284	4.430	.5906	3.11	.01
Technical	Present	Presidents	304	4.161	1.2536		
		Bus. Dept. Heads	283	4.049	1.2414	1.21	NS
	Future	Presidents	304	4.743	.3355		
		Bus. Dept. Heads	283	4.647	.4617	1.84	NS
Developmental	Present	Presidents	302	3.066	1.8102		
		Bus. Dept. Heads	283	2.827	1.6555	2.19	.05
	Future	Presidents	302	3.887	1.1396		
		Bus. Dept. Heads	283	3.827	1.3683	2.67	.01
Supplemental	Present	Presidents	303	3.535	1.6217		
		Bus. Dept. Heads	281	3.203	1.4428	3.23	.01
	Future	Presidents	303	4.238	.7554		
		Bus. Dept. Heads	281	4.053	.8904	2.64	.01

* Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX M (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES OF
PRESIDENTS TO BUSINESS DEPARTMENT HEADS

Objective	Time	Position	No.	Mean	Variance	t score	Level*
Retraining	Present	Presidents	301	2.980	1.8933		
		Bus. Dept. Heads	278	2.511	1.5664	4.27	.01
	Future	Presidents	301	4.066	1.0786		
		Bus. Dept. Heads	278	3.683	1.3099	4.20	.01
Opportunity	Present	Presidents	300	2.573	1.8446		
		Bus. Dept. Heads	278	2.317	1.3520	2.43	.02
	Future	Presidents	300	3.533	1.5471		
		Bus. Dept. Heads	278	3.302	1.6497	2.38	.02
Avocational	Present	Presidents	303	2.716	1.3518		
		Bus. Dept. Heads	281	2.573	1.2981	1.50	NS
	Future	Presidents	303	3.304	1.2609		
		Bus. Dept. Heads	281	3.146	1.3275	1.67	NS

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX N

ANALYSIS OF DATA--COMPARISON OF RESPONSES FROM PERSONNEL IN LARGE INSTITUTIONS WITH RESPONSES FROM PERSONNEL IN OTHER SIZE INSTITUTIONS

Objective	Time	Size	No.	Mean	Variance	t score	Level*
Transfer	Present	Large	152	4.553	.6157		
		Small	251	4.586	.4330	-.61	NS
		Medium	185	4.524	.8548	.31	NS
	Future	Large	152	4.572	.4684		
		Small	251	4.657	.4165	-1.62	NS
		Medium	185	4.616	.5284	-.56	NS
Semi-professional	Present	Large	152	4.138	1.1322		
		Small	251	4.657	1.2676	3.35	.01
		Medium	185	4.135	1.2412	.02	NS
	Future	Large	152	4.526	.5783		
		Small	251	4.494	.5368	.42	NS
		Medium	185	4.692	.3645	-2.23	.05
Technical	Present	Large	152	4.401	.9508		
		Small	251	3.837	1.3877	-4.94	.01
		Medium	184	4.234	1.1247	1.49	NS
	Future	Large	152	4.743	.3486		
		Small	251	4.602	.5186	2.03	.05
		Medium	184	4.788	.2540	.75	NS
Developmental	Present	Large	151	3.020	1.5956		
		Small	249	2.904	1.8140	.85	NS
		Medium	185	2.957	1.7819	.43	NS
	Future	Large	151	3.762	1.2147		
		Small	249	3.751	1.2874	.09	NS
		Medium	185	3.795	1.2767	-.27	NS

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX N (continued)

ANALYSIS OF DATA--COMPARISON OF RESPONSES FROM PERSONNEL IN LARGE INSTITUTIONS
WITH RESPONSES FROM PERSONNEL IN OTHER SIZE INSTITUTIONS

Objective	Time	Size	No.	Mean	Variance	t score	Level*
Supplemental	Present	Large	151	3.596	1.5918		
		Small	249	3.181	1.4573	3.27	.01
		Medium	184	3.457	1.5851	1.00	NS
	Future	Large	151	4.205	.8784		
		Small	249	4.064	.8392	1.03	NS
		Medium	184	4.217	.7571	-.12	NS
Retraining	Present	Large	151	2.947	1.9442		
		Small	245	2.576	1.5749	2.73	.01
		Medium	183	2.836	1.8745	.73	NS
	Future	Large	151	3.861	1.4575		
		Small	245	3.800	1.1584	.52	NS
		Medium	183	4.016	1.0981	-1.25	NS
Opportunity	Present	Large	150	2.580	1.7770		
		Small	248	2.379	1.5015	1.53	NS
		Medium	180	2.439	1.6463	.97	NS
	Future	Large	150	3.373	1.8740		
		Small	248	3.476	1.4752	-.78	NS
		Medium	180	3.422	1.5773	-.05	NS
Avocational	Present	Large	152	2.474	1.3414		
		Small	248	2.605	1.3277	-1.10	NS
		Medium	184	2.848	1.2595	-2.99	.01
	Future	Large	152	2.987	1.5788		
		Small	248	3.290	1.1980	-2.53	.02
		Medium	184	3.342	1.1382	-2.00	.05

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX O

ANALYSIS OF DATA--COMPARISON OF THE RESPONSES FROM PERSONNEL IN THE WESTERN REGION TO THE RESPONSES FROM PERSONNEL IN OTHER GEOGRAPHIC REGIONS

Objective	Time	Region	No.	Mean	Variance	t score	Level*
Transfer	Present	Western	149	4.464	.5278		
		Eastern	84	4.202	1.0900	-3.09	.01
		North-Central	129	4.527	.6989	-.39	NS
		Southern	103	4.718	.3576	-1.77	NS
		Mountain-Plains	123	4.491	.3924	.87	NS
	Future	Western	149	4.711	.4792		
		Eastern	84	4.429	.6259	1.82	NS
		North-Central	129	4.558	.5102	.63	NS
		Southern	103	4.777	.3094	-2.02	.05
		Mountain-Plains	123	4.707	.2696	-1.20	NS
Semi-professional	Present	Western	149	4.141	1.0472		
		Eastern	84	4.060	1.3655	.55	NS
		North-Central	129	3.961	1.1535	.92	NS
		Southern	103	4.126	1.3336	.11	NS
		Mountain-Plains	123	3.602	1.2966	4.09	.01
	Future	Western	149	4.604	.4137		
		Eastern	84	4.595	.6219	.09	NS
		North-Central	129	4.698	.3195	-1.28	NS
		Southern	103	4.650	.4021	-.56	NS
		Mountain-Plains	123	4.285	.6914	3.55	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX O (continued)

ANALYSIS OF DATA--COMPARISON OF THE RESPONSES FROM PERSONNEL IN THE WESTERN REGION
TO THE RESPONSES FROM PERSONNEL IN OTHER GEOGRAPHIC REGIONS

Objective	Time	Region	No.	Mean	Variance	t score	Level*
Technical	Present	Western	149	4.456	.7984		
		Eastern	83	4.408	1.6844	2.81	.01
		North-Central	129	3.899	1.3774	4.47	.01
		Southern	103	4.175	1.0374	2.31	.05
		Mountain-Plains	123	3.886	1.3041	4.60	.01
	Future	Western	149	4.799	.2548		
		Eastern	83	4.627	.6195	2.01	.05
		North-Central	129	4.729	.3217	1.09	NS
		Southern	103	4.728	.3533	1.02	NS
		Mountain-Plains	123	4.561	.5064	3.21	.01
Developmental	Present	Western	149	3.463	1.2419		
		Eastern	84	1.798	1.2090	10.95	.01
		North-Central	128	2.852	1.5327	4.31	.01
		Southern	103	3.079	1.9541	2.40	.02
		Mountain-Plains	123	3.114	1.5155	2.44	.02
	Future	Western	149	4.040	.7079		
		Eastern	84	2.964	1.7963	7.48	.01
		North-Central	128	3.883	1.1347	1.36	NS
		Southern	101	3.792	1.3726	1.94	NS
		Mountain-Plains	123	2.846	1.0737	1.70	NS

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX O (continued)

ANALYSIS OF DATA--COMPARISON OF THE RESPONSES FROM PERSONNEL IN THE WESTERN REGION
TO THE RESPONSES FROM PERSONNEL IN OTHER GEOGRAPHIC REGIONS

Objective	Time	Region	No.	Mean	Variance	t score	Level*
Supplemental	Present	Western	149	3.658	1.2855		
		Eastern	83	3.120	2.3710	3.20	.01
		North-Central	127	3.386	1.6858	1.85	NS
		Southern	102	3.245	1.3077	2.82	.01
		Mountain-Plains	123	3.301	1.2835	2.58	.02
	Future	Western	149	4.181	.6987		
		Eastern	83	4.000	1.3730	1.36	NS
		North-Central	127	4.323	.5808	-1.46	NS
		Southern	102	4.127	.8759	.29	NS
		Mountain-Plains	123	4.049	.7781	1.26	NS
Retraining	Present	Western	149	3.302	1.7813		
		Eastern	84	2.238	1.7528	5.84	.01
		North-Central	126	2.675	1.8068	2.86	.01
		Southern	99	2.505	1.5631	4.70	.01
		Mountain-Plains	121	2.727	1.3884	2.70	.01
	Future	Western	149	4.128	.8764		
		Eastern	84	3.619	1.8549	3.35	.01
		North-Central	126	3.976	1.0550	1.28	NS
		Southern	99	3.737	1.5673	2.80	.01
		Mountain-Plains	121	3.785	.9621	2.91	.01

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX O (continued)

ANALYSIS OF DATA--COMPARISON OF THE RESPONSES FROM PERSONNEL IN THE WESTERN REGION
TO THE RESPONSES FROM PERSONNEL IN OTHER GEOGRAPHIC REGIONS

Objective	Time	Region	No.	Mean	Variance	t score	Level*
Opportunity	Present	Western	148	2.858	1.6353		
		Eastern	83	1.867	1.0788	5.90	.01
		North-Central	125	2.304	1.5716	3.59	.01
		Southern	101	2.406	1.8055	2.67	.01
		Mountain-Plains	121	2.537	1.4222	2.10	.05
	Future	Western	148	3.628	1.4362		
		Eastern	83	2.976	1.9512	3.72	.01
		North-Central	125	3.424	1.6202	1.36	NS
		Southern	101	3.475	1.8137	.94	NS
		Mountain-Plains	121	3.479	1.2248	1.05	NS
Avocational	Present	Western	149	2.758	1.1228		
		Eastern	84	2.571	1.8401	1.16	NS
		North-Central	127	2.551	1.3497	1.54	NS
		Southern	103	2.767	1.3632	-.06	NS
		Mountain-Plains	121	2.562	1.1387	1.50	NS
	Future	Western	149	3.121	1.1532		
		Eastern	84	3.274	1.6750	-.96	NS
		North-Central	127	3.268	1.2197	-1.11	NS
		Southern	103	3.388	1.4220	-1.32	NS
		Mountain-Plains	121	3.149	1.1514	-.21	NS

*Level of Significance is based on the following: .05--1.96, .02--2.33, .01--2.58 with infinite degrees of freedom. ("NS"--not significant at any of these levels.) Source: William L. Hays, Statistics for Psychologists (New York: Holt, Rinehart and Winston, 1963), p. 674.

APPENDIX P

DESCRIPTIVE DATA ON TEXAS PUBLIC JUNIOR COLLEGES (colleges in operation, 1965)

College	City (County)	Valuation ¹	Population ² Stab.	Pop. ³ Index	Eco. ⁴ Index	Enrollment ⁵	Founded
Small							
*Cisco	Cisco (Eastland)	\$ 22,164	19,000	-	.121	695	1940
Clarendon	Clarendon (Donley)	6,988	4,250	-	.046	228	1927
*Frank Phillips	Borger (Hutchinson)	69,973	34,500	+	.819	731	1948
*Hill	Hillsboro (Hill)	29,383	22,250	-	.128	782	1962
Laredo	Laredo (Webb)	74,309	68,000	+	.281	915	1947
*Panola	Carthage (Panola)	41,344	16,500	+	.314	616	1947
Paris	Paris (Lamar)	30,132	32,800	+	.205	616	1924
Ranger	Ranger (Eastland)	22,164	19,000	-	.121	328	1926
*Southwest Texas	Uvalde (Uvalde)	15,950	16,500	+	.099	706	1946
St. Phillips	San Antonio (Bexar)	586,954	767,000	+	3.290	842	1927
Texas Southmost	Brownsville (Cameron)	116,908	156,300	+	.687	924	1926
*Weatherford	Weatherford (Parker)	33,109	24,300	+	.161	954	1921

*Interviews conducted at these colleges.

¹Assessed tax valuations for the county. Source: Texas Almanac, 1966-67 (Dallas; A. H. Belo Corporation, 1965), pp. 222-235.

²Estimated 1965 county population. Source: Loc. cit.

³Population stability: 1960-1965; "+"--increase, "-"--decrease. Source: Loc. cit.

⁴Economic Index of the county. Source: Loc. cit.

⁵Total Enrollment (October, 1965). Source: 1966 Junior College Directory (Washington: American Association of Junior Colleges, 1966), pp. 47, 49.

APPENDIX P (continued)

DESCRIPTIVE DATA ON TEXAS PUBLIC JUNIOR COLLEGES
(colleges in operation, 1965)

College	City (County)	Valuation ¹	Pop. ²	Pop. ³ Stab.	Eco. ⁴ Index	Enroll- ment ⁵	Founded
Medium							
*Alvin	Alvin (Brazoria)	\$ 281,551	89,000	+	2.296	1,645	1949
*Amarillo	Amarillo (Potter)	144,918	135,000	+	.927	2,823	1929
Blinn	Brenham (Washington)	18,442	19,442	+	.107	1,177	1927
*Cooke County	Gainesville (Cooke)	45,254	23,950	+	.302	1,050	1924
*Henderson Co.	Athens (Henderson)	37,490	24,400	+	.183	1,000	1946
Howard County	Big Spring (Howard)	60,332	41,600	+	.496	1,251	1945
Kilgore	Kilgore (Gregg)	127,209	74,000	+	.944	2,332	1935
Lee	Baytown (Harris)	2,074,800	1,451,800	+	14.850	2,058	1934
Navarro	Corsicana (Navarro)	34,682	34,500	+	.211	1,179	1946
*Odessa	Odessa (Ector)	194,982	95,000	+	1.660	2,483	1946
*South Plains	Levelland (Hockley)	43,671	23,200	+	.407	1,114	1957
Temple	Temple (Bell)	75,282	118,500	+	.320	1,240	1926

*Interviews conducted at these colleges.

¹Assessed tax valuation for the county. Source: Texas Almanac, 1966-67 (Dallas: A. H. Belo Corporation, 1965), pp. 222-235.

²Estimated 1965 county population. Source: Loc. cit.

³Population stability: 1960-1965; "+"--increase, "-"--decrease. Source: Loc. cit.

⁴Economic Index of the county. Source: Loc. cit.

⁵Total Enrollment (October, 1965). Source: 1966 Junior College Directory (Washington: American Association of Junior Colleges, 1966), pp. 47, 49.

APPENDIX P (continued)

DESCRIPTIVE DATA ON TEXAS PUBLIC JUNIOR COLLEGES
(colleges in operation, 1965)

College	City (College)	Valuation ¹	Pop. ²	Pop. Stab. ³	Eco. Index ⁴	Enrollment ⁵	Founded
<u>Medium (cont.)</u>							
*Texarkana	Texarkana (Bowie)	\$ 46,906	63,600	+	.232	1,602	1927
Tyler	Tyler (Smith)	110,042	92,000	+	.680	2,699	1926
Victoria	Victoria (Victoria)	77,718	51,850	+	.490	1,479	1925
*Wharton County	Wharton (Wharton)	77,847	38,000	+	.503	1,881	1946
<u>Large</u>							
*Del Mar	Corpus Christi (Nueces)	377,180	472,000	+	2.017	3,411	1935
*San Antonio	San Antonio (Bexar)	586,954	767,000	+	3.290	10,586	1925
*San Jacinto	Pasadena (Harris)	2,074,768	1,451,800	+	14.850	3,657	1961

*Interviews conducted at these colleges.

¹ Assessed tax valuation for the county. Source: Texas Almanac, 1966-67 (Dallas: A. H. Belo Corporation, 1965), pp. 222-235.

² Estimated 1965 county population. Source: Loc. cit.

³ Population stability: 1960-1965; "+"--increase, "-"--decrease. Source: Loc. cit.

⁴ Economic Index of the county. Source: Loc. cit.

⁵ Total Enrollment (October, 1965). Source: 1966 Junior College Directory (Washington: American Association of Junior Colleges, 1966), pp.47, 49.

APPENDIX Q

PERSONNEL INTERVIEWED IN TEXAS PUBLIC JUNIOR COLLEGES

<u>College</u>	<u>President</u>	<u>Business Dept. Head</u>
<u>Small</u>		
Cisco Junior College	Leland Willis	*Don Box
Frank Phillips College	J. W. Dillard	*O. J. Abel
Hill Junior College	W. Lamar Fly	Angie Vail
Panola College	M. P. Baker	*Geneva Gillett
Southwest Texas Junior College	Wayne Matthews	Iona Paysinger
Weatherford College	J. C. Nichols	Glenn Westenhover
<u>Medium</u>		
Alvin Junior College	W. H. Meyers, Dean	*Arlyne Daly
Amarillo College	William E. Raab, Dean	Donald Killmer
Cooke County Junior College	John H. Parker	Lois Lucas
Henderson County Junior College	Orval Pirtle	**J. B. Simmons
Odessa College	Jack Rodgers	Betty Friesinger
South Plains College	Marvin Baker	Richard G. Woods
Texarkana College	J. W. Cady	*Harold Hatchett
Wharton County Junior College	Ted Nicksick, Jr.	Margaret Killin
<u>Large</u>		
Del Mar College	A. C. Pierce, Dean	*J. C. Tucker
San Antonio College	Wayland P. Moody	Marvin Slovacek
San Jacinto College	O. W. Marcom, Dean	***Norman Rushing

*Business Department representative
 **Director of Vocational and Technical Education
 ***Former Business Department Head; now Registrar

APPENDIX R

Interview Guide--Junior College Presidents

OPINIONS OF COMMUNITY COLLEGE OFFICIALS CONCERNING THE OBJECTIVES AND CURRICULUM CONTENT OF PUBLIC COMMUNITY COLLEGE BUSINESS PROGRAMS

I. Institutional Data

Institution	City	Founded	Control
Interviewee		No. of years associated with institution	
		No. of years as institution's president	
Professional Experience: Organization	Position	Dates	
Education Background: Institution	Major	Degree	

II. Institutional Philosophy

- What is your philosophy of the functions (roles) of the public junior college?
- To what degree is your college successful in this philosophy?
- The junior college is becoming increasingly "community" oriented. Define your "community." What percent of your students come from this community? remain here?
- Discuss your philosophy regarding the community service needs which can be met by the college.

- E. Many public junior colleges face increasingly severe financial strains. Does your institution have:
1. adequate financial resources to meet it needs for the next 5 yrs.? _____
 2. limitations placed on its instructional program because of limited financial resources? _____
 3. programs which are Federally reimbursed? _____
 4. long-range plans to secure increased financial assistance? _____
 5. plans to increase its use of Federal funds? _____

III. Enrollment (Fall, 1965)

Transfer: Full-time _____ Part-time _____

Terminal: Full-time _____ Part-time _____

Special: Full-time _____ Part-time _____

IV. Budget (Fiscal, 1965-66)

Income: Local taxation _____

Valuation/rate _____ / _____

State appropriations _____

Student fees _____

Federal government _____

Other sources _____

TOTAL _____

V. Curriculum

Transfer Objective: To provide a two-year curriculum for students who plan to transfer to a senior college to complete the baccalaureate degree in some area of business.

1. Do you foresee a relative decrease in the importance of the transfer objective? _____
2. Do you consider the transfer function to be the most important role of your college? _____
3. If you foresee a decrease, what will contribute to this decrease? _____

Curriculum (cont.)

Semi-professional Objective: To provide two-year curricula for students who seek semi-professional positions in the areas of management and marketing at the supervisory or mid-management levels upon completion of the program.

1. Is this objective attainable at the junior college level? _____
2. Can you foresee an increased emphasis in the area of semi-professional programs? _____
3. What are (or would be) the problems in developing such curricula? _____

Technical Objective: to provide two-year curricula for students who seek positions which are best defined as technical; i.e., accounting, data processing, secretarial administration.

1. To what extent do you believe your technical-type curricula are successful? _____
2. What factors do you believe are basic to their success? _____

3. Of the three objectives--transfer, semi-professional, and technical--in what order of importance do you place them today? in the future?
 1. _____
 2. _____
 3. _____

4. What factors influence your ranking these objectives? _____

Developmental Objective: to provide one-year curricula for students who have left school or have graduated but who need developmental-type training in order to secure an "entry-level" position?

1. Is this objective a legitimate function of the public junior college? _____
2. Is there a need in your community for this type of training? _____
3. What other community agencies perform this function? _____
4. Might such curricula decrease the number of drop-outs of two-year programs? _____
5. What factors are basic to developing one-year Developmental-type curricula in your college? _____

Curriculum (cont.)

Supplemental Objective: to provide regular or special courses for persons who are presently employed but who need supplemental training for advancement in their present occupational field.

1. Is this objective a legitimate function of the public junior college? _____
2. Have you offered special courses primarily designed for up-grading skills? _____
3. If a group came to you asking for such training, on what factors _____
would you base your decision about offering the course? _____
4. What factors prevent you from encouraging supplemental-type courses? _____

Retraining Objective: to provide special courses or curricula, of varying lengths, for persons who must have retraining in order to enter a new occupational field.

1. In what areas have you offered retraining curricula? _____ MDTA
_____ MDTA
2. Have these programs been successful? _____
3. Do you foresee an increase in the number of retraining programs? _____
4. What factors justify the offering of retraining programs? _____

Opportunity Objective: to provide special courses or curricula, of varying lengths, for persons who, because of limited background, do not have the opportunity to benefit from regular occupational training.

1. Is this objective a legitimate function of the public junior college? _____
2. Is there a need for this type of training in your community? _____
3. What other agencies offer opportunity training? _____
4. What factors would determine the extent of opportunity-type training in your college? _____

Avocational Objective: to provide the opportunity for individuals to take presently offered or special courses for their avocational interests rather than for vocational use.

1. Is this a legitimate function of the public junior college? _____
2. Do you encourage adults to take existing courses, regardless of their reason? _____
3. Have you offered special adult courses, which are non-vocational in content? _____
4. What factors determine whether (or how many) special adult courses are offered? _____

APPENDIX S

Interview Guide--Business Department Heads

OPINIONS OF COMMUNITY COLLEGE OFFICIALS CONCERNING THE OBJECTIVES AND CURRICULUM CONTENT OF PUBLIC COMMUNITY COLLEGE BUSINESS PROGRAMS

I. Institutional Data

Interviewee			No. of years associated with this institution	
			No. of years as department head	
Professional Background:	School	Position	Date	
Education Background:	College	Major	Degree	

II. Departmental-Institutional Philosophy

- Conceptualize the functions of public community college business programs as they relate to the institution's goals?
- How well, in your opinion, do you believe your business curricula reflect the needs of your community?
- What changes have occurred in the scope of your department in the last five years?
- What general changes do you foresee for the next five years?
- In what ways has (or is) recent Federal legislation affecting the philosophy and/or curricula of your department?

F. To what extent do you believe your institution and department will become increasingly dependent upon Federal monies?

G. The junior college is becoming increasingly "community oriented. Define your "community." What per cent of your students come from this community? will remain in it?

H. In any of your curricula, do you make use of a business advisory board? In what ways is this board effective in identifying community needs and in developing appropriate curricula?

I. In what ways can you department improve its service to the community by developing an increased emphasis on vocational education?

K. Identify those factors which you consider as justifications for increasing the emphasis on vocational (non-transfer) business curricula?

III. Business Department Enrollment (Fiscal, 1965)

Full-time in Transfer Program	_____	Full-time in Terminal Programs	_____	TOTAL	_____
Part-time in Transfer Program	_____	Part-time in Terminal Programs	_____	TOTAL	_____

Is enrollment in your department increasing at a more rapid rate than the institution?

Identify the factors related to this occurrence

Which is increasing more rapidly--transfer or terminal?

What factors are related to this occurrence?

IV. Departmental Budget (Fiscal, 1965-66)

Total amount budgeted

Departmental Budget (cont)

If you had additional fiscal resources, what business curricula would you like to add?

To what extent is your program limited because of money?

V. Curriculum

Transfer Objective: to provide a two-year curriculum for students who plan to transfer to a senior college to complete a baccalaureate degree in some field of business.

What change in emphasis do you foresee in the area of transfer education in your department?

What per cent of your students enrolled in a transfer curriculum eventually complete a BBA degree?

Which is more important--transfer or terminal?

On what factors do you base this opinion?

Semi-professional Objective: to provide two-year curricula for students who seek semi-professional positions (in management and/or marketing) at the supervisory or mid-management levels upon completion of the curriculum.

What curricula do you offer in this area:

Curriculum	No. of majors	Degree of success

What factors justify semi-professional curricula in your department?

Curriculum (continued)

Technical Objective: to provide two-year curricula for students who seek positions which are best defined as technical; i.e., accounting, data processing, secretarial administration.

What curricula do you offer in this area?

Curriculum	No. of majors	Degree of success
_____	_____	_____
_____	_____	_____
_____	_____	_____
Of the three objectives--transfer, semi-professional, and technical--in what order of importance do you place them today? desired in the future?	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

What factors influence your ranking?

Developmental Objective: to provide one-year curricula for students who have left school or have graduated but who need developmental training in order to secure an "entry-level" position.

Do you consider this objective an appropriate function of the public junior college?
 Is there a need in your community for such training?
 Might such a curriculum decrease the drop-out rate of two-year students?
 What are the problems in developing curricula to meet this objective?

Supplemental Objective: to provide regular or special courses for persons who are presently employed but who need supplemental training for advancement in their present occupational field.

Is this a function of the public junior college?
 What supplementary courses have you offered?

If a group of people asked for a special course, what factors would you consider in making your decision?

Do you foresee an increase in the area of supplementary business courses to accomplish this objective?

Curriculum (continued)

Retraining Objective: to provide special courses or curricula, of varying lengths, for persons who must have retraining in order to enter a new occupational field.

Do you consider retraining to be a proper function of the public junior college? _____

What retraining programs have you offered in business? _____

Program _____	MDTA _____	Enrollment _____	Successful? _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What factors are basic to developing a retraining program in your department? _____

Do you anticipate an increase in the number of retraining programs in the coming years? _____

Opportunity Objective: to provide special courses or curricula, of varying lengths, for persons who, because of limited background, do not have the opportunity to benefit from regular occupational training.

Is this objective a function of the public junior college? _____

Is there a need for this type of training in your community? _____

What other agencies offer opportunity training? _____

What factors determine the extent of opportunity-type training in your college? _____

Avocational Objective: to provide the opportunity for individuals to take presently offered or special courses for their avocational interests rather than for vocational use.

Is this a function of the public junior college? _____

Do you encourage adults to take existing courses, regardless of their reason? _____

Have you offered special adult courses, which are non-vocational in content? _____

What factors determine whether (or how many) special adult courses are offered? _____

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