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A COMPARATIVE ANALYSIS OF INSTITUTIONAL FUNCTIONING DIMENSIONS AS PERCEIVED BY SELECT CONSTITUENCIES IN A SMALL/RURAL COMMUNITY COLLEGE

presented by

Charles Kennedy Barletta

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education

Louis F. Heldreth
Major professor

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A COMPARATIVE ANALYSIS OF INSTITUTIONAL FUNCTIONING DIMENSIONS AS PERCEIVED BY SELECT CONSTITUENCIES IN A SMALL/RURAL COMMUNITY COLLEGE

By

Charles Kennedy Barletta

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

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1986

ABSTRACT

A COMPARATIVE ANALYSIS OF INSTITUTIONAL FUNCTIONING DIMENSIONS AS PERCEIVED BY SELECT CONSTITUENCY IN A SMALL/RURAL COMMUNITY COLLEGE

By

Charles Kennedy Barletta

The primary purpose of the study was to ascertain if significant differences in perceptions of institutional functioning dimensions exist between select constituencies of a small/rural community college. A secondary purpose was to examine the effect county residency had on the perception of these constituent groups toward the institutional functioning dimensions.

The researcher conducted an Institutional Functioning Inventory (IFI) Survey at North Country Community College (NCCC), located in upstate New York, in fall 1985. Some N = 229 questionnaires were distributed to five constituent groups - faculty (N = 74), students (N = 100), administrators (N = 20), trustees (N = 10) and county legislators (N = 25) - in order to assess their perceptions of select aspects of institutional life or institutional functioning at NCCC.

The instrument, the IFI, developed by Educational Testing Service, consisted of 132 items that were organized into 11 dimensions or scales. Students responded to the first 72 items (six dimensions); non-students responded to all 132 items (11 dimensions). The 11 dimensions are: 1)

Intellectual-Aesthetic Extracurriculum, 2) Freedom, 3) Human Diversity, 4) Concern for Improvement of Society, 5) Concern for Undergraduate Learning, 6) Democratic Governance, 7) Meeting Local Needs, 8) Self Study and Planning, 9) Concern for Advancing Knowledge, 10) Concern for Innovation, and 11) Institutional Esprit. Of the total surveys distributed, some N = 195 were returned (85%) containing data for analysis.

Analysis of Variance (ANOVA) was used to test significant differences of perceptions for the 11 IFI dimensions between constituent groups. The statistical data obtained from the ANOVA was used to perform the Scheffee A Posteriori procedure to ascertain where significant mean differences existed between constituent groups. T-tests were used to ascertain if significant differences of perception existed between IFI respondents residing in Essex County when compared to respondents residing in Franklin County. (Essex and Franklin Counties comprise the NCCC service area).

In analysis of the IFI Survey results, there was congruence among constituent group perceptions of the IFI Dimension except for:

1. Intellectual-Aesthetic Extracurriculum (Dimension I)
2. Human Diversity (Dimension III)
3. Concern for Improvement of Society (Dimension IV)

There was also congruence of perception among Essex County respondents and Franklin County respondents with regard to the 11 IFI Dimensions; no significant difference in perception was found.

DEDICATION

This dissertation is dedicated to my wife and son
who have encouraged me in many different ways
to complete this phase of my education.
I am thankful for having a family who value education
and who have provided me with the loving support
to get on with it.

ACKNOWLEDGMENTS

No dissertation could ever be completed independently. There are many special people at Michigan State University, North Country Community College, and in Essex and Franklin Counties who have directly or indirectly helped in the achievement of this study.

Thank you Dr. Lou Hekius for getting me on track, helping me with those "personofications" and being what a Graduate Advisor should be. I thank also the other committee members: Dr. Keith Anderson, Dr. Howard Hickey and Dr. Larry Lezotte for their assistance and support over the last ten years. I am proud to have had their teaching and criticism.

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Thank you to Mr. David Petty, President of North Country Community College, for his understanding, direction and friendship. David is a college president who has not forgotten the meaning of being an educator. His example is one that I will always remember.

Thank you to Dr. Robert Karp, Dean of Institutional Research, for his willingness to help and serve as my unofficial Research Advisor at North Country Community College. His guidance and support are appreciated.

There are other people I owe so much to in helping complete this benchmark in my life. The North Country Community College Board of Trustees, especially Mrs. Kathryn Young, Mr. Mitchell Tackley and Mr. Jon Parent, for their support; Mr. Stan Rockhill and Mrs. Pam Steenburge, who made it possible for me to meet the deadline; Mrs. Marylyn Gadway and Mrs. Carol McGovern for their help in getting the proposal and chapter drafts prepared. A special thanks to Mrs. Jeanne Golden for acting as Dean during my absence from NCCC; Mrs. Peg Kelly for assisting in the data collection; Mrs. Eleanor Santoro for her editing help; Professor Joe Jeannettie for his assistance and friendship when the crunch was on.

Thank you to the student, faculty, administrators, trustees, legislators and supervisors who took the time to participate in the study.

Last but not least, I wish to thank my wife and friend, Jocleyn Johnston, for performing many supportive tasks in this effort. Now it's my turn to return a few of the favors.

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CHAPTER I

THE RESEARCH PROBLEM

Introduction to the Study

The community college, like any public agency, can be supported only as long as its constituents value its programs, services, purpose and results (i.e. institutional functions). Phillips (1980) points out that little empirical research has been conducted to measure and analyze the effect of public values, perceptions and attitudes regarding small/rural community colleges. He goes on to point out that "in fact for years educational journals have acted as if small/rural institutions of higher education do not exist" (p. xi). The review of literature for this study through 1985 found this situation still to be true.

The American Association of Community and Junior Colleges has defined a rural college as that which enrolls a relatively small number of people but serves a large geographic area. There are more than 600 rural community and junior colleges in the nation, and of these institutions one-half are in towns of 10,000 or less and two-thirds have fewer than 1,000 students. Dubay (in Phillips, 1980) stresses the impact of these colleges: "The full-time student population is estimated at over one-half million and the total students in contact each year is several million" (p.xii). Phillips

(1980) asks for attention to and examination of small/rural community colleges by educators, researchers, and public policy making bodies.

Frey (1977) identifies the need for researchers of higher education and the institutional decision makers to pay attention to environmental conditions of colleges. One of these environmental conditions is the varying attitude constituents have toward their community college. Community colleges may have an environment where constituents and other local individuals misunderstand the philosophy and purpose of community colleges. These individuals and groups may not realize the differences between two year and four year colleges, public and private colleges and contextual problems resulting from being small and rural (Phillips, 1980).

Related to this lack of research is a notion of unclear institutional purpose described by Cohen and Brawer (1982):

> All institutions, all agencies must be perceived as valuable for something. It is easier to assess them when their functions are clearly articulated, when people know what they are supposed to be doing. Currently the community colleges are suffering from a gap in perception... Because so few scholars are concerned with community colleges, there is no true forum. The college's own spokespersons do not help much. Either they do not know how to examine their own institutions critically, or they are disinclined to do so. They say the colleges strive to meet everyone's educational needs, but they rarely acknowledge the patent illogic of that premise. They say the colleges provide access to higher education for all, but they fail to examine the obvious corollary question: access to what? The true supporters of the community colleges, those who believe in

> its ideals, would consider the institution's role on both educational and philosophical grounds. (p. 365)

In the 1980's there has been a decline in enrollment and financial support to the community college campuses. Community colleges face the paradox of increased demands for educational service in a time of economic crisis. Pray (1975) raises the concern that community colleges are failing to realize their potential because of problems of understanding and/or disagreement about institutional mission. He recommends that community colleges undertake self studies to determine organizational effectiveness. Pray (1975) believes self studies are "prerequisites to change . . . A requisite early step in moves to improve the policy guidance and management of the college" (p. 34). Price (1968) believes organizational effectiveness can be determined by the extent to which goals have been achieved, but organizational goals must be identified before the degree of effectiveness can be determined.

The analysis of how well an institution is functioning and achieving its goals has recently gained prominence in the study of some higher education organizations. The analysis of institutional functions such as teaching practices, governance arrangements, administrative policies, and types of programs is a result (at least in part) of declining student populations coupled with limited financial resources. The restriction of fewer dollars and students has caused many universities and liberal arts colleges to place a high

priority on goal identification for planning purposes just as Pray (1975) recommended. The examples of universities and liberal arts colleges in goal identification can serve as a planning model for community colleges.

Clearly identified college goals which are understood and supported by internal and external college constituencies are important to essential organizational functioning (Wilson, 1979). Institutions with clearly articulated goals provide an environment which fosters the development of trust and cooperation within the institution (Peterson, 1973), furnish a basis for defining the objectives of educational programs (Peterson, 1973), enable students to select the college which best meets their needs (Chickering, 1969), and exemplify the basis for support of outside constituencies that are necessary to the institution's survival (Peterson, 1971). This outside constituent support is extremely important to New York community colleges, which derive one-third of their operating costs from county legislative boards.

Morsch (1971) identifies county legislators as a constituency of New York community colleges:

> Community colleges may be sponsored by any local taxing authority, such as a county board . . . The community college in New York, as in other states in this study, are nominally governed by their own local boards of trustees, nevertheless, actual governance tends to lie more with sponsoring county boards than the trustees; of course, this may vary county to county. (p. 103)

There is a void in the literature and a lack of any empirical data about how local elected officials (in this

case county legislators) perceive the community colleges which they sponsor or how their perception of campus life (such as: teaching practices, governance arrangements, administrative policies, types of programs) compares to that of the other constituent groups, such as faculty, students, administrators and trustees.

Thus, well defined goals are necessary prerequisites to assessing the overall effectiveness of a college program and may be helpful in dealing with elected officials and other external constituents (Winstead & Hobson, 1971).

In addition, community colleges fail to give adequate time and effort to planning institutional purpose and function. Many community college have not specifically assessed, defined, or understood their purpose, or their constituencies. Too many college presidents, administrators, faculty, and, to a lesser extent, trustees, have become so preoccupied with day to day matters that there is little time for self study and/or reflection on the purpose and function of the college (Pray, 1975).

Despite these shortcomings, community colleges have become an important component in American post-secondary education. K. Patricia Cross (1981) feels that community colleges are on a plateau between the social change and demands of the 1960s and the 1970s, and the future demands of the 1980s and beyond. Community colleges, due to this situation, have been forced into an identity crisis. Cohen and Brawer (1982) relate this crisis of "identity" or "image"

back to the first junior colleges, which were created 75 years ago:

> It is called a college, but elementary and remedial subjects are a large percentage of the courses taught . . . After seventy-five years it has yet to adopt a name that describes its functions. (p.xii)

Identity and image are still serious concerns of community college educators. Judith Eaton (1982) analyzed community college identity. She stated:

> A crisis is developing among us. Among millions of students, faculty, managers in community colleges there is growing, serious consternation surrounding the questions of what we are, who we are, and what we should be doing. We are having an identity crisis.
>
> Community colleges - the number one national success story, serving more than half of all entering freshmen, half of all women in higher education, more minorities than four-year colleges and universities, virtually one-third of all higher education enrollments - are encountering a paralysis and confusion of role, meaning, and purpose. The junior college mission, the vocational education mission, the community service mission, and life-long learning, should have meshed in the 1970s in a powerful, seductive scenario - the comprehensive community college.
>
> Something has gone wrong. We are under attack and must justify not only our purpose and service, but also our financing and public support. (p. 16)

It appears to be the established opinion of educational researchers and writers that community colleges:

- fail to empirically measure and assess the values, perceptions, and attitudes of their constituents (especially small/rural colleges);
- may have identity problems due to a lack of

planning based on educational and philosophical grounds.

Therefore, the primary purpose of this investigation was to examine how constituent groups - faculty, students, administrators, trustees and county legislators - perceive the programs, services, purpose and results of their community college. This purpose is supported by Cohen and Brawer (1982), who argue for research to assist college decision makers in their efforts to deal with decreased enrollment, limited funding and identity problems.

Statement of the Problem

The basic problem addressed in this study was the lack of information and/or empirical data about the perceptions of small/rural community college constituent groups (especially county legislators) toward college programs, priorities, and operating procedures.

The rationale for this investigation was based on Price's (1968) findings which indicate that goal consensus could lead to an effective organization; the rationale of Gross and Grambsch (1974) that goal ambiguity exists in higher education; Millett's (1973) contention that goal consensus is a difficult process to establish in higher education; the postulate of Peterson, Centra, Hartnett, Linn (1983) that colleges need to take stock of their present and potential strengths and to forge new identities for the times, and Forehand and Gilmer's (1964) argument that personal and group perceptions can affect institutional

and group perceptions can affect institutional identity.

Purpose of the Study

It was the purpose of this study to assess and define how constituent groups of a small/rural public community college (faculty, students, administrators, trustees, county legislators) perceived Institutional Functioning Dimensions developed by Peterson et al, (1983) Specifically, these would include the following dimensions: (dimensions are described in detail in the definition of terms section)

- Intellectual-Aesthetic Extracurriculum
- Freedom
- Human Diversity
- Concern for Improvement of Society
- Concern for Undergraduate Learning
- Democratic Governance
- Meeting Local Needs
- Self Study and Planning
- Concern for Advancing Knowledge
- Concern for Innovation
- Institutional Esprit

In addition, the following research questions were explored:

1. Is there a difference of perception with regard to appropriate institutional functioning dimensions between faculty, students, administrators, board of trustees and county legislator as measured by the Institutional Functioning Inventory Survey?

2. Does an individual's permanent county of residence affect his/her perceptions of appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey?

Significance of the Study

There are many challenges confronting small/rural community colleges in the mid-1980's. They must deal with declining enrollments, limited financial support, identity or image problems, as well as the unique contextual variables of being small and rural. In order to cope with these challenges, community colleges must plan for change. The first step in an institutional planning program can be a research study to systematically evaluate the institution's strengths and weaknesses, readiness or climate for change, and concerns of people regarding programs and practices.

This study was such an effort. It attempted to provide a base of valuable information and empirical data about how constituent groups of a small/rural community college perceive their college and what variations of perception existed among or within groups (faculty, students, administrators, trustees, county legislators).

Research about perceptions of constituent groups toward their community colleges has been minimal and, in general, limited to studies of faculty, student and administration groups which are only part of the college constituency. Trustees and county legislators play a major role in the

sponsorship of community colleges in New York and other states, but have not been included in studies of this type. The data gathered in this study from five constituent groups including county legislators, and consequently evaluated, can facilitate a major assessment of the strengths and weaknesses of the college, and can serve as a basis for other such empirical works.

College assessors, such as trustees and county legislators, issuing directives to prescribe the roles and functions of a community college, base their decisions and mandates on a wide variety of opinions, but often lack factual or empirical evidence. Also, there was a research need to accumulate information about small/rural multi-campus community colleges, at the very least for comparative purposes.

This study provides useful information about constituent group perceptions of a specific small/rural college and can be utilized to meet the needs of internal and external college leaders; improve cooperation and communication between constituent groups; aid in the process of improving institutional effectiveness; and promote a strong case for appropriate financial support. This information can set the framework for an institutional strategic planning process and further research about small/rural community colleges.

In addition, there is a need to empirically analyze institutional functioning dimensions, particularly in small/rural community colleges. This will aid in the problem of goal indentity for these units, whose functions have become

complex and costly. Finally, results of this investigation can add a great deal to the understanding of small/rural community colleges as another and important component of the higher education system in America.

Definition of Terms

1. Community college - a post-secondary institution established to meet the educational needs of a particular community by offering one and/or two year education/training culminating with appropriate certificates or degrees which are terminal or preparatory, in professional or liberal arts fields (Good, 1973).

2. Rural - a specified geographical area, with a limited industrial base and a per square mile population density of between 10 and 99 (SUNY, 1983).

3. Constituencies - individuals or groups of individuals with vested interests in the operation of an institution (Morphet, Johns, & Rellen, 1967).

4. Students - individuals enrolled and taking courses at a community college which lead to a certificate or associate degree (Chickering, 1969).

5. Faculty - a staff member of an educational institution who is engaged in instruction or related educational activities (Monroe, 1972).

6. Board of Trustees- individuals appointed by the Governor of New York and County Legislators to oversee the institution's assets and resources for which they may be held legal-

ly accountable. This can range from delegation of accountability and authority to maintenance of charter and selection of administrators (Greenleaf, 1977).

7. County Legislator - elected representative from a legally designated geographical area, whose responsibilities include fiscal appropriations to post-secondary institutions (Gladieux, 1983).

8. Administrator - an individual employed at a post-secondary educational institution, whose responsibilities include all or combinations of the following: organizing, staffing, leading, evaluating, developing and planning (Pullias, 1972).

9. Institutional Functions - various aspects or activities of a college such as teaching practices, governance arrangements, administrative policies, types of programs.

10. Institutional Functioning Inventory - (IFI) - a research instrument that measures "institutional vitality" developed out of a study supported by the Kettering Foundation and directed by Earl J. McGrath at Columbia University. The inventory was developed at ETS by Richard Peterson, John Centra, Rodney Hartnett and Robert Linn. It was developed to assist colleges and universities in self study and evaluation. The IFI helps a college take stock of itself by systematically evaluating its strengths and weaknesses, the concerns of people at the college regarding programs and priorities, and the college's readiness or climate for change. The inventory consists of 132 short statements

divided equally among 11 dimensions.

11. Institutional Representation Statements - the descriptions of particular aspects of a college used in the IFI survey.

12. Institutional Functioning Dimensions - the 11 dimensions areas of college activity developed at ETS:

A. Intellectual-Aesthetic Extracurriculum (IAE) - refers to the availablilty of activities and opportunies for intellectual and aesthetic stimulation outside the classroom.

B. Freedom (F) - has to do with the academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

C. Human Diversity (HD) - has to do with the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes.

D. Concern for Improvement of Society (IS) - refers to a desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change in America.

E. Concern for Undergraduate Learning (UL) - describes the degree to which the college - in its structure, function, and professional commitment of faculty - emphasizes undergraduate teaching and learning.

F. Democratic Governance (DG) - reflects the extent to which individuals in the campus community who are

directly affected by a decision have the opportunity to participate in making the decision.

G. Meeting Local Needs (MLN) - refers to an institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for trained manpower on the part of local businesses and government agencies.

H. Self Study and Planning (SP) - has to do with the importance college leaders attach to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans.

I. Concern for Advancing Knowledge (AK) - reflects the degree to which the institution - in its structure, function, and professional commitment of faculty - emphasizes research and scholarship aimed at extending the scope of human knowledge.

J. Concern for Innovation (CI) - refers, in its highest form, to an institutionalized commitment to experimentation with new ideas for educational practice.

K. Institutional Esprit (IE) - refers to a sense of shared purposes and high morale among faculty and administrators.

13. Institutional Functioning - the processes or operations by which an institution strives to meet its goals and objec-

tives (Peterson et al, 1983). These processes are measured by the appropriate dimensions of the IFI as a device for institutional research and/or self study. A college's scores on the IFI would have meaning only in relation to the institution's objectives about which there may or may not be agreement. Peterson et al (1983) give a good example of the linkage between IFI dimension scores and institutional goals:

> High scores on all 11 IFI scales would not necessarily be right or good for all colleges, or even very many. Only universities granting doctorates would be expected to have high scores on the Concern for Advancing Knowledge (AK) scale...Small colleges in country settings with traditions of isolation would generally not score high on Meeting Local Needs (MLN) scale; or, perhaps, on the Concern for Improvement of Society (IS) scale, by contrast, with meeting educational needs of the local community being an important facet of their ethos, public community colleges typically would score high on the MLN dimension...
>
> It may be argued, however, that several of the IFI scales are relevant to the well-being of any college regardless of its mission. In view of the rapid change in American society and the changing demands on the colleges, many institutions will see the need to change with the times, to continuously renew themselves; the Self Study and Planning (SP) and Concern for Innovation (CI) scales are basic to John Gardner's idea of 'institutional selfrenewal' (Gardner, 1963). (p. 2-3)

Thus, IFI dimensions measure institutional vitality through constituent perceptions and have theoretical linkage to college goals and goal attainment.

14. Perception - the individual's awareness of the objects

and conditions - the way things look, sound, feel, taste or smell. It may also involve awareness or recognition of things (Allport, 1955).

Specifc Objectives of Research Study

1. To ascertain if there is a difference of perception with regard to appropriate institutional functioning dimensions between faculty, students, administrators, trustees, and county legislators as measured by the Institutional Functioning Inventory Survey. The dimensions are:

   A. Intellectual-Aesthetic Extracurriculum
   B. Freedom
   C. Human Diversity
   D. Concern for Improvement of Society
   E. Concern for Undergraduate Learning
   F. Democratic Governance
   G. Meeting Local Needs
   H. Self Study and planning
   I. Concern for Advancing knowledge
   J. Concern for Innovation
   K. Institutional Esprit

2. To ascertain if an individual's permanent county of residence affect his/her perceptions of appropriate institutional functioning demensions as measured by the Institutional Functioning Inventory Survey. The dimensions are:

   A. Intellectual-Aesthetic Extracurriculum
   B. Freedom

C. Human Diversity

D. Concern for Improvement of Society

E. Concern for Undergraduate Learning

F. Democratic Governance

G. Meeting Local Needs

H. Self Study and Planning

I. Concern for Advancing Knowledge

J. Concern for Innovation

K. Institutional Esprit

Hypotheses

Hypothesis 1. There are significant differences of perception with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey among faculty, students, administrators, college trustees and county legislators.

Hypothesis 2. There are significant differences of perception with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey between select residents of Essex County and select residents of Franklin County.

Procedures

Sampling

The community college that was investigated is a public, community-oriented, rural, multi-campus post- secondary educational institution located in and predominantly serving

residents of the northeast region of upstate New York. The college is affiliated with the State University of New York (SUNY) system and is accredited by the Middle States Association of Colleges and Secondary Schools

North Country Community College (NCCC), sponsored by Franklin (population 45,000) and Essex (population 36,000) Counties, serves the largest geographical area (3,514 square miles) of any SUNY two year institution.

NCCC's organizational structure consists of a ten member Board of Trustees, a President, a Dean of Academic and Student Affairs, a Dean of Administrative Services, a Dean of the Malone Campus, a Director of Elizabethtown-Ticonderoga Campuses, three Division Chairs, a variety of academic and student affairs support areas, and 74 full and part time faculty.

Approximately 73% of the student population come from the two county service regions; at least 51% of the entire student population have consistently been older than the traditional college age student; and at least 83% of the full-time students received some form of financial aid.

The college had a $4 million operating budget in 1985, of which approximately 1/3 came from student tuition, 1/3 from the State of New York and 1/3 from the two county sponsors. Franklin County has seven legislators with equal votes and Essex County has 18 with weighted votes based on district population. Both counties must approve equal contribution amounts, as well as the entire college budget.

The sample surveyed included:

1. The ten members of the Board of Trustees,
2. The 25 county legislators of Essex and Franklin Counties,
3. The 50 full time faculty and 24 adjunct faculty,
4. The 20 administrators,
5. A stratified 10% proportional random sample by alpha listing of all full and part time matriculated students (1,000 Full time students) by campus and place of residence (Asher, 1976).

A 60% return rate by designated constituency was sought. The researcher had no control over the place of residency for board members, legislators, full time faculty and administrators. However, appropriate precautions in the sampling procedures for students were applied to ensure adequate percentage return rate by county.

Research Design

This research was conducted as an ex-post-facto descriptive study. Kerlinger (1973) defines ex-post-facto research as:

> Systematic inquiry in which the scientist does not direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variations of independent and dependent variables. (p. 329)

According to Kerlinger (1973), this type of research is by nature limited. However, Kerlinger believes that ex-post-

facto research is important and needed within the social sciences and education because many research problems in education "do not lend themselves to experimental inquiry" (p. 391-392).

Methodology

The methodology employed in this study included the following:

1. The researcher contacted the college President for permission to conduct the study and an endorsement to all concerned constituencies to participate. Permission was granted.

2. The college Office of Institutional Research was contacted for:

   A. Endorsement and support for the project,

   B. Alpha lists of matriculated students by campus and place of residency,

   C. Support in distributing and collecting survey instruments.

3. The college Business Office was contacted for alpha lists of adjunct faculty by campus and place of residency.

4. The Dean of Academic and Student Affairs was contacted for:

   A. Endorsement to full and part time faculty to participate in the project,

   B. Alpha lists of faculty.

5. The Chairperson of the Board of Trustees was contacted for:

A. An endorsement of the project,

B. Encouragement for participation by board members.

6. County Legislators were contacted to encourage their participation in the project.

7. Administrative, faculty and student association leaders were contacted; the purpose of the study was explained to them and their participation was encouraged.

8. After all lists of constituencies were obtained, appropriate sampling procedures were employed, including the use of a random numbers tables from the student sample.

9. A list of all prospective participants was determined.

10. ETS was contacted for the appropriate number of instruments.

11. The instruments were coded for follow-up purposes. The Office of Institutional Research was solicited to distribute them. This was done to eliminate bias for or against the researcher while ensuring confidentiality on individual returns (Sowell & Casey, 1982).

12. Instruments were presented to respective participants and follow-up procedures were implemented to achieve a 60% return rate by constituency.

Instrumentation

This investigation utilized the IFI described in the definition of terms section of this chapter. The IFI was

developed by the ETS to assist colleges and universities in the evaluation of their strengths and weaknesses, readiness or climate for change, and the concerns of people regarding programs and practices.

Underlying Assumptions

It was assumed that a college is what its constituent groups say it is. The old adage, "fifty million French can't be wrong" was the basis for asking constituent members what their perceptions of institutional representation statements are. "It can be said that if men define situations as real, they are real in consequences" (Thorderson, 1974, p. 4).

Limitations

1. Ex-post-facto research is by its very nature limited, according to Kerlinger (1973), by the inablility to manipulate independent variables, the lack of power to randomize and the risk of improper interpretation.

2. This study did not explore perceptions of the college support staff or local non-student residents of the service region. Sample size and scope is necessarily limited by the nature of the study and the researcher's time and resources.

3. There were numerous personal and situational counfounding variables which may have influenced the perception of institutional functioning dimensions in this college during instrument administration (e.g., negotiation of a new contract with bargaining units; new deans; a recent fiscal crisis).

4. Finally, this study was confined to a relatively small, public, multi-campus community college located in a rural area, partially sponsored by two counties. Therefore, resulting generalizations should be applied with caution to community colleges of similar design, structure, location, size and purpose.

Background of the Study

New York State

The community college movement in New York State started in 1948 with the first enabling legislation. It laid down the financial arrangements under which colleges would operate and provided a procedure by which a local sponsoring agency (county or city) could opt to establish a community college.

The nucleus of the present SUNY community college system was formed from five pre-existing technical institutes, which became community colleges under this initial enabling legislation shortly after its adoption. The first college established as a community based institution was founded in 1948; seven more were established from 1951 to 1957. From 1957 to 1960 the Board of Regents studied proposals to develop a master plan for community colleges (Peat, Marwick & Mitchell, 1969)

The Regents supervise all education in New York State under a system called The University of the State of New York (not to be confused with SUNY). This "university" (without students) functions essentially the same as do state boards

of education in other states, except that it, like its counterpart in Michigan, has responsibilities for control and coordination of higher education. SUNY is the institutional system of colleges and university centers operating public institutions outside New York City. SUNY has its own board of trustees and chancellor, but the Regents approve all SUNY plans and hold a strong influence. The public community colleges are incorporated into the SUNY system and report to a vice chancellor for two year colleges.

The other major system of higher education is the City University of New York (CUNY) under the New York City Board of Higher Education. Each of the six CUNY community colleges are technically with the SUNY organization but their legal sponsor is the New York Board of Higher Education.

In 1961 the New York State Master Plan of Higher Education became law and provided the support and climate for expansion of the community college units over ten years, to 40 institutions. In 1985 the SUNY community college system included 30 institutions with an enrollment of over 200,000 students (SUNY, 1982). (See Appendix 1.0 for a overview of SUNY network.)

The legal sponsorship rights in New York are such that any taxing authority (village, school district, town, city or county) may sponsor a community college. In 1985, all community colleges in New York were sponsored by a county board of legislators (except for New York City community colleges) and were governed by their own trustees. Morsch (1971)

identifies pressure to curtail the role of the county legislators in community college governance by the Regents. "This pressure results from very uneven quality of local control, politicizing and academic interference by county boards, and the poor quality of many local appointments" (p. 106). The Regents were successful in transferring some of the control over to the college trustees, such as the line item budget management and staff hiring approval. Despite this loss of control, the county legislators still are able to apply pressure to community college decision making by their right to appoint 50% of the board of trustees, and approval of the local sponsor share of the annual college budget (roughly one-third).

Morsch (1971) spoke about state and local control:

> It is evident that here, as elsewhere, the local community colleges are free to exercise a great deal of independence and can only loosely be considered a 'system'. They are however, required to submit plans that must be approved by SUNY and must adhere to SUNY and Regents' master plans, which, for example, stipulate that they not expand offerings beyond the two-year level. (p. 106)

Morsch also identified that in New York, among all the states included in his study (California, Florida, Illinois, Michigan, New York, Texas, Washington), "financing is continually the most important problem area. New York is unique because it has historically relied upon the private segment to supply the major part of its higher education" (p.118). The belief that public responsibility for education ends at the 12th grade may exist today in the minds of many county

legislators, especially when education competes for limited local revenue with other local public works projects or state mandated expenditures in social services or waste treatment projects. (See Appendices 1.1 and 1.2 for a graphic summary of how SUNY community colleges derive operating revenue, and how net operating costs have not kept pace with inflation and the decline in the state aid funding share.)

North Country Community College

SUNY's smallest and most rural community college is NCCC. It is a public, community oriented, post-secondary educational institution located in and serving the residents of the northeast region of New York State. The college is accredited by the Middles State Association of Colleges and Secondary Schools.

During the 1950's a group of individuals formed a committee to study the practicability of establishing a college in the Tri-Lakes area to serve the inhabitants of the North Country. Various attempts included the relocation of a state college, the founding of a two year technical college, and when that failed, a private four year institution. It was not until 1964 that the efforts of this group were finally realized in a four year process, the culmination of which was the establishment of NCCC. In the master plan of that year, the trustees of SUNY acknowledged the absence of a community college or technical program in the Franklin and Essex counties region, known as the Adirondack North Country. The Regents' state-wide plan, published in 1965, called for a

further study which was made possible in 1966 by a $30,000 grant from the State Board of Regents.

The study was conducted by Norman C. Harris and John Russell who subsequently produced A Study of the Higher Education Possibilities for the Adirondack Lakes Region, a document that recognized the problems of serving the educational needs of the area. They found and recommended that although a community college was needed and wanted, the region did not meet the state's traditional criteria for such an institution because of a low population density and an inadequate financial base. The area needed a regional community college rather than a local one serving primarily commuters. Thus, a community college should be established with locations in Malone, Saranac Lake and Elizabethtown to serve all of Essex and Franklin Counties (see Appendix 1.3). Other recommendations were that educational programs should reflect those needs voiced by high school students, parents, employers and citizens groups in those communities which would support the college. A comprehensive program offering both occupational educational and a college (transfer) education in liberal arts and para-professional fields was needed.

Encouraged by the Harris-Russell report, a committee of citizens from both Essex and Franklin Counties asked Dr. Charles G. Hetherington of Colgate University to expand upon the initial research by further study into the need for a regional community college. His data included a statement that although local communities could not meet the state's

criteria for enrollment, two counties could. With the research contained in these two studies, plus a well documented cost analysis done by Dr. Hetherington, the citizen's committee approached the Essex County Board of Supervisors and the Franklin County Board of Legislators with a report that answered most of their questions. By February, 1966, the governing bodies of the two counties had approved the general principle of establishing the college in the Village of Saranac Lake which was centrally located and whose boundaries extend into both counties, as well as extension sites in the two county seats of Elizabethtown and Malone. In May of the same year, the SUNY Board of Trustees and the Board of Regents reviewed the formal petition from the two counties and authorized the formation of NCCC.

Established in 1967, the college has experienced student growth based on its ability to offer appropriate programs and courses to the population of the largest geographical service area of any two year public New York State college (over, 3,514 square miles). In order to meet the needs of its geographically dispersed student constituencies, the college expanded from temporary facilities to the Saranac Lake central campus in 1976, extension centers in Malone in 1969, at Elizabethtown in 1970, and Ticonderoga in 1975. In 1982 the centers became accredited branch campuses.

NCCC seems to be committed to a comprehensive, equal opportunity, community oriented mission (see Appendix 1.4 for complete mission statement). This is reflected in the diver-

sity of its student population which has come predominantly from the rural, economically depressed two county (Franklin/ Essex) service region. Appendices 1.5, 1.6, and 1.7, show the geographic, financial aid and economic background of the student population, as well as programs of study. The data indicates that at least 73% of the students have consistently come from the service region, at least 51% have been older than the traditional college age student, and at least 83% of the full time students, the majority of which meet NYS Department of Labor economically disadvantaged standards, have received financial aid. Although not listed in table format, the ethnic description for the majority of students has been white. However, with the establishment of extension centers at North Country area federal and state correction facilities and the Hogansburg Indian Reservation, more blacks, Hispanics and American Indians have and are expected to become part of the college community in the next five years.

Regional Context

One must appreciate the unique context of NCCC. Its large geographic service area is characterized by static population base, restricted employment opportunities, high unemployment rates, and the costs and consequences of the resulting poverty. A significant proportion of the service district (80%) lies within the Adirondack Park, the largest state park in the United States. This area is sparsely settled, mountainous and heavily forested; much of the land

is state owned.

Per capita personal income is well below other areas of the state. Factors which lower income in the area include large prison populations, dependence on seasonal employment, high structural unemployment and traditionally low paying industrial jobs. Jobless rates of 15% or more are not unusual in January and February due to the seasonal nature of employment in the region. The area's economic expectations are focused on agriculture, public service enterprises and a limited garment industry. Wood-related employment - including timber harvesting, lumber products and paper manufacturing - is substantial in some areas. Tourism is a significant source of income and employment in all areas. The Adirondack High Peaks, Saranac Lakes, and Lake Placid are popular vacation spots. Winter recreational activities are increasing in popularity, particularly in the Lake Placid area, due to the development stimulated by the hosting of the 1980 Winter Olympics.

Beautiful scenery, including an abundance of lakes, rivers and streams, mountains and valleys characterize Essex and Franklin Counties. Population density is extremely low by New York and Eastern U.S. standards. Living costs are high, including property taxes, because county and town governments must meet state mandates for social services programs in which a high proportion of the population participate. Long, occasionally severe winters are a liability to the area. Economic realities dictate to some degree where

people live. In particular, the exodus of young, educated people seeking employment opportunity after graduation from NCCC has been a problem, as many of these people would choose to remain in the North Country if career opportunities were more readily available.

Limits to economic development of the region include the myriad of state laws and restrictions on the land within the Adirondack Park: restrictive zoning, particularly outside villages and hamlets, land-use regulation on public land, and strict environmental controls. There was strong local opposition to the Adirondack Park Agency (APA), the state agency set up by the State of New York to oversee the park and its perservation. Maintaining a proper balance between preserving the Adirondacks for the benefit of the rest of the state, and promoting economic development, could be classified as a significant issue facing area residents, the APA, the college and the entire North Country. The rural nature of the NCCC service district in a state that is primarily urban and suburban, and the two county sponsorship area set a unique context for the college and this research study.

Phillips (1980) identifies common problems attributed to small/rural colleges:

> Rural community colleges often face problems of status and problems of competition with larger and more prosperous institutions. Small/rural community colleges do not have clout with legislative bodies and regulatory agencies. Government requirements and report documents over-burden a small overworked, less specialized administrative staff. Professional literature reveals few solu-

tions of these problems. (p. xii)

A basic understanding of these and the contextual conditions at NCCC and community colleges in general will be useful to the reader. Some of these conditions or problems are institution specific or at best common only to small/rural community colleges. Others are general and pose difficulties for virtually all community colleges.

In summary, NCCC is a small, rural, multi-campus, comprehensive community college located in the northeastern region of New York State known as the "Adirondack North Country." The college is affiliated with SUNY and is sponsored by Essex and Franklin Counties. Its service district and contextual characteristics are unique in New York (large geographic area, rural and/or wilderness in nature, small, widely dispersed population, economically depressed, high unemployment, small tax base) but may be common to some other small/rural community colleges in the U.S.

Summary and Organization of the Study

Chapter I presented this study's introduction, statement of problem, purpose, significance, definition of terms, specific objectives, hypothesis, procedures, background, and organization. Relevant and related literature and research dealing with the history and development of community colleges in the U.S., organizational theory, and organizational measurement, which rationalizes a workable methodology for this research project, are reviewed in Chapter II. The

design of the study is detailed in Chapter III. Chapter IV includes the presentation and analysis of data. A summary of the study, conclusion and recommendations based on the findings of the study comprise Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The literature concerning the development of community colleges - their place today in the higher education scene, their heterogeneous make-up and their organizational constraints - poses a particularly complex context for one preparing to review relevant literature. Consequently, the author has chosen to conduct the review within the following framework:

1. General historical data is required to provide a context for the study;
2. The body of organizational theory may be of some interest and help, particularly in regard to that part of the literature dealing with studies of organizations as social and political systems;
3. A basic understanding of organizational measurement, which rationalizes a workable methodology for ascertaining perceptions of an educational institution by constituent groups, is required.

This literature review intends to set the following research areas into proper perspective: community college history, organizational concepts and theory, institutional functioning and goal attainment.

A fundamental assumption in the study is that a community college can be classified as an organization system, serving education purposes, reflecting conflicting values and perceptions of the individuals and constituent groups that make it up. Frey (1977) asserts that community colleges, like other institutions of higher education, have experienced a drastic change in relationship to the environment. The once formidable boundary between the college's constituent groups - students, faculty, trustees, administrators and legislators - has been reshaped and in some cases eliminated. He states, "The boundary has become so permeable that constituent groups can more readily apply pressure to college decision making" (p. 1). Thus, knowledge of group and individual perceptions and attitudes toward a college can be useful to college decision makers for strategic decision making and can expand the body of research about small/rural community colleges. Frey believes that colleges must be able to assess the nature of their environments - of which group perception is an important factor - if they are to use it to their benefit. "Organizational effectiveness is contingent upon the development of a management strategy and an organizational structure which promotes adaptability to environmental contingencies on the one hand, and boundary maintenance-autonomy on the other" (p. 1). Despite the magnitude of this dilemma for small/rural community colleges, little or no empirical research exists on perceptions of constituent groups concerning their college.

A secondary assumption of this review is that small/ rural community colleges have an identity crisis. There seems to be consternation in the literature surrounding the questions of:

1. Who are the community colleges?
2. What are the community colleges?
3. What should they be doing?

Empirical measurement and analysis of constituent groups' perceptions of their colleges can be useful in attempting to answer these questions. This study placed a special emphasis on the relationship between the college in this study - North Country Community College (NCCC) - its internal constituent groups and perhaps its most significant external constituent group, its legal sponsor, the legislators of Franklin and Essex Counties. These legislative bodies contribute a substantial and crucial source of financial and political resources. Due to shrinking county tax revenue and income, and increased college operating costs, the county legislators have looked more closely at the operation of the college under a "cloak of accountability" (Frey, 1977, p.1). Frey contends that this intrusion into college decision making has had serious consequences for college flexibility, autonomy and scope of mission.

Consequently, the following procedures were utilized in the development of this chapter:

1. A review of education research directed the author

to relevant primary resources and related topics;

2. The Educational Index search provided reports of research, reviews and journal articles as well as bibliographic information;
3. A manual search was conducted in current literature at the Michigan State University Library, MSU College of Education Learning Resource Center and Educational Testing Service Library, Princeton, N.J.;
4. Interlibrary loan was utilized a number of times for material unavailable through MSU;
5. An Educational Resources Information Center (ERIC) search was conducted in areas of higher education and related research;
6. A manual and computer review of Dissertation Abstracts International was conducted to locate studies of similar inquiry or related topics.

History and Development of the American Community College

The growth of community colleges in the United States, beginning in the late 1950s, has been unique and rapid. Only in the last few years has this rate of expansion and rising enrollment slowed. George B. Vaughan (1982) points out that:

> The public community college in America today is a coat of many colors. Borrowing heavily from the public high school, the private junior college, and the four year college and university, the community college not only possesses characteristics found in all of these but at the same time maintains an identity of its own. (p.7-8)

As a result of the 1862 Morrill Land Grant Act, the base of American higher education was broadened and provided for the founding of land-grant colleges and universities. This act and the resultant institutions that were founded may be said to have a causal effect in relation to community junior colleges, whose curricula in the next century would place great emphasis upon the service philosophy of the land-grant movement. (Carnegie Commission, 1970). The land-grant institutions gave credence to the concept of the "people's college", a term widely used to describe community colleges. The land-grant college included subjects and students previously excluded from higher education. These colleges fought the battles regarding "practical" vs. "liberal" education - who should go to college and what courses and programs should legitimately be included as a part of higher education - and thus paved the way for similar battles later fought by community colleges (Vaughan, 1982). The 1862 Morrill Act and the 1890 Morrill Act were the basis for later federal aid to higher education.

The concepts of community-junior college education can be traced to roots based in Thomas Jefferson's belief that an education should be practical as well as liberal and that education should serve the good of both the individual and society. The establishment of Joliet Junior College in Joliet, Illinois, in 1902, and the work of William Rainey Harper at the University of Chicago in 1886, marked the beginning of the public two year community-junior college

movement in America (Ogilvie & Raines, 1971). One can point to certain benchmarks in the development of the American community college. Prior to 1930, the purpose of junior colleges was generally seen as providing the first two years of the baccalaureate degree. By the 1930s, occupational-technical education had become a permanent and major component of the community college curriculum (Vaughan, 1982).

The California Junior College Laws of 1907, 1917, 1921 and 1960 were the models, in many respects, for community college legislation in other states. The 1907 law authorized high schools to offer post graduate education, the first state legislation to do so. In 1917 a bill was passed to provide state and county support for junior college students in the same way that support was provided for high school students. The 1921 legislation provided for the organization of independent junior college work with the first two years of university work, extended public education to the 13th and 14th years and endorsed the concept of having local higher education opportunities (Vaughn, 1982). The 1960 Master Plan for Higher Education in California provided for formal recognition of the community-junior college movement and granted full status for such colleges within the higher education framework (Carnegie Commission, 1970, p. 10).

In addition to the California laws, the federal government played a significant role in contributing to the growth of community-junior colleges. The GI Bill and the 1947 Truman Commission were those federal initiatives. The

Serviceman's Readjustment Act, popularly known as the GI Bill, was passed in 1944 as a financial aid initiative to deal with the millions of veterans of World War II. The GI Bill marked a major milestone in regard to federal involvement in the financing of higher education of individuals. Prior to this the federal government had provided funding aid to institutions for development, not to individuals for tuition. The post World War II period saw many social and economic barriers in higher education broken by the returning veterans. Vaughan (1982) stated that:

> No longer was it fashionable or desirable for only those people who were extremely bright or who happened to be from the 'right' family to attend college; the GI Bill broke the barriers and provided the basis for a later commitment of the federal government to see that no one was denied access to higher education because of financial need. (p. 18)

This attitude of the federal government combined with today's programs of financial assistance have impacted the community college, the student population and the scope of programming.

George B. Zook was appointed by President Harry Truman in 1947 to chair a special commission on "Higher Education for American Democracy". This commission can be credited with popularizing the term community college, as well as thrusting the community college concept in to the public view. It investigated how to best break down the barriers to educational opportunity at the post-high school level. The commissioners, led by Zook, were concerned about the threat of communism and the potential loss of democratic ideals for

which the US had fought World War II. They prescribed a network of community colleges throughout the nation, placing higher education opportunities within reach of a great number of citizens. These community colleges would have no tuition, would serve as cultural centers for the community, offer continuing education for adults, emphasize civic responsibilities, be comprehensive, offer technical and general education, be locally controlled and blend into statewide systems of higher education, while at the same time coordinate efforts with the local high schools (Vaughan, 1982).

The years after the GI Bill and the Truman Commission were years of phenomenal growth and development for all of American higher education including the new emerging institutions called community colleges. The demand by veterans for educational services funded by the GI Bill, combined with notariety gained from the Truman Commission Report, placed the community college in a very advantageous position for growth and development.

From 1960 to 1970, California recognition of and support for community colleges, the federal education acts of 1963, tremendous philanthropical support from the Kellogg Foundation, and the increased political and theoretical influence of the American Association of Community and Junior Colleges all contributed to rapid community-junior college expansion (Ogilvie & Raines, 1971). Over 500 two year colleges have opened their doors since 1960, and enrollments have increased from 400,000 in 1960 to over four million in 1980 (Breneman &

Nelson, 1981).

As one looks at the growth and development of the community college in the US, 3 developmental stages can be identified. Thorton (1966) identifies these stages as: (a) the establishment of transfer or preprofessional goals, (b) the establishment of occupational education goals, and (c) the goal of community service. Today more than 1 out of 3 students enrolled in colleges and universities attend public community colleges (Breneman & Nelson, 1981). The two year public community colleges have become an integral component of American higher education since the first one was established in 1901 (Brubacher & Rudy, 1976). Although primarily offering certificate and associate degree programs in vocational/technical areas, they have expanded since the 1960s to include curricula in academic transfer and general education.

Based on an open door philosophy, community colleges have been able to offer a post-secondary education to the underprepared, disadvantaged and returning adult students (Brubacher & Rudy, 1976). By the middle 1970s, community colleges were serving close to 3 million students across the country and had incorporated another philosophy, based on life long learning, to their mission (Vaughan, 1982).

By the late 1970s, community colleges had begun to experience a decrease in enrollment as did other post-secondary institutions (McCartan, 1983). This decline lead to an increase in competition for the available pool of students (Cohen & Brawer, 1982). Financial resources became

scarce even with the federal government initiating a variety of vocational/technical training programs, which significantly benefited the community colleges. Thus, many community colleges were forced to seek financing from sources other than tuition and local government support (Breneman & Nelson, 1981).

In many cases, this led community colleges to incorporate into statewide systems (Richardson, 1983). This incorporation caused many community colleges to compete with other public post-secondary institutions for available resources as well as students.

The community colleges' local and state sponsors face a variety of economic and philosophical questions regarding the future roles of the colleges in each state's public higher education system (MacLaury, 1981). He summarizes the situation:

> Many states are reviewing their financing patterns and formulas in order to establish policies to cope with a decade or more of projected enrollment decline. . . An overriding theme that emerged. . . was the growing tension between the evolving educational mission embraced by the colleges and the financing policies endorsed by state officials. This tension between mission and finance goes to the core of what the colleges are, who they serve, and what they will become. More that any other sector of higher education, community colleges face a fluid future, with important choices to be made regarding which programs to stress and which people to serve. (p. vii)

In turn, community colleges and higher education institutions have placed a greater emphasis on strategic planning

in order to focus their available resource allocations. Richardson (1980) summarizes the reasons:

> Public two year institutions have enthusiastically embraced the concept of an expanding and evolving mission limited only by the imagination of those guiding the enterprise and their ability to acquire the necessary funds. Policymakers have been less enthusiastic about 'all things to all people' commitment and have consistently refused to provide funding commensurate with the aspirations of community college leaders. The result has been a growing disparity between the definition of mission and the funds available for implementation. (p. 52)

However, before an institution can plan for its future, it must agree upon its mission an accompanying goals.

Summary

One can trace the historical an philosophical roots of the American community college to Thomas Jeffersons's belief that an education should be practical as well as liberal, the Progressive Movement, industry's demand for trained technicians, the Morrill Act and William Rainey Harper's founding of the first junior college.

The GI Bill, Truman Commission, federal tuition aid programs and state community college development programs contributed to the evolution of the American community college. This evolution has produced a comprehensive institution that is unique and distinct among institutions of post-secondary higher education. This comprehensive, multi-purpose function and philosophy, combined with declining enrollments and financial support, have led to an identity crisis with important choices to be made regarding which

programs to stress and which people to serve.

Organizational Theory

According to Etzioni (1964), we function in an organizational society - "We are born, learn, work and relax in organizations and are granted permission to be buried by them" (p. 1).

Barton (1961) describes the purpose for having a science of organizational behavior and the relationship of individuals to organizations:

> To explain the behavior of individuals in the real world we need to know not only what is inside them - abilities, motives, beliefs, norms - but also what is in their environment. Most individuals in modern society spend large parts of their lives in formal organizations - school, college, military service, a business firm or public enterprise, a voluntary association. These organizational environments have to be described in some reliable and significant way if psychological knowledge is to be effectively applied to helping individuals and organizations.
>
> At the same time, sociologists, anthropologists, political scientists, economists, and historians are concerned with the character, growth, and change of organizations as such. They raise questions: What determines the nature of the organizational environments available to individuals in a given society and time? How are organizational structures, cultures, activities, and effects related to one another and the social environment of the organization? To answer these questions about the behavior of organizations we also need some reliable description and measurement of various types of organizational characteristics. (p. iv)

Organizations are made up of individuals, but they are

more than just groups of individual people. Organizational theory and measurement must take into account complex relationships, groupings and common properties of individuals and organizations. Barton (1961) states that:

> It requires not only adding up the characteristics of individual members, but examining their distribution in the organization as a whole and between subgroups; recording and analyzing the relationships and mutual perceptions of pairs and of subgroups; and characterizing the collective symbolic, economic, and physical properties of the organization. (p. iv)

Over the last 100 years, society has become increasingly technological in nature. In turn, organizational theory has been periodically revised to reflect this technological impact. The primary focus of these revisions has been to maximize organizational efficiency and effectiveness (Miner, 1971). These theories range from the hard and fast style of scientific management (Taylor, 1911), to the emphasis on design flexibility in the Contingency Approach (Lawrence & Lorsch, 1967). Yet the basic premise of organizational existence has never been questioned or altered. Industrial sociologists have found that productivity of workers depends on the kind of management provided at the worksite (Lazarsfeld in Barton, 1961). Economic development activities in Third World countries have met varying success depending on the types of social rules and traditional values held by the individuals involved (Lazarsfeld in Barton, 1961).

Parsons (1960) defines an organization "as a social unit

deliberately constructed and reconstructed to seek specific goals" (p. 2). Beckhard (1969) concluded that "organizations, subunits of organizations, and individuals continuously manage their affairs against goals. Controls are interim measurements, not the basis of managerial strategy" (p. 27). Rogers (1984) concluded from Beckhard's concept that, "The vitality and effectiveness of an organization are directly related to the values that system's members place in the goals of the organization. The organization's goals are the glue which hold it together" (p. 115).

Rogers (1984) found the higher education organizational goal theory inconsistent:

> To Whitehead (1968), Trueblood (1958) the goals of higher education are clear, though ideological. To others (Cohen et al, 1972; Weick, 1976; Hedberg et al, 1976), the organization of higher education is characterized by diverse, pluralistic, idiosyncratic, and ambiguous goals and goal structures. (p. 116)

Cohen et al, in Rogers (1984), describe "organizational anarchy" as characterized by "problematic preferences":

> In the organization it is difficult to impute a set of preferences to the decision situation that satisfies the standard consistency requirements for a theory of choice. The organization operates on the basis of a variety of inconsistent and ill-defined preferences. It can be described better as a loose collection of ideas than as a coherent structure; it discovers preferences through action more than it acts on the basis of preferences. (p. 1)

Rogers (1984) maintains that "the goals of colleges and universities are vague and provide little direction for clear

decision making" (p. 116). He supports this with references to Weick (1976), Hedberg et al (1976), who contend that a minimal consensus is all that is needed for cooperation. Rogers refutes Beckhard's (1969) premise that goals are the "glue" of higher education organizations and reclassifies them as "myths" of the organization. Rogers (1984) states:

> Amid a pluralism of goals, then, the organization of higher education is not goal-directed. At best, it is goals-directed and this, only to the extent that its myth keeps the goals viable. Fundamentally, then, the organization of higher education is myth-directed. Further, higher education is faced with the challenge of either revitalizing the myth or - in facing a pragmatic society that is less enamored with rhetoric and more demanding of result - clarifying a clear goal. (p. 117)

Organizations as social units tend to be developed around two dimensions: the formal organization which focuses on rules and regulations, a hierarchy of control, and a division of labor (Hage & Aiken, 1967); and an informal organization which focuses on the behavior of individuals interacting within the boundaries of the formal dimension (Hampton, Sumner & Wilber, 1968). When total emphasis is placed on the formal dimension, the organization is considered to be a closed system (Parsons, 1958). Generally, closed systems receive little or no input from their external environments (Rogers, 1969). Individuals are forced to join such organizations and to adhere to specified patterns of behavior (Etzioni, 1961). Conversely, when emphasis is weighted toward the informal dimension, the organization is

considered an open system. Open systems are substantially affected in their function and internal dynamics by the external environments in which they exist (Bennis, 1966). Hall (1977) and Terreberry (1968) confirm that conditions external to the organization have an effect on internal structure and program.

There are many approaches to the study of organizations. Haas and Drabeck (1973), and Grusky and Miller (1970) review these approaches and support the conclusion that the most prevalent approach utilized by contemporary social scientists is that of open systems. Katz and Kahn (1966) view organizations as "open systems" and define them as "energic input and output systems in which the energic return from the output reactivates the system" (p. 35). Frey (1977) stipulates:

> In fact, the receipt of inputs and distribution of outputs require transactions between organizations and their environments. Thus, organizations cannot be assumed to be self-sufficient, but must carry adaptive transactions with their environment in order to receive input (Parsons, 1956). The problem for an organization engaged in such transactions is to be in a position to be able to dictate the terms of these transactions. That is, to be in a position of control rather than dependence in order to guarantee a favorable outcome. (p. 20)

This problem may exist in the relationship between many New York State community colleges and their local sponsors, the county legislators.

Etzioni (1961) has classified open systems into two categories: a) the utilitarian system, which attracts individuals purely for profit making; and b) the normative

system, which attracts individuals because they are committed to its goals. Etzioni (1961) believes colleges and universities are normative systems because "they are oriented toward the achievement of culture goals, the creation, application or transmission of values" (p. 74). Hence, individuals cannot be coerced to join them nor are they attracted purely for the profit making motive.

Regardless as to whether a system is open or closed, it must possess a formal structure with an appropriate role system (Katz & Kahn, 1966). The design of the formal structure can affect the managerial level in the hierarchy (Parsons, 1958). Thus, a flat, tall or vertical hierarchy can affect the decision-making process (Carzo & Yanouzas, 1969). In turn, this will define a role system for individuals in the organizations.

The literature on higher education institutions with regard to structural design presents conflicting views. Lazarsfeld (in Barton, 1961) maintains that

> Describing a college as a social system is not different from describing a factory or a small under developed country. In each instance, the task boils down to developing appropriate dimensions or variables according to which organizations can be described and compared. (p. vii)

Trow (1977) disputes this notion of similarity and maintains that institutions of higher education are unique in their structural design, which manifests itself in a distended role system. Essentially, these organizations have the appearance of a formal hierarchy where policy is devised

and administered from top to bottom (Clark, 1971). However, they are actually bifurcated hierarchies where policy and goal setting are devised by all concerned members and accordingly administered - "participatory democracy".

Zoglin (1976) ascertains that strong faculty and student influence on the governance system at community colleges requires a unit of classification different from the bureaucratic or hierarchic models typical of other organizations. There exists a hierarchic structure running from trustees through the president, deans, department chairmen to faculty and staff. "Each official claims and exercises authority over a given area. This structure is pyramidal in nature, concentrating authority and decision making in the hands of those few operating near the top" (p. 111). This administrative structure usually concerns itself with the definition of institutional priorities, directives coordinating faculty and student activity, budgeting of resources, and assessment of institutional functioning through evaluation of process and products. Within the college environment lies another structure, based on professional expertise, composed of the teaching faculty. Decision making within this area is legitimized by the community of scholars, not by a political authority structure (Zoglin, 1976). To become part of a faculty one must attend graduate school and acquire the appropriate degrees and recommendations from professors. "The independence of this professional authority structure is enhanced by the principles of academic freedom" (Zoglin, 1976, p. 111).

Inherent is this structure is the concept of academic freedom, which allows individuals to pursue their own goals while maintaining low visibility in role performance (Corson, 1975). This leads to a situation of low interdependence among members which can result in role conflict (Gross & Grambach, 1974). Millett (1980) found that faculty have a different view of management and power than individuals in other organizations. He wrote:

> The faculty profession tends to be profession of individualists. Even when exhorted to indulge in faculty collective bargaining as a protection against the fears and anxieties aroused by managers, governing boards, governors, and legislators, faculty members retain their innate disposition to be different one from another. (p. 199)

This individualism and low interdependence is characterized by Millett (1983):

> For most faculty members the closest relationships do not occur within a particular academic community but across college or university boundary lines. . . It is often said that faculty members have a major loyalty to their discipline or professional field of knowledge rather than to the college or university in which they practice thier profession. To a considerable extent this observation is valid. The very nature of the academic profession with its emphasis on specialization promotes this sense of scholarly rather than local or community identity. (p. 79)

Thus the ideals of collegiality and academic freedom contribute to the conflicting views regarding how to describe the structural design of a community college.

> Zoglin (1976) identifies a third confounding structure: As if the existence

> of two parallel authority structures were not enough to thoroughly confuse the issue, there is now appearing a third - embryonic, but alive and growing: the student structure. Historically, this has been a separate operation, dealing with the social rather than the academic side of life, with the frills rather than the essentials. In the late 1960s, however, students began to demand participation in the real governance of the college. As a result, while still responsible for extracurricular activities and services, students are now being integrated into the internal decision making process as well. (p. 113)

Thus a description of organizational decision making at a community college includes a combination of bureaucratic (hierarchic) and collegial (professional) structure plus an emerging student component. A consideration of how interaction takes place between constituencies of organizations was useful in the analysis of this study. Baldridge (1971) suggests a political framework. He develops four levels of participation in college politics:

1. Officials - committed by career lifestyle and ideology to task of running the organization;
2. Activist - small body of people intensely involved in university politics even though they do not hold full time administrative posts, leading dual lives as professors and amateur organization men; also known as ruling elite - "oligarchs";
3. Spectators - the sideline watchers who are interested in the formal system to the extent of attending faculty meetings and voting, but stop short of getting involved;

4. Apathetics - those who never serve on committees, rarely show up for meetings and could care less about the politics of the college.

This categorization can be used to describe the other constituent groups of this study (with some modification) - legislators, trustees, administrators, faculty and students - and their relationship to the college. There are many other organizational components that comprise a college, such as: remedial basic skills, career and occupational programs, liberal arts, athletics, branch campuses, and many others. Millett (1974) views the college as a:

> family - split along the lines of administration vs. faculty, younger faculty vs. older faculty, bright students vs. average students, faculty committed to intellectual endeavor and faculty committed to social action, the curriculum and extracurriculum, and so on. (p. 7)

These groups may or may not come into contact because they are not concerned about the same things. This can be said also of the relationship between the internal constituent groups of a college like students and faculty, who might never have any contact with trustees or county legislators.

Zoglin (1976) maintains that these constituencies and sub-groups do clash and interact when they compete over scarce resources or what Frey (1977) perceives as a redefinition of areas of influence. "Each constituent group can be thought of as political parties or, even more accurately, as the ad hoc groupings typical of school politics, each having its own special orientation, values, and goals" (Zoglin,

1976, p. 120). Thus, this unique structural design can lead to conflict among the various constituencies on organizational direction and goal setting (Gross & Grambach, 1974).

Organizational Concepts

(Measurement, Social Structure, Attitudes, Perception, Role)

By virtue of the fact that this investigation dealt with measurement of group perceptions regarding various conditions and emphases at a select community college, brief presentations of organizational concepts and related research seem appropriate.

Organizational Measurement

Barton (1961) states that "empirical studies of organizations have consisted of two types: qualitative studies and surveys of organization members" (p. iv). Qualitative studies can provide descriptive data on single organizations or can comparatively analyze organizations. Survey researchers have used organizations' personnel records to provide empirical evidence of relationships, processes and trends.

Barton (1961) uses the term measurement to cover all systematic classificatory procedures, such as two-way classifications or numerical counts and scores, which can be applied as continuous variables. He characterized organizational measures in three ways:

- "substantive attributes measured"
- "formal structure of the measure"
- "source of data"

(p. 1)

Substantive attributes consist of three external and

three internal types. The external types are:

- Inputs - such as faculty recruited at a college, its endowment, and facilities;
- Outputs - the services provided by an organization, or consequences of college activity;
- Environment - makeup of community in which a college exists.

The internal attributes are:

- Social structure - formal and informal relationships - division of labor, departmentalization, job contacts;
- Attitudes - values, norms, perceptions and role satisfaction;
- Activities - individual role behavior, collective activities.

Barton (1961) developed five formal structures of organization measures:

> Additive measures: Based on simple addition or averaging of attributes of individual organization members. Thus a school whose pupils have mainly high IQ's can be said to have a "high average IQ"; a ship, most of whose crewmen are happy, is a "happy ship".
> Distributional measures: Based on the distribution of individual member characteristics but not corresponding to individual properties in the same direct manner as the additive measures. Measures of the homogeneity or variation of groups of individuals do not correspond to any property possessed by an individual; the same applies to measures of correlation between individual attributes in a group. These properties emerge only at the group level.
> Relational pattern measures: Based on

> relationships of pairs of individuals within the group. These are often called "sociometric measurements" of group properties, and includes the ratio of in-group friendships to those where one pair is outside the group; the average frequency of interaction between group members; and more complex patterns of relationship such as clique structure or the "shape" of communication nets.
> Integral measures: Based on organizational attributes which are not derived from data on individual members, but from the programs, outputs, or possessions or the organization as a whole.
> Contextual measures: Based on data on larger units of which the organization is a member, such as the community or the national organization of which it is a part; or on the relationship of the organization being studied with other organizations in its environment. (p. 2)

These distinctions are expanded upon and discussed systematically by Lazarsfeld and Menzel (1960).

Barton (1961) also classifies five types of data sources. They are:

> Institutional Records: These may take the form either of raw files, records of decision, transcripts of meetings, lists of rules, and so forth, or of already prepared statistics. In some cases the data are found in generally published sources such as directories or government reports; in other cases it must be sought in the organization's files. Most organizations keep voluminous records, although they seldom have prepared precisely those statistics which the researcher would like.
> Direct observations: These include 'field notes' by the researcher or his agents describing events in the organization; checklists of objects or activities which the observer is to look for; systematic schemes for coding observed activities, like the Bales Interaction Process Analysis; and 'ratings' of organization properties to be made by the observer on the basis of his

> interpretation of what he observes.
>
> Informant reports: These are descriptions, systematic checklists, or ratings which are obtained by the researcher from small numbers of people already familiar with the organization. People who belong to an organization or have dealings with it generally know a good deal about it, although they may be subject to serious bias in some matters. They are able to tell us about past events we cannot observe. Interviews, papers written at the researcher's request, and letters to the researcher giving requested information are all ways of tapping this special knowledge. We include here only information gathered from relatively few, selected informants, not that obtained by mass questionnaires. People in certain positions may have unusually good information - not only the leaders but specialists and 'old-timers'.
>
> Reports of samples of members: This technique involves asking large numbers of participants to give descriptions or ratings of the organization and its members, through the use of standardized interviews or questionnaires. Their reports are analyzed quantitatively, to tell us the characteristics of the organization as perceived by aggregates of members.
>
> Surveys of individual attitudes and behavior: In this technique we survey individuals concerning their own attitudes or behavior; they are reporting not on the organization in general but on themselves. These self reports are obtained systematically from large numbers of members, and analyzed quantitatively to produce measures for the whole group or organization . (p. 3)

The research effort described in this dissertation can be said to measure the internal attributes of constituent group perceptions toward a select small/rural community college. The study's formal structure of measurement can be labeled "distributional", and its data source is from "reports of group members via questionnaire". The literature

review focused on studies and measures that could be classified under these structures. Research and writing on social structure, attitudes, perception, and role in relation to organizational measurement are also presented.

Social Structure

Social structure covers a wide range of attributes that include:

1. Formal authority structure
2. Influence structure - (informal power)
3. Communication and job contacts structure
4. Informal social relationships
5. Departmentalization/division of labor
6. Size

Aspects of the social structure were studied by Richardson (1975), who analyzed authority structures at community colleges.

> Instead of being at the bottom of a pyramid, faculty and students are part of a community of equal partners. Authority is not delegated downward as in a bureaucratic model; rather, trustees share authority with students and faculty as well as with administrators. Students and faculty members communicate directly with board rather than through the president. (p. ix)

Walker (1979) studied authority styles of community college administrators and characterized the effective administrators as those who "accept the privileges and status of their office, but wear them lightly" (p. 4).

The influence structure can be said to represent the informal power of the organization - who actually decides

what goes on in an organization. Lazarsfeld and Thielens (1958) studied the relative influence of college constituent groups with respect to academic freedom. Closely related to the influence structure is the communication and job contact structure. This has been studied either by directly asking about or by observing the patterns of communication and those involved. Pace and Stern (1958) studied faculty-student contact and compared patterns between five colleges. Informal social relations are the contacts required by the job, facilitated by socializing with co-worker after work, coffee and lunch groups. Roethlisberger and Dickson (1939) pioneered research on the effects of informal groups on formal organizations with the Western Electric study. Newcomb (1957) applied this approach to colleges in his study at Bennington College examining the influence of social integration in the student body. He found that the informal life of a college campus can be a powerful influence in supporting or opposing the formal college program activities. Pace and Stern (1958) also measured social relations in their study of five colleges.

Departmentalization or division of labor may be thought of as a component of an organization's rules or organizational chart. Job descriptions can be analyzed and compared. Specialization and departmentalization are pertinent to colleges and have been reviewed by Barton (1961). Mayhew and Dressel (1954), in a qualitative study of features which identified colleges with large influences on student social

attitudes from those which had little influence, found that a general education staff with its own identity is important. Strasser (1977) suggested that within a multi-campus district, each campus benefits from having its own organizational structure and philosophy with regard to general education requirement; he saw the need for various patterns of structure at community colleges. Lombardi (1973) studied the departmental structure of community colleges by analyzing factors such as "tradition, pride, logic and number of instructors" (p. 3), to ascertain if a department at a particular community college would remain intact or be divided into separate departments.

"Size is a major but ambiguous attribute of the social structure of organizations" (Barton, 1961, p. 39). This attribute has specific, necessary consequences for the focus of research studies. Interpersonal relations, communication patterns, levels of authority as related to limits of control, all are pertinent to this social structure attribute.

Size, according to Barton, is the most frequently measured variable in organizational studies "because it is so easy to measure" (p. 40). It has been important in the analysis of academic freedom in colleges. Lazarsfeld and Thielens (1958) reported that larger colleges had more conflicts, experienced more outside pressure, and tended to have inferior relations among the faculty and between faculty and administration.

From the view of Myer (1972), many perverse conse-

quences of the development of educational institutions were predictable and could have been attributed to increased size alone. Size determines many features of an organization's structure "whereas other parameters neither cause size nor are causally related to one another" (p. 437). Baldridge (1971) studied institutional size and structure at colleges and found that size is related to the development of strong central administrative control in decision making at the highest organizational level, and to the delegation of power to faculty in matters of curriculum policy. Baldridge does not find that increased size in and of itself precludes appropriate faculty participation in institutional decision making, but raises questions about the balance of influence and power among and between college constituent groups.

Farrar, Desantis and Cohen (in Wilson, 1979) looked at organizational size and its effect on decision making. They found that decision making was more complicated and cumbersome at large institutions. Blau (1970) theorized that this was due to the difficulty of large organizations to operationalize goals at the highest level. Differentiation into sub-units, the natural organizational response to increased size, occurs, thereby increasing the complexity of the system. Perkins (1973) maintains that increased size of college results in the development of two bureaucracies: faculty and administration. Each group has different values, attitudes and perceptions. Corson (1975), quoted by Wilson (1979), says "As colleges and universities have become bigger they

have suffered a grievous loss . . . . The common values that bound the small college or earlier generations into a body of scholars cannot be duplicated in the much larger, multi-school university" (p. 281, 286). Corson relates size to uncertainty about responsibility and decision making.

Attitude, Perception and Role

Cohen and Brawer (1972) hold that individual attitudes and perceptions are directly related to institutional identity. They state:

> Although each institution has an ethos of its own, its real identity is inextricably interwoven with people within it . . . The school cannot be understood as a functioning social force unless its people (faculty, staff, students, governing board members) are understood. Their perceptions, goals, needs, and values are the key to institutional identity. An individual's identity involves what he thinks of himself. A school's identity is what its people are. (p. 2)

Attitude, perception and role are important theoretical concepts central to the study and measurement of organizations. Attitudes, as defined in this study, include all states of mind of college constituent groups and their members, their perceptions of college characteristics, their definition of college goals, their personal values and preferences, their standards concerning specific college roles, and their satisfaction with their role and with the college.

Researchers interested in the study of institutions of education have noted the importance of perception and role in the development of organizational theory. There is, indeed, a voluminous literature about perception and role, much of it

the work of social scientists interested in organizational theory and behavior. A good review of the higher education context can be found in Hart (1985). (All information about this topic is taken from this source.)

Hart introduces perception from a psychological perspective:

> The external world is a vast array or qualified objects whose character, structure, movements, and changes constitute a mass in information. One's only access to knowledge of the external world is through the physical senses. Such knowledge must be conveyed to the mind if one is to know it, and the primary means of conveyance are the physical influences that stimulate the sense organs from the objects the information is about. The sense organs are receptors, and sensory information is transmitted through the nerves to the brain, where it is recorded as perception, stored in memory and made available as knowledge. (p. 14)

Perception is defined by Allport (1955) as the individual's awareness of the objects and conditions - the way things look, sound, feel, taste or smell. It may also involve awareness or recognition of things. Influences on perception include neural impulses, cortical patterns, motor elements, and bodily states such as "need", "motivation", and "emotion" (Hart, p. 15).

Titchner (1909) defines perception at its earliest stage to include:

> (1) A number of sensations consolidatd and incorporated into a group under the laws of attention and special principles of sensory connection
> (2) Images from past experience to supplement the sensations
> (3) Meaning - the context to explain

> individual differences in perceiving. (in Hart, 1985, p. 15)

Hart (1985) explains that the sensory core will usually be the same for different people but the imagery provided as meaning and context may be different for different people in relation to their prior experiences. Hart summarizes that the understanding of perception has evolved from the work of many social scientists and their theories of perception: the set theory (Klupe & Bryan, 1904); gestalt theory (Kohler, 1929; Koffka, 1935); cortical field theory (Kohler & Wallach, 1944; Kohler & Held, 1949; Lashley, Chow & Semmes, 1951); associative theory (Hebb, 1949); decision theory (Swets, Fanner & Birdsall, 1964); attention theory (Muller, 1904, 1923); figure-ground theory (Rubin, 1951); and the transactionalist theory (Dewey, 1896; Brunswick, 1940; Heider, 1958).

Peterson and Loye, (1967) feels organizational perception is a very important variable that may influence the functioning of the organization. The study of organizational perception can include the measurement of: perceptions of organizational characteristics (Piliavin, 1962); knowledge of the formal organizational structure (Scott, 1956); and the extent to which organizational knowledge is stratified (Lipset, Trow & Coleman, 1956).

Lazarsfeld and Thielens (1958) and Newcomb (1957) used members of groups to characterize structure and activities of colleges and constituent groups. They identified problems of measurement validity and limited sampling as serious pitfalls

in conducting studies of organizational perception. Lazarsfeld and Thielens intensively checked accuracy of perception of organizational events and prevailing conditions of opinion. Newcomb's study of Bennington College also dealt with the relationship between perceived and actual group attitudes. The measurement of perceptions and misperceptions of group opinions is an important part of Newcomb's analysis of the process of change at colleges. His analysis sets the stage for the development of reliable and valid measures of institutional climate for change, such as the Institutional Functioning Inventory (IFI) (Peterson et al, 1967) used in this study.

"Role" is traced by Moreno (in Hart, 1985) to the Latin word "rotula", "meaning little wheel or round log" (p. 16). The Greeks and Romans used these logs to hold parchment paper containing written theatrical parts of roles. Hart (1985) gives a modern definition of role:

> The term 'role' has been defined as a part or function taken or assumed by any person or structure; a set of standards, descriptions, norms, or concepts held by anyone for the behaviors of a person or position. Perhaps the most common definition of the term 'role' is that it is a set of prescriptions defining what the behavior of a person holding that position should be. The concept of role, then, applies neither to unique individual personalities nor to a persona, but to positions within a structural system that includes persons, positions, and tasks. In some cases, the definition of role encompasses only the expectations that outsiders hold for incumbents of assigned positions and ignores the part the incumbents play in role specifications. (p. 16)

Role theory was developed from the work of Durkheim (1893), The Division of Labor in Society. Hart (1985) relates the theories of James (1890), Balwin (1897) and Cooley (1902) on self; Sumner (1906) on folkway and mores; Dewey (1922) on habit and conduct; Main (1861) on status and Simmel (1920) on interaction which, in employing concepts of role, serve as the foundation for this area of organizational research theory and knowledge.

A large body of studies has tried to establish the relationship of role perception to productivity. Katz and Kahn (1966) reviewed and analyzed the findings from several major studies conducted by the Survey Research Center at the University of Michigan, including the effects of various kinds of supervisory practices on absence rates. Studies of organizational morale have distinguished between worker satisfaction with the job, loyalty to one's fellow workers and commitment to the official goals of the organization. Cartwright and Zander (1960) review studies of organizations, measuring acceptance of organizational goals, as well as the willingness of individuals to help achieve these goals: Hay and Bush, (1954); March and Simon, (1958); Robey and Lanzetta, (1958); and Rosenthal and Cofer, (1948).

Role ambiguity and role conflict are conditions that may influence the perceptions of individuals toward their organization. The degree of commitment of individuals to an organization has been linked to the existence and magnitude of these conditions.

Hart (1985) states, "organizational research has shown that role ambiguity is related to dissatisfaction, tension, anxiety, distrust, turnover, absenteeism, and poor performance" (p. 18). Van Sells (1977) defines role ambiguity as the degree to which clear information is lacking regarding the expectations associated with a role, the methods for fulfilling known role expectations associated with a role, the methods for fulfilling known role expectations, and the consequences of role performance (in Hart, p. 18). Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) describe role conflict as the simultaneous occurrence of two or more sets of pressures, such that compliance with one would make compliance with other more difficult. Role conflict can affect the organization through: individual decision making difficulties (Seeman, 1953); lower organizational commitment (Oliver & Brief, 1977-78); perception that the organization is less effective (House & Rizzo, 1972); and greater propensity to leave the organization (Schuler, Aldag & Brief, 1977, in Hart, p. 21).

Institutional Functioning and Goal Attainment

Goals

Etzioni (1964) defines an organizational goal as a "desired state of affairs which the organization attempts to realize" (p. 6). Perrow (1961) has classified organizational goals into two distinct categories: official goals and operative goals. Official goals state what the organization

would like to accomplish. Operative goals state what the organization is actually trying to do. When these two goal concepts are similar the organization is in a state of equilibrium. In such cases, individuals and/or groups of individuals are committed to these goals, understand what is expected of them, and have the appropriate knowledge to make them functional (March & Simon, 1958). Conrad (1974) maintains that most of the literature about organizational goals assures that goals explain organizational behavior.

Goals are important to the functioning of organizations. Without clear, explicit goals an organization will not have focus and direction to achieve its prescribed mission or purpose. The urgency of having clear, explicit goals is explained by Peterson (1971):

> It seems essential in these times that colleges articulate their goals: to give direction to present and future work; to provide an ideology that can nurture internal cooperation, communication, and trust; to enable appraisal of the institution as a means-end system; to afford a basis for public understanding and support. Indeed, the college without the inclination or will to define itself, to chart a course for itself, can look forward either to no future - to a kind of half-life of constantly responding to shifting pressures - or to a future laid down by some external authority. (in Lima, 1985, p. 63).

Lima (1985) relates the goals Peterson speaks of to the institution's mission statement - "a statement of single purpose which is a hope for accomplishment" (p. 63-64). Lima also supports the conclusion of Palola and Padgett (1971) that too little attention is paid to defining the aims of the

educational process beyond:

> coining global abstraction . . . In the self-renewing institution, the plans allow flexibility while focusing on concrete goals; goals which represent achievable ideals rather than simply projections of the past on the one hand, or vague philosophical rhetoric on the other. (p. 77-78)

Lima summarizes his literature review on goals by linking institutional well being to symmetry between intent and delivery. "The latter depends upon demonstrated progress toward achievement of goals and community expectations" (p. 65). Thus, the effectiveness of an institution's functions is related to its official and operative goals.

However, when the official and operative goals of an organization are distinctly dissimilar, a state of goal dysfunction will occur (Perrow, 1961). In such a situation, there will be a lack of commitment to the official goals with resources being diverted to accomplish the operative goals (Gilmer, 1971). Such a situation can also occur when there is conflict between individual and organizational goals.

Forehand and Gilmer (1964) state:

> Organizational goals may also interact with personal characteristics, particularly the motives of individual organization members. Such interaction may be manifested in several ways: (a) The extent to which the individual perceives and understands the organization's goals may depend upon his own skills and attitudes . . (b) The individual who, for one reason or another, responds to his own goals ingnoring those of his organization, can succeed to the extent that his goals coincide with those of the organization. (c) The individual who responds both to his own and to his organization's

> goals faces the possibility of conflict, depending upon what his own goals are. The particular form of the conflict and the attempted resolution both depend in large part on personal factors. (p. 376-377)

One method utilized to determine whether an individual and/or group of individuals has similar goals with those of an organization is to analyze organizational effectiveness (Price, 1968). Price defines organizational effectiveness as "the degree of goal accomplishment achieved by an organization" (p. 2-3).

> Organizations whose ideologies have high degrees of congruence, priority, and conformity are more likely to have a high degree of effectiveness than organizations whose ideologies have low degrees of congruence, priority, and conformity. (p. 104)

However, before an organization's goals can be analyzed there must be some consensus by the constituent groups as to what the goals are.

While the concept of consensus is difficult to accurately define, Partridge (1971) believes it is "not merely uniformity of behavior or conformity by all or most members of a group to certain patterns of action. It is uniformity and conformity that are connected with a certain class of attitudes or beliefs" (p. 79-80).

Millett (1973) contends that developing goal concensus in institutions of higher education is a difficult process: higher education institutions have unique structural design and are comprised of diverse population groups. Millett believes that: (1) institutional size, (2) student select-

ivity, (3) student career orientation, and (4) sponsorship combine with various individual academic communities to inflict a state of constant conflict on the essential consensus necessary for an effective learning environment.

There are several instruments which have been developed to measure higher education institutional goals and vitality. These instruments, sampling techniques and data analyses are useful to institutional researchers. A number of such instruments will now be discussed.

The College Characteristics Index (CCI) was developed by Pace and Stern (1958) based on the theoretical constructs of Henry Murray (1938). The instrument was designed to measure environments based upon an individual's personality needs versus the organization's environmental presses. The survey turns respondents into "mass informants" on the value climate of the college.

Barton (1961) states that with the use of the CCI, "instead of having each student report his own values or value-relevant behaviors, the students are asked how students generally behave" (p. 42). A group of CCI items which focus on student intellectualism can serve as an example:

TABLE 2.1

C C I Items

Perceived student intellectualism at five colleges:

Value-relevant opinions	Percentage of students holding opinions				
	State College	Men's College	Private University	City College	University of Chicago
Disagree that social poise and adjustment are as important here as intellectual skill or scholarship	15%	23%	67%	31%	91%
Disagree that very few students here prefer to talk about poetry, philosophy, or mathematics as compared with motion pictures, or inventions	20%	21%	18%	45%	89%
There would be a capacity audience here for a lecture by an outstanding philosopher or theologian	34%	47%	74%	48%	93%
A class will sometimes applaud after a particularly outstanding lecture	20%	20%	21%	56%	96%
Disagree that there is very little studying here over the weekends	46%	20%	13%	65%	100%
Mean "intellectualism score"	27%	26%	39%	49%	92%
Total number of respondents	100	100	68	111	44

(Barton, p. 43)

Barton concluded from this CCI study data that there was a dramatic difference between the highly intellectual climate of the University of Chicago and the extreme indifference to intellectual concerns at the state college and the men's college studied. He criticized the CCI question focus:

> Why not ask each student what he is interested in, what he would prefer to go to listen to. Perhaps the students are all reporting stereo-types which no longer really apply; in a state of pluralist ignorance each thinks that 'the other fellow' is interested in such-and -such even though each knows he is not. This is a serious problem. For some purposes, however, we may prefer to know what the stereotypes are; they may represent the dominant tradition of the institution, which is influential in spite of the fact that large numbers of individual students privately reject it. This is a question needing further study; it is not just a matter of question-writing technique. (p. 42-43)

Heeding Barton's criticisms of the CCI, and responding to college's and universities' need for a systematic data collection process about campus environment conditions from the student perspective, Pace (1963) developed the College and University Environmental Scales (CUES). CUES was developed around five dimensions: scholarship; awareness; community; property and practicality.

Beginning in the 1970s, the Educational Testing Service (ETS) of Princeton, New Jersey began to design a series of instruments which were utilized to examine goal and function processes. The Institutional Goal Inventory (IGI) was developed by Peterson and Ulh (1973) to aid colleges in the initial process of goal formulation. More than two years of

experimental and conceptual development occurred. Two experimental versions of the instrument were constructed and pilot-tested, the first during 1970 and the second in 1971. The general objective of the final form was to set down a conceptualization of the goals embraced by the total spectrum of American colleges, universities and community colleges (Peterson, 1973).

The theoretical framework for the IGI consists of 20 goal areas which are separated into two general categories. The first 13 goal areas are conceived as "outcome goals", i.e., substantive objectives institutions may be seeking to achieve. Examples would include qualities of graduating students, research activities, or public service programs. The remaining seven goals in the inventory are considered as "process goals" which are conceived to be internal campus objectives: i.e., objectives relating to educational processes and campus climate which facilitate achievement of the outcome goals (Peterson, 1973, p. 8).

The main content of the IGI includes 90 goal statements, of which 80 are related to the 20 goal areas, four per area. The other ten items represent a goal area which was judged relatively unimportant, and warranted only one goal statement. Each of the 20 scales has four items with five possible responses ranging from "of no importance" to "of extremely high importance". Quantitatively, the responses were weighted from one to five, respectively. Interim values of 2, 3, and 4 corresponded respectively to "of low importance",

"of medium importance", and "of high importance". Each statement has two response columns: an "is" and a "should be". Thus, each of the 20 goal areas has two measures, one relating the perceived importance and the other reflecting the individual's preferred importance of the goals (Mossman, 1976, p. 50-51).

The Institutional Functioning Inventory (IFI) was described in general in Chapter I and, as the instrument of data collection in this study, will be covered in detail in Chapter III. The IFI, developed by Peterson et al (1983), was designed to provide data on 11 scales or dimensions dealing with the health and vitality of a particular college or university. It was the first instrument designed for analysis by all constituent groups of an institution (students, faculty, administration, governing board members). Information extrapolated from IFI data can be utilized in a self study process or for consensus seeking on institutional goal setting or criteria for institutional effectiveness.

Several studies have been conducted to analyze goal definition and institutional vitality through a survey of perceptions by various members of constituent groups. Clark (1960), in a study of a midwestern community college, found a distinct difference between the institution's official and operative goals. Essentially, the president consistently denied that an official college goal was to educate latent terminal students. Yet, college policies, personnel and structure indicated this was an operative goal.

The work of Gross and Grambsch (1968) is considered by institutional researchers to be the single most important empirical investigation of university goals (Uhl, 1973). The study described university goals as they were perceived by administrators and faculty members of 68 institutions of higher education. Forty-seven goal statements were developed into a survey where they were rated on two scales, perceived "is" and preferred "should be". Rank comparisons were made for the faculty and administrative samples. The base assumption of Gross and Grambsch was that there are two kinds of goals in any organization: "those which are manifested in a product of some kind and which we shall call 'output goals' and those which are the ends of persons responsible for the maintenance activities, which we shall call 'support goals'" (p. 9). The main conclusion was that differences are small between the sample groups at a given institution but differ considerably when different schools are compared. The study also showed a tendency of sub-groups to think of the institution in terms of the goals of their particular group. Thus Gross and Grambsch established a fundamental methodology for determining college goals and devised a new way for looking at college goals in relationship to other features of the institution.

Chickering (1968) authored a Project Report on Student Development for the Council for the Advancement of Small Colleges. This report summarized a comparative study of institutions' goals and their relationship to enrolling stu-

dent characteristics. Wilson (1979) summarizes how the study assessed institutional goals:

> 1.) The College Goals Rating Sheet, which lists 25 characteristics of graduates, was completed by each faculty member and administrator at the colleges surveyed. The respondents, ranging in number from 17 to 58, were asked to indicate the two most desirable characteristics and the two least desirable characteristics, then the five next most desirable and five least desirable, in order to represent the educational objectives of their institutions.
> 2.) A Guide for College Visits and Reporting was developed by the project team to record the impressions of two staff members and representatives of the committee on research and development who visited each campus to assess how college objectives were implemented in their programs, practices, and operating principles.
> 3.) The College and University Environment Scales (CUES) were also used. The scales were completed at each college by a random sample of 100 students across all four classes. The samples were stratified to insure proportionate representation with respect to class size and sex distribution.
> 4.) The project staff developed and administered the Experience of College Questionnaire to samples of 200 students at each college selected across all four grade levels by the same procedures used for CUES. The Experience of College Questionnaire asked each student to describe his or her behavior and experiences with respect to such things as class and study activities, teacher behavior, relationships with peers and faculty members, religious activities and general satisfaction. The questionnaire was developed to gather information about the daily life of students in order to understand which experiences facilitated or impeded patterns of development in college. (p. 99-100)

The study prospectus stated:

> the principle institutional goals are expected to include the development, on the one hand, of well-rounded individuals enabled by temperment and intellectual breadth to fit into a variety of occupations and environments. On the other hand, they are expected to give high ranking to the nurturence of life . . . to emphasize training for citizenship and even (in a long term sense) for business, but not the propagation of new knowledge. (p. 1-2)

Chickering was able to categorize each of the 13 participating colleges into four basic patterns - Christ-centered, intellectual-social, personal-social and professional-vocational. Each of the data groups supported those rankings and classifications (Wilson, 1979).

Nash (1968) conducted another important study of institutional goals for the Bureau of Applied Social Research at Columbia University. The study attempted to determine the broad range of purposes and functions of colleges. A survey form was developed containing 64 goal statements and distributed to the academic deans of every college in the US. Measurement assessments were obtained when each dean indicated the extent to which his institution emphasized various goals. The study findings confirmed that American colleges, in broad terms, can be grouped into two categories: those institutions committed to socialization of students and those institutions concerned with organizational survival. Factor analysis indentified five classifications of goal domains: "(1) Orientation toward research and instruction, (2) Orientation toward instrumental training, (3) Orientation to-

ward social development of students, (4) Democratic orientation, and (5) Orientation toward development of resources" (Nash, 1968, p. 21-34).

Medsker (1960) authored a book, The Junior College, Progress and Prospect, based on a descriptive study of two year colleges. An important part of the Medsker study consisted of the collection of faculty opinions or perceptions of several issues. The faculty surveyed responded that providing the first two years of traditional college education (97%) and terminal occupational programs (92%) were important functions and purposes of community/junior colleges. "Twenty five percent of the faculty surveyed were unsupportive of colleges sponsoring basic skills, remedial and adult vocational programs" (p. 128-131).

A Danforth Foundation study (1969) of small private liberal arts colleges utilized a revised version of the Gross and Grambsch questionnaire (Wilson, 1979). Fourteen private liberal arts colleges were surveyed to "assist the colleges' own efforts in understanding better their goals and governance" (p. 101-103). All administrators, a 25% sample of faculty and 100 students at each college were surveyed. Wilson reports that findings showed:

> 1.) there was significant agreement among the administration, faculty and students on most matters relating to goals and governance;
> 2.) differences between perceived and preferred goals were significant but the administration, faculty and students shared many views on the direction of desired changes;
> 3.) governance revolves around adminis-

> trators to a large extent; and
> 4.) there was greatest agreement on those goals that were least important to all of those surveyed. (p. 102)

Martin (1969) compared the institutional character of conventional colleges to non-traditional colleges. He surveyed administrators and faculty at eight institutions via questionnaire and interview regarding the goals of their respective institutions. He found during that institutional goals were discussed less frequently during faculty hiring interviews at conventional colleges and more frequently at non-traditional colleges. Forty percent of the colleges reported that the academic department was responsible for faculty recruitment and only 16% of the institutions indicated that institutional goals were stressed as part of the hiring interview. Martin presented the conclusion that these conditions showed ambivalence by faculty and staff toward their institution's educational philosophy. "They had no coherent rationale, no compelling vision of the college. Consequently, they found it difficult to answer questions about institutional goals or to describe their school's integrative value system" (p.216).

Bloom, Gillie and Leslie (1971) studied the extent of faculty agreement with community college goals and compared faculty perceptions from three types of two year colleges. The study data indicated minimal support for community college goals from each college faculty group. It was concluded that most faculty in the study were ambivalent toward goals. Public community college faculty reactions were more positive

toward the goals than faculty groups from private colleges and two year university branches. Community service goals were also perceived more positively by the community college faculty group.

In a survey by ETS, 92 two year colleges were surveyed regarding institutional goals. The survey was a preliminary version of the IGI described earlier in this chapter. The survey data base analysis conducted by Bushnell (1973) found a high level of consensus among community junior college administrators, faculty, and students on the major goal descriptions of their college.

"Project Focus" of the American Association of Community and Junior Colleges (1970) dealt partially with relating institutional goals to the community concept promoted by Gleazer and the AACJC. A self-study instrument was administered to a random sample of faculty, students, trustees and administrators at 100 colleges. Each subject was also interviewed. Gleazer directed the study under funding from the W.K. Kellogg Foundation. Mossman (1976) offers a restatement of Gleazer's findings and interpretations:

> Gleazer reported that a new acceptance among faculty of 'classes for learners' is evolving instead of the questions about whether a class is of college level. However, he did note factionalization was still common between proponents of traditional transfer processes versus the total community needs approach. (p. 45-46)

Peterson (1973), under a contract study by ETS for the State of California, surveyed 116 colleges and universities

in the state with the IGI. Results showed significant differences between the types of institutions - i.e., universities, four year colleges, private liberal arts colleges, and community colleges - regarding constituent ratings of goal statements. The study also showed agreement within institutional groups and disagreement between institutional groups toward the goal statements. Peterson's work in the California study allowed for extensive field testing for reliability and validity of the IGI.

A recent study utilizing the IGI explored the relationship of institutional goals to the administration or management of a college. Since this study utilizes an instrument similar to the IGI and has a similar purpose, this study provides important theoretical background. Fuldauer (1978) studied the organizational goals of George Peabody College for Teachers based on the responses to the IGI from select trustees, administrators, faculty and students. He also measured the climate of the institution, and used a correlational analysis to discover relationships between the groups' ratings of goals and their perceptions of the source of authority for developing the college goals. Analysis of relationships between institutional climate and goals also was carried out.

Fuldauer (1978) found similar response patterns by all groups to both instruments. Differences within group and among groups as to their perceptions of goal statements indicated a preference for process oriented goals rather than

output oriented goals. Administrators and faculty showed the largest disagreement. He concluded that students and faculty wanted more authority for setting goals and went on to identify a relationship between the discrepancy in current and ideal goal perceptions and perceptions of the college climate. Dissatisfaction with institutional climate accompanied large discrepancies between perceived and ideal goals and was most closely related, again, to process goals rather than output goals. No significant relationship existed between perceptions of climate and authority ranking. The author concluded that the IGI analysis can serve as a valuable technique for institutional self study and decision making for the method of management.

Maxwell (1984) in a study of internal and external constituent groups in Washington State community college systems found significant differences among and between the constituencies utilizing the IGI goal dimensions. She concluded the constituent groups had distended interests regarding what the college's goals were and what they should be.

Arter (1981) found significant differences between various internal constituencies of a California community college using a modified version of the IGI. She concluded that greater understanding of the college's goals were necessary if effective planning was to take place.

This literature search revealed a number of other studies that utilized the IGI as a tool for analysis of similarities among goal perceptions and goal intentions. Rowland

(1974), Photo (1976), Mossman (1976), Wilson (1979) and Lima (1985) have utilized the IGI as part of their research procedures. These studies complement the work of Peterson (1973) and provide extensive interpretive information about institutional goals in higher education.

Related to these studies, but with a different focus, are research efforts that measure and analyze the nature of what the institution <u>is</u> (actual practice) as opposed to goals or what <u>should be</u> (institutional intent). Since this study is concerned with the perception of educational practice at a select community college, as revealed through responses to the IFI, previous research studies utilizing the IFI provide an important foundation. The methodology of the IFI, like that of the IGI, has as its basis the Gross and Grambsch survey instrument discussed earlier.

The IFI had its origin in a paradox described by McGrath in Peterson et al, (1983):

> The old saw about it being harder to change an educational institution than to move a graveyard reflects the general opinion of many observers of American college scene. They are particularly perplexed by this lack of innovation initiative when some of the most revolutionary changes in American culture have resulted from ideas generated by individuals working in the academic community. (p. iii)

This paradox frustrated two foundation officers, Charles Kettering and Edward Vause of the Kettering Foundation in Dayton, Ohio, who observed that while many very inventive ideas and practices "spring up from time to time" at some

colleges, others do not adopt innovations for years. They felt a study should be made of the factors in the academic complex that make a minority of institutions creative, experimental and adaptive while most cling to traditional practices.

Hefferlin (1969), in the Dynamics of Academic Reform, reports on a study funded by the Kettering Foundation at the Institute of Higher Education at Teachers College, Columbia University. This study, the most comprehensive and significant to date, not only used but developed the IFI. The study consisted of conversations with scholars of American higher education regarding the factors in institutional life that seem to be related to institutional "vitality" or lack of it. This preliminary research lead to a conception of vitality that became the theoretical focus for a systematic study of institutional change. The study was particularly concerned with how institutional change takes place. How is reform accomplished? What are its causes?

Hefferlin built on the work of Feldman and Newcomb (1969) and Sanford (1967), who studied factors of college effectiveness. In seeking to understand the forces that effect change at colleges and in the hope of stimulating more continuous academic reform, three research projects developed.

Hefferlin (1969), working with Flexner, developed from a review of existing information on organizational change, a series of 16 case studies of educational practices at a

variety of institutions. The case studies were analyzed and a number of theories about the dynamics of academic change were developed. These were summarized by Hefferlin:

> in short, not only do colleges and universities share the usual tendencies of any organization toward stability, but they have more than the usual number of constraints and several distinctive characteristics to safequard their own specific function of education. Under these conditions and with these restraints, it may seem surprising that much academic change occurs at all. As a result of them it certainly is less surprising that the process of academic change is the source of so much complaint, frustration, and ridicule. . . .Thus the evidence to date from historians, observers of academic life and reformers of education point to three dominant sources of change: (1) the resources available for it (2) the advocates interested in it and (3) the openness of the system to them. In every case of academic change, these factors together appear to determine its outcome. (p. 16 & 49)

Hefferlin and Flexner carried out a second project, utilizing a randomly selected stratified sample of 110 American colleges, to test the ideas on reform generated by their first project. Their tests and results covered three general areas: changes in the curriculum, agents of change and correlation of dynamism. They reported that: (1) an easing of institutional control and requirements; (2) a competition between faculty and administrators with regard to academic responsibility and determinism; and (3) a relationship of institutional characteristics such as small size, participation of junior faculty and students in decision making, and under-graduate emphasis are characteristics of

institutions that have a climate for change.

The third part of the study leads to the development of the IFI. The services of Peterson, Centra, Hartnett and Lynn of ETS, were contracted to develop a precise and objective measure of institutional characteristics related to readiness to accept new ideas and practice. Hefferlin (1969) postulated that higher education had become so complex and so costly that no one institution could or should attempt to do all things. Some specialization of function is indispensable if available resources are to be most economically used and if the need of various kinds of students are to be effectively met. If these goals are to be reached, however, institutions must know more about themselves than is typically revealed through an examination of such characteristics as their publicized purposes, the academic preparation of faculties, or the admissions test scores of their students. They must have more precise information about: the structure and flexibility of policy-making machinery, the ability of the institution to adapt to the changing needs of modern society, how policies must be modified to adjust the institution's programs, and a host of other factors inherent in any effective institutional planning. With this in mind, Peterson devised the initial IFI as an instrument for use with the Kettering Hefferlin project to measure many institutional processes and for illuminating those in particular need of revision (in Hefferlin, 1969).

McGrath warned that IFI will not tell a college what

it ought to be or what it ought to do. He went on to stress that "the IFI will help an institution determine essentially what it is, a necessary step in any intelligent planning for change" (in Peterson et al, 1983, p. 3-4).

Hefferlin, administering the IFI to 110 four year colleges and universities, found that academic reform was occuring at every institution, but that more curriculum change occurred at undergraduate colleges as compared to universities and colleges with graduate programs. The most frequent means of academic reform were the "piecemeal adding and dropping of programs, courses and requirements . . . rather than radical transformation" (p. 188). No factor or characteristic appeared to be a sufficient or necessary element in accounting for differences that existed among the sample institutions in their amount of reform.

He also found that environmental factors were as important as the personal orientation of college staff in the process of reform. External rewards, resources and institutional differences in orientation and structure are also related to the reform process. Additional research at individual colleges, supplemented by multiple data source groups exploring a better understanding of institutional vitality, was recommended.

Lynn (1973) utilized the IFI and the IGI to measure goal practices and goal preferences. The study surveyed five constituent groups at a private four year college - junior faculty, senior faculty, freshman and sophomore students,

junior and senior students, and administrators. The analysis and comparison of the two data sets showed goal congruence on 16 of the 20 preference areas and 17 of the 20 practice areas. Other results indicated that faculty and administrators rated goals and practice in a similar way, and that most differences occurred between students and non-students. Twenty of the goal intention areas were not confirmed by the goal practice ratings.

Lynn's purpose was to evaluate the extent to which goal intentions were achieved at a particular private four year institution. It contrasts with the other IGI studies in that it used the IGI and IFI as evaluative measures of goal achievement. It is important to note, therefore, that the purposes of Lynn's and the other IGI studies are quite different from the purposes of this research effort. The thrust of this study is not on evaluation of goal achievement or the analysis of goal perceptions, but on the measurement of five constituent group perceptions of various conditions and functions at a select community college. Since many college constituent groups influence and affect institutional operations and goals, such a study can comment on the similarities among and between constituent perceptions of and attitudes toward a particular institution. In that sense, this study is concerned with perception and attitude only; after research findings of this type are presented to an institution and acted upon in some way that alters the planning and management system, a study relating goal intention to goal

practice could be a useful institutional evaluation project.

In a study utilizing the IFI at a midwestern suburban community college, Thorderson (1974) found a lack of congruence among internal formal college constituencies (faculty and adminstrators) on the IFI dimensions. He concluded that these differences were related to a variety of personal characteristics possessed by individuals in the college hierarchy.

Metz (1974) found significant differences among and between administrators and faculty on IFI dimensions at a Colorado community college. She concluded that a situation of goal dysfunction existed which could only be rectified by improved lines of communication.

McGrath (1983) reports on a study funded by the Murdock Charitable Trust of Vancouver, Washington, conducted to learn what makes some colleges succeed. McGrath utilized the IFI to gather data at 14 liberal arts colleges around the country. The colleges in the study were selected because they were determined to be successful by the following criteria:

> Their enrollments were stable or growing, their expenditures for salaries and academic facilities were above the average for comparable institutions, their annual income from investment and current gifts was steady or increasing, the morale in the academic community was high. (p. i)

McGrath felt that such a study of successful institutions would be interesting in and of itself, and perhaps beneficial to other institutions.

In the McGrath study, the IFI was administered to faculty, administrators, trustees and a sample of junior and senior students. Analysis of the IFI responses allowed McGrath to present the following conclusions and/or inferences:

> 1.) There existed a genuine commitment by all groups to the principle that undergraduate education of superior quality should have high priority among institutional purposes. (p. 9)
> 2.) The relative well-being of the institutions and their innovative spirit suggest a positive relation between these two factors. (p. 16)
> 3.) The institutions exhibit wide differences on perceptions of governance as constituent groups within institutions also exhibit wide differences. Trustees typically perceive the institutions for which they have responsibility as being more democratically operated than do administrators, faculty or students. The administrators rank their institution next most favorably on this side. (p. 20)
> 4.) Self study and planning activities exist at all of the colleges indicating that the faculties have been given considerable responsibility for and typically have been brought into planning activities. (p. 27)
> 5.) Trustees' high ratings of morale reveals the enthusiastic dedication of members of the board. They were involved in more than formal actions on fiscal matters, employing faculty, and officially granting degrees. (p. 44)
> 6.) Well-being seems to be related to a clear declaration of purposes, a definite relationship between these purposes on the one hand and the academic offerings, rules and regulations, expected standards of conduct on the other. (p. 50)
> 7.) Groups within colleges agreed in their perception of existing conditions regarding concern for social improvement (or lack of it) (p. 55).
> 8.) All institutions in the study offer atypically high opportunities for

> students for intellectual and aesthetic stimulation and growth outside the formal exercises of the classroom. (p. 59)
> 9.) Most institutions have initiated some opportunities for continuing education in their respective communities. (p. 63)

McGrath summarized that the IFI data gave evidence of institutional well being of the institutions surveyed, especially with respect to esprit. This can reassure the members of the college communities represented in the sample that there is general satisfaction with existing programs and purposes; this recognition tends to "increase morale", which can be said to be well above average (p. 3).

The McGrath study is helpful as an example for the NCCC study in that both include a survey of perceptions and attitudes of constituent groups toward select colleges. While the colleges he studied are not identical to a small/rural community college operating under a board of trustees appointed by county legislators and the governor of the state of New York, the pressures of internal constituent groups (students, faculty, administrators and trustees) and the demands of common educational needs are found within a four year liberal arts college as well as within a small/rural community college. McGrath's use of the IFI's 11 scales to demonstrate relationships of attitude and perception to institutional programs and purpose, is similar to the design of the NCCC study. By focusing on broad issues of institutional vitality for 14 liberal arts colleges, rather than on a limited analysis of the importance of findings for particular

aspects of constituent group perception of institutional functioning, the McGrath study is significantly broader in its emphasis, conclusions and generalizations than is this research effort. The interpretive logic and clarity of McGrath's report provide a good model for presenting large amounts of data without having data tables obscure the analysis.

Summary

This chapter has consisted of a review of literature relevant to major theoretical areas which provide a framework for this study. Areas included in the review were: community college history, organizational theory, measurement, social structure, attitudes, perception, role, institutional functioning and goal attainment. In addition to establishing a conceptual framework, specific empirical studies on determining the goals of colleges were discussed. Finally, research studies utilizing the Institutional Functioning Inventory (IFI) and other aspects of the characteristics or functions of institutions were presented. Brief reviews of studies that utilized the IFI were included to provide additional perspective on this research at NCCC.

An attempt has been made to emphasize those concepts which pertain to small/rural community colleges, and to account for the effects of size, multiple purposes, limited financial support and political pressure on college operations. It is from this perspective that NCCC can be classi-

fied as an example, although unique, of a small/rural community college.

CHAPTER III

RESEARCH DESIGN, METHODS, AND PROCEDURES

This research study was conducted to determine if statisically significant differences existed in the perceptions of institutional functioning dimensions between five constituent groups of a select small/rural community college. The study also sought to assess the extent to which county residency affected perception toward the institutional functioning dimensions. In order to analyze and describe perceptions of the identified constituent groups (faculty, students, administrators, trustees, and legislators) concerning college functions, the research utilized the distribution of questionaires as the prime source for collecting data. This chapter describes the (1) research design, (2) population and sample, (3) questions and hypothesis, (4) instrumentation, (5) reliability and validity, (6) data collection, (7) treatment of data, (8) statistical procedures. A brief summary completes the chapter.

Research Design

This research study was conducted as an ex-post-facto descriptive study. Kerlinger (1973) defines ex-post-facto research as:

> Systematic inquiry in which the scientist does not direct control of independent variables because their manifestations have already occurred or because they are

> inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variations of independent and dependent variables. (p. 329)

According to Kerlinger (1973), this type of research is by nature limited. However, Kerlinger believes that ex-post-facto research is important and needed within the social sciences and education because many research problems in education, "do not lend themselves to experimental inquiry" (p. 391-392). Sax (1968) saw the purpose of descriptive research as the describing of conditions as they exist. Armore (1966) maintains that descriptive statistics provide methods to organize, summarize and describe the population, behavior and phenomena studied. Isaac and Michael (1971), advocating that descriptive research can make contributions to social science knowledge, offer the following purposes for survey research:

> a. to collect detailed factual information that describes existing phenomena.
> b. to identify problems or justify current conditions and practices.
> c. to make comparisons and evaluations.
> d. to determine what others are doing with similar problems or situations and benefit from their experience in making future plans and decisions.
> (p. 125 in Lima, 1985)

The Population and Sample

North Country Community College (NCCC) is a public community oriented, post-secondary educational institution located in, and predominately serving the residents of, the northeast region of upstate New York. The college is

affiliated with the State University of New York (SUNY) and is accredited by the Middle States Association of Colleges and Secondary Schools. The college is sponsored by Essex and Franklin Counties and serves the largest geographic area (3,154 miles) of any SUNY two-year institution. Complete background on the college, SUNY, Essex and Franklin Counties is presented in Chapter I.

The population of this study included: the members of the NCCC Board of Trustees (N-10), the members of the Essex County and Franklin County Boards of Legislature (N-25), all administrators of NCCC (N-20), all faculty of NCCC (N-74); a stratified 10% proportional random sample of all full and part-time matriculated students (1,000 full-time students). This was accomplished through the use of a Alpha listing of students by campus and place of residence (Asher, 1976). The returned questionnaires represented 85% of the total distributed survey questionnaires and comprised the operational population of the research.

The following table summarizes information on return rates for the administration of the Institutional Functioning Inventory (IFI) Survey in this study:

Table 3.1
Computation of I.F.I. Response Rates

Constituent Group	Size of Population	# of Usable Returns	% of Usable Returns
Faculty	74	53	72%
Students	100	100	100%
Administrators	20	16	80%
Trustees	10	8	80%
Legislators	25	18	72%
Total	229	195	85%

Questions and Null Hypotheses

The following research questions were investigated by this study:

1. Is there a difference of perceptions with regard to appropriate institutional functioning dimension among faculty, students, administrators, board of trustees and county legislators as measured by the Institutional Functioning Inventory Survey?
2. Does an individual's permanent county of residence affect his/her perceptions of appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey?

The following null hypotheses were developed for use in this study. A component was developed for each of the 11 dimensions for both null hypotheses.

Ho-1. There are no significant differences of perception with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey among faculty, students, administrators, college trustees and county legislators.

Ho-2. There are no significant differences of perception with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey between select residents of Essex and Franklin Counties.

Instrumentation

This investigation utilized the Institutional Functioning Inventory (IFI). The constructs for the IFI evolved from the work of Earl McGrath and his associates at Teachers College, Columbia University in the middle 1960s. McGrath received a grant from the Kettering Foundation to develop an instrument which would act as a vehicle for analyzing the dynamics of institutional change while setting the foundation for future self-study (Hefferlin, 1969). Two conferences were held to analyze initial research efforts and find some consensus on purpose and definitions. Participants included the Educational Testing Service of Princeton, New Jersey, the Institute for Higher Education at Columbia University and a number of prominent scholars in the field (Peterson & Loye, 1967). The conference resulted in several important outcomes. First, an instrument, later to be called the IFI, would be developed which would analyze institutional vitality. Institutional vitality would operationally be defined as institutional functioning. Institutional functioning would focus on key concepts closely associated with institutional goals and objectives. These goals and objectives would serve as the "legitimization for an institution's existence by various relevant assessors" Peterson et al (1983, p. 5). Second, 12 distinct dimensions were identified which would ultimately be field tested to quantifiably measure the concept of institutional functioning. Although not operationally defined, these include the following: (1)

intellectual- aesthetic extra curriculum, (2) freedom, (3) policy of attracting human diversity, (4) commitment to improvement of society, (5) concern for undergraduate learning, (6) democratic governance, (7) meeting local area needs, (8) concern for continuous evaluation, (9) concern for continuous planning, (10) concern for advancing knowledge, (11) institutional esprit, and (12) concern for continuous innovation.

During the summer of 1967, operational definitions for the preceeding dimensions were developed by ETS staff. An experimental instrument was then constructed containing 240 items, 20 items for each of the 12 dimensions. The instrument was field tested in 67 institutions with a 58% return rate.

An item analysis was conducted to maximize internal consistency and empirical independence of each dimension Peterson et al (1983). Biserial correlations were computed between each item, with item correlations below .25 being deleted. Eventually the instrument was revised to its present form consisting of 132 items, 12 items per dimension with 11 of the 12 original dimensions (see Appendix 3.0 for listing and definitions of the 11 dimensions. See Appendix 3.1 for the the 132 items comprising the instrument.)

The first 72 items were answered by all individuals surveyed while the remaining 60 were not appropriate for students. The items are of two types: those to be answered by selecting from YES, NO, DON'T KNOW responses, and those to be answered by selecting from a four point scale of STRONGLY

AGREE, AGREE, DISAGREE AND STRONGLY DISAGREE. The YES, NO, DON"T KNOW items were "seemingly factual", e.g., "Students publish a literary magazine", while the other type of items were "essentially opinion", e.g., "A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs" Peterson et al (1983, p. 8). Each of the survey sections contains both types of items.

In summary, the IFI in its present form is designed so that scores can be obtained on 11 dimensions, each dimension having 12 items. This means that non-student subjects can score on all of the 11 dimensions, but student subjects can score on the first six dimension only, based on the first 72 items. The 12 items comprising each dimension were mixed in the relevant sections. See Appendices 3.1 and 3.2 for detailed descriptions of the dimension and listings of the items. Title descriptions and letter code references are as follows:

Institutional Functioning Inventory (IFI)
Dimensions or Scales

No.	Code	Description
		(Student and Non-Student)
1	IAE	Intellectual-Aesthetic Extracurriculum
2	F	Freedom
3	HD	Human Diversity
4	IS	Concern for the Improvement of Society
5	UL	Concern for Undergraduate Learning
6	DG	Democratic Governance
		(Non-Student)
7	MLN	Meeting Local Needs
8	SP	Self-study and Planning
9	AK	Concern for Advancing Knowledge
10	CI	Concern for Innovation
11	IE	Institutional Esprit

Peterson et al (1983) warns that, "as a device for self study of an institution, scores on the IFI would have meaning only in relation to the institution's presumed roles and objectives, about which, to be sure, there may or may not be agreement" (p. 2). Thus, value judgments, such as what is good or bad, as perceived by different constituents of a given institution, need not necessarily be directly related to high or low scores. However, they point out that "it may be argued . . . that several of the IFI scales are relevant to the well being of any (institution) regardless of its mission" (p. 3). For example, scores of Self-study and Planning (SP) and Concern for Innovation (CI) might relate to an institution's willingness to engage in institutional self-renewal. Also, some minimum of morale, loyalty to the institution, and mutual respect tapped by the Institutional Esprit (IE) scale would seem to be necessary to create and maintain sound environments for learning, and any post-secondary institution should be expected to provide opportunities for intellectual and cultural stimulation outside the classroom (IAE scale).

Insitutions granting doctorates with a research commitment might be expected to be rated high on Concern for Advancing Knowlege (AK) scale, while an institution showing low scores on the Concern for Undergraduate Learning (UL) scale should be concerned it if professes a commitment to undergraduate students.

According to Peterson et al (1983), the IFI uses a

perceptual approach for assessment. Respondents report what their institution is like, e.g., what activities are going on and how people behave, as opposed to a self-report or other assessment methodology. The inventory was scored by assigning a "1" for a correct YES or NO response. DON'T KNOW was treated as an omit. Item responses STRONGLY AGREE-AGREE or STRONGLY DISAGREE-DISAGREE were scored as a "1" if it was the correct keyed answer. Scores are not calculated for any responder who omits more than four of the items in any scale and a special weighting is used to cater for omissions. There were 12 items for each dimension and a perfect score for any dimension was 12.

Score distributions for survey respondents on each scale include those who received no score. The data report shows that the number of respondents who received no score is different from those who received a zero score. Those receiving no score were those who omitted more than four items, while those who received a zero score were respondents with four or fewer omissions, and therefore zero is a valid score.

It is, of course, arguable whether the scales/dimensions described were the best factors which might be examined. It may also be argued whether or not the IFI is a suitably valid instrument for measuring them. For these and related questions of reliability, the reader is referred to the last section of this chapter and the Technical Manual for the Institutional Functioning Inventory, (Peterson, et

al, 1983). All that is being said here is that the IFI was used and the results and discussion relate to the context and limitations which this fact produces.

Several points should be noted. Peterson et al,(1983) state that the IFI, "is less appropriate for students, who are presumably less informed about the workings of the college and hence less able to give meaningful responses - a presumption increasingly open to question" (p.12). For this reason the students were scored on only the first six scales. Lack of information about the IFI survey questions is likely to result in omissions or DON'T KNOW responses to the factual items.

Reliability and Validity

Construct validity determines whether an instrument adequately measures what it was intended to measure (American Psychological Association, 1966). Three procedures were utilized to determine construct validity. In the first procedure, several institutions were selected where subjective evidence indicated whether appropriate dimensions would either be high or low (e.g., community colleges being high on the dimension of meeting local needs). This consistently was the case. In addition, between group ratings were analyzed to ascertain if there were any logical differences (e.g., ratings on the democratic governance dimension between administrators, faculty and students). Once again, this was consistently the case Peterson et al (1983). In the second procedure, correlational data was generated and

was analyzed between IFI dimension and a previously developed instrument with established construct validity. The instrument utilized was the College and University Environment Scales (Pace, 1963). Data indicated high significant correlations not only between select dimensions of both instruments, but between groups with identical characteristics (e.g., CUES Awareness dimension and IFI Freedom dimension with faculty and student subgroups). In the third procedure, a multi-grouped, multi-scale matrix was employed (Campbell and Fiske, 1959). Respondents to the IFI were broken into appropriate sub-groups: faculty, students, and administrators. Inter-group and between-group correlations were generated to ascertain if there was: agreement between groups on the same dimension; more agreement among different groups on the same dimension than on different dimensions; and higher within-group agreement than between-group agreement on the same dimensions Peterson et al (1983). The data generated indicated that appropriate significant correlations existed (see Appendix 3.1 for item/scale biserial correlations). Therefore, based upon the three previously indicated procedures, identified by Peterson et al, (1983) the IFI has strong construct validity.

The concept of reliability "refers to the consistency of a person's scores on a series of measurements and indicates how much confidence can be placed in such obtained scores" Peterson et al (1983, p. 15). With regards to the IFI, reliabilities were determined not on individual, but on

group perceptions. Thus, scale homogeneity is an important factor. Peterson et al (1983) states:

> The internal consistency reliabilities for the IFI are coefficient alphas based on group means...The faculty alphas range from a low of .86 for the Self Study and Planning scale to a high of .96. Reliabilities for students are of the same general magnitude as those of faculty. Because the error variance is slight when defined in terms of homogeneity of these perceptions, the IFI dimensions are quite reliable when defined in terms of internal consistency. (p.17)

For additional information, refer to Appendix 3.2 for the IFI coefficient alpha reliabilities.

Data Collection

The data for the research were collected at NCCC in upstate New York and the Essex County and Franklin County Boards of Legislature offices in Elizabethtown and Malone, New York, respectively.

The data were collected between September 1, 1985 and October 25, 1985. The questionnaires were administered in face-to-face contact situations with students, college trustees and county legislators. In this direct contact, the researcher was able to personally present the questionnaire to the respondents, explaining the significance and purpose of the study, clarifying points, answering questions the participants asked and talking about the confidentiality with which the answers would be treated. Initial contact with NCCC faculty and administrators (the other two constituent groups in this study) occurred on September 19, 1985. At that time, the President of NCCC,

Mr. David W. Petty, distributed the IFI Surveys with a cover memo explaining the significance, purpose, and confidentiality of the survey. Self adressed envelopes were included for return purposes along with explicit directions for completing the survey. Copies of these statements are included in Appendix 3.3. Follow-up requests for completion were sent at two-week intervals through October 20, 1985. By October 20, 1985, of 229 possible surveys, 195 had been returned. Thus, a return of 85% had been attained.

The final step in the data collection process was to package all returns of the IFI Surveys and mail them to the Educational Testing Service in Berkley, California, for tabulation and statistical summary. These procedures are described in the following section. The IFI Survey forms were mailed to ETS on October 28, 1985 and the summary data report was received December 1, 1985.

Treatment of Data

Institutional Functioning Inventory (IFI) data is tabulated and summarized by the ETS into a report, called the Summary Data Report, which is designed to array the response ratings for the 11 dimensions/scales in a form that permits comparison between groups of respondents. The data is summarized by groups of respondents, not by individuals. In this study, the respondents were grouped by constituency; e.g., faculty, students, administrators, trustees, county legislators.

The study was designed to survey total population of the faculty, administrators, trustees and legislators constituent groups. A stratified 10% proportional random sample by alpha listing of all full-time and part-time matriculated students by campus and place of residence was utilized (Asher, 1976). A 70% return rate by designated constituent groups was sought, which experienced researchers on college campuses will recognize as a respectable return rate. All of the findings of this study, therefore, should be considered generally descriptive. The author's conclusions were careful and cautious ones, drawing upon other research findings when appropriate.

Statistical Procedures

A variety of descriptive statistics (e.g., means, standard deviations, percentages, and frequency distributions) were generated and displayed for the total population and by individual constituency group for appropriate institutional functioning dimensions.

One-way ANOVAS were utilized to ascertain if significant differences exist between respective constituency groups on appropriate institutional functioning dimensions for hypothesis #1.

The dependent variable was each of the 11 institutional functioning dimensions. The independent variable was the appropriate sub-group constituency. There were three components of the ANOVA procedure. Total sums of squares,

between-groups sums of squares and within-groups sums of squares were generated utilizing an SPSS statistical package (Nie, Hull, Jenkins, Steinbrenner & Brent, 1975). The ANOVA summary table displayed the between-group and within-group sums of squares, degrees of freedom, mean squares and F statistic (Asher, 1976). The significance level employed was at $p \leq .05$. When the F statistic was significant, a Scheffée A Posteriori procedure was generated to ascertain where the significant mean differences existed between constituencies (Glass & Stanley, 1970).

T-tests were used to ascertain if significant differences exist between respondents from Franklin Couny and respondents from Essex County (Franklin and Essex Counties comprise the service area for NCCC) on appropriate institutional functioning dimensions for hypothesis #2. The dependent variable was each of the 11 institutional functioning dimensions. The independent variable was the appropriate individual's place of residence. Appropriate tests for homogeneity of variance were employed in order to determine whether to use a separate or pooled variance t-model. The level of significance was $p \leq .05$.

While the 11 dimensions of the IFI have strong construct validity and high reliabilities, the initial authors of the instruments felt five dimensions were inappropriate for student responses. They are: Meeting Local Needs, Self Study and Planning, Concern for Advancing Knowledge, Concern for Innovation, and Institutional Esprit.

Thus, there are two IFI instruments. The first is specifically for students and only includes 72 questions measuring the first six dimension. The second is for other constituency groups and includes 132 questions measuring all 11 dimensions. Therefore, this investigation utilized appropriate statistical procedures for all constituency groups on the first six dimensions. The analysis of the remaining five dimensions did not include student perceptions.

Finally, two types of item formats were employed in the IFI for scoring purposes. The first was factual with a YES, NO, or DON'T KNOW answer required. The second was opinion with a STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE answer required. Appropriate numeric designations were applied for respective responses.

Summary

In this chapter, the research procedures were used to analyze and describe perceptions of constituent groups toward the IFI dimension. Thus far, the chapters have presented procedural steps conceptualized and undertaken in conducting the research. The principal procedures adopted dealt with ex-post-facto research. The next chapter will present the data analysis and findings of this research study.

CHAPTER IV

ANALYSIS OF DATA

This chapter contains a detailed analysis of data, organized and presented through the display of tables. This section portrays various tables concerning perceptions of the respondents by respective constituent and county groups with regard to the 11 dimensions of the Institutional Functioning Inventory (IFI) questionnaire. The tables will display the various mean scores, standard deviations, standard errors, ANOVAs, where appropriate, and post-hoc comparisons, for each respondent group for each of the 11 dimensions. Also, means, standard deviations, and *t*-statistics are shown for perceptions of the respondents by county on appropriate IFI dimensions. Tables will be shown separately for each of the 11 dimensions. Mean scores were calculated based on a 12-point scale.

The descriptive statistics for each dimension are presented in summarizing form. The statistics are calculated directly from the responses to the items of the IFI.

Perceptions of the Five Constituent Groups Concerning the Institutional Functioning Inventory Dimensions

Research question Number One asked:

> Is there a difference of perception with regard to appropriate institutional functioning dimensions between faculty, students, administrators, board of trustees and county legislators as measured by the Institutional Functioning Inventory Survey?

Testing of Hypotheses

The first null hypothesis of the study states:

> Ho-1. There are no significant differences of perceptions with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Survey between faculty, students, administrators, college trustees and county legislators.

Ho-1a: Intellectual-Aesthetic Extracurriculum (Dimension I)

This dimension refers to the availability of activities and opportunities for intellectual and aesthetic stimulation outside the classroom at North Country Community College (NCCC).

Table 4.1A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension I (Intellectual-Aesthetic Extracurriculum)

GROUP	N	M	S.D.	S.E.
Faculty	53	2.98	2.01	.28
Students	100	3.32	2.25	.22
Administrators	16	4.50	2.03	.51
Trustees	8	5.25	3.49	1.23
Legislators	18	4.22	2.53	.60

Table 4.1B

Analysis of Variance for Respondent Groups for Dimension I (Intellectual-Aesthetic Extracurriculum)

Source	SS	df	MS	F	p
Between Groups	67.37	4	16.34	3.31	.012
Within Groups	967.35	190	5.09		
Total	1,034.72	194			

Table 4.1C

Complex Contrast of Faculty vs. Administrators and Trustees for Responses to Dimension I (Intellectual-Aesthetic Extracurriculum)

Comparison	Contrast	Estimated Standard Deviation	Test Statistic
Faculty vs. Administrators & Trustees	1.893	.579	3.27*

* $p<.05$

There was a significant difference between perceptions of constituent groups with regard to Dimension I: F (4,190) = 3.31, $p<.05$. However, simple pairwise comparisons of group means were not significant as indicated by the Scheffée post-hoc simple contrast. Further analysis revealed that a significant difference existed when the post-hoc complex contrast measured the perceptions of faculty versus the perceptions of the average of administrators and trustees: 3.27, $p<.05$. Therefore, the null hypothesis was retained when simple contrasts were conducted, but was rejected when a complex contrast was performed. Thus, in combination, trustees and administrators perceive more deliberate institutional efforts to afford opportunities for intellectual and aesthetic stimulation outside the classroom than do the faculty.

Ho-1b: Freedom (Dimension II)

This dimension has to do with academic freedom and freedom in the personal lives of those who make up the NCCC community.

Table 4.2A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension II (Freedom)

Group	N	M	S.D.	S.E.
Faculty	53	6.96	2.32	.32
Students	100	6.59	1.86	.19
Administrators	16	7.00	2.13	.53
Trustees	8	8.63	1.60	.57
Legislators	18	6.50	1.62	.38

Table 4.2B

Analysis of Variance for Respondent Groups for Dimension II (Freedom)

Source	SS	df	MS	F	p
Between Groups	34.71	4	8.68	2.19	.072
Within Groups	754.49	190	3.97		
Total	789.20	194			

There was no significant difference between perceptions of constituent groups with regard to Dimension II: $F(4,190) = 2.19$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perception regarding the degree of academic and personal freedom for individuals in the campus community at NCCC.

Ho-1c: Human Diversity (Dimension III)

This dimension has to do with the degree to which the faculty and students at NCCC are heterogeneous in their backgrounds and present attitudes.

Table 4.3A

Mean Scores, Standards Deviations, and Standard Errors by Respondent Group for Dimension III (Human Diversity)

GROUP	N	M	S.D.	S.E.
Faculty	53	6.08	2.20	.30
Students	100	5.05	1.80	.18
Administrators	16	6.00	1.79	.45
Trustees	8	5.88	1.73	.61
Legislators	18	6.17	1.50	.35

Table 4.3B

Analysis of Variance for Respondent Groups for Dimension III (Human Diversity)

Source	SS	df	MS	F	p
Between Groups	50.56	4	12.64	3.54	.008
Within Groups	677.82	190	3.57		
Total	728.38	194			

Table 4.3C

Significant Pairwise Contrast

for Responses to Dimension III

(Human Diversity)

Comparison	Contrast	Estimated Standard Deviation	Test Statistic
Faculty vs. Students	1.026	.321	3.20*

* $p<.05$

There was a significant difference between perceptions of constituent groups with regard to Dimension III: $F(4,190) = 3.54$, $p<.05$. A Scheffee simple pairwise post-hoc was significant: = 3.20, $p<.05$. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis. Thus, the faculty group perceived NCCC as having more diversity with respect to ethnic and social backgrounds, political and religious attitudes and personal tastes and styles than did the student group.

Ho-1d: Concern for the Improvement of Society (Dimension IV)

This dimension refers to a desire among people at NCCC to apply their knowledge and skills in solving social problems and prompting social change.

Table 4.4A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Scale IV (Concern for Improvement of Society)

GROUP	N	M	S.D.	S.E.
Faculty	53	3.49	2.29	.31
Students	100	4.97	1.95	.19
Administrators	16	4.13	2.53	.63
Trustees	8	3.75	1.48	.53
Legislators	18	5.39	2.33	.55

Table 4.4B

Analysis of Variance for Respondent Groups for Dimension IV (Concern for Improvement of Society)

Source	SS	df	MS	F	p
Between Groups	97.03	4	24.26	5.41	.0004
Within Groups	851.68	190	4.48		
Total	948.72	194			

Table 4.4C

Significant Pairwise Contrast

for Responses to Dimension IV

(Concern for Improvement of Society)

Comparison	Contrast	Estimated Standard Deviation	Test Statistic
Faculty vs. Students	-1.483	.360	4.11*
Faculty vs. Legislators	-1.90	.578	3.29*

* $p<.05$

There was a significant difference between perceptions of constituent groups with regard to Dimension IV: $F(4,190) = 5.41$, $p<.05$. A Scheffee simple pairwise post-hoc was significant: = 4.11, $p<.05$ for the faculty-student comparison and : S(.95), = 3.29, $p<.05$ for the faculty-legislator comparison. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis. Thus, the students and legislators perceived the people at NCCC as having a stronger desire to apply their knowledge and skills in solving social problems and prompting social change than did the faculty.

Ho-1e: Concern for Undergraduate Learning (Dimension V)

This dimension describes the degree to which NCCC - in its structure, function and professional commitment of faculty - emphasizes undergraduate teaching and learning.

Table 4.5A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension V (Concern for Undergraduate Learning)

GROUP	N	M	S.D.	S.E.
Faculty	53	8.36	2.03	.28
Students	100	8.11	2.02	.20
Administrators	16	8.94	2.02	.50
Trustees	8	8.50	2.14	.76
Legislators	18	7.33	2.72	.64

Table 4.5B

Analysis of Variance for Respondent Groups for Dimension V (Concern for Undergraduate Learning)

Source	SS	df	MS	F	p
Between Groups	25.06	4	6.26	1.42	.228
Within Groups	836.97	190	4.40		
Total	861.98	194			

There was no significant difference between perceptions of the constituent groups with regard to Dimension V: $F(4,190) = 5.41$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perceptions of concern for undergraduate learning at NCCC.

Ho-1f: Democratic Governance (Dimension VI)

This dimension reflects the extent to which individuals in the NCCC community, who are directly affected by a decision, have the opportunity to participate in making the decision.

Table 4.6A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension VI (Democratic Governance)

GROUP	N	M	S.D.	S.E.
Faculty	53	7.98	3.34	.46
Students	100	7.801	2.67	.27
Administrators	16	8.38	3.12	.78
Trustees	8	6.50	2.56	.91
Legislators	18	7.00	2.11	.50

Table 4.6B

Analysis of Variance for Respondent Groups for Dimension VI (Democratic Governance)

Source	SS	df	MS	F	p
Between Groups	31.88	4	7.97	.97	.423
Within Groups	1,554.73	190	8.18		
Total	1,586.62	194			

There was no significant difference between perceptions of constituent groups with regard to Dimension VI: $F(4,190) = .97$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perceptions of involvement in decision making at NCCC.

Ho-1g: Meeting Local Needs (Dimension VII)

This dimension refers to an institutional emphasis at NCCC on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for training manpower on the part of local businesses and government agencies.

Table 4.7A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension VII (Meeting Local Needs)

GROUP	N	M	S.D.	S.E.
Faculty	53	9.72	2.67	.37
Administrators	16	9.13	3.14	.78
Trustees	8	9.38	1.51	.53
Legislators	18	8.78	2.60	.61

Table 4.7B

Analysis of Variance for Respondent Groups for Dimension VII (Meeting Local Needs)

Source	SS	df	MS	F	p
Between Groups	13.50	3	4.50	.63	.596
Within Groups	647.49	91	7.11		
Total	660.99	94			

There was no significant difference between perceptions of constituent groups with regard to Dimension VII: $F(3,91) = .63$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perceptions of NCCC's institutional emphasis on providing educational and cultural opportunities for adults in the surrounding community, as well as fulfilling the local needs for trained manpower.

Ho-1h: Self Study and Planning (Dimension VIII)

This dimension has to do with the importance NCCC leaders attach to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans.

Table 4.8A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension VIII (Self Study and Planning)

GROUP	N	M	S.D.	S.E.
Faculty	53	6.64	3.02	.41
Administrators	16	6.69	2.65	.66
Trustees	8	6.38	2.62	.92
Legislators	18	5.06	2.26	.53

Table 4.8B

Analysis of Variance for Respondent Groups for Dimension VIII (Self Study and Planning)

Source	SS	df	MS	F	p
Between Groups	36.44	3	12.15	1.55	.209
Within Groups	714.45	91	7.85		
Total	750.88	94			

There was no significant difference between the perceptions of constituent groups with regard to Dimension VIII: $F(3,19) = 1.55$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perceptions of the importance attached to continuous long range planning by NCCC leaders.

Ho-1i: Concern for Advancing Knowledge (Dimension IX)

This dimension reflects the degree to which NCCC - in its structure, function and professional commitment of faculty - emphasizes research and scholarship aimed at extending the scope of human knowledge.

Table 4.9A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension IX (Concern for Advancing Knowledge)

GROUP	N	M	S.D.	S.E.
Faculty	53	2.21	1.70	.23
Administrators	16	2.81	2.23	.56
Trustees	8	3.13	1.13	.40
Legislators	18	3.17	1.72	.41

Table 4.9B

Analysis of Variance for Respondent Groups for Dimension IX (Concern for Advancing Knowledge)

Source	SS	df	MS	F	p
Between Groups	16.78	3	5.59	1.79	.155
Within Groups	284.53	91	3.13		
Total	301.31	94			

There was no significant difference between perceptions of the constituent groups with regard to Dimension IX: $F(3,91) = 1.79$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perceptions of institutional concern for a advancing knowledge at NCCC.

Ho-1j: Concern for Innovation (Dimension X)

This dimension refers to NCCC's institutionalized commitment to experimentation with new ideas for educational practice.

Table 4.10A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension X (Concern for Innovation)

GROUP	N	M	S.D.	S.E.
Faculty	53	6.85	2.64	.36
Administrators	16	7.31	2.09	.52
Trustees	8	5.88	2.70	.95
Legislators	18	6.94	1.95	.46

Table 4.10B

Analysis of Variance for Respondent Groups for Dimension X (Concern for Innovation)

Source	SS	df	MS	F	p
Between Groups	11.17	3	3.72	.62	.602
Within Groups	544.05	91	5.98		
Total	555.22	94			

There was no significant difference between perceptions of the constituents groups with regard to Dimension X: $F(3,91) = .62$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perceptions of NCCC's institutionalized commitment to experimentation with new ideas for educational practice.

Ho-1k: Institutional Esprit (Dimension XI)

This dimension refers to a sense of shared purpose and high morale among constituent groups at NCCC.

Table 4.11A

Mean Scores, Standard Deviations, and Standard Errors by Respondent Group for Dimension XI (Institutional Esprit)

GROUP	N	M	S.D.	S.E.
Faculty	53	9.68	2.82	.39
Administrators	16	8.63	3.34	.84
Trustees	8	10.75	1.04	.37
Legislators	18	10.00	1.85	.44

Table 4.11B

Analysis of Variance for Respondent Groups for Dimension XI (Institutional Esprit)

Source	SS	df	MS	F	p
Between Groups	28.74	3	9.58	1.35	.264
Within Groups	646.80	91	7.11		
Total	675.54	94			

There was no significant difference between perceptions of the constituent groups with regard to Dimension XI: $F(3,91) = 1.35$, $p<.05$. Therefore, the null hypothesis was retained. Thus, constituent groups did not differ in their perceptions of the level of institutional esprit at NCCC.

Tables 4.12A through E display the group mean scores for the 11 dimensions. Table 4.12F displays and compares group mean scores.

Table 4.12A

NCCC - IFI

Faculty Group Mean Scores

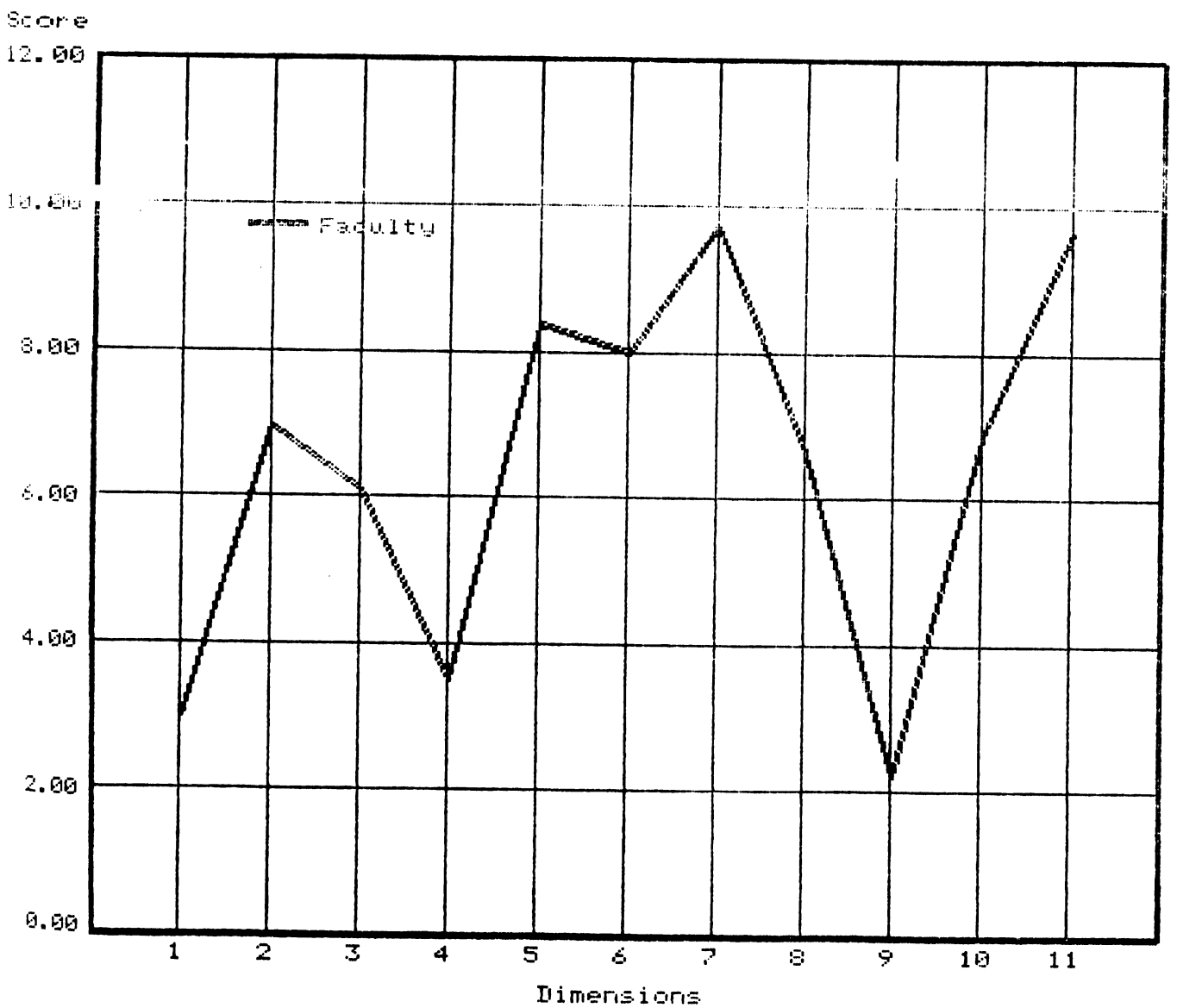


Table 4.12B

NCCC - IFI

Students Group Mean Scores

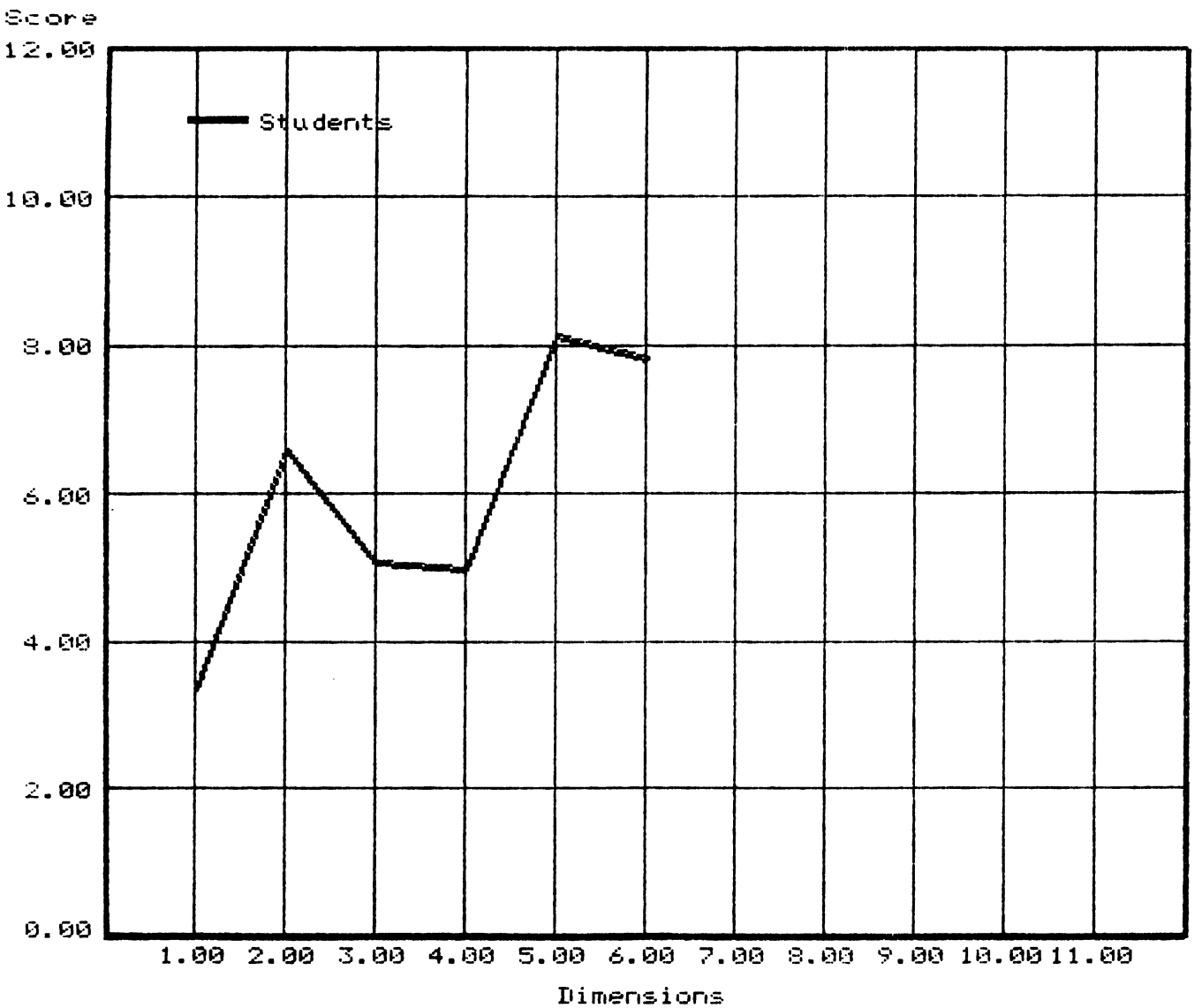


Table 4.12C

NCCC - IFI

Administrators Group Mean Scores

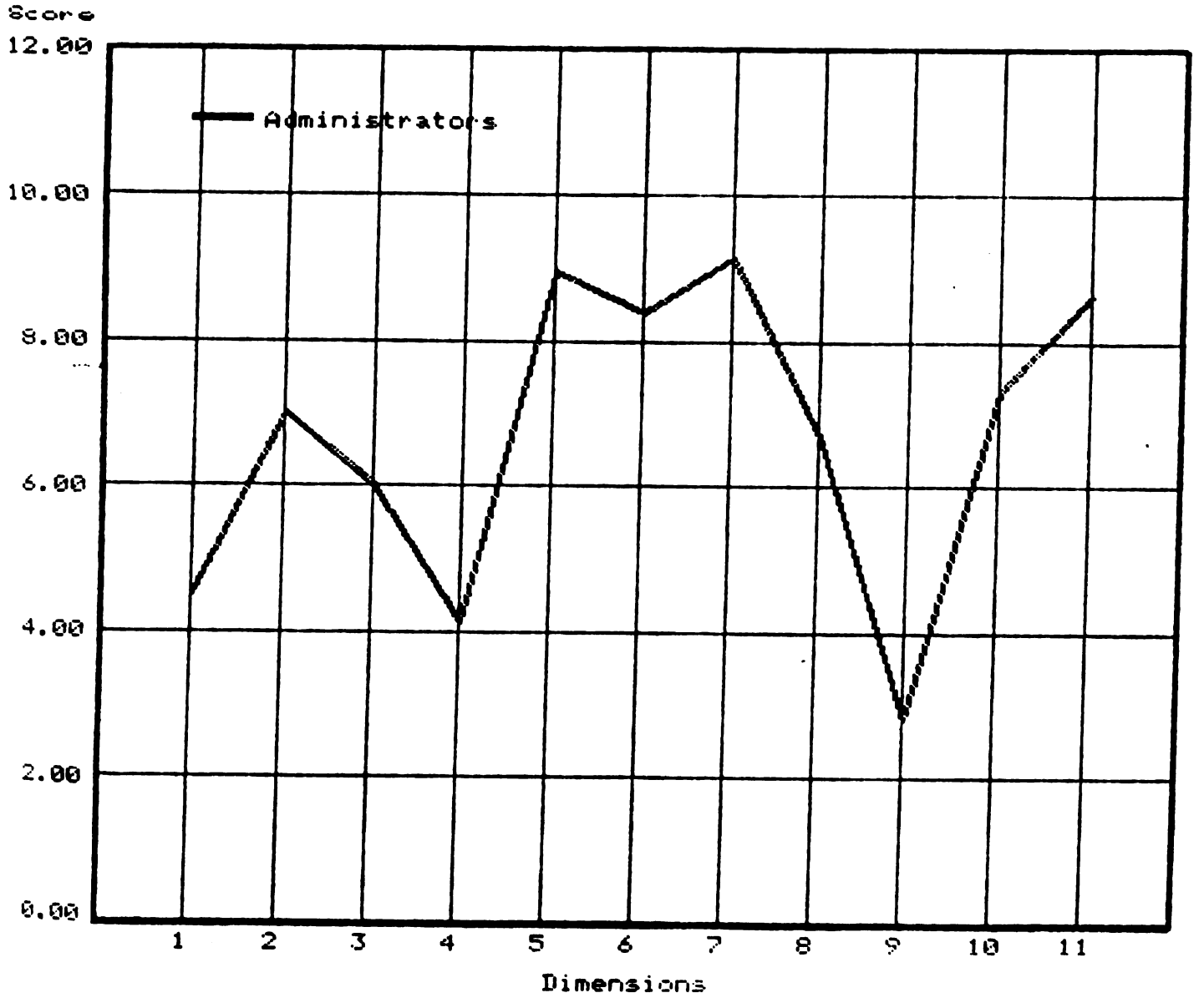


Table 4.12D

NCCC - IFI

Trustees Group Mean Scores

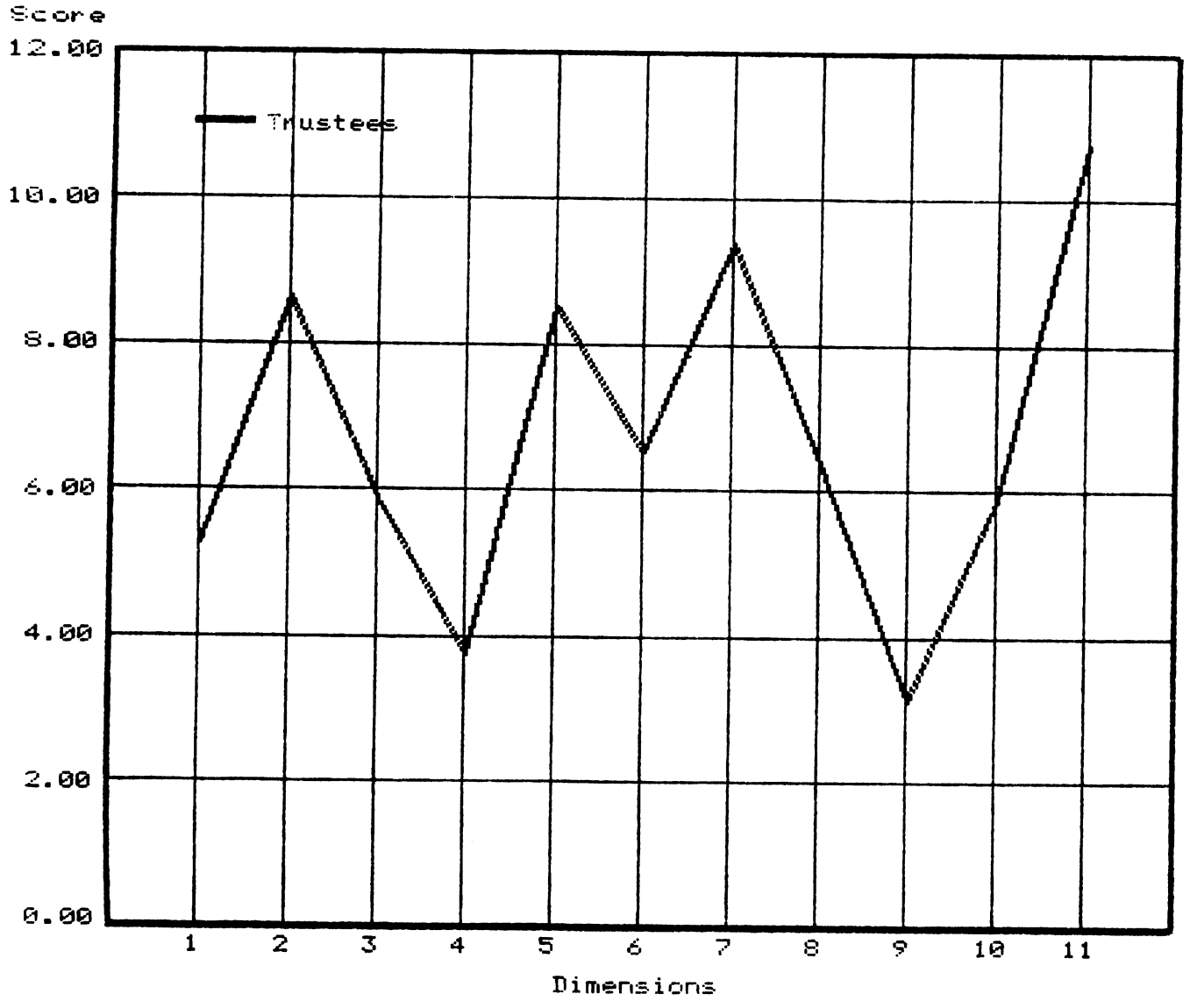


Table 4.12E

NCCC - IFI

Legislators Group Mean Scores

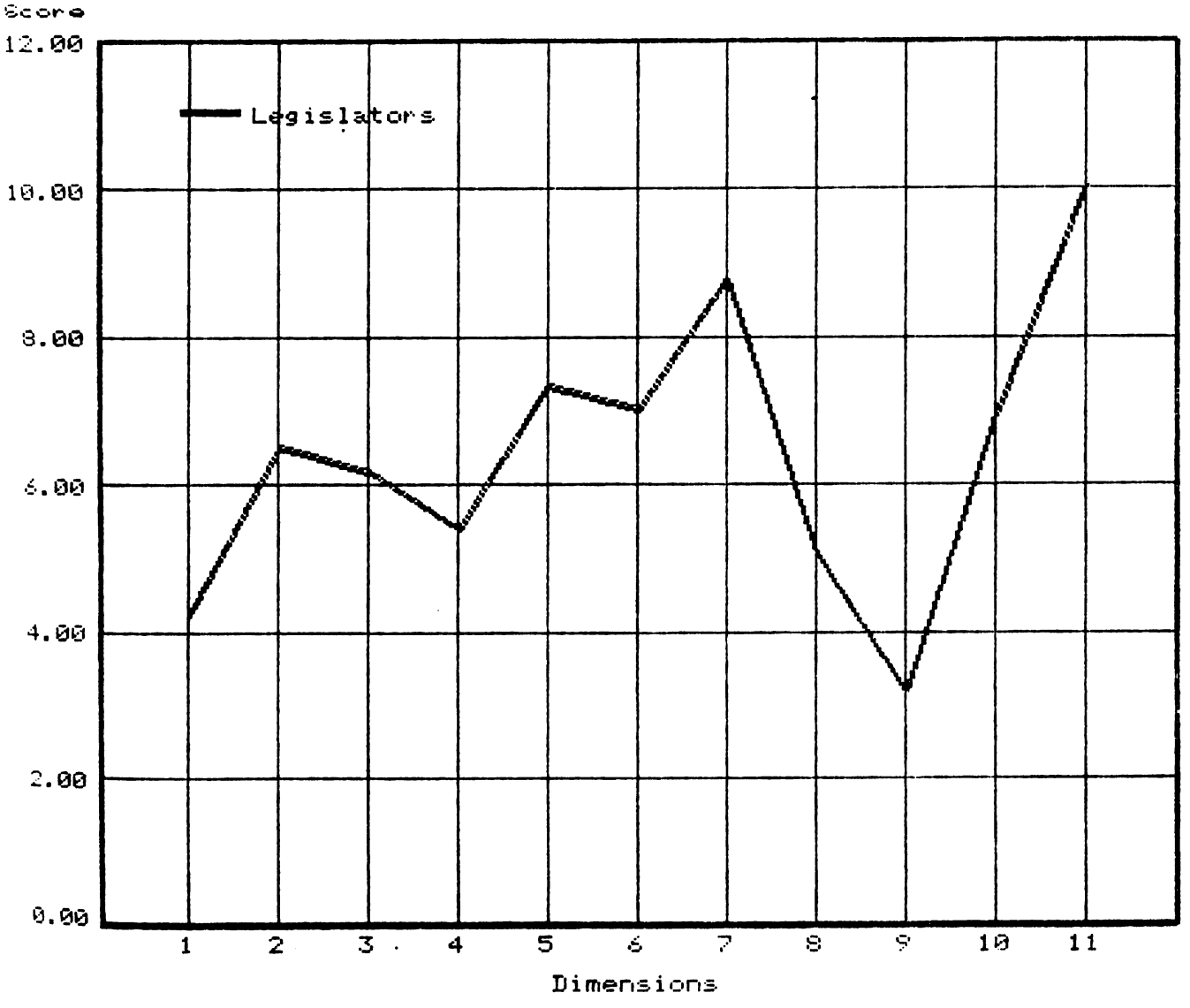
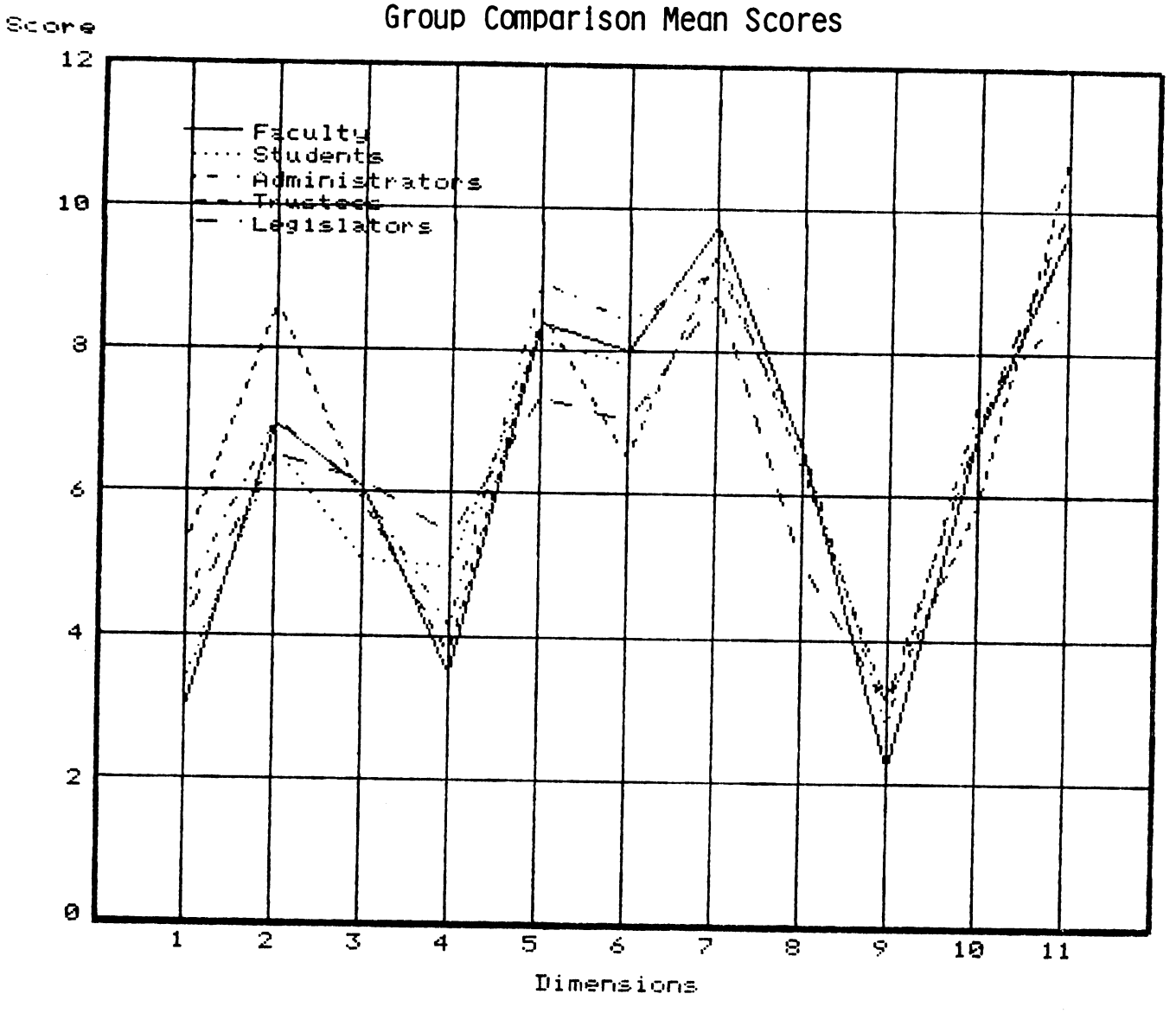


Table 4.12F

NCCC - IFI

Group Comparison Mean Scores



Research question Number Two asked:

> Does an individual's permanent county of residence affect his/her perceptions of appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey?

The second null hypothesis of the study states:

> Ho-2: There are no significant differences of perception with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey between select residents of Essex County and select residents of Franklin County.

Ho-2a: Intellectual-Aesthetic Extracurriculum (Dimension I)

This dimension refers to the availability of activities and opportunities for intellectual and aesthetic stimulation outside the classroom at NCCC.

Table 4.13

Means, Standard Deviations, Standard Errors and *t*-Test *t* and *p* values for Dimension I (Intellectual-Aesthetic-Extracurriculum)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	3.34	2.22	.23		
Essex	97	3.63	2.40	.24		
					-.87	.39

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension I: $t(187) = -871$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to deliberate institutional effort to afford opportunities for intellectual and aesthetic stimulation outside the classroom at NCCC.

Ho-2b: Freedom (Dimension II)

This dimension has to do with academic freedom and freedom in personal lives of those who make up the NCCC community.

Table 4.14

Means, Standard Deviations, Standard Errors, and t-Test t and p values for Dimension II (Freedom)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	6.73	1.98	.21		
Essex	97	6.95	2.02	.21		
					-.76	.45

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension II: $t(187) = 76$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin Counties residents with regard to the degree of academic and personal freedom for individuals in the campus community at NCCC.

Ho-2c: Human Diversity (Dimension III)

This dimension has to do with the degree to which the faculty and student at NCCC are heterogeneous in their backgrounds and present attitudes.

Table 4.15

Means, Standard Deviations, Standard Errors and t-Test t and p values for Dimension III (Human Diversity)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	5.70	1.91	.20		
Essex	97	5.44	1.93	.20		
					.90	.37

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension III: $t(187) = 90$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to the diversity of ethnic and social backgrounds, political and religious attitudes, and personal tastes and styles at NCCC.

Ho-2d: Concern for the Improvement of Society (Dimension IV)

This dimension refers to a desire among people at NCCC to apply their knowledge and skills in solving social problems and prompting social change.

Table 4.16

Means, Standard Deviations, Standard Errors, and *t*-Test *t* and *p* values for Dimension IV (Concern for Improvement of Society)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	4.61	2.13	.22		
Essex	97	4.42	2.30	.23		
					.58	.56

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension IV: $t(187) = -87$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to the desire among people at NCCC to apply their knowledge and skills in solving social problems and prompting social change.

Ho-2e: Concern or Undergraduate Learning (Dimension V)

This dimension describes the degree to which NCCC - in its structure, function and professional commitment of faculty - emphasizes undergraduate teaching and learning.

Table 4.17

Means, Standard Deviations, Standard Errors, and t-Test t and p values for Dimension V (Concern for Undergraduate Learning)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	8.40	2.07	.22		
Essex	97	8.04	2.11	.21		
					1.19	.24

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension V: $t(187) = 1.19$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to concern for undergraduate learning at NCCC.

Ho-2f: Democratic Governance (Dimension VI)

This dimension reflects the extent to which individuals in the NCCC community, who are directly affected by a decision, have the opportunity to participate in making the decision.

Table 4.18

Means, Standard Deviations, Standard Errors, and *t*-Test *t* and *p* values for Dimension VI (Democratic Governance)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	8.09	2.55	.27		
Essex	97	7.44	3.12	.32		
					1.50	.052

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension VI: $t(187) = 1.50$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to involvement in decision making at NCCC.

Ho-2g: Meeting Local Needs (Dimension VII)

This dimension refers to an institutional emphasis at NCCC on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for training manpower on the part of local businesses and government agencies.

Table 4.19

Means, Standard Deviations, Standard Errors, and t-Test t and p values for Dimension VII (Meeting Local Needs)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	9.93	2.13	.33		
Essex	97	9.24	2.67	.38		
					1.34	.19

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension VII: $t(187) = 1.34$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to NCCC's institutional emphasis on providing educational and cultural opportunities for adults in the surrounding community, as well as fulfilling the local needs for trained manpower.

Ho-2h: Self-Study and Planning (Dimension VIII)

This dimension has to do with the importance college leaders attach to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans.

Table 4.20

Means, Standard Deviations, Standard Errors, and t-Test t and p values for Dimension VIII (Self-Study and Planning)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	41	6.37	2.76	.43		
Essex	50	6.24	2.83	.40		
					.21	.83

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension VIII: $t(89) = .21$, $p<.05$. Thus, no significant difference existed between the residents of Franklin and Essex County with respect to the concern for Self-Study and Planning. Therefore, the null hypothesis was retained.

Ho-2i: Concern for Advancing Knowledge (Dimension IX)

This dimension reflects the degree to which NCCC - in its structure, function, and professional commitment of faculty emphasizes research and scholarship aimed at extending the scope of human knowledge.

Table 4.21

Means, Standard Deviations, Standard Errors, and t-Test t and p values for Dimension IX (Concern for Advancing Knowledge)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	2.15	1.46	.23		
Essex	97	2.84	1.98	.28		
					-1.92	.058

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension IX: $t(187) = -1.92$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to institutional concern for advancing knowledge at NCCC.

Ho-2j: Concern for Innovation (Dimension X)

This dimension refers to NCCC's institutionalized commitment to experimentation with new ideas for educational practice.

Table 4.22

Means, Standard Deviations, Standard Errors, and *t*-Test *t* and *p* values for Dimension X (Concern for Innovation)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	6.56	2.56	.40		
Essex	97	7.06	2.38	.34		
					-.96	.34

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension X: $t(187) = -.96$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to NCCC's institutionalized commitment to experimentation with new ideas for educational practice.

Ho-2k: Institutional Esprit (Dimension XI)

This dimension refers to a sense of shared purpose and high morale among constituent groups at NCCC.

Table 4.23

Means, Standard Deviations, Standard Errors, and *t*-Test *t* and *p* values for Dimension XI (Institutional Esprit)

GROUP	N	M	S.D.	S.E.	t	p
Franklin	92	10.02	2.09	.33		
Essex	97	9.48	3.01	.42		
					1.01	.31

There was no significant difference between perceptions of Essex County residents and Franklin County residents with regard to Dimension XI: $t(187) = 1.01$, $p<.05$. Therefore, the null hypothesis was retained. Thus, no significant difference of perception existed between Essex County residents and Franklin County residents with regard to the level of institutional esprit at NCCC.

Tables 4.24A and 4.24B display Franklin County and Essex County Mean Scores. Table 4.24C displays and compares County Mean Scores.

Table 4.24A

NCCC - IFI

County Summary Mean Scores

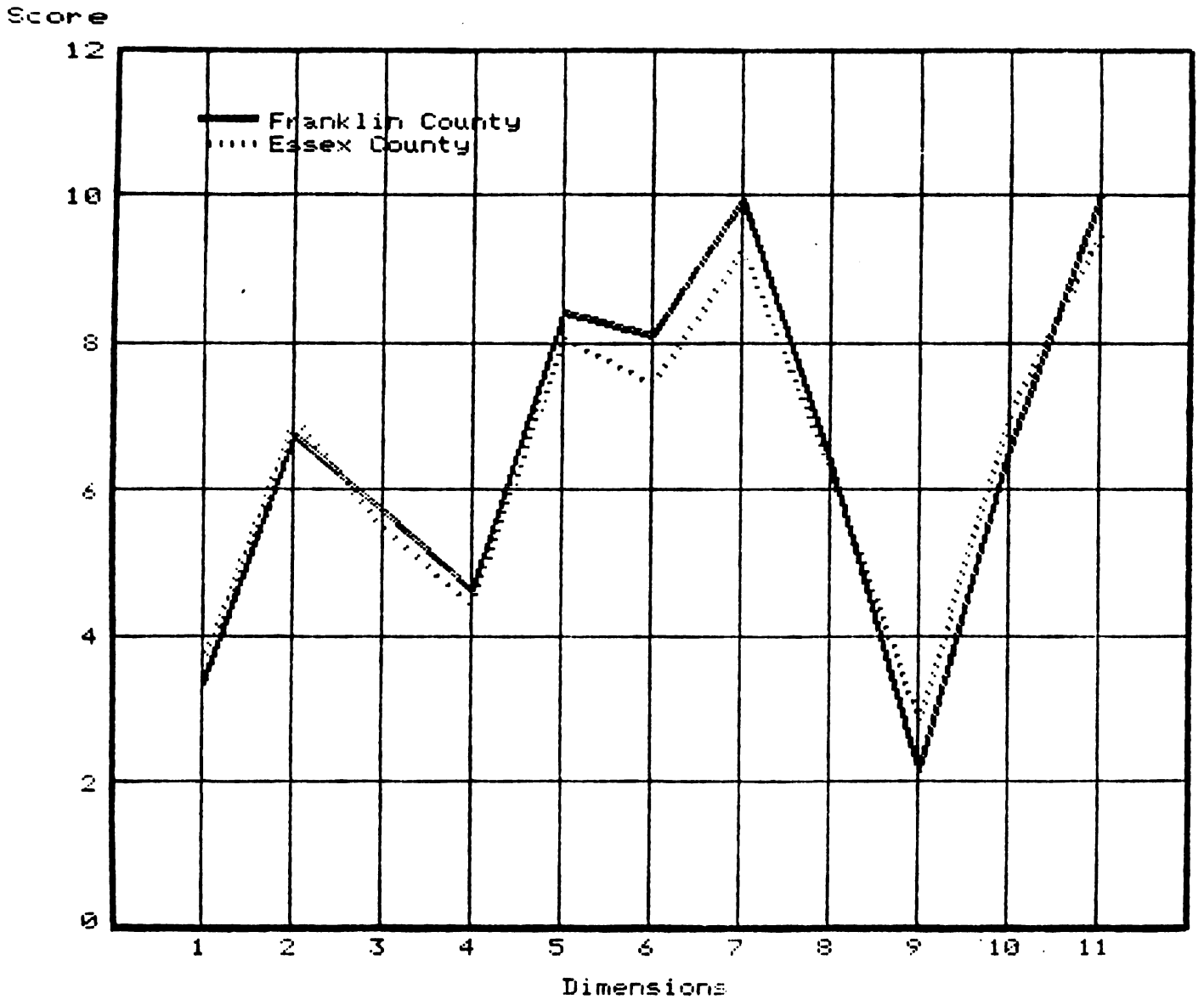


Table 4.24B

NCCC - IFI

Essex County Mean Scores

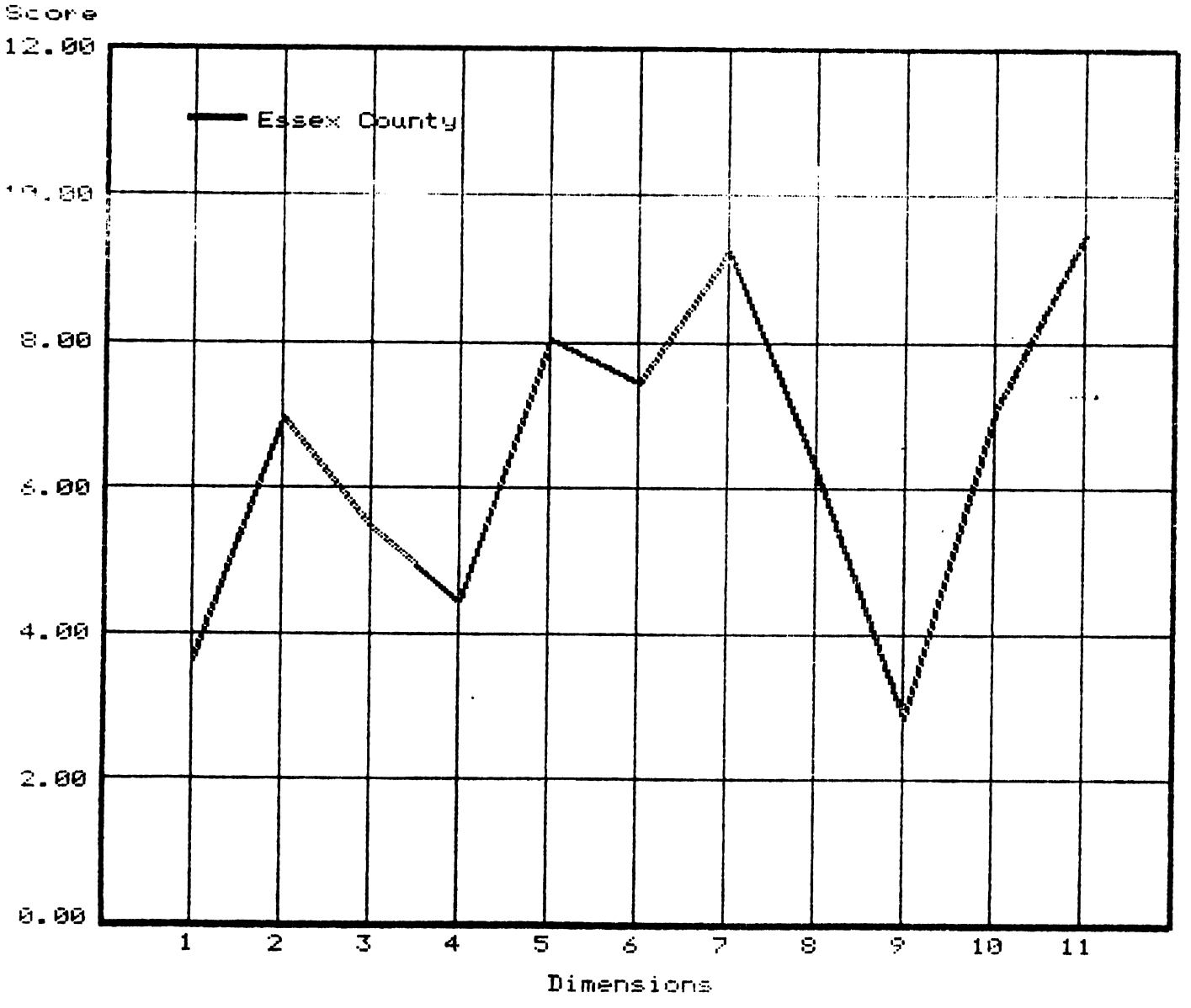
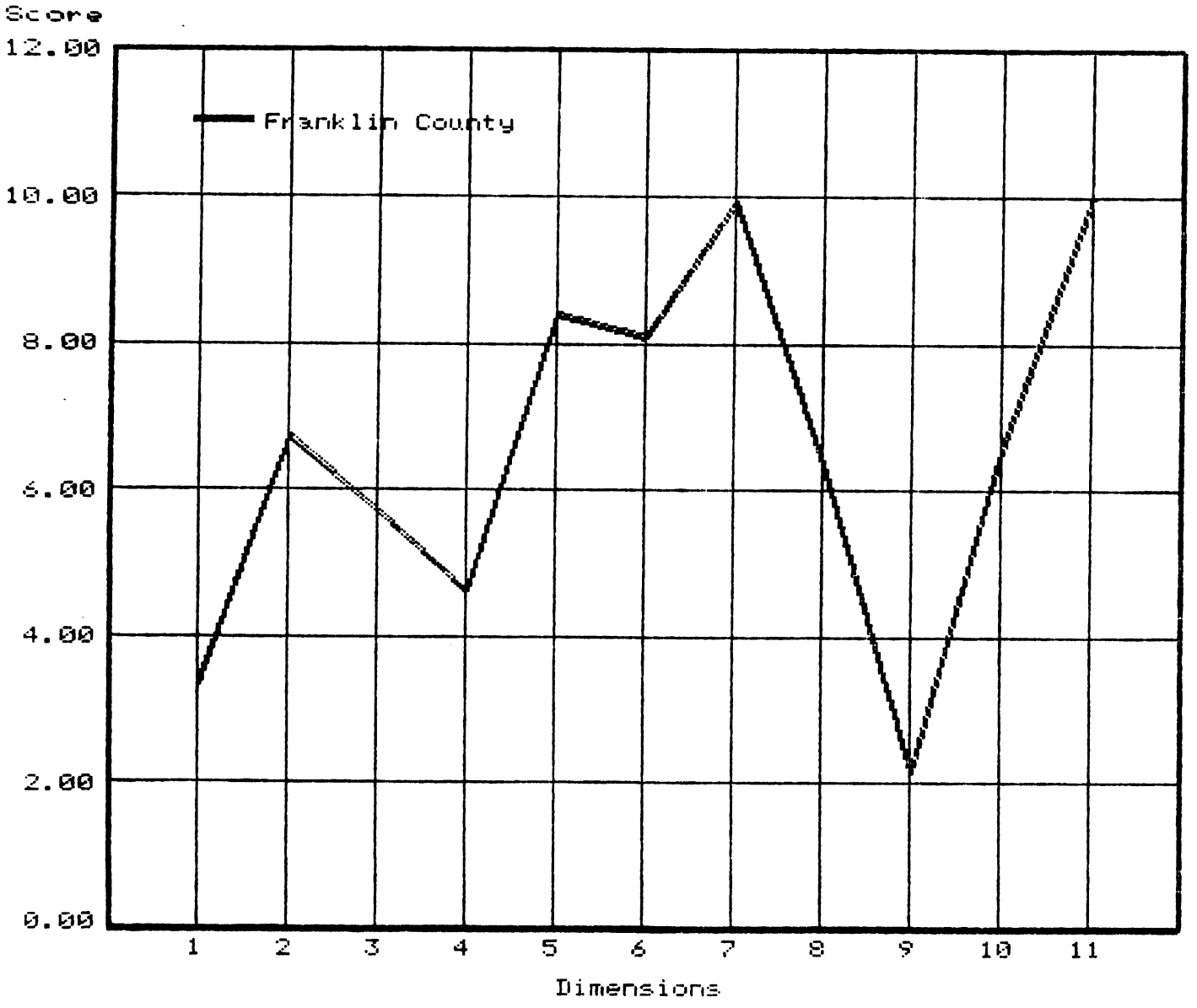


Table 4.24C

NCCC - IFI

FRANKLIN COUNTY MEAN SCORES



Summary

This chapter contained a detailed analysis of data, organized and presented through a display of tables. The data was collected through a survey questionnaire (the Institutional Functioning Inventory Survey). The survey questionnaire was administered by the researcher in face-to-face contact with college students, faculty, administrators, trustees, and county legislators of North Country Community College in New York State.

The tables enclosed in this chapter display various mean scores, standard deviations, standard errors, ANOVAS, and post-hoc comparisons, where appropriate, for each respondent group for each of the appropriate 11 dimensions. (Students were excluded in dimensions VII through XI) Also, means, standard deviations and t-statistics were shown for perceptions of the respondents by county on appropriate IFI dimensions. Tables were shown separately for each of the 11 dimensions.

The descriptive statistics and mean scores for each dimension were presented in summarizing form. The statistics were calculated from the responses to the items of the IFI.

Chapter V

Summary, Conclusions, and Recommendations

In this chapter, a summary of the study is presented including conclusions and recommendations for further research. It features the following sections: 1) A brief review of the study, 2) Summary of the findings, 3) Conclusions and discussion, and 4) Recommendations.

A Brief Review of the Study

In a small/rural community college such as North Country Community College (NCCC), institutional self study has become an important source of data for decision making and management of limited human and fiscal resources. In NCCC's published mission statement, there is reflected a great responsibility for helping to solve existing social problems, meeting the local needs of its service area, and assisting in the realization of the potentiality and aspirations of students from all walks of life and economic backgrounds. Thus a constituent oriented, utilitarian institution of higher education is needed to meet the diverse needs and demands of Franklin and Essex Counties college students.

The mission and purpose of small/rural community colleges may have become so complex and costly that one must ask: should any small/rural college attempt to do all things?

McGrath (in Peterson et al 1983), maintains that "some specialization of functions is indispensable if available resources are to be most economically used and if the needs of various kinds of students are to be effectively met." He posits that more must be known about colleges than is typically revealed through research of institutional goals, publicized purposes, academic preparation of faculty or admission test scores of students. College decision makers and researchers should have more precise data and information about the structure and flexibility of policy making machinery, the ability of the college to adapt to changing needs of society, how policies must be modified to adjust the college programs, and as McGrath puts it, "a host of other factors inherent in any effective institutional planning." In this research effort, the purpose was to measure perceptions of institutional functions at a small/rural community college and to illuminate those functions for institutional self study and review. It was not intended to tell NCCC what it ought to be or what it ought to do. The researcher's intention was only to help determine essentially what NCCC is, through measurement of constituent perceptions which is what McGrath (in Peterson et al, 1983) maintains is a necessary step in any intelligent institutional plan for change.

The research study was designed to measure and analyze the perceptions of faculty, students, administrators, trustees, and county legislators of various institutional

functions at NCCC, as well as to ascertain whether county residency affects perception of institutional functioning. The conceptual framework in the review of the literature dealt with broader issues of community college history, organizational theory and measurement, and institutional goal and function research.

The researcher conducted a survey with a distribution of N = 229 questionnaires to five constituent groups of faculty, students, administrators, trustees, and county legislators in order to study views or perceptions of various institutional functions at the college.

The setting for the research was NCCC, a small/rural community college located in upstate New York. The significance of the study lies in that, to the best knowledge of the investigator, it was the first research study undertaken at a small/rural community college which sought to obtain perceptions of students, faculty, administrators, trustees and county legislators, concerning various institutional functions measured by the Institutional Functioning Inventory (IFI) Survey. The study provides basic information to educational decision makers and planners and researchers interested in upgrading curricular activities and programmatic features of NCCC. It also provided pertinent information for further research, institutional self study and planning for small/rural community colleges.

The survey methodology chosen to gather data was the IFI

Survey. The survey was developed under the auspices of the Educational Testing Service (ETS) in Princeton. It was designed primarily as an instrument of self study for American universities.

The IFI Survey consists of 132 multiple choice questions for all non-student respondents and 72 multiple choice items for student respondents, yielding scores on 11 dimensions or scales comprised of 12 items each. Brief descriptions of the 11 dimensions are contained in Chapter I. Scoring of the IFI Items is on a unit (0 - 1) basis. The keyed answer is scored 1 and the opposite is scored 0. A "no" response (or ?) is treated as an omit. The dimension score of each respondent ranges from 1 to 12. From these individual scores an average is calculated to provide an institutional mean score for each dimension. Means and standard deviations are also calculated separately for the five constituent groups. Of the N = 229 questionnaires distributed, a total of N = 195 (85 %) were returned, thus reaching the pre-determined, sufficient return rate needed for data analysis.

The responses were tabulated and processed by ETS into a summary data report. The data from this report was then analyzed utilizing a large mainframe computer (CYBER 170/750) at Michigan State University, using the Statistical Package for the Social Sciences (Nie et al, 1975).

Analysis of Variance (ANOVA) was used to test significant differences for all 11 IFI dimensions between the appropriate constituent groups for the hypothesis Number One.

Subsequent post-hoc comparisons (Scheffée) of means were conducted for each of the 11 dimensions. The purpose for performing the post hoc procedure was to determine whether or not differences existed between constituent groups. T-tests were utilized to ascertain if significant differences existed between respondents from the two counties (Essex and Franklin) that comprise the service district of NCCC on appropriate IFI dimensions for hypothesis Number Two.

Summary of Findings

The findings of this study are summarized in this section. In the analysis of the IFI Survey results, there was congruence among constituent groups perceptions of the IFI dimensions except for:

1. Intellectual-Aesthetic Extracurriculum (Dimension I) where the combined mean scores of trustees and administrators demonstrated a perception of more deliberate institutional efforts at NCCC to afford opportunities for intellectual and aesthetic stimulation outside the classroom than did the faculty.
2. Human Diversity (Dimension II) where the faculty group perceived the NCCC community as having more diversity with respect to ethnic and social backgrounds, political and religious attitudes and personal tastes and styles than did the student group.
3. Concern for Improvement of Society (Dimension IV)

where the student group and legislator group perceived the people at NCCC as having a stronger desire to apply their knowledge and skills in solving social problems and prompting social change than did the faculty.

The analysis of data also revealed congruence of perception among Essex County respondents and Franklin County respondents with regard to the 11 IFI Dimensions. No significant difference in perception was found.

One clear message should be discerned from the IFI survey results. There is a strong sense of agreement and congruence among the constituent groups of NCCC, regardless of their county of residence.

The use of the IFI survey seemed to be an acceptable format for use with county legislators. This study appears to be the first to use the IFI survey with this type of audience.

It is also important to note that there was no significant difference in perception of institutional functioning between residents of Essex and Franklin Counties. Thus, there is similar perception of NCCC by its constituents regardless of where they reside in the two-county service area.

There were two hypotheses under consideration in this study, each with 11 components corresponding to the IFI dimensions. Null Hypothesis Number One was tested using the Analysis of Variance (ANOVA) and the Scheffée Test. T-tests

were used for Null Hypothesis Number Two. The null hypotheses were stated as follows:

Null Ho-1: There are no significant differences of perception with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Survey between faculty, students, administrators, college trustees and county legislators.

Null Ho-2: There are no significant differences of perception with regard to appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey between select residents of Essex County and select residents of Franklin County.

Hypothesis number "1a" was retained when simple contrasts were conducted, but was rejected based on the results of ANOVA and Scheffée tests of a complex contrast, since it was observed that, in combination, trustees and administrators perceived more deliberate institutional efforts to afford opportunities for intellectual and aesthetic stimulation outside the classroom than did the faculty.

Hypotheses numbered "1c" and "1d" were rejected based on the results of the ANOVA and Scheffée tests. Test results revealed that the faculty group perceived the NCCC community as having more diversity with respect to ethnic and social backgrounds, political and religious attitudes, and personal tastes and styles than did the student groups

for "1c." The student group and legislator group perceived the people at NCCC as having a stronger desire to apply their knowledge and skills in solving social problems and prompting social change than did the faculty for "1d."

Hypotheses numbers "1b," and "1e" through "1k" were not rejected. There was no significant difference observed in perceptions of faculty students, administrators, trustees and legislators concerning the appropriate IFI dimension.

Hypotheses numbers "2a" through "2k" were not rejected. There was no significant difference in perceptions of the 11 IFI dimensions between select residents of Essex County and select residents of Franklin County.

Conclusions and Discussion

The sense of agreement reflected by study results seems to have a positive effect on college morale, which is high despite a recent financial crisis and changes in academic and administrative deans. The three scales with significant differences point to 1) the need for a better understanding by the college of its intellectual role in the surrounding community, 2) the need for the college to consider whether students need exposure to more diverse ideas and ways of life, and to 3) the need for a better understanding of how the institution might apply its resources in solving and prompting social change.

At the beginning of this study, two research questions, each phrased in non-statistical language, were advanced.

Based on the findings emanating from this study, each of the two questions is answered and implications for NCCC are discussed in the following section:

1. Is there a difference of perception with regard to appropriate institutional functioning dimensions between students, faculty, administrators, board of trustees, and county legislators as measured by the Institutional Functioning Inventory Survey?
2. Does an individual's permanent county of residence affect his/her perceptions of appropriate institutional functioning dimensions as measured by the Institutional Functioning Inventory Survey?

Intellectual-Aesthetic Extracurriculum - Dimension I

All of the groups scored extremely low on this dimension indicating a perception of relative scarcity of extracurricular opportunities of an intellectual and aesthetic nature at NCCC. However, there is a significant disparity between faculty (low) versus administrators and trustees (high) with regard to this dimension. If NCCC should be expected to provide cultural opportunities outside of the classroom, then this is clearly one area of college life that merits further study. Since the college is located in a rural setting with limited intellectual and cultural opportunities, the expansion of these functions would appear to be desirable.

NCCC may want to analyze its community with respect to

changes that could be made to enhance the opportunity of aesthetic growth outside the sphere of academic and training programs. A fuller achievement of educational objectives may be accomplished through aesthetic-extracurricular programs such as periodic showings of works of art or the scheduling of lectures on subjects of large human interest. The stimulation of discussion groups on matters of scholarly and social concern and a general commitment among the faculty and administration to the development of broad cultural interests among students could contribute to a better educational environment and experience for students as well as to attracting a larger community clientele.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Intellectual-Aesthetic Extracurriculum - Dimension I.

Freedom - Dimension II

All the groups scored in the mid-range of this dimension and there was no significant difference between them. This mid-range rating can be interpreted to imply that, as a valid measure of rules, regulations or other forms of social conformity, there are not considerable restraints in existence at NCCC. Since there is congruence in perception toward this dimension, NCCC may want to examine existing policies with respect to freedom in terms of institutional or educational purposes and the demands of contemporary life.

These scores seem to suggest that NCCC is an institution where constituent group members understand institutional social mores and accept them without feeling unduly restrained.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Freedom - Dimension II.

Human Diversity - Dimension III

Although faculty tend to see an even greater heterogeneity among students, there was no other statistically significant difference between groups with regard to this dimension.

Again, the scores are in the mid-range of the 12.0 scale. High scores in this dimension would seem to appropriate to a public institution that seeks to accommodate students and faculty with diverse ethnic, social, religious and political background. It should be noted that the region could be classified as somewhat homogeneous with regard to social, religious and ethnic characteristics when compared to a urban or suburban region in New York State.

The faculty perception may be the result of a greater awareness on the part of the faculty of the human diversity in existence at NCCC. It would seem reasonable to assume that faculty, having spent more years at the institution, would be more apt to be aware of the human diversity at NCCC than would the students. In the future, in light of this

finding, college decision makers might consider the possibility of developing activities that could serve to broaden the awareness of students with regard to human diversity.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Human Diversity - Dimension III.

Concern for Improvement of Society - Dimension IV

This dimension measures a desire among faculty and administration at NCCC to apply their knowledge and skill in solving contemporary social problems and prompting social change. There was a significant difference between the perceptions of constituent groups with regard to Improvement of Society - Dimension IV. Analysis specifically revealed that significant differences existed regarding perceptions of faculty versus the perceptions of legislators and students. Thus, legislators and students perceived the people of NCCC as having a stronger desire to apply their knowledge and skills in solving social problems and prompting social change than did the faculty. If one considers the faculty's primary purpose as teaching course content, it is understandable that they would see community service and solving contemporary social problems as secondary in their priorities. Since it is consistent with the published mission and philosophy of NCCC that the institution should be committed to improving social conditions, faculty may need to be re-

minded of the importance of this dimension as an integral part of their instructional role. On the other hand, this difference may be attributed to a more idealistic posture of students and legislators toward the mission of NCCC. NCCC decision makers may want to study the relationship of this dimension area to institutional goals and resources.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Concern for Improvement of Society - Dimension IV.

Concern for Undergraduate Learning - Dimension V

The mean score for NCCC is in the high range. NCCC could be expected to score high on this dimension, as it is a student-oriented teaching undergraduate institution. The individual group scores are very similar, indicating agreement on the importance of this dimension at NCCC. These scores seem to point to a genuine commitment by all groups to the principle that undergraduate education of superior quality should have high priority among NCCCs institutional purposes.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Concern for Undergraduate Learning - Dimension V.

Democratic Governance - Dimension VI

This dimension measures the extent to which individuals in the NCCC community who are directly affected by a de-

cision, feel that they have an opportunity to participate in the decision-making process. Again, we find continuity of scores among the five constituent groups. The scores are in the high-medium range.

A similarity of scores at the high-medium range may be interpreted to indicate a reasonable communication level between groups. The scores may also indicate a perception of shared governance and participatory decision making.

The top administrators should note that the trustees had the lowest score on the scale, even though no statistical significance was found.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Democratic Governance - Dimension VI.

Meeting Local Needs - Dimension VII

This dimension refers to an institutional emphasis on providing educational opportunities for adults in Franklin and Essex counties, as well as fulfilling local employer needs for trained manpower. Group perceptions of this dimension demonstrate availability of adult education and job related and remedial education programs. These scores may also be interpreted to indicate acceptable levels of job placement and employer training services. NCCC, by its own published mission and purpose statement, should score high on this dimension, and indeed, did score high. There is very little difference in the dimension scores of the four

constituent groups. Consequently, it would appear that there is considerable consensus of perception to this dimension at NCCC.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Meeting Local Needs - Dimension VII.

Self Study and Planning - Dimension VIII

This dimension measures the importance attached to continuous long-range planning by NCCC leaders. It also reflects whether relevant institutional research is being conducted. The college scores for this scale are in the medium range of the 12 point scale and there is no significant difference of perception between the constituent groups. This would seem to indicate that no group perceives long-range planning and periodic institutional self study as having a high priority. Prior to 1983, little or no institutional self study was conducted at NCCC, a factor that may contribute to the medium range scores. Other factors contributing to this perception may be a lack of understanding by faculty, administrators, trustees and legislators toward institutional research and planning, or a lack of dissemination of the result of such studies. If continuous self study and institutional research is to become a high priority for the college, all campus groups need to be kept informed and participate in such research.

County residency did not affect respondents' percep-

tions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Self Study and Planning - Dimension VIII.

Concern for Advancing Knowledge - Dimension IX

NCCC scores on this dimension fall in the low range, and there is little disparity between the constituent groups. These low scores could be expected from a two year community college, where commitment to research and scholarship aimed at extending the scope of human knowledge is low. A high score on this scale might indicate heavy faculty involvement in scientific research and light teaching loads, which is not the case at NCCC. These scores could indicate a common understanding of the community service mission and purpose of NCCC.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Concern for Advancing Knowledge - Dimension IX.

Concern for Innovation - Dimension X

This dimension refers to an institutionalized commitment to experimentation with new ideas for educational practices. Again, there is little disparity between the constituent group scores, all of which fall in the medium range. This would seem to indicate that there has been some interest in instructional innovation at NCCC. The responses at the mid-range (rather than high range) could be related to severe financial constraints placed on the college fac-

ulty due to a recent financial crisis, which may explain the perception of limited experimentation by the groups. The group perceptions toward this dimension seem to suggest a need for greater emphasis on instructional innovation at NCCC. Decision makers may want to assess current allocation of financial and human resources, as well as administrative receptiveness to new ideas and innovation.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Concern for Innovation - Dimension X.

Institutional Esprit - Dimension XI

This dimension measures the perception of morale at NCCC. The high scores on this dimension indicate that the constituent groups share common goals and work openly as well as together for the benefit of all. They can also be interpreted to show loyalty to the college and pride in its work. Again, what is significant for NCCC is the similarity of scores among constituent groups and the extremely high scores despite a recent fiscal crisis that resulted in a faculty retrenchment and the prospect of future austerity. The trustees' and legislators' high scores reveal a commitment to NCCC at the policy-making level. McGrath (1983) feels that no feature of life on a campus is more crucial in determining the total effectiveness of an institution than the spirit with which members of the academic community go about their daily activities. This dimension shows that

when NCCC faculty, administrators, trustees and legislators are given an opportunity to express their opinion on a number of institutional characteristics, they do so in a way that characterizes NCCC as a pleasant place to work, personally satisfying and professionally rewarding. The IFI survey sensitively measures local morale and the dynamics of community basic to continuous commitment and renewal. It is very significant that despite the recent financial problems, the scores of the respondents are high.

County residency did not affect respondents' perceptions of this dimension; therefore, there is congruence between Essex and Franklin county respondents with regard to Institutional Esprit - Dimension XI.

Recommendation

The following recommendations can be posed based on the findings and conclusion of this study:

1. The results of this study should be made available to college constituents including the board of trustees, county legislators, college and government planners, SUNY Central Administration, local media, and the college Regional Evaluation Team.
2. A similar research effort, using the framework outlined in this study, should be undertaken in other rural community colleges located in other

regions to determine if findings of this study can be generalized across geographic areas.

3. Future research studies at small/rural community colleges should strive for high and/or perfect return rates when encountering small groups N's to ensure accurate measurement of college conditions. Most small/rural colleges will have small group N's except for students.
4. A comparison of the findings of recommended studies between small/rural community colleges should be made, so that generalizable conclusions might be made.
5. The population used in further studies should include county legislators if they play a part in the governance or financing of community colleges.
6. The 11 dimensions identified should become specific areas of attention of the colleges ongoing planning and articulating of its mission and purpose.
7. NCCC should consider periodic administration of the IFI survey as part of its continuous planning and institutional research effort.

Without systematic measurement of faculty, student, administrator, trustee and county legislator perception of small/rural community college characteristics, institutional planners, researchers and decision makers will continue to develop policy and set institutional goals on the basis of

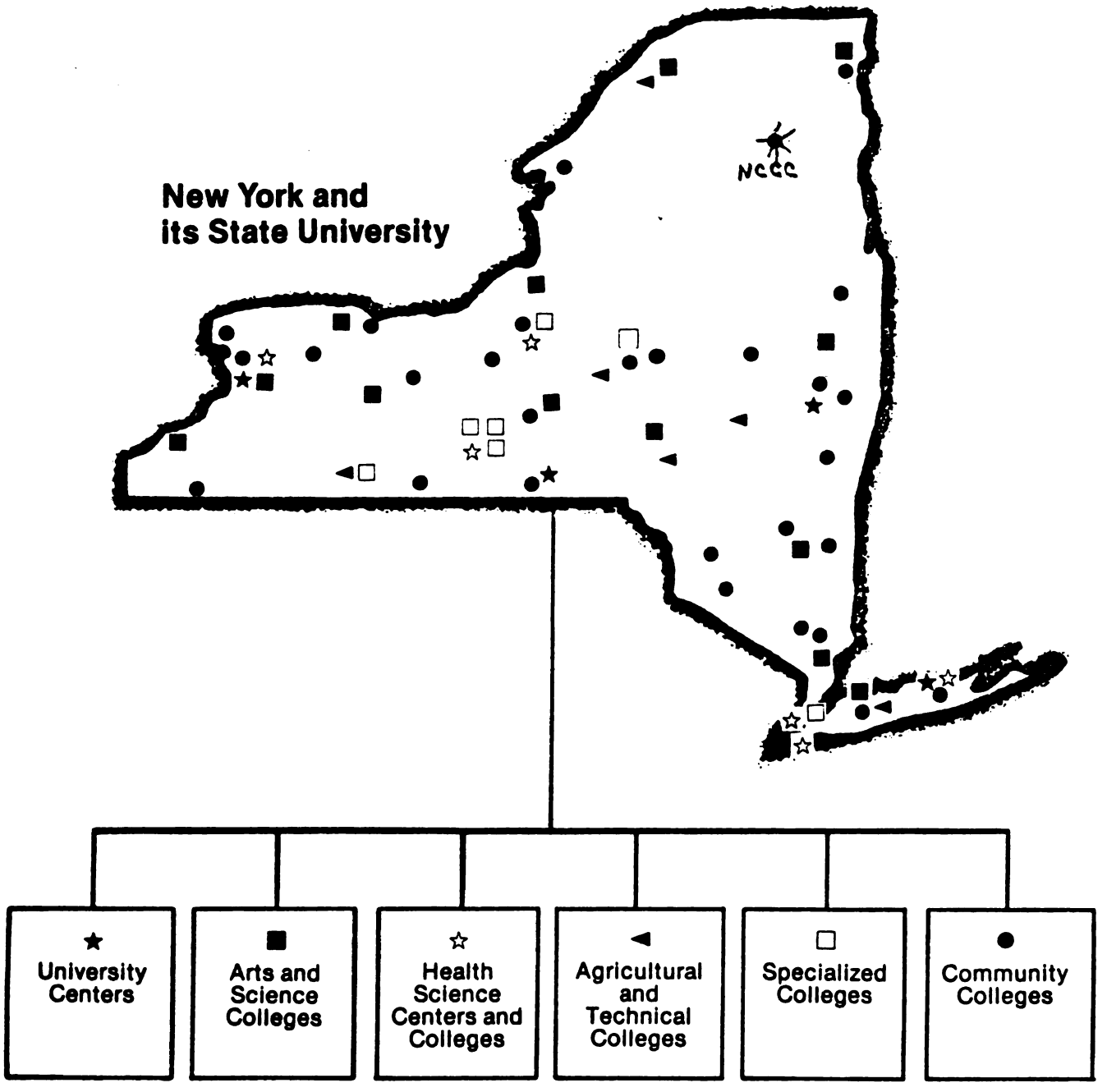
little more than limited opinion, experience, and common sense. When decisions of significant educational impact are made using data gathered by the use of the IFI, the decision making and planning method is influenced more by systematically derived evidence than by speculation. The value of this research (and of the recommendations for further consideration) is that it provides small/rural community college decision makers, planners, and researchers with the initial elements of an empirically derived data bank for constituent perception of college conditions. What remains if for continued efforts by researchers focusing on small/rural community colleges to build upon this beginning.

APPENDICES

Appendix 1.0

SUNY Network

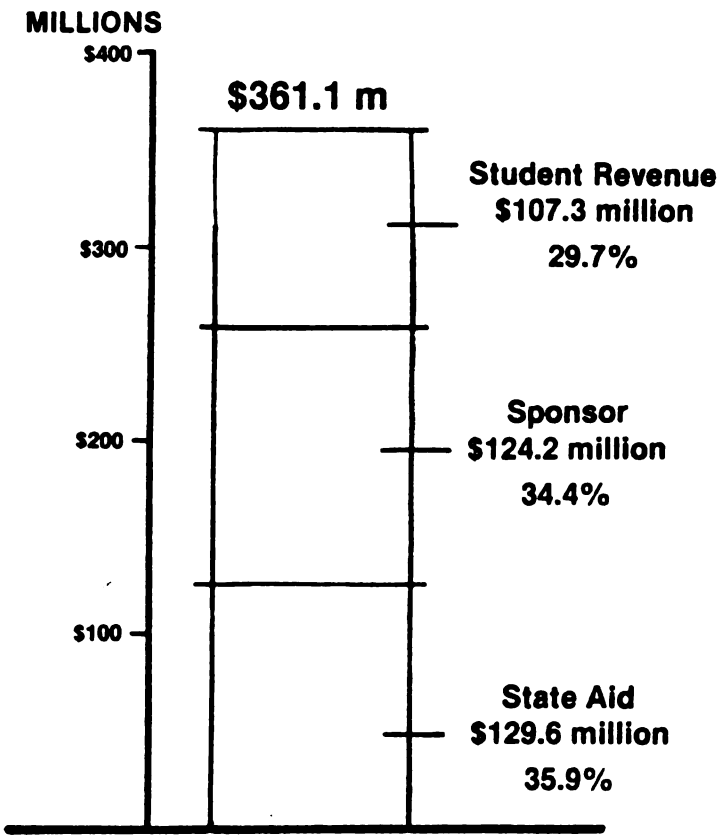
SUNY comprises a network of 64 campuses which bring public higher education within commuting distance of most citizens in the State.



Appendix 1.1

SUNY Community College Sources of Revenue

Operating budgets of Community Colleges are supported from three main sources.

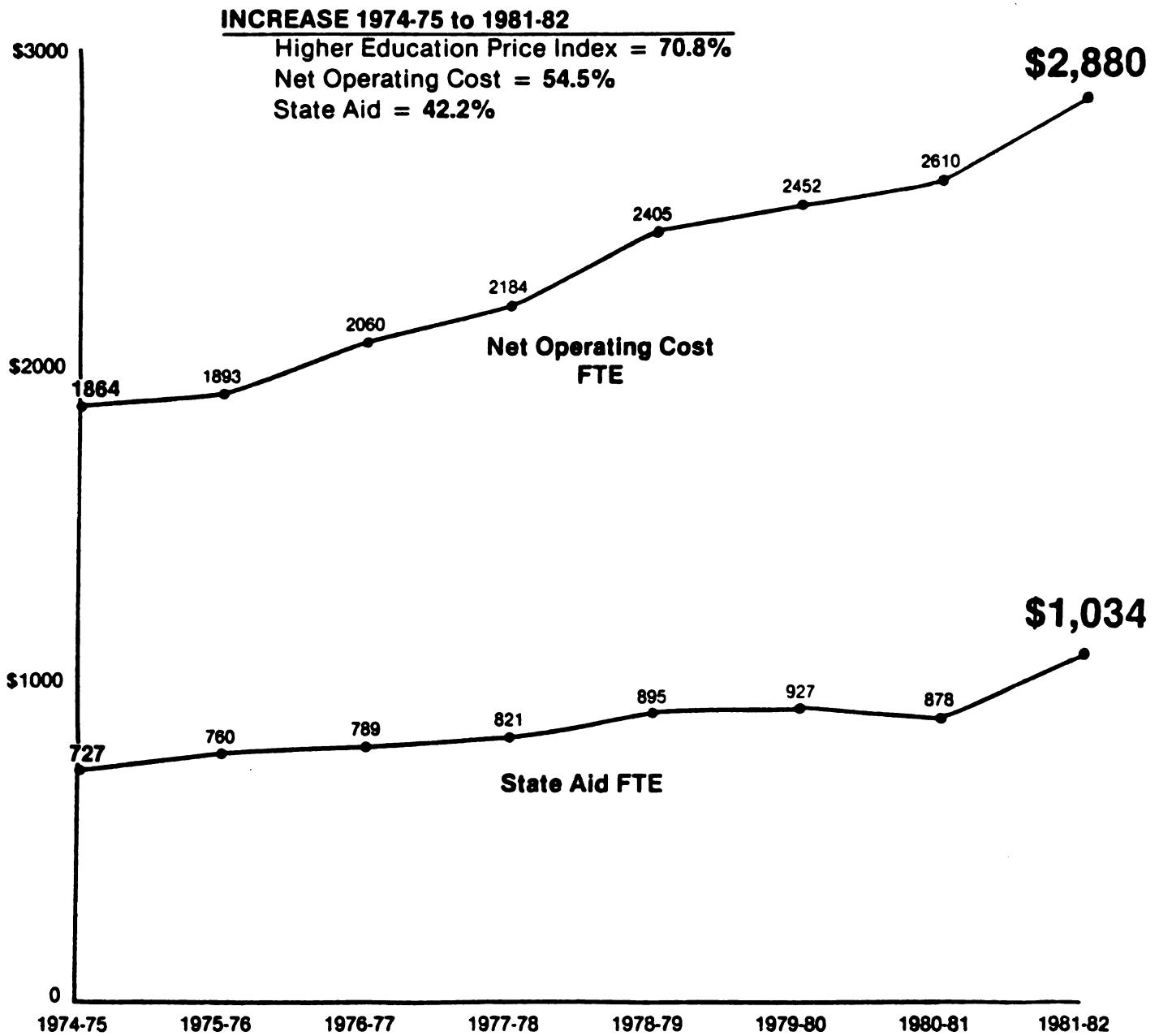


SOURCE: SUNY Office of Finance and Business

Appendix 1.2

SUNY Community College Operating Cost and State Aid

Over a seven-year period Community College net operating costs have not kept pace with inflation and the state aid funding share has declined.

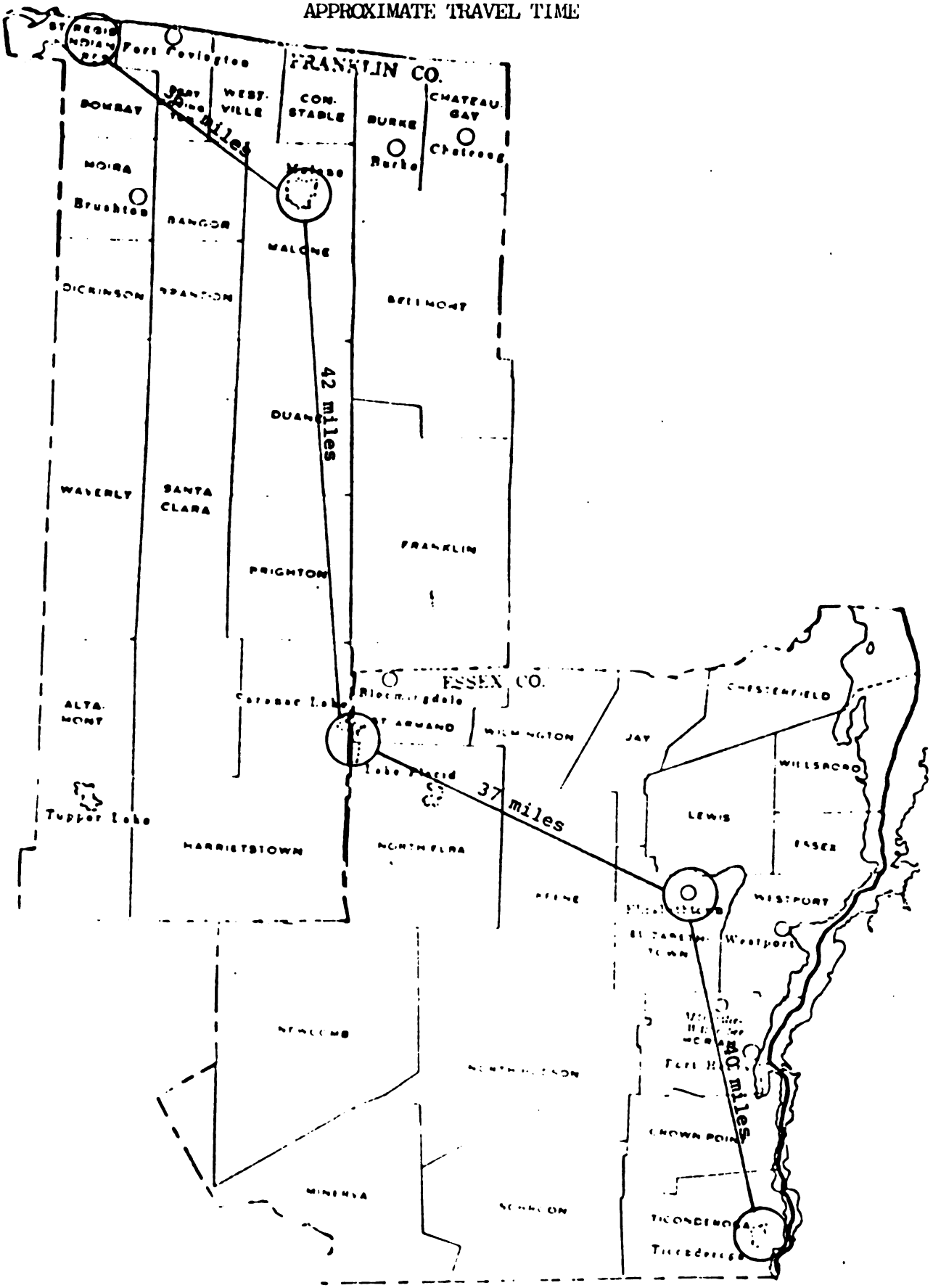


SOURCE: SUNY Office of Finance and Business

Appendix 1.3

North Country Community College Service District

APPROXIMATE TRAVEL TIME



Campus	Mileage	Travel Time
Elizabethtown	37	60 minutes
Ticonderoga	77	120 minutes
Malone	42	80 minutes
Plattsburg	78	110 minutes

Appendix 1.4

North Country Community College Mission Statement

Mission Statement

THE MISSION of North Country Community College, as a public community oriented institution of postsecondary education, is to provide all residents of Essex-Franklin Counties, Northern New York and others who are interested and could benefit from them, opportunities to gain the skills and attitudes with which to continue to learn and adapt throughout their lives so as to be more productive and enriched members of our society.

In carrying out its Mission the College will instill in individuals a concern for excellence, a desire for continuous learning and the ability to adapt to a changing society.

In order to allow the college to attain its Mission academic programs are offered in:

LIBERAL ARTS AND SCIENCES

CAREER PROGRAMS

CONTINUING EDUCATION & COMMUNITY SERVICE

The college will make its services available to individuals by maintaining a strong central campus in Saranac Lake and by reaching out to groups in other communities. In fulfilling its Mission and Goals the college will be accountable by:

PROMOTING ACADEMIC ACHIEVEMENT

MAINTAINING AND ENCOURAGING THE HIGHEST LEVEL OF PROFESSIONAL PERFORMANCE OF THE STAFF IN ALL AREAS OF THE COLLEGE

OPERATING IN A MANNER THAT IS CONSISTENT WITH THE ECONOMIC RESOURCES AVAILABLE AND IS AS COST EFFECTIVE AS POSSIBLE.

Appendix 1.5

North Country Community College Student Population

TOTAL SEMESTER HEADCOUNT BY

COUNTY GEOGRAPHIC LOCATION

Fall Semester

County	1980	1981	1982	1983	1984	1985
Franklin	597	686	735	669	724	742
Essex	445	378	338	461	482	495
Other NY	142	138	192	143	156	147
Outside NY	35	31	45	27	26	31
Total	1219	1233	1310	1300	1388	1415

Appendix 1.6

North Country Community College Financial Aid Profile

FINANCIAL AID PROFILE OF NORTH COUNTRY COMMUNITY COLLEGE STUDENTS

1982-83

FINANCIAL AID PROGRAMS	NO. OF AWARDS	AMOUNT
Pell Grants	594	$ 484,205
Tuition Assistance Program	628	335,653
Student Bank Loans	346	662,688
Supplemental Education Opportunity Grant Program	27	11,650
National Direct Student Loan	3	2,100
College Work-Study Program	146	104,865
Institutional Funded Student Work Program	64	15,764
TOTAL	1808	$1,616,925

PERCENTAGE RECEIVING FINANCIAL AID		FINANCIAL AID PERCENTAGES BY TYPE OF AID		
806	Full-time Student Enrolled	Grants	$ 831,508	51%
700	Receiving Financial Aid	Loans	$ 664,788	41%
87%	Full-time Students Received Aid (July 1982 to June 1983)	Employment	$ 120,629	8%
			$1,616,925	100%

1983-84

FINANCIAL AID PROGRAMS	NO. OF AWARDS	AMOUNT
Pell Grants	662	$ 564,617
Tuition Assistance Program	749	401,027
Student Bank Loans	496	903,040
Supplemental Education Opportunity Grant	32	14,175
National Direct Student Loan	0	0
College Work-Study Program	133	115,226
Institutional Funded Student Work Program	75	23,111
TOTAL	2147	$2,021,196

PERCENTAGE RECEIVING FINANCIAL AID		FINANCIAL AID PERCENTAGES BY TYPE OF AID		
864	Full-time Student Enrolled	Grants	$ 979,819	48%
764	Receiving Financial Aid	Loans	903,040	45%
88%	Full-time Students Received Aid (July 1983 to June 1984)	Employment	138,337	7%
			$2,021,196	100%

Appendix 1.7

Student Income Levels

Enrolled Eligible Financial Aid Applicants
By Income Percent Levels

Income Levels	1980-81	1981-82	1982-83
$ 0 - 5,999	30%	34%	42%
$ 6,000 - 11,999	27%	24%	23%
$12,000 - 17,999	18%	19%	15%
$18,000 - 23,999	14%	10%	10%
$24,000 or over	11%	13%	10%

July 1980 to June 1983

Income Levels	1983-84	1984-85
$ 0 - 5,999	37%	42%
$ 6,000 - 11,999	24%	23%
$12,000 - 17,999	16%	15%
$18,000 - 23,999	8%	10%
$24,000 or over	15%	10%

Appendix 3.0

Descriptions of the IFI Dimensions

BRIEF DESCRIPTIONS OF THE ELEVEN SCALES OF THE INSTITUTIONAL FUNCTIONING INVENTORY

1. **Intellectual-Aesthetic Extracurriculum** (IAE): the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside the classroom.

2. **Freedom** (F): the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

3. **Human Diversity** (HD): the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes.

4. **Concern for Improvement of Society** (IS): the desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change in America.

5. **Concern for Undergraduate Learning** (UL): the degree to which the college–in its structure, function, and professional commitment of faculty–emphasizes undergraduate teaching and learning.

6. **Democratic Governance** (DG): the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

7. **Meeting Local Needs** (MLN): institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding communities.

8. **Self-Study and Planning** (SP): the importance college leaders attach to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans.

9. **Concern for Advancing Knowledge** (AK): the degree to which the institution–in its structure, function, and professional commitment of faculty–emphasizes research and scholarship aimed at extending the scope of human knowledge.

10. **Concern for Innovation** (CI): the strength of institutional commitment to experimentation with new ideas for educational practice.

11. **Institutional Esprit** (IE): the level of morale and sense of shared purposes among faculty and administrators.

Appendix 3.1

IFI Survey Items and Biserial Coorelations

IFI ITEMS AND NORMS

The Institutional Functioning Inventory Preliminary Technical Manual states that:

> The item norms are the mean percentages of the 37 norm-group institutions responding to each item alternative. Thus, for example, the mean percentage of the 37 institutions responding "Yes" to item #1 (that is, responding in the keyed direction) was 66. That is, the figures are means of institutions, not of individuals. (As it turns out, however, the data obtained by each of these two techniques are nearly identical.) The item norms are based only on those responding to the items, with omits being excluded. Therefore, the sum of the percentages for the item norms will always add to 100 (or 99 or 101 due to rounding).
>
> Two sets of item/scale biserial correlations are provided: the first (bold type) are based on institutional means; the second (regular type) are based on individual responses (N=1,500 depending on how many omitted each item). The biserials enable the reader to examine the correlation of each item with the scale to which it belongs (in the blocked-off columns) and also to compare these correlations to those between the item and the other scales. The correlation of each item with its own scale was computed with the item excluded from the scale, thus avoiding spuriously high part/whole correlations. In general, of course, items should correlate higher with the scale to which they belong than with other scales. (pp. 42-53)

Intellectual-Aesthetic Extracurriculum (IAE)	Scoring Key	Item Norms (%)			Item/Scale Biserial Correlations										
Item		Yes	No	?	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
1. There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	Y	66	29	05	20 32	06 03	00 17	−07 03	−12 01	01 09	19 16	15 10	07 10	05 08	13 09
5. Foreign films are shown regularly on or near campus.	Y	67	28	05	63 39	66 30	51 36	55 50	14 08	51 18	11 11	20 25	43 47	65 26	20 11
7. This institution attempts each year to sponsor a rich program of cultural events—lectures, concerts, plays, art exhibits, and the like.	Y	88	11	01	63 64	09 13	01 28	20 35	00 17	28 35	25 27	37 39	30 37	26 33	42 42
10. A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	Y	74	23	03	67 67	17 29	16 32	37 47	−05 13	15 34	−09 04	14 27	62 57	26 31	26 28
14. At least one modern dance program has been presented in the past year.	Y	53	28	20	37 50	47 29	42 41	42 39	05 05	30 19	06 −01	10 10	22 25	27 15	−11 −02
15. Students publish a literary magazine.	Y	64	27	09	56 43	38 35	12 30	25 19	26 12	46 21	−02 −07	10 −01	16 16	28 11	28 08
20. At least one chamber music concert has been given within the past year.	Y	77	15	08	60 67	19 24	19 31	46 47	14 05	43 34	−06 01	32 19	41 39	46 23	38 18
21. At least one poetry reading, open to the campus community, has been given within the past year.	Y	58	22	20	66 67	59 45	52 55	58 57	14 14	48 30	−01 08	17 21	43 43	58 37	14 14
25. There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	Y	50	29	22	63 64	24 29	28 44	58 57	−09 11	31 43	08 28	20 40	53 52	35 36	22 35
		SA	A	D	SD										
31. Little money is generally available for inviting outstanding people to give public lectures.	D-SD	18	32	34	16	59 45	14 23	10 20	31 28	06 13	23 25	−19 −04	34 20	56 39	43 29	45 27
56. The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more customary tasks of student newspapers).	SA-A	19	47	25	09	63 47	42 33	34 36	58 43	03 10	40 35	06 14	14 30	52 42	38 34	27 28
66. Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	SA-A	20	47	27	07	77 61	36 39	33 46	71 55	26 36	54 50	05 20	35 37	45 35	51 48	36 40

Freedom (F)	Scoring Key	Item Norms (%)				Item/Scale Biserial Correlations										
Item		Yes	No	?		IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
8. There are no written regulations regarding student dress.	Y	45	47	08		28	63	70	47	−12	24.	12	−14	41	27	−19
						13	29	38	20	−14	02	02	−08	27	09	−10
16. In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.	N	08	69	23		−12	14	−03	−29	36	12	−11	11	−38	11	14
						23	35	23	16	14	07	15	17	15	17	17
22. The institution imposes certain restrictions on off-campus political activities by faculty members.	N	06	81	13		13	45	11	25	16	33	08	−10	−11	11	−09
						12	40	16	19	20	29	−03	19	−01	23	24
		SA	A	D	SD											
30. An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	SA-A	37	45	13	05	55	57	29	34	15	51	02	04	22	34	09
						43	44	28	28	23	44	04	21	24	26	33
39. Religious authority has meant some curtailment of academic freedom for faculty and students.	D-SD	03	08	31	58	26	57	62	19	−01	22	11	09	19	34	−05
						25	49	51	22	14	24	07	12	23	36	16
47. Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be, allowed to organize chapters on this campus.	D-SD	07	22	41	30	50	87	71	68	01	44	00	01	42	50	−14
						33	54	44	42	03	18	−01	08	32	26	02
54. Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	D-SD	05	18	43	34	59	87	65	62	14	60	05	16	32	61	03
						41	61	51	45	12	29	08	18	29	35	16
55. Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	SA-A	11	46	36	07	36	84	74	68	12	57	02	20	33	57	08
						24	58	52	44	20	38	08	25	27	41	27
61. Faculty members feel free to express radical political beliefs in their classrooms.	SA-A	20	55	21	03	48	86	59	55	31	64	−10	14	19	59	12
						27	57	36	36	17	32	00	16	18	30	22
64. The governing body (e.g., Board of Trustees) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	SA-A	34	51	13	02	58	77	47	50	40	71	−03	32	20	65	31
						40	64	42	48	38	57	14	44	29	56	52
71. Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the state or federal government.	D-SD	03	10	59	27	40	65	23	43	22	56	−09	20	26	45	23
						10	31	12	16	14	21	−01	11	15	25	20
72. Idiosyncratic or nonconformist student personal styles and appearances (e.g., beards, long hair) tend to be viewed with disfavor by institutional authorities.	D-SD	08	39	39	13	42	43	77	83	12	56	06	10	28	47	03
						26	50	52	39	12	25	05	17	23	29	13

Human Diversity (HD)	Scoring Key	Item Norms (%)				Item/Scale Biserial Correlations										
Item		Yes	No	?		IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
2. There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	Y	52	22	26		13 10	32 09	36 29	43 33	−03 11	20 12	20 17	−04 18	12 10	29 24	−15 09
11. This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	Y	38	38	25		31 40	65 43	48 53	48 56	43 40	49 41	−23 07	14 31	05 27	49 40	06 34
13. When this institution is looking for new faculty, it goes primarily to a few nearby graduate schools.	N	07	81	12		11 22	10 22	17 19	26 22	−06 12	08 20	−05 08	06 18	27 28	23 29	−06 19
19. A concerted effort is made to attract students of diverse ethnic and social backgrounds.	Y	34	42	23		43 48	58 42	59 60	64 65	28 36	48 43	−23 07	18 31	27 36	50 38	07 30
23. One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits.	N	08	72	21		11 27	57 51	57 60	30 29	−29 07	15 32	26 23	−12 21	21 23	19 39	−18 30
		SA	A	D	SD											
28. This institution tends to attract students from a somewhat restricted range of socioeconomic backgrounds.	D-SD	27	42	21	10	17 25	14 16	48 42	19 25	−29 04	06 27	31 35	11 24	33 25	12 24	−01 19
35. A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	SA-A	10	18	36	36	50 36	66 37	63 50	65 49	22 18	53 30	02 12	19 19	29 26	49 30	04 10
40. When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	D-SD	09	37	40	14	22 32	61 39	75 66	46 29	−42 −01	14 15	21 21	−10 11	48 29	21 27	−35 06
42. A wide variety of religious backgrounds and beliefs are represented among the *faculty.*	SA-A	30	48	17	05	07 38	46 30	68 61	18 22	−28 03	−01 18	23 22	−11 14	29 32	10 19	−33 14
43. A wide variety of religious backgrounds and beliefs are represented in the *student body.*	SA-A	25	45	23	07	18 29	43 37	60 52	10 40	−19 08	06 23	18 15	−08 19	25 28	05 29	−16 14
53. Compared with most other colleges, fewer minority groups are represented on this campus.	D-SD	14	40	33	13	33 15	60 39	83 37	61 20	−17 −19	23 09	14 03	08 01	40 25	28 20	−21 −05
65. Students or faculty members whose records contain suggestions of unusual characteristics—e.g., bizarre dress, unpopular ideas—are not encouraged to remain here.	D-SD	06	30	49	15	50 37	89 67	76 55	71 46	07 17	59 32	09 09	17 24	41 33	56 40	05 20

Concern for Improvement of Society (IS)	Scoring Key	Item Norms (%)			Item/Scale Biserial Correlations										
Item		Yes	No	?	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
3. There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty.	Y	60	29	11	68 60	47 42	43 50	84 73	11 21	51 35	05 17	25 29	48 45	50 42	19 15
4. A number of professors have been involved in the past few years with economic planning at either the national, regional, or state level.	Y	28	44	27	51 59	40 36	52 49	62 68	−33 −03	26 36	16 21	00 25	78 74	31 35	13 26
9. Professors from this institution have been actively involved in framing state or federal legislation in the areas of health, education, or welfare.	Y	23	48	28	54 52	44 28	48 45	63 67	−37 03	34 40	25 22	08 33	79 67	36 38	13 30
12. Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	Y	44	42	15	52 56	55 41	62 53	85 73	12 25	45 40	−07 07	14 28	46 44	43 37	05 21
18. This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	Y	51	37	13	55 57	46 40	51 47	88 80	05 20	45 36	19 22	19 31	56 50	48 44	17 23
24. A number of faculty members or administrators from this institution have gone to Washington to participate in planning various New Frontier, Great Society, and subsequent programs.	Y	14	63	23	41 47	32 27	53 48	58 68	−48 −13	16 28	22 25	07 31	80 79	25 32	−02 12
		SA	A	D	SD										
27. Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in American society.	SA-A	16	53	26	04	48 29	61 28	52 31	80 54	05 18	48 21	10 10	19 22	37 24	46 29	−01 12
34. Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	SA-A	13	37	36	14	38 35	41 30	42 39	83 67	20 35	52 49	09 24	31 42	28 30	49 50	19 36
52. The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	D-SD	05	27	45	22	53 41	64 44	56 44	85 69	28 38	67 46	−03 10	31 37	30 26	65 53	21 36
60. Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	SA-A	19	62	16	02	62 37	50 36	40 30	67 49	01 20	52 45	12 18	37 41	56 38	55 49	39 42
69. Most faculty on this campus tend to be reasonably satisfied with the status quo of American society.	D-SD	06	41	41	11	33 22	53 31	51 33	72 49	32 26	48 27	−20 −04	25 24	22 17	53 33	10 14
70. The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function.	D-SD	05	33	48	13	40 29	68 43	57 35	81 68	09 26	58 42	16 17	24 37	38 28	57 46	06 30

Concern for Undergraduate Learning (UL)	Scoring Key	Item Norms (%)				Item/Scale Biserial Correlations										
Item		Yes	No	?		IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
6. There are established procedures by which students may propose new courses.	Y	31	52	17		46 42	63 37	60 44	65 56	24 29	54 42	−16 03	13 26	27 28	53 39	06 20
17. Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.	Y	37	44	18		09 11	22 15	06 13	06 13	81 55	47 31	−21 02	19 25	−45 −23	43 26	34 31
		SA	A	D	SD											
32. Generally speaking, there is not very much contact between professors and undergraduates outside the classroom.	D-SD	06	25	38	31	03 08	−04 03	−32 −01	−15 05	86 63	39 26	−41 −13	26 18	−47 −23	31 25	53 30
33. Senior professors seldom teach freshman or sophomore courses.	D-SD	05	10	41	44	−11 −06	14 04	−16 −04	−10 01	61 45	25 16	−25 −12	−06 04	−51 −26	06 14	14 18
37. Either tutorials or extensive independent studies are important features of the undergraduate curriculum.	SA-A	18	27	40	16	36 35	43 30	27 32	40 41	61 40	44 31	−49 −11	16 24	00 12	52 34	19 20
45. How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty.	D-SD	06	18	42	34	19 09	02 17	−15 11	07 18	77 54	40 27	−26 07	39 26	−33 −08	44 31	49 29
49. Professors get to know most students in their undergraduate classes quite well.	SA-A	26	44	24	07	−31 −10	−17 −05	−37 −04	−37 −04	77 64	07 20	−38 −03	09 18	−76 −37	−01 10	22 28
51. Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.	D-SD	05	22	51	22	−16 02	−30 08	−51 05	−27 12	71 62	11 25	−26 14	25 28	−60 −19	09 26	39 31
58. Because of the pressure of other commitments, many professors are unable to prepare adequately for their undergraduate courses.	D-SD	06	22	55	17	−17 03	−02 12	−12 03	−22 03	42 36	00 18	−13 03	13 20	−30 −09	08 19	25 31
59. Most faculty members are quite sensitive to the interests, needs, and aspirations of undergraduates.	SA-A	25	56	17	03	−07 04	−17 09	−39 05	−20 15	80 72	27 34	−23 12	22 32	−59 −17	14 30	48 46
63. In recruiting new faculty members, department chairmen or other administrators generally attach as much importance to demonstrated teaching ability as to potential for scholarly contribution.	SA-A	26	51	17	07	−03 03	−09 07	−26 −03	−15 11	81 65	33 32	−25 02	19 20	−64 −32	17 24	30 32
68. Capable undergraduates are encouraged to collaborate with faculty on research projects or to carry out studies of their own.	SA-A	22	53	21	04	56 42	31 30	10 25	34 40	52 42	43 43	−40 02	26 41	20 27	55 46	44 43

Democratic Governance (DG)	Scoring Key	Item Norms (%)				Item/Scale Biserial Correlations										
Item		SA	A	D	SD	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
26. In general, decision making is decentralized whenever feasible or workable.	SA-A	19	45	23	13	49	38	25	48	31	83	14	50	23	64	59
						31	28	27	37	30	73	20	46	23	51	56
29. Meaningful arrangements exist for expression of student opinion regarding institutional policies.	SA-A	24	52	17	06	57	48	23	61	43	74	−05	35	24	62	45
						45	39	35	47	42	59	19	44	25	53	50
36. In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	SA-A	13	44	30	12	20	46	28	40	65	76	−10	34	−14	63	43
						24	32	28	36	46	60	18	45	10	47	49
38. This institution tends to be dominated by a single "official" point of view.	D-SD	13	24	44	19	53	79	61	54	11	74	10	13	33	58	18
						42	48	44	42	23	65	11	33	33	49	45
41. Power here tends to be widely dispersed rather than tightly held.	SA-A	08	36	38	19	43	54	45	55	25	87	06	29	27	63	39
						30	31	32	40	28	73	14	36	24	44	45
44. Serious consideration is given to student opinion when policy decisions affecting students are made.	SA-A	19	51	23	07	47	49	21	56	47	74	−09	33	12	60	40
						40	37	37	45	41	68	22	46	26	53	49
46. In reality, a small group of individuals tends to pretty much run this institution.	D-SD	20	36	34	10	53	44	32	54	23	87	05	37	35	60	51
						34	29	29	38	30	76	16	44	29	47	54
48. Governance of this institution is clearly in the hands of the administration.	D-SD	26	35	33	06	36	61	46	47	24	82	−02	21	12	59	25
						25	28	27	33	18	66	03	27	16	36	34
50. In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	SA-A	17	47	26	10	33	30	13	31	56	85	−06	45	−05	64	58
						30	24	22	38	45	81	16	53	16	54	65
57. There is wide faculty involvement in important decisions about how the institution is run.	SA-A	15	38	33	14	49	51	29	48	44	96	−02	42	13	66	50
						36	28	29	42	37	87	10	46	23	49	59
62. Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	SA-A	17	48	26	09	52	47	26	53	44	91	07	40	12	66	50
						43	33	34	42	38	85	24	49	27	55	60
67. A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.	SA-A	14	43	30	13	44	44	25	39	39	98	−07	41	10	61	57
						35	31	28	38	34	87	15	50	25	53	63

Meeting Local Needs (MLN)	Scoring Key	Item Norms (%)			Item/Scale Biserial Correlations										
Item		Yes	No	?	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
73. This institution operates an adult education program, e.g., evening courses open to local area residents.	Y	55	42	03	17	03	18	14	−36	−01	72	11	21	02	−01
					14	07	18	14	−16	08	68	21	18	14	12
75. Courses are offered through which local area residents may be retrained or upgraded in their job skills.	Y	34	55	11	02	11	23	05	−43	−06	67	04	15	−06	−12
					06	07	20	12	−07	13	74	21	13	09	11
77. Counseling services are available to adults in the local area seeking information about educational and occupational matters.	Y	26	50	24	15	16	23	20	−25	14	78	17	21	09	09
					21	10	26	27	12	24	73	37	24	22	28
80. There is a job placement service through which local employers may hire students for full- or part-time work.	Y	76	11	13	42	35	22	30	−10	31	48	01	28	25	11
					42	11	27	26	08	24	42	31	31	24	27
83. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums, and the like.	Y	71	15	13	28	16	09	12	−13	22	98	31	16	25	27
					25	10	15	26	15	26	49	37	19	25	35
86. There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	Y	27	60	13	01	10	25	13	−43	03	83	−04	16	−09	−16
					10	09	22	15	−01	14	72	20	15	06	18
87. Courses dealing with artistic expression or appreciation are available to all adults in the local area.	Y	35	47	17	06	−03	04	−04	−27	−02	71	17	11	01	05
					15	12	22	15	02	11	64	29	17	17	17
91. The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	Y	42	51	07	02	19	30	19	−18	11	69	19	06	15	−10
					15	14	27	22	18	26	49	38	09	27	22
95. Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	Y	38	37	25	00	−12	−15	−17	−16	00	67	10	−03	−06	10
					11	−02	11	09	18	20	65	39	09	20	32
		SA	A	D	SD										
119. There are no courses or programs for students with educational deficiences, i.e., remedial work.	D-SD	08	27	48	16	−12	−13	19	12	−36	−15	45	04	10	−05	−21
						04	01	21	14	−03	11	39	21	10	17	04
128. The location of this campus makes it easily accessible to students who live at home and commute.	SA-A	21	48	20	11	−12	01	02	04	−33	−02	52	−03	04	−20	−13
						−04	−06	02	02	−09	02	38	12	03	06	12
130. This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	D-SD	10	19	48	24	−40	−30	−21	−31	−34	−33	50	05	−34	−24	−17
						−33	−17	−13	−22	−09	−10	38	10	−30	−01	−02

Self-Study and Planning (SP)	Scoring Key	Item Norms (%)			Item/Scale Biserial Correlations										
Item		Yes	No	?	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
76. There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	Y	38	42	20	17 29	−01 05	06 19	18 33	−11 08	15 33	17 36	57 67	14 22	22 34	18 36
78. Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	Y	67	24	09	50 39	25 22	13 22	35 40	24 34	29 42	04 27	51 74	18 24	54 52	41 41
81. One or more individuals are presently engaged in long-range financial planning for the total institution.	Y	71	07	22	53 49	19 17	14 27	39 37	18 26	46 42	12 39	61 71	33 37	48 45	48 50
84. The institution has a long-range plan based on a reasonably clear statement of goals.	Y	56	28	16	09 24	−24 08	−19 20	−11 23	−01 23	10 44	22 47	61 70	00 18	22 44	48 63
88. At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	N	29	48	22	−09 −01	−11 −02	−18 −01	−06 08	35 23	19 22	−10 17	08 62	−33 14	18 23	31 25
92. Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	Y	41	42	17	16 28	04 23	02 27	21 39	48 42	42 52	00 30	57 70	−15 18	48 52	46 49
93. Planning at this institution is *continuous* rather than one-shot or completely nonexistent.	Y	64	19	17	37 33	12 24	10 32	18 41	24 32	40 56	14 38	76 85	13 24	64 67	66 62
		SA	A	D	SD										
103. The change that has taken place at this institution in recent years has been more the result of internal and external *influences* than of institutional *purposes* (and deliberate planning based thereon).	D-SD	14	43	35	07	09 16	−05 16	−08 17	02 26	34 35	34 42	08 22	46 57	−15 09	44 49	60 53
108. Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	SA-A	18	41	34	07	00 17	19 20	03 18	29 33	28 28	29 33	−26 09	24 42	−18 08	15 35	03 24
110. Most administrators and faculty tend to see little real value in data-based institutional self-study.	D-SD	04	22	63	11	32 17	06 17	−01 16	26 27	18 26	34 36	13 25	98 48	17 16	50 47	44 40
125. There is an institutional research agency at this institution which does more than simply gather facts for the administration.	SA-A	04	26	51	18	32 30	18 23	38 34	27 38	−22 08	01 30	28 31	21 37	38 39	28 41	−04 19
132. Laying plans for the future of the institution is a high priority activity for many senior administrators.	SA-A	12	52	29	06	12 20	−01 16	−04 19	09 27	19 23	33 36	05 28	77 72	06 19	36 43	48 48

Concern for Advancing Knowledge (AK)	Scoring Key	Item Norms (%)			Item/Scale Biserial Correlations										
Item		Yes	No	?	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
74. Government or foundation research grants comprise a substantial portion of the institution's income.	Y	26	61	13	15 27	18 21	41 29	44 45	−56 −24	−08 15	20 16	−01 20	63 71	08 26	−20 08
79. A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	Y	53	41	06	71 59	26 38	27 44	44 45	−08 08	20 27	−10 12	15 25	73 67	38 35	28 25
82. Quite a number of faculty members have had books published in the past two or three years.	Y	33	54	13	59 59	41 39	53 56	65 57	−28 −12	27 30	05 13	00 17	77 82	24 30	09 21
85. There are a number of research professors on campus, i.e., faculty members whose appointments primarily entail research rather than teaching.	Y	15	79	06	39 40	24 20	44 36	37 47	−61 −35	05 18	27 25	09 20	83 84	22 26	−09 08
89. The average teaching load in most departments is eight credit hours or fewer.	Y	15	76	09	43 33	33 24	48 34	53 44	−23 −19	20 16	−04 −01	26 15	66 59	44 26	12 11
90. Faculty promotions generally are based primarily on scholarly publication.	Y	14	76	10	39 35	27 21	40 33	44 32	−69 −61	06 02	27 10	−01 02	84 84	14 10	−10 −03
94. Extensive laboratory facilities exist for research in the natural sciences.	Y	42	45	12	54 45	20 21	17 18	39 33	−23 −02	25 30	−03 −05	03 16	71 65	32 25	24 29
99. In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.	SA-A	13	37	38	11	51 34	23 16	23 22	46 38	−40 −03	13 22	15 15	10 25	83 61	25 29	12 27
		SA	A	D	SD										
102. Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	D-SD	23	44	22	10	54 44	37 29	52 41	69 53	−33 −07	29 31	05 13	06 24	87 75	29 38	10 26
109. Professors engaged in research that requires use of a computer have easy access to such equipment.	SA-A	19	40	25	16	34 28	06 24	13 27	15 20	−25 −13	−02 07	11 13	−02 04	52 48	12 16	15 10
115. One or more important scientific breakthroughs have been achieved at this institution in the past five years.	SA-A	05	13	43	39	33 31	21 19	37 31	53 46	−53 −19	13 25	26 23	05 22	82 79	19 27	−01 22
129. Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	D-SD	08	26	45	20	59 42	32 30	31 30	54 44	−34 04	24 35	20 19	15 32	74 59	29 42	17 37

Concern for Innovation (CI)	Scoring Key	Item Norms (%)				Item/Scale Biserial Correlations										
Item		SA	A	D	SD	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
96. There is a general willingness here to experiment with innovations that have shown promise at other institutions.	SA-A	23	55	17	04	58 39	55 42	34 40	52 48	36 39	67 51	−03 22	50 56	24 31	90 76	46 59
98. In the last few years, there have been a number of major departures from old ways of doing things at this institution.	SA-A	26	50	20	04	35 24	18 25	01 27	26 37	22 20	37 37	02 15	43 47	12 21	63 61	37 33
100. A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	D-SD	08	22	51	18	34 28	70 35	56 42	47 39	20 28	64 43	24 23	32 41	13 19	68 67	15 36
101. High-ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods.	SA-A	18	54	23	05	49 31	49 34	37 38	50 44	50 39	69 48	−03 19	50 48	17 21	85 66	47 45
105. It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	D-SD	10	29	53	07	60 41	24 32	26 31	43 39	12 23	34 42	−07 11	47 42	59 44	55 57	47 41
107. There have been few significant changes in the overall curriculum in the past five years.	D-SD	09	25	40	26	38 22	27 24	16 26	26 33	40 28	50 37	03 17	49 46	12 16	76 57	45 34
113. Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than of assumed educational merit.	D-SD	10	23	51	15	51 33	23 26	16 21	31 36	23 23	37 44	−12 12	55 41	38 37	61 51	55 48
114. The curriculum committee of the college concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	SA-A	14	53	25	07	17 13	20 12	06 14	21 25	37 28	49 35	−14 13	33 42	04 16	60 39	46 37
118. Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	D-SD	13	41	38	07	62 26	60 31	55 35	60 31	17 15	72 43	00 08	30 24	51 29	71 41	32 33
120. This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	SA-A	16	41	34	09	41 35	62 40	53 42	63 53	38 34	62 47	00 22	45 52	14 26	78 66	24 41
124. There is an air of complacency among many of the staff, a general feeling that most things at the college are all right as they are.	D-SD	05	36	49	10	26 20	52 26	45 31	55 38	26 23	50 32	−01 10	27 31	04 14	55 43	−05 18
127. In my experience it has not been easy for new ideas about educational practice to receive a hearing.	D-SD	06	18	57	19	56 31	45 37	33 33	48 35	46 40	71 52	−11 15	48 45	27 26	83 70	60 58

Institutional Esprit (IE)	Scoring Key	Item Norms (%)				Item/Scale Biserial Correlations										
Item		SA	A	D	SD	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
97. Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	SA-A	16	54	22	07	35 26	11 21	02 20	18 31	29 32	48 55	02 19	47 50	17 26	48 47	82 79
104. Generally speaking, top-level administrators are providing effective educational leadership.	SA-A	12	50	27	11	26 23	−01 18	−11 19	09 30	31 34	43 59	12 29	63 65	04 22	50 53	80 78
106. Generally speaking, communication between the faculty and the administration is poor.	D-SD	13	24	45	17	37 30	21 27	08 27	27 34	45 37	73 76	−15 16	52 54	08 23	57 58	79 77
111. Staff infighting, backbiting, and the like seem to be more the rule than the exception.	D-SD	05	14	57	23	27 18	−06 22	−14 18	08 23	31 45	34 42	−05 16	35 36	09 18	33 47	74 72
112. The institution is currently doing a successful job in achieving its various goals.	SA-A	15	58	21	07	26 26	−15 22	−21 22	02 24	19 33	29 53	18 34	45 55	11 24	38 50	83 78
116. Close personal friendships between administrators and faculty members are quite common.	SA-A	18	49	26	07	24 21	08 16	−02 17	24 28	27 25	51 51	−04 18	40 40	−01 16	35 38	55 52
117. In comparison with most other institutions, faculty turnover here appears to be somewhat high.	D-SD	08	21	59	11	40 30	15 26	−07 24	19 16	05 14	29 36	11 18	21 26	25 29	21 29	44 52
121. Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	SA-A	26	60	10	03	30 22	−04 29	−24 16	09 24	46 47	29 44	−12 17	33 39	00 12	26 40	79 81
122. There is a strong sense of community, a feeling of shared interests and purposes, on this campus.	SA-A	12	43	34	10	09 16	−27 11	−42 10	−04 21	54 46	28 51	−25 13	49 48	−23 06	27 43	76 65
123. In general, faculty morale is high.	SA-A	11	54	26	08	28 30	−09 23	−13 23	07 25	31 37	37 57	−17 18	44 51	16 27	39 48	85 87
126. The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	SA-A	14	62	21	03	36 22	−06 22	−18 18	18 29	50 47	43 48	−20 20	50 51	07 16	40 49	83 74
131. Most faculty would not defend the institution against criticisms from outsiders.	D-SD	04	15	55	27	31 23	07 22	−06 20	24 24	38 37	38 38	−07 11	40 34	16 19	44 39	75 60

Appendix 3.2

IFI Coefficient Alpa Reliabilities

Coefficient alpha reliabilities, means, standard deviations, and standard errors of measurement (based on faculty means at 37 institutions)

Scale	Coefficient alpha	Mean	S.D.	SE meas.
IAE	.88	8.49	2.11	.73
F	.90	9.05	1.49	.47
HD	.90	7.11	1.80	.57
IS	.95	6.75	2.39	.54
UL	.92	8.18	1.78	.50
DG	.96	6.99	1.77	.35
MLN	.92	6.86	2.25	.64
SP	.86	7.33	1.32	.49
AK	.96	4.50	2.74	.55
CI	.92	7.95	1.46	.41
IE	.92	8.51	1.28	.36

Table 4.2

Coefficient alpha reliabilities (based on student means at 17 institutions and administrator means at 22 institutions)

Scale	Students	Administrators
IAE	.91	.88
F	.93	.86
HD	.95	.86
IS	.90	.92
UL	.87	.88
DG	.96	.93
MLN		.89
SP		.83
AK		.94
CI		.87
IE		.90

Appendix 3.3

Correspondence Used with the Survey

NORTH COUNTRY COMMUNITY COLLEGE

M E M O R A N D U M

TO: All Administration and Faculty

FROM: David W. Petty, President

RE: Institutional Research at NCCC for 1985-86

DATE: September 19, 1985

As part of our on-going program of institutional research, the College will be asking its staff to complete and return a survey form, The Institutional Functioning Inventory. This nationally recognized survey form deals primarily with people's perceptions of how the College functions. The analysis of these perceptions enables the College to fine tune both its planning and its marketing.

Charles Barletta, Dean of our Malone Campus, will be supervising this study as part of his doctoral program at Michigan State. I urge you to have your response included in this study by returning the enclosed form to Peg Kelly by October 7, 1985. A detailed report and a summary of the findings will be made available at the conclusion of the study.

In advance, I thank you for your help.

pk
Encs.

TO: Supervisors/Legislators

FROM: Charles K. Barletta

DATE: September 16, 1985

Thank you for agreeing to participate in North Country Community College's Institutional Functioning Inventory Planning and Research Project. Your input will be a big help to the college for planning and marketing.

Your responses are strictly confidential and you are not required or asked to identify yourself.

Please take about 20 minutes to reflect on the questions contained in the question booklet. Your responses should be recorded on the Institutional Functioning Inventory answer sheet which is attached. Please use the enclosed #2 leaded pencil. Do not use ink or ball-point pen. The last question is a local option question which should be recorded in the subgroup section under instructions--local option question A.

Thank you again. We will be in touch in the near future regarding the results of this project.

CKB/cm

DIRECTIONS:

1) Use a #2 leaded pencil only in filling out question sheet.

2) Question booklet contains specific directions regarding item section.

3) Return question sheet only to: Charles K. Barletta, Dean
NCCC
College Avenue
Malone. New York 12953

as soon as possible.

4) Make sure to answer local option question A.

5) Thank you for your cooperation in this planning project.

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