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ABSTRACT

A STUDY OF ATTITUDES OF FACULTY MEMBERS IN SELECTED COMMUNITY COLLEGES TOWARD COMMUNITY SERVICE

By

Sydelle Ronda Markson Katzer

This study was an analysis of (1) degree of perceived relevancy and self-expressed interest held by faculty members, in six selected community colleges in the Greater Seattle area for twelve a priori functions of community service; (2) significant relationships between perceived relevancy and certain selected demographic data; (3) significant relationships between self-expressed interest and certain selected demographic data; (4) areas of potential difference between institutions which have different degrees of perceived relevancy and self-expressed interest for twelve a priori functions of community service.

Procedures

The study involved distributing questionnaires to 417 full-time faculty members who were employed by six arbitrarily selected community colleges in the Greater

Seattle, Washington area. The questionnaire consisted of two parts. Part I was concerned with the degree of self-perceived relevancy and self-expressed interest the faculty might assign to twelve a priori functions of community service. Part II was concerned with certain selected demographic data.

Conclusions

1. Faculty members who were involved with traditional academic areas perceived the Cultural Development Function of community service to be more relevant than did faculty members who were not involved with traditional academic areas.
2. Faculty members who were involved with traditional academic areas expressed greater personal interest in the Cultural Development Function of community service than did faculty members who were not involved with traditional academic areas.
3. Faculty members who were involved with traditional academic areas perceived the Public Forum Function of community service to be more relevant than did faculty members who were not involved with the traditional academic areas.
4. Faculty members who were involved with traditional academic areas expressed greater personal interest in the Public Forum Function of community service than did faculty members who were not involved with traditional academic areas.
5. There was no significant coorelation between age and perceived relevancy of any of the functions of community service.
6. There was no significant correlation between age and self-expressed personal interest in any of the functions of community service.
7. There was no significant correlation between sex and perceived relevancy of any of the functions of community service.
8. There was no significant correlation between sex and self-expressed personal interest in any of the functions of community service.

9. There was no significant correlation between parenthood and perceived relevancy of any of the functions of community service.
10. There was no significant correlation between parenthood and self-expressed personal interest in any of the functions of community service.
11. There was no significant correlation between a faculty member's place of residence and perceived relevancy of any of the functions of community service.
12. There was no significant correlation between a faculty member's place of residence and self-expressed personal interest in any of the functions of community service.
13. There was no significant correlation between the teaching of extension classes at the home college and perceived relevancy of any of the functions of community service.
14. Faculty members who taught extension classes in the home college expressed greater personal interest in the Educational Extension Function of community service than faculty members who did not teach extension classes at the home college.
15. Faculty members who taught extension classes at another college perceived the Public Forum Function of community service to be more relevant than did faculty members who did not teach extension classes at another college.
16. Faculty members who taught extension classes at another college expressed greater personal interest in the Educational Extension Function of community service.
17. Faculty members who taught extension classes at another college expressed greater personal interest in the Community Analysis Function of community service than did faculty members who did not teach extension classes at another college.
18. There was no significant correlation between attitude toward older students in the classroom and perceived relevancy of any of the functions of community service.

19. There was no significant correlation between attitude toward older students in the classroom and self-expressed personal interest in any of the functions of community service.
20. Faculty members who exhibited community involvement perceived the Leisure-Time Activity Function of community service to be more relevant than did faculty members who did not exhibit community involvement.
21. Faculty members who exhibited community involvement perceived the Staff Consultation Function of community service to be more relevant than faculty members who did not exhibit community involvement.
22. Faculty members who exhibited community involvement expressed greater personal interest in all functions of community service than did faculty members who did not exhibit community involvement.
23. Faculty members who were willing to accept a part-time assignment in a community service program perceived all the functions of community service, except the Cultural Development Function and the Leisure-Time Activity Function, to be more relevant than did faculty members who were less willing to accept an assignment in a community service program.
24. Faculty members who were willing to accept a part-time assignment in a community service program expressed greater personal interest in all the functions of community service, except the Leisure-Time Activity Function, than did faculty members who were less willing to accept a part-time assignment in a community service program.

A STUDY OF ATTITUDES OF FACULTY MEMBERS IN
SELECTED COMMUNITY COLLEGES TOWARD
COMMUNITY SERVICE

By

Sydelle Ronda Markson Katzer

A DISSERTATION

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DEDICATION

This study is dedicated to my late husband, Seymour Paul Katzer, whose great love, wisdom, and faith made whatever the writer accomplished possible.

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CHAPTER I

INTRODUCTION

It was not until after World War II that post high school enrollments began to escalate at a rate never before witnessed in our history. With the exception of the period 1952-1953 when there was a slight decline, this forward thrust in growth has continued at a phenomenal pace. Not until recently has it shown any sign of leveling off. The reasons offered for this tremendous expansion have been many and varied. Those most often suggested are the GI Bill, the general affluence of our society, the population explosion, an increasing job entry age, longer retention of students in school, and the realization of adults and teenagers that higher education today is an absolute necessity for those desiring to advance themselves in the industrial, professional, and business worlds. This increased enrollment has not been restricted to the four-year institution. All post high school education was influenced by this growth. This included the specialized institutions such as the electronic institutes and business schools. The

most significant development, however, was probably in the public supported community college.

Different types of community colleges emerged in every part of the United States. The community college, in addition to responding to the crisis in the expansion of the traditional day program, has found itself in the unique position of providing other services in response to the demands of a society in transition. No longer can a person be trained once for a lifetime of work. Today one must be retrained several times to remain employable. Thus, education is a continual on-going process. Moreover, as a result of technological advancement, the average person has a shortened work day which gives him extended leisure time. It was evident that the needs of the citizens of the community had to be met more effectively. The logical institution to provide these services was the community college through its community service program. This study shall concern itself with the attitudes of the community college faculty of selected community colleges toward the community service function.

In order to comprehend the development of community service it will be helpful to have some understanding of its antecedents; namely the adult education movement and the community college movement.

Historical Background of Adult Education

The adult education movement in the United States has been implemented by many different agencies, for a variety of reasons and with many different types of people. This movement has not flowed in one straight stream but has twisted and bent, fed by many tributaries.

The history of the adult education movement may be divided into four periods: the first period (to Civil War); the second period (to World War I); the third period (to World War II); and the fourth period (from World War II).

First Period

During colonial days the adult education that took place was largely unorganized and primarily vocational with the method of apprenticeship as the instrument of vocational training. The first permanent institutional form of education to be established was Harvard College in 1636. The church had mid-week lectures for adults, but other than these formal activities adult education at this time was a case of trial and error for survival.

Adult education, however, had its true beginning with Benjamin Franklin when he initiated discussion clubs, in 1727, to explore moral, political, and philosophical problems. C. Hartley Grattan refers to Franklin as the "patron saint of American adult education" [Grattan, 1955, p. 140]. Following the American Revolution the first task of adult education was to reeducate the people to be

citizens, not subjects of a monarch. They had to learn to understand and accept freedom and a democratic form of government.

By approximately the 1830s, evening schools were beginning in many of the large city public schools. The early evening schools were established primarily for working children over twelve. The curriculum was parallel to the day program. Gradually the age of the student population being served changed to older teens and young adults. This gradual expansion established the foundation for the present adult education programs in the public schools [Knowles, 1962, p. 13].

Mechanics and Mercantile Libraries and Institutes were opened in Boston, New York, and Philadelphia in the 1820s. Cooper Union was opened in 1859.

At the same time the lyceum movement was getting under way. By the time of the Civil War public libraries were being established in the major cities. Voluntary organizations and agencies such as the Young Men's Christian Association, started in 1851, and the National Education Association, established in 1857, had as their chief activity adult education programs. Religious institutions were also conducting programs for adults. By the middle of the century the United States Agricultural Society was fully established.

Second Period

In 1862 the Morrill Act was passed, which established the Land Grant Colleges. These colleges engaged increasingly in extension teaching with farmers' institutes and other agricultural societies. In 1887 the Hatch Act was passed which established agricultural experimental stations within the land grant colleges. In 1914 the Smith-Lever Act established the Cooperative Extension Service. This service set the pace for adult education in the collection of reliable statistics, its annual report.

During the 1870s the Chautauqua Institution developed. These institutes consisted of a variety of courses including lectures, language courses, music, and correspondence courses in winter. William Rainey Harper was one of the directors of a Chautauqua institute. As a result of the success of the correspondence courses Harper established a correspondence division of the University of Chicago.

Colleges and universities opened in vast numbers during this period. The most significant development, however, was the emergence of the university extension. The idea came from England with Cambridge University establishing the first full extra-mural division in 1873. Extension divisions were established at the University of Wisconsin and the University of Kansas in 1891 and at the University of Chicago in 1892 [Knowles, 1962, p. 14]. In 1906, the University of Wisconsin reorganized its extension

division as a service agency with responsibility to help meet the needs of the adult public by establishing extension centers throughout the state so that its campus extended to the borders of the state. In 1915 the National University Extension Association was founded [Knowles, 1960, p. 18].

Although Harvard had offered a summer session as early as 1869, it was not until the Chautauqua institutes had exhibited success did other colleges and universities follow in this direction. By the year 1910 the idea of summer sessions was well established at many colleges and universities.

It was during this period that the idea of evening college evolved. This came about because of the demands of young people who were desirous of continuing their baccalaureate studies while they worked full time.

These years saw the mushrooming of voluntary associations and agencies whose main purpose was adult education. The distinctive difference between these organizations and other agencies of this period, was that the voluntary associations were national organizations and agencies.

education programs much in the same manner as in the earlier periods of the movement. There was the establishment of the Catholic Summer School of America.

The American Association of Museums was established in 1906. During this period the number of museums grew and

offered such adult education courses as lectures, guided tours, and the like.

Third Period

This period saw the establishment of the American Association of Adult Education in 1926. It also was a period of continuous growth in adult education. Most of the same institutions that had sponsored adult education classes continued to do so. There was the addition of one institution that sponsored adult education classes and that was the junior college. Generally, the time was characterized by much shifting in economic conditions, first there was great prosperity followed by deep depression. Living conditions had improved, women became more autonomous, health conditions were better. The voice of the adult education movement was established in 1929 with the publication of the Adult Education Journal.

Fourth Period

This period saw tremendous expansion in the student body of adult education. This was due to several factors, the main reasons being the need to meet the ever changing technical demands, the GI Bill and the realization that education was a continual process.

There were many other changes that took place at the beginning of this period. One milestone was the establishment of the Adult Association of the U.S.A. in 1951. Such private foundations as Ford and W. K. Kellogg

have and continue to give much support to the adult education movement. State governments have given funds to public schools, libraries, university extension, agricultural extension, and community colleges. The Federal government has contributed through the Adult Basic Education Act has assisted adult education in an attempt to reduce and ultimately eliminate adult illiteracy.

Religious institutions, government agencies, business and industry, public libraries, museums, and national voluntary organizations, and public schools continue to offer courses in adult education. In addition, the professional schools of medicine, law, dentistry, social work and others have instituted both short and long term courses in continuing education. Furthermore, radio and television stations have been established to provide adult education courses.

The community college has responded to the community's desire for classes in adult education in two ways: one, through a separate division of adult education, and two, through the community service program. Some leaders such as Reynolds feel that adult education is a function of the community service program. Others, such as Harlacher, feel that adult education is a separate division from community service. Which ever view one might adhere to, acknowledgment must be given to the leaders in adult education for continuing to ever tailor their programs to meet the constant changes in community needs.

Historical Background of the Community College

The junior college was the antecedent of the community college. The junior college idea grew from the desire of the nineteenth century American graduate schools to have an effective six-year university preparatory institution such as the German Gymnasium. Thus, the junior college would be combined with the high school to provide the six year block. The high school did not want to house it, nor did the university proper. From this uncertain beginning the first junior college emerged.

The history of the junior college may be divided into three periods: the early period (to 1920); the middle period (to 1945); and the modern period (from 1945).

Early Period

The earliest college of this type was probably founded

in connection with the township high school at Joliet, Illinois in 1902. Another was established about the same time in Dashey, Indiana, but has since been discontinued. It was not until 1911 that others of the group considered were established [Koos, 1925, p. 4].

In the State of Michigan, however, as early as 1852, Henry P. Tappan revealed insight into what was to come, in his inaugural address as President of the University of Michigan. He spoke of the advisability of the transfer of the work of the secondary departments of the university of the high schools [Koos, 1925, p. 45].

In 1869 W. W. Folwell presented the same general idea in his inaugural address at the University of Minnesota. He "suggested the great desirability of transferring the 'body of work for the first two years in our ordinary American colleges,' to the secondary schools" [Koos, 1925].

William Rainey Harper, of the University of Chicago, also advocated the new concept of American education. The term "junior college" was probably adopted at Chicago in 1896.

During this period such men as President E. J. James of the University of Illinois and A. F. Lange of California played prominent roles in the advancement of the junior college.

Around 1920 significant writing on the junior college movement began to appear. Walter C. Eells compiled a bibliography of the junior college literature that appeared between 1920-1940. This list contained sixteen hundred titles involving some fifteen thousand pages of printed material and was published by the United States Office of Education. The first text written about the junior college was published in 1925 and authored by Leonard V. Koos. The American Association of Junior Colleges was formed in 1920. This organization published its first directory in 1928. The first journal was published in 1930.

In 1930 a test case arose about the legality of using public funds to support public junior colleges. This was the Asheville Case. Thus, a milestone was passed and a precedent was established.

Middle Period

An investigation of the literature of the 1940s indicates much interest in the development of: (1) terminal education, (2) adult education, and (3) the nature of the thirteenth and fourteenth grades.

Post World War II years found the interest in terminal education to be high. Many educators such as George E. Dotson felt that the junior college should be evaluated in terms of its services to the people rather than in terms of its academic tradition [Dotson, 1948, pp. 125-132].

Adult education, as a function of the junior college, really started to make progress during the years following World War II, and has continued to make advancement. Today, it is considered a very important part of the community college.

During this period of growth of the junior college special interest manifested itself in the concern over the type of education that the thirteenth and fourteenth grades should follow. Should it be secondary or higher education? Should it involve tuition or should it be part of the free public school system? Sexson and Harbeson attempt an

answer to these questions in their explanation of the junior college movement in California. They felt that the junior college was an upward extension of the free secondary school system [Sexson & Harbeson, 1946]. John A. Starrak and Raymond M. Hughes also advocated free education at the junior college level [Starrak & Hughes, 1948].

Modern Period

The community college concept of education is the central theme of the modern period. The junior college movement rose from its infancy in the early years of the century, to its more broadening functions between the two World Wars until it came into its own with the publication of the Report of the President's Commission on Higher Education [Zook, 1947].

This report was a milestone in the progress of the junior college movement. The name "community college" was suggested. In addition, the functions that such a college should serve were indicated. This report was published at the end of World War II when a crisis in secondary and higher education was evolving because of the rising enrollments and the scarcity of sufficient financial support. The essence of the philosophy of this concept in education is indicated in the following statement:

. . . this commission recommends that the number of community colleges be increased and that their activities be multiplied.

Community colleges in the future may be either publicly or privately controlled and supported, but most of them obviously will be under public auspices . . .

Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post high school needs of its community [Zook, 1947, p. 67].

As a result of this report Jesse P. Bogue wrote The Community College [Bogue, 1950] in which he related the junior college movement to the new concept of the community college. Ralph R. Fields in The Community College Movement [Fields, 1962] offers a depth study of three community colleges. James W. Thornton, Jr. in The Community Junior College [Thornton, 1966], Edmund J. Gleazer, Jr. in This Is The Community College [Gleazer, 1968], and William K. Ogilvie and Max R. Raines in Perspectives on the Community-Junior College [Ogilvie & Raines, 1971] present overviews of how the community college is functioning presently.

Harlacher expresses the characteristics of the community college as follows:

1. The community college is a community-centered institution with the primary purpose of providing service to the people of its community. Its offerings and programs are planned to meet the needs of the community and are developed with the active participation of citizens.
2. The community college claims community service as one of its major functions . . .

3. Since the community college is usually a creature of citizens of the local community or area, and since it is most frequently governed by a board of local citizens, the community college is readily capable of responding to changing community needs.
4. Most community colleges are operated by a local district which encompasses several separate and distinct communities . . .
5. The community college is an institution of higher education, and as such can draw upon advance resources of its staff in assisting in the solution of the problems of an increasingly complex society.
6. The community college, as a relatively new segment of American education is "unencrusted with tradition, not hide-bound by a rigid history, and in many cases, new and eager for adventure." Thus, it is able, without duplicating existing services in the community to tailor its program to meet local needs and conditions [Harlacher, 1968, pp. 13-14].

Community Service

The community service program is required to perform two separate functions. One is to advance the frontiers of human knowledge. This is to include knowledge about civic, governmental, social, cultural, and economic aspects of human living. The other function is the human transmission of development in order that it may be utilized with maximum effect for the improvement of human life for the citizens of the community through the controlled utilization of the college's physical resources and staff.

Harlacher has the following as objectives for the community service program:

1. To become a center of community life by encouraging the use of college facilities and services by community groups when such use does not interfere with the college's regular schedule.
2. To provide for all age groups educational services that utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups and the college district at large.
3. To provide the community including business and industry with the leadership and coordination capabilities of the college, assist the community in long-range planning, and join with individuals and groups in attacking unsolved problems.
4. To contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of business [Harlacher, 1969, p. 12].

Need for Study

The idea of community colleges providing community service programs is relatively new, and the concept of special staff for community service even newer. Thus, it seems to be an opportune time to conduct an investigation. There is relatively little written about this function of the community college. There are numerous dissertations in the arena of the community college, and some in the sphere of community service, but few to the writer's knowledge that are concerned with the faculty of the community service program of the community college. It would seem, therefore, that there is a need for such a study as this, while the community service expansion continues and while data may be obtained and evaluated.

Statement of the Problem

1. To determine the degree of perceived relevancy and self-expressed interest held among faculty for twelve a priori functions of community service.
2. To determine if significant relationships exist between perceived relevancy and the following variables: departmental assignment, age, sex, parenthood, place of residence, favorableness toward presence of older students in the classroom, amount of self-reported involvement in community life, experience in teaching extension classes at the college where employed full-time, experience in teaching extension classes at another college, and attitude toward a part-time assignment in a community service program.
3. To determine if significant relationships exist between self-expressed interest and the following variables: departmental assignment, age, sex, parenthood, place of residence, favorableness toward presence of older students in the classroom, amount of self-reported involvement in community life, experience in teaching extension classes at the college where employed full-time, experience in teaching extension classes at another college, and attitude toward a part-time assignment in a community service program.
4. To determine areas of potential difference between institutions which have different degrees of perceived relevancy and self-expressed interest for each of the twelve a priori functions of community service.

Hypotheses

The following hypotheses will be tested:

1. Faculty members who are involved with career related areas will not express greater interest in community service functions nor will they perceive them to be more relevant than will faculty members who are involved with the university parallel program.
2. Perceived relevancy of community service and personal interest in community service will be related to age. Younger faculty members will demonstrate greater personal interest in and greater perceived

relevancy of community service functions than will older faculty members.

3. Male faculty members will exhibit greater personal interest in community service than will female faculty members. Male faculty members will also perceive community service to be of greater relevancy than will female faculty members.
4. Faculty members who are parents will have greater personal interest in community service and view it to be more relevant than will faculty members who are not parents.
5. Faculty members who reside in the same community as the college is located in which they are employed will view community service with greater relevancy and more personal interest than will faculty members who do not reside in the same community as the college is located where they are employed.
6. Faculty members who teach extension classes will have greater personal interest in community service and will regard it to be more relevant than faculty members who do not teach extension classes.
7. Faculty members who prefer older students will have more personal interest in community service and regard it to be more relevant than will faculty members who do not prefer older students.
8. Faculty members who are involved in non-college aspects of community life will have more personal interest in community service functions and see them to be more relevant than will faculty members who are not involved in non-college aspects of community life.
9. Faculty members who are willing to accept a part-time assignment in the community service program will see community service to be more relevant than will faculty members who are less willing to accept a part-time assignment in a community service program. Faculty members who are willing to accept a part-time assignment in a community service program will have a greater personal interest in community service than will faculty members who are less willing to accept such an assignment.

Methodology

The hypotheses of this study were tested with data collected from selected community colleges in the greater Seattle, Washington area. A questionnaire was selected as the instrument to obtain information because a questionnaire made it possible to secure enough responses to permit significant differences to be readily detected. Further, the respondents were able to maintain complete anonymity. The questionnaire was arranged in two sections. The first concerned itself with each respondent's attitude toward community service with regard to relevancy, personal interest, and experience. The second section obtained demographic information about each respondent. Interpretation of the data was by simple correlation and multivariate analysis of variance and cell means analysis.

Significance of the Study

It is a well-known fact that the attitudes, values and general characteristics of the faculty of an institution determine its personality. The faculty also determine the quality of the programs being offered.

Thus, with an increasing interest in the community service aspect of the community college, such notables as Harlacher, Reynolds, Rains, and Myran have contributed to the research literature of community service. Furthermore, such outstanding people as Cohen, Brawer, and Garrison have written extensively about community college faculty but to the writer's knowledge there has been little written

about faculty for the community service program of the community college.

It would seem to the writer that at this juncture in time when there is an awareness in the literature of the need for more in-service and pre-service training as well as the feeling that there has to be more concentration on courses in community college preparation of the faculty there is a readiness for this study. Faculty and administrators are expressing their feelings about community service personnel.

It would be the hope of the writer that some reform ideas would be forthcoming for faculty training for community service programs in the community college and as a means of selecting personnel for the community service programs.

In summary, the significance of the study is:

1. To discover the thinking of the present community college faculty.
2. To determine the atmosphere of the different community colleges toward community service.
3. To have a better means of selecting faculty for community service.
4. To determine ideas for improved faculty training for community service.
5. To determine ideas for better in-service training in community service programs.

6. To determine ideas for better internships in community service programs.

Scope and Limitations of Study

This dissertation is limited to a study of faculty members of six selected regional urban community colleges of the Greater Seattle, Washington area. The intent was to obtain data about faculty of these community colleges and their reactions to community service programs, as well as to develop criteria to see what conclusions and recommendations can be evolved as a result of the evaluation of the data.

The instrument used to gather the data was based upon a taxonomy constructed by Dr. Max Raines. This taxonomy has been critiqued by six national authorities in community service. The reliability of the instrument has not been determined.

The study is further limited by what bias existed among non-respondents. Moreover, it would have been better for analysis if the response items of the instrument had been identical. One simply doesn't know impact of words on certain people. Finally, it is difficult to judge the enduring quality of the responses because of the halo effect of community service programs at this point in time.

Definition of Terms

Community Service is that function of the community college that provides individual and community development opportunities for all citizens of the community.

Faculty members are those persons who devote at least 50 per cent of their time to working in the community college.

Part-time faculty members are those persons who devote at least three but not more than eight hours a week to working in the community college.

Relevancy is understood to be what is meaningful and significant to the respondent.

Personal interest is understood to be a positive feeling on the part of the respondent for an activity.

Community development activity is that activity provided by the community service aspect of the community college to give leadership and to assist the community in long range planning.

Sources of Material

Information for the study was gleaned from three different sources. The first source of material consisted of data acquired from a questionnaire seeking specific information about faculty background, personal interest, community service programs and related educational activities in the surveyed institutions. The second source of information was gathered from an intensive search of the

literature, including publications of the American Association of Junior Colleges and Research in Education. The third source of information an analysis of institutional characteristics was made from the catalogues of participating institutions.

Plan of Presentation

Chapter I states the purpose and scope of the study. Chapter II is concerned with a summary of pertinent and related materials based upon a review of the different types of literature on community college faculty and community college service programs. The attempt is to explore in depth the growth and development of community college faculty and the community college service program. Trends and philosophies that have special significance for the purpose of this study are noted. Chapter III is concerned with the design and conduct of the study. In addition, a pilot study carried out at Santa Fe Community College, Florida, is discussed. Chapter IV analyzes the data. Chapter V presents summary and conclusions of the data. Also, implications for community service in the State of Washington are presented and recommendations for further study are made.

CHAPTER II

REVIEW OF THE LITERATURE

The community service concept goes back to the days of the ancient Hebrews when their teachers took their wisdom into the streets and the market place. There they established a student community, representative of the people and positively concerned with the social and moral issues of the day.

The idea of providing higher education for all people ended in the eighteenth century. The universities became store-houses for factual knowledge and retreats for the idle rich and select few.

The idea of community service was introduced in the United States by Josiah Holbrook when he established the American Lyceum in 1826. When the lyceum movement died out the chautauqua idea took its place. This became a symbol of education and culture until its peak year in 1924 [Knowles, 1960].

The passage of the Morrill and Smith-Lever Act established agricultural extension services in the Land

Grant colleges. This philosophy concurred with that of community service.

It was not until the early 1950s that the community service function of the community college was acknowledged. In the 1950s community service was regarded as a catchall for all non-credit courses. During the 1960s the community service aspect of the community college grew at a tremendous rate through the help of the American Association of Junior Colleges and the W. K. Kellogg Foundation. This expansion has continued through the 1970s. Today community service programs have their own goals, and trained personnel.

In a recent study by Gunder A. Myran, definitions of community services were reported. Some of them were as follows:

Those action programs of the community college, undertaken independently or in cooperation with other community groups and agencies, which direct the educational resources of the college toward serving individual, group, and community needs (Myran).

Community services represent the total effort of a community college which is designed to fulfill the educational, cultural, and recreational needs of the community and the persons who make up the community (William W. Leggett, Colby Community College, Kansas).

Those activities of the community college which provide educational and cultural services which fulfill the unmet needs of the community (William C. Woolfson, Bronx Community College, New York) [Myran, 1971].

It has been only in relatively recent times that studies on community college faculty began to appear in the literature. There are very few studies on community college faculty, however.

Although the writer has investigated the research concerning faculty in community service, there was only one study that the researcher located. This study was done by John Joseph Connolly in 1972. His investigation revealed that the community college faculty sampled was not involved in community service activities, or at most only in one. The area most frequently involved in was the speakers' bureau. There was a significant relationship between the faculty member's length of service in the institution, the division or department head status of the faculty member and concern for community service. A faculty member from a system without tenure was more involved in community service than was a faculty member in a system with tenure. The importance the institution placed on community service and in making tenure decisions influenced his commitment to community service. The indication to a prospective faculty member at the time of his pre-employment interview also influenced his participation in community service. The idea of rewards for involvement was an influencing factor upon faculty concern for community service. Administrators appeared to be the main determining factor of whether a faculty member was involved in community service or not [Connolly, 1972].

In order to gain a better understanding of community service faculty it was necessary to examine community college faculty in general--to investigate such considerations as attitudes, perception, personal characteristics,

institution where employed, participation in governance of the institution where employed. The remainder of this chapter will discuss the above topics.

Faculty Attitudes

Attitude was conceived to be a primary stimulus to action. Some authors have stressed the cognitive component of attitude while others have stressed the affective component but it was generally agreed that both elements were involved in the concept of attitude. Thus, when a person made an overt evaluative response to an object, or concept, he was expressing his attitude. Thurstone's description of attitude was defined as "the affect for or against a psychological object" [Thurstone, 1931, pp. 249-269].

Martin Fishbein's feelings were that attitudes were automatically acquired in the process of concept learning, and they also mediate the continuing process once they were formed. Thus, the individual was going to be automatically conceptualizing his experiences, whether he verbalized them or not, and attitudes played a constant role in the process [Fishbein, 1967].

Rokeach regarded an attitude as "a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" [Rokeach, 1968]. It was difficult to predict this behavioral component in terms of exact and precise action. Often there were many conflicts, in an individual, between

beliefs that were concurrently activated, directly and indirectly, by the same object and situation stimuli [Kitchin, 1972, pp. 136-149].

According to Rosenberg attitudes may be explained in terms of the relationship between its cognitive, affective and behavioral components [Rosenberg, 1960, pp. 319-340]. The overt behavior of an individual was based upon the following: (1) the various interrelationships of the attitude components determined by personal characteristics, needs, occupational qualifications, and (2) the influence of the immediate situation determined by the institution and the governance of the institution. This relationship is illustrated as follows:

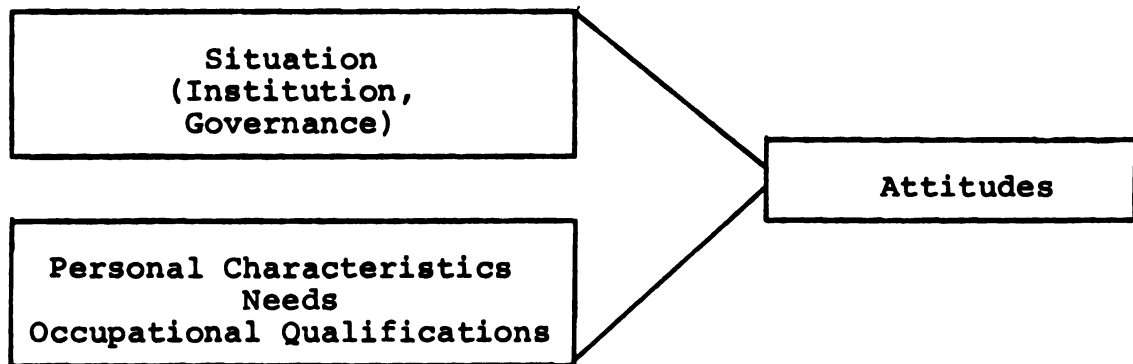


Figure 1. Components of Attitudes.

The teacher's attitude was a stimulus for attitudes and actions which students may adopt. Hoffman revealed that in his study of college students the most important characteristic of a good college teacher was his attitude toward students. Especially of high value was the

teacher's treatment of them as individuals, his willingness to see them as human beings, to be understanding, and not to look or talk down to students [Hoffman, 1963, pp. 21-24]. McComas stated that in his study respect for students' views as well as a sense of humor were regarded to be important teacher qualities [McComas, 1965, pp. 135-136].

Thus, the writer would conclude that perception depends upon the individual's experience, needs, values, and interests, as well as the "primary determinants" [Postman, Bruner & McGinnies, 1965, pp. 162-173]. These include such factors as failure and success, as well as social and cultural backgrounds, in addition to environment. The following section concerns itself with characteristics of faculty and the imprint this has upon the attitude and perception of the faculty.

Faculty Characteristics

Socio-Economic Background

According to Project Focus full-time faculty in the community college were predominately white and male. There were 92 per cent who were white with less than 39 per cent being female.

The fathers of 55 per cent of full-time community college faculty were in professional, managerial, clerical or sales occupations. Thirty-five per cent were from blue collar backgrounds. Less than 20 per cent had fathers with a college or graduate degree. There were 45 per cent who

had fathers with less than a high school diploma. Fathers of female staff members had a higher education than did fathers of male staff members.

The majority of the faculty spent their childhood years in small towns and non-urban settings, basically. Forty per cent of the faculty in community colleges came from such an environment. One third came from truly urban areas with populations of over 100,000.

In general, community college faculty members came from lower middle class backgrounds, were non-urban and had semi-professional fathers. Their backgrounds were very similar to the community college students' backgrounds [Bushnell & Zagaris, 1972, pp. 3-435].

Paul Parker in his study found similar results. There were 73 per cent male teachers, and 27 per cent female teachers. He stated that 78 per cent of the faculty were married with 87 per cent of this figure being male. Married women totaled 54 per cent. The overall average age was 41 but it drops to 38.6 for men and rose to 43.6 for females. Broken down further the results showed 61 per cent of the males were under 40 and 40 per cent of the females were under 40.

Their childhood years were spent in non-urban areas, with 54 per cent of the men and 61 per cent of the women coming from places of under 2,000 in population. Only 9 per cent of the men and 8 per cent of the women came from cities of 100,000 or over.

The prime occupation of the fathers was farming. Thirty-six per cent of the faculty had farmers as fathers. This was followed by fathers who had small businesses. They accounted for 19 per cent of the occupations of the fathers. Skilled workers were the fathers of 15 per cent of the teachers.

Thus, Parker found his sample to show that community college faculty members came from lower middle class families, were raised in rural areas or small towns and their fathers were in semi-skilled occupations [Parker, 1970, pp. 17-21].

Ruth Eckert and Howard Y. Williams, Jr., in their study found results that were almost identical to those of Parker and Bushnell. Their findings showed that 74 per cent of the faculty were male. The median age of the staff was 41 with 37 per cent under 35 years. Eighty-one per cent were married. Almost half of the fathers and mothers did not finish high school. Thirteen per cent of the fathers and 9 per cent of the mothers were college graduates.

They came from homes of relatively low socioeconomic status. Almost half of the fathers were farmers, laborer or clerks [Eckert & Williams, 1971, pp. 2-3].

Professional Qualifications

Eckert and Williams found that 24 per cent of community college teachers never thought of teaching in a community college prior to receiving their highest degree.

Forty-one per cent were interested in public school teaching when they entered college. Sixty per cent were interested in public school teaching upon graduation. Seventy-two per cent stated that the reason they entered college teaching was that they desired to work with college age students. One quarter of the faculty were influenced in their decisions by a former teacher. One third of the faculty had received a special honor or recognition while in college. Twenty-two per cent had received scholarships. The typical highest degree was the master's degree. Sixteen per cent did not have a master's degree. Two per cent had a doctorate degree. Thirty per cent of the faculty were working on advanced degrees. Three quarters of the staff had taught before coming to the community college. Seventy per cent came from secondary and elementary levels. The typical faculty member had taught five years with 44 per cent teaching for the first time at the community college level [Eckert & Williams, 1971, pp. 4-6].

According to a study conducted by Normal L. Friedman those instructors who came from the secondary schools viewed teaching at the community college as an advancement. They had limited interest in actively participating in research but they enjoyed teaching and possess superior subject matter knowledge. While the former instructors from the four year institutions may have viewed teaching in the community college as a demotion, they regarded the pressure to publish and the overemphasis on

degrees in universities also to be very distasteful. They preferred to teach where these kinds of demands were not made and find this sufficient compensation for the change. The graduate student saw teaching in the community college as an opportunity to see if he liked teaching. If he did not he could return to take his Ph.D. or pursue a career in industry [Friedman, 1967, pp. 231-245].

Among community college faculty according to Bushnell's findings, 75 per cent had master's degrees with 90 per cent of the academic faculty and 52 per cent of the occupational faculty having them. Only 5 per cent held a Ph.D. or an Ed.D.

The greatest number of the faculty had previous experience in the senior high school. They constituted 38 per cent of the sample. Twenty-seven per cent came from four year institutions and 11 per cent were from elementary schools. Twenty per cent of the occupational teachers had taught in vocational or technical high schools.

In addition, 50 per cent of the occupational staff were working on advanced degrees, as compared to one third of the academic faculty [Bushnell, pp. 36-39].

Parker in his study that approximately 94 per cent of the sample had attended public high schools, and that 36 per cent had attended junior colleges. Of the faculty sampled 89 per cent held a master's degree and 11 per cent of the men had a specialist degree. He noted however, that

less than 45 per cent had any course work on the two year college [Parker, pp. 34-37].

The general consensus of the literature is that most instructors in the community college came from high school teaching, teaching in a four year institution, directly from graduate school or industry.

Present Teaching Situation

The typical male teacher in Parker's sample taught science and mathematics. He was 38.6 years old and married. He had taught fourteen years with six in his present position.

The average woman faculty member in Parker's study taught behavioral sciences, humanities, and communications. She was 43.6 years old and is married. She had taught nineteen years, the last eight in her present job [Parker, pp. 46-47].

Lipscomb in his research concluded that those faculty members who revealed high acceptance of the stated role of Mississippi Public Junior College teachers had the following characteristics:

1. Below 45 years of age the sexes were equally represented.
2. Residents of small Mississippi towns where they attended public schools.
3. Were good students and likely had some formal courses designed for junior college teaching.
4. Participated in junior college in-service programs and taught a considerable number of years in junior colleges.
5. Majored in foreign languages, English, social studies, guidance, home economics or vocational arts.

6. Were sought out for present position by the president or dean of their college.
7. Devoted from 48-55 or more hours per week for the junior college.
8. Are satisfied with junior college work and believe morale throughout the college is good.
9. Feel a "sense of social usefulness" and "personal satisfaction" with junior college.
10. Believe junior college faculty to be good compared to those of "good" junior and senior colleges.
11. Feel counseling is important and that students should participate in club activities.
12. Believe in equal emphasis on the various junior college functions.

The following characteristics were evidenced by the low acceptance group:

1. Older and primarily male.
2. Residents of farm communities and attended small rural schools.
3. Average or better students but had no formal or informal courses designed for junior college teaching.
4. Participated little in in-service programs.
5. Taught in elementary or secondary schools but few years in junior college.
6. Devote less than 48 hours per week to junior college.
7. Majored in biological sciences, physical sciences, and mathematics, and most work in academic areas.
8. Feel morale in junior college is slightly better than average.
9. Believe junior colleges "over counsel" and think little of personal and social counseling.
10. Do not desire to participate as advisors or chaperones.
11. Accept college transfer and terminal functions but not community services.
12. Do not believe in open admission to all courses [Lipscomb, 1965].

Higgins found in his study of faculty in Oklahoma that 84 per cent of the faculty felt the transfer program was essential to the community college. Fifteen per cent regarded it to be optional and 50 per cent of these teachers were involved with the occupations program. Age, sex

length of employment, whether full-time or part-time, type of institution, previous teaching was of no consequence. Sixty-eight per cent believed the occupation program to be important to the junior college, among the entire faculty, but the teachers in the occupational program responded higher--78 per cent [Higgins, 1972, p. 15].

It would be very difficult to discuss faculty and ignore the environment in which they are employed. Therefore, the next section concerns itself with the institution where faculty are employed.

The Institution

The community college is a social institution where the faculty member encounters the administrative leader as well as his colleagues and students. The tone of the institution is set by the administrator. His attitude and that of his colleagues are determining factors of the faculty member's attitudes. One method of examining this phenomenon is to start with the early sociological theorists.

Durkheim's view was that education was "a collection of practices and institutions that have been organized slowly in the course of time, which are comparable with all the other social institutions and which express them, and which, therefore, can no more be changed at will than the structure of the society itself" [Durkheim, 1922, p. 65]. Weber saw the school as the place where individuals

acquired the experiences and credentials which define their subsequent position in society. He regarded the school as a bureaucracy [Gerth & Mills, 1956].

Bidwell regarded the school as a formal organization. The following characteristics of the modern school as consistent with the bureaucratic model:

1. A functional division of labor (e.g. allocation of instructional and coordinative tasks to the roles of teacher and administrator).
2. Definition of staff roles as offices, in terms of recruitment according to merit, legally based tenure, functional specificity of performance, and universalistic, affectively neutral interaction with clients.
3. A hierarchic ordering of offices, providing an authority structure based on the legally defined power of officers, a system of adjudication of staff disputes by reference to superiors, and regularized lines of communication.
4. Operation according to rules of procedure, which set limits to the discretionary performance of officers, specifying both the aims and modes of official action [Bidwell, 1965].

Etzioni from his extensive research pointed out that an integral feature of the compliance structure of a normative organization was the ability to evoke organizational identification among participants. Particular normative organizations such as colleges and universities serve culture oriented goals which can best be realized through the intense commitment among participants to the values of such organizations [Etzioni, 1961, pp. 48-49]. Brager stated that the basis of involvement will vary with the rank and function of within the normative organization. Faculty at lower ranks demonstrated higher value commitment than faculty of higher rank [Mannon, 1972, pp. 14-16].

Another study by Shartle indicated the influence of the institution upon the behavior of the administrator. He stated " . . . it is important to consider the environment setting in which the administrator works . . . " [Shartle, 1958]. This can be applied to all faculty members.

In a recent study conducted by Wilson, Dienst, and Watson on colleagues evaluations there was considerable agreement with the students' evaluation of the faculty [Wilson, Dienst, & Watson, 1972, pp. 31-37].

Clark summarized the role of the institution on the faculty member

Though colleges and universities begin as purposive formal organizations they become, in varying degrees, social institutions heavy with affect . . . involvement. For faculty and administrators, there are loyalties and life-styles of the employing institution . . . attitudes and values of . . . professors catch some of the personal side of expressive phenomena [Clark, 1973, pp. 2-14].

In view of the fact that no institution can exist without a form of governance the next section shall devote itself to a discussion of faculty participation in governance.

Faculty Participation in Governance

In the literature, faculty participation in community college governance prior to 1964 was virtually nonexistent. In fact, three widely read professional books, Bogue [1950], Thornton [1960], and Blocker [1965] fail to

recognize that faculty could participate in governance.

Possible reasons for this behavior may be as follows:

1. Most community college faculty come from secondary schools. They regard the teaching at the community college as an increase in status. They have no desire to acquire a decision making role at the beginning of a new career.
2. The community college was established as a loosely structured bureaucracy. There is no indication that the faculty participate even in matters of curriculum, let alone such things as appointments, promotions, admissions, degree or certificate requirements [Bylsma & Blackburn, 1971, p. 5].

Probably the most dominant reason that there is a change in faculty attitude toward participation in community college governance is the fact that in 1965 the Hutchinson Act was passed which permitted public employees to organize for the first time in history. They did. They bargained and they struck.

Many leaders in the area of community college education are not pleased. They view this behavior as unprofessional. Some of them are Livingston [1967], Heim [1968], Kadish [1968]. Fisher [1967], Marion [1968], and Kugler [1968] feel collective bargaining is necessary [Bylsma & Blackburn, 1971, p. 7].

According to Weber the main sources of discontent are: (1) the faculty's desire to participate in determining policies affecting its professional status and performance, and (2) the faculty's desire to join with administration concerning the issues of educational and administrative policies, personnel administration and economic matters [Weber and others, 1967].

The following are trends in higher education

governance:

1. Maybe the most dominant trend in higher education governance is best explained as the termination of the academic mystique. It has been replaced by a new level of involvement that offers closer surveillance, increased sophistication, and often times displeasure.
2. Powerful forces such as alumni, legislators, donors, trustees, the general public challenge the individual and institutional autonomy. This means a decline in autonomy of the institution.
3. There is a trend toward increased standardization of governance procedures and codes, campus-wide and community-wide councils and assemblies have been established.
4. There is an acceptance of campus conflict as a norm.
5. Trend toward decentralization. The idea is to change the campus into more unified relief clusters in order to reduce the tension among factions through organization insulation and decentralization.
6. Trend toward the challenge of academic professionalism. There is a counter-revolution underway [Ikenberry, 1971, pp. 12-14].

The above trends lead to implications for faculty.

Some of these are as follows:

1. Faculty members will continue to seek and to receive a significant role in institution policy formation and decision making.
2. Although faculty members will gain a significant voice in policy making and decision formation, they will have to share this voice with others--like students. Administrators and faculty will have to accommodate themselves to less autonomy in decision making.
3. There will be an increased number of Ph.D.'s. They will demand that the two-year college be less authoritarian and bureaucratic than in the past and open to change.
4. Faculty members in all of higher education will have to define new definitions of academic freedom.
5. This new breed of faculty will bring new expectations for faculty participation in governance, including participation in defining a new philosophical and operational basis of their own academic freedom [Ikenberry, 1971, p. 15].

CHAPTER III

METHODOLOGY

Pilot Study

The pilot study was conducted on the basis of data gathered from faculty members at Santa Fe Community College, Santa Fe, Florida. The data was gathered in April, 1970. Males between the ages of 20-29 who held liberal values in education and economics, and had liberal ideas in general emerged as being most favorable toward community service, most interested in community service and perceiving community service to be most relevant. They were, also, residents of the same community between two and five years. They were active in political, recreational and service groups. They grew up in an urban environment; were not home owners; and may or may not have been parents. They taught liberal arts or in career oriented areas, and had middle of the way social values.

The profile that emerged from respondents who were least favorable toward community service, least interested in community service and perceived community service to be least relevant included large numbers of older female

faculty members between the ages of 30-39, who saw themselves as holding conservative values in educational, economic, and social issues. They had been residents of the same community between five and ten years; were active in church groups; and were home owners. They grew up in rural areas. They taught in liberal arts or in career oriented areas.

As a result of this study it was decided that some revisions should be made in the questionnaire. A sample of the original questionnaire is included in Appendix A.

Source of the Data

The data was based upon responses to a questionnaire from the following community colleges in the Greater Seattle area: Bellevue, Everett, Fort Steilacoom, Green River, Highline, and Shoreline. The questionnaires were distributed in November, 1970. A total of 417 responses were used for the study.

Description of Population

The population of this study consisted of the full-time faculty at Bellevue, Everett, Fort Steilacoom, Green River, Highline, and Shoreline community colleges. The numbers and percentages of responses were as follows: Bellevue, 59 out of 65 (91%), Everett, 130 out of 140 (92%), Fort Steilacoom, 17 out of 28 (61%), Green River, 63 out of 85 (74%), Highline, 72 out of 121 (60%), Shoreline, 76 out of 142 (54%).

The population was divided into two groups. Group I was the group in which there was high response, or over 90 per cent. Group II was the group in which there was restricted response, or between 54 per cent and 76 per cent response.

Description of the Instrument

The questionnaire was considered as the most feasible instrument to gather data with. The instrument was constructed by the writer based upon a taxonomy of twelve a priori functions of community service developed by Dr. Max R. Raines [Raines, Michigan State University]. Although the validity of the instrument has not been tested the taxonomy was submitted by Raines to a panel of experts in community service. They were the following: Dr. William Kiem, professor of higher education at Virginia Polytechnical Institute, formerly dean of community service at Cerritos College, California; Dr. Ervin L. Harlacher, chancellor of Kansas City Missouri Community College; Dr. Seymour Eskow, president of Rockland Community College, Rockland, New York; Dr. George Traicoff, dean of community service, Cuyuhoga Community College, Cleveland, Ohio; Dr. Patrick Distasio, formerly dean of community service Miami-Dade Community College, Florida; Mr. Walter Fightmaster, provost, Oakland Community College, Bloomfield Hills, Michigan.

The questionnaire has been divided into two parts. Part I was concerned with the degree of self-perceived relevance and interest the faculty might assign to twelve a priori functions of community service.

For purposes of this study relevancy was determined as to how faculty members assess selected functions of community service in terms of their pertinence to community service in their individual college.

For purposes of this study personal interest was determined to be the expression of emotional and intellectual concern for their own involvement in community service programs.

The twelve selected functions of community service were rated by each respondent in the area of relevancy and personal interest. A value from one to five was given for each. A response could have a total score ranging from 12 to 60 for relevancy and a score from 12 to 60 for personal interest.

As shown in Table 1 the key for relevancy was as follows: one was highly relevant; two was relevant; three was in-between; four was irrelevant; five was highly irrelevant.

As shown in Table 1 the key for personal interest was as follows: one was enthusiastic; two was quite interested; three was possibly interested; four was not very interested; five was definitely not interested.

Table 1.--Rating Key.

Rating Number	Relevance	Personal Interest
1	Highly Relevant	Enthusiastic
2	Relevant	Quite Interested
3	In-Between	Possibly Interested
4	Irrelevant	Not Very Interested
5	Highly Irrelevant	Definitely Not Interested

A total score of 12 for relevancy would reveal the community service functions to be perceived by the respondent as highly relevant. A score of 12 for personal interest would reveal the community service functions to be perceived by the respondent as enthusiastic.

Part II of the questionnaire was concerned with certain selected demographic data. The key for the demographic data was as follows: one indicated that the respondent was employed in an academic area; two indicated that the respondent was employed in a non-academic area, or vocational area.

The range used to describe the respondent's feeling about having older students in the classroom was from one to four. The value was one if he preferred older students in the classroom; the value was two if he regarded them as o.k.; the value was three if he would rather not have them; the value was four if the respondent had no preference.

The range used to describe involvement in community life (such as church), was from one to five. If the respondent was highly involved with community life the response was assigned a value of one; if the respondent was quite active in community life the response had a value of two; if the respondent checked on again, off again the response had a value of three; if the response was rather inactive it had a value of four; if the respondent perceived himself to be totally inactive the response had a value of five.

The range for reaction to a part-time assignment in a community service program was from one to five. The value of one was given for the response that the respondent would accept the assignment enthusiastically. If the respondent indicated that he would accept the assignment willingly the response had a value of two. If the respondent stated that he would tolerate the assignment the response had a value of three. The value for a reply that showed that the respondent would prefer to avoid the assignment was four. If the faculty member said that he would refuse such an assignment the response had a value of five.

It should be noted here that there was no way to project what the responses of faculty members who did not return questionnaires might have been. In this sense the interpretation of the data was restricted.

Selecting the Sample

Community colleges among the colleges in the Greater Seattle, Washington area were arbitrarily selected for the study, and were a part of a larger group included in a study conducted by Dr. Max Raines for Arthur D. Little, Inc. Although the study of six colleges in a metropolitan area does not afford much statistical generalization it may allow for a basis to be used for future studies of community colleges clustering a metropolitan area.

Statistical Analysis

The information from the questionnaire was punched on eight column computer cards. This information was then processed through the Computer Laboratory facilities at Michigan State University.

Multivariate analysis of variance was performed to determine the differences between groups, and between institutions within a group. The independent variables were the twelve functions of community service for determining relevancy, and the twelve functions of community service used for determining interest of the faculty members.

Simple correlation analysis was used to determine the relationship between the dependent variables and the demographic data. The level of significance was set at .05. In addition, the .01 level of significance was noted as it occurred.

Cell means analysis was used to compare the scores of each of the twelve functions of community service for relevancy and the twelve functions of community service for interest of faculty members for each of the institutions.

The institutions were divided into two groups. Group I consisted of those institutions that had a response of over 90 per cent. Group II consisted of those institutions that had a response of 54 per cent to 76 per cent.

Values of 0.001 to 0.05 would have been significant; all of the values were at the extreme lower end of the range, <0.0009 . This means there were less than 9 chances in 10,000 that the hypothesis stated would find no difference among institutions within a group, based upon faculty members' perceived relevancy and interest of the twelve a priori functions of community service. Therefore, we conclude there was a difference among institutions within a group, in their perception of perceived relevancy and interest. It is, however, not possible to compare Group I and Group II because of the significant interaction between groups and institutions nested within groups of this design.

Description of Institutions From Their Catalogues

Everett Community College

Everett Community College is located in Everett, Washington which is a suburb of Seattle. The college was

founded in 1941, but its roots go back to a one year college program that was started in 1915. The original college closed in 1923.

Today Everett Community College has an enrollment that is approximately 5,000 students a quarter. Over 90 per cent of the students come from Snohomish County. There is an open door admission policy. The faculty number about 140; four have doctoral degrees.

To meet its obligations to its students, Everett offers the following programs: (1) career preparation, (2) transfer, (3) general education, (4) developmental education, (5) counseling, (6) student activities, and (7) community service. The largest number of course offerings are in mathematics and science. This is closely followed by the English and business education courses.

Bellevue Community College

Bellevue Community College is located in Bellevue, Washington a suburb of Seattle. The college was established in 1966. It is under the jurisdiction of the local Board of Trustees of Community College District No. 8. It adheres to an open door policy. They have about 225 full- and part-time faculty. There are sixteen doctoral degrees.

Bellevue Community College offers the following programs: (1) transfer, (2) occupational education, (3) continuing education, (4) general education, (5) developmental education, (6) counseling, (7) student activities,

(8) community service. The largest number of course offerings are in mathematics and science, humanities, and business. There are several courses in minority studies.

Green River Community College

Green River Community College is located in Auburn, Washington on 160 acres. The college opened officially in 1965. It began as an adult evening school in 1945. In 1949 a day program was added. It continued thus until 1952 when the day program was discontinued, but the evening classes continued. More and more vocational and technical classes were added. Once again in 1965 day classes were added. The college has an open door policy. There are about 115 faculty members with four doctoral degrees.

Green River Community College offers the following programs: (1) continuing education, (2) transfer, (3) developmental education, (4) vocational-technical education, (5) community service, (6) counseling and guidance, (7) student personnel services. The largest number of course offerings are in the area of vocational and technical education, mathematics and science, humanities.

Highline Community College

Highline Community College is located sixteen miles south of Seattle--midway between Seattle and Tacoma, Washington. The college was founded in 1961. The college

moved to its present site in 1964. The college is under the jurisdiction of Community College District No. 9.

The student body consists of some 8,500, including full- and part-time students. The average age is 24, the median is 21. The range varies from 18 to the 60s and older. Men slightly outnumber women. There is an open door policy of admission. The faculty number about 140 full-time and 285 part-time. There are eight doctoral degrees.

Highline offers the following programs: (1) academic and general education, (2) occupational education; technical career courses, (3) developmental education, (4) continuing education, (5) adult basic education, (6) counseling, (7) community service, (8) student activities. The largest number of courses are in humanities, mathematics and science. There are course offerings in minority studies.

Shoreline Community College

Shoreline Community College is located on an eighty-eight acre site overlooking Puget Sound in a suburban community northwest of Seattle. The college was established in 1964. It is under the jurisdiction of Community College District No. 7. The college has an open door policy. There are some 125 faculty members with seven having the doctoral degree.

Shoreline Community College offers the following programs: (1) transfer, (2) occupational, (3) general studies, (4) college exploratory, (5) evening education, (6) continuing education, (7) high school completion, (8) student services, (9) travel study, and (10) community involvement. The largest number of courses are offered in humanities, mathematics and science, and engineering technology.

Fort Steilacoom Community College

Fort Steilacoom Community College was founded in 1967. It is located in the lakes district of Tacoma on 135 acre site. The college has an open door policy. In 1972 the enrollment was some 2,000 students. There are seventy-three faculty members. There are six doctoral degrees.

Fort Steilacoom offers the following programs: (1) transfer, (2) occupational, (3) student services, (4) guidance, (5) home study, (6) adult education, (7) minority affairs, and (8) general studies. The largest number of courses are offered in business education, mathematics and science, and humanities.

Composite Profile of Full-Time Faculty Members

Table 4 illustrates the frequency count and percentage of responses for the demographic factors of sex, age, discipline area, program, parenthood, residence,

Table 2.--Program Offerings.

College	Program Offerings							
	Travel Study	High School Completion	Continuing Education	Community Service	Student Activities	Counseling and Guidance	Developmental Education	Transfer
College A		x	x			x	x	x
College B		x	x	x	x	x	x	x
College C		x	x	x	x	x	x	x
College D		x	x	x	x	x	x	x
College E		x	x	x	x	x	x	x
College F	x	x	x	x	x	x	x	x

Table 3.--Course Offerings at the Selected Colleges.

College	Course Offerings											
	Mathematics and Science	English	Library	Health and Physical Education	Business	Vocational and Technical	Counselors	Behavioral Science	Health Occupations	Humanities	Social Science	Home Economics
College A	x		x	x	x		x	x	x	x	x	x
College B	x	x	x	x	x	x	x	x		x	x	
College C	x	x	x	x	x	x	x		x	x	x	x
College D	x	x		x	x	x	x		x	x	x	
College E	x	x	x	x	x	x	x		x	x	x	x
College F	x	x	x	x	x	x	x		x	x	x	

Table 4.--Composite Profile of Full-Time Faculty Members.

Category	College A		College B		College C		College D		College E		College F	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Sex												
Male	15	88.2	37	62.7	89	68.5	52	82.5	43	59.7	58	76.3
Female	2	11.8	22	37.3	41	31.5	11	17.5	29	40.3	18	23.7
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Age												
20-29	2	11.8	9	15.3	15	11.5	8	12.7	15	20.8	13	17.2
30-39	8	47.1	30	50.8	50	38.5	30	47.6	34	47.2	34	44.7
40-49	4	23.5	13	22.0	34	26.2	17	27.0	16	22.2	21	27.6
50-59	3	17.6	3	5.1	22	16.9	8	12.7	6	8.3	7	9.2
60-69	0	0.0	2	3.4	9	6.9	0	0.0	1	1.5	1	1.3
Unreported	0	0.0	2	3.4	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Discipline Area												
Math & Sci	3	17.6	12	20.2	32	24.6	10	15.9	16	22.2	16	21.1
English	0	0.0	5	8.5	14	10.8	1	1.6	7	9.7	3	3.9
Library	1	5.9	4	6.8	3	2.3	0	0.0	4	5.6	1	1.3
Health & P.E.	1	5.9	5	8.5	6	4.6	5	7.9	4	5.6	4	5.3
Business	4	23.5	7	11.9	14	10.8	6	9.5	5	6.9	6	7.9
Voc & Tech	0	0.0	1	1.6	12	9.2	12	19.0	6	8.3	2	2.6
Counselors	2	11.8	5	8.5	5	3.8	2	3.2	6	8.3	5	6.6
Behavior. Sci	2	11.8	6	10.2	0	0.0	0	0.0	0	0.0	0	0.0
Health Occ.	1	5.9	0	0.0	13	10.0	2	3.2	5	6.9	6	7.9
Humanities	2	11.8	7	11.9	8	6.2	9	14.3	9	12.5	15	19.7
Soc. Sci.	3	17.6	4	6.8	18	13.9	13	20.6	9	12.5	12	15.8
Home Eco.	0	0.0	0	0.0	2	1.5	0	0.0	1	1.5	0	0.0
Unreported	0	0.0	3	5.1	3	2.3	3	4.8	0	0.0	6	7.9
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Program												
Transfer	11	64.7	39	66.1	87	66.9	40	63.5	57	79.2	48	63.2
Occupation	6	35.3	20	33.9	43	33.1	23	36.5	15	20.8	28	36.8
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Parenthood												
Parent	14	82.4	41	69.5	101	77.7	56	88.9	52	72.2	58	76.3
Nonparent	3	17.6	18	30.5	29	22.3	7	11.1	20	27.8	18	23.7
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Residence												
Coll. Comm.	13	76.5	39	66.1	73	56.2	36	57.1	41	56.9	37	48.7
Other Comm.	4	23.5	20	33.9	57	43.8	27	42.9	31	43.1	39	51.3
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Taught Extension												
Home Coll.	2	11.8	14	23.7	38	29.2	28	44.4	28	39.0	19	25.0
Other Coll.	5	29.4	10	16.9	15	11.5	3	4.8	7	9.9	5	6.6
Both	4	23.5	8	13.6	14	10.8	14	22.2	11	15.0	16	21.0
Neither	6	35.3	27	48.8	63	48.5	18	28.6	26	36.1	36	47.4
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Older Students												
Prefer	7	41.2	14	23.7	49	37.7	21	33.3	30	41.7	29	38.2
O.K.	6	35.3	21	35.6	43	33.1	22	34.9	24	33.3	18	23.6
Rather Not	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Preference	4	23.5	24	40.7	38	29.2	20	31.8	18	25.0	29	38.2
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Invol. in Comm. Life												
Highly Active	2	11.8	6	10.2	17	13.1	4	6.3	4	5.6	10	13.2
Quite Active	5	29.4	16	27.1	41	31.5	11	17.5	19	26.4	22	28.9
On Again, Off Again	5	29.4	17	28.8	28	21.5	25	39.7	23	31.9	20	26.3
Rather Inact.	3	17.6	17	28.8	37	28.5	18	28.6	20	27.8	24	31.6
Totally Inact.	2	11.8	3	5.1	7	5.4	5	7.9	6	8.3	0	0.0
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0
Part-Time Assign. in Comm. Service												
Accept Enthus.	5	29.4	18	30.5	23	17.7	11	17.5	15	20.8	18	23.6
Accept Willingly	10	58.8	25	42.4	63	48.5	35	55.5	45	62.5	41	54.0
Tolerate	1	5.9	9	15.3	16	12.3	10	15.9	3	4.2	12	15.8
Prefer to Avoid	1	5.9	4	6.7	22	16.9	7	11.1	5	6.9	4	5.3
Refuse	0	0.0	3	5.1	6	4.6	0	0.0	4	5.6	1	1.3
Unreported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	17	100.0	59	100.0	130	100.0	63	100.0	72	100.0	76	100.0

teaching at extension at home college, teaching of extension at another college, attitude toward older students in the classroom, involvement in community life, attitude toward a part-time assignment in community service.

All the colleges had more male faculty members than female faculty members. The range, however, went from a high of 8 males to every female at College A to a low of 1.5 males for every female at College E.

Most of the faculty in all the colleges were between the ages of 30 to 39. The writer observed that College B had over 50 per cent of its faculty in this age group whereas College C had the lowest number among the colleges with a total of 38.5 per cent. The second largest number of respondents were between the ages of 40 to 49 with College F having 27.6 per cent of its faculty in this area and College B having only 22 per cent in the same range. The span from 50 years to 59 years had 17.6 per cent of the faculty in College A fall in this category and only 5.1 per cent from College B in this group. It was interesting to note that College E had 20.8 per cent of its faculty in the age range of 20 to 29 whereas College C only had 11.5 per cent in this area. College C had the greatest number of faculty members among the colleges in the category of 60 to 69 years of age, namely, 6.9 per cent, whereas College A and College D had no one in this group.

All the colleges had more faculty members involved in the transfer program than in the occupational program. The range went from a high of 79.2 per cent at College E to a low of 63.2 per cent at College F. Therefore, College F had the highest number of faculty members in the occupational program with a total of 36.8 per cent while College E had a low of 20.8 per cent.

Most of the faculty in all the colleges were parents, with College D having the highest number with 88.9 per cent of its faculty parents and College F having the lowest with 63.2 per cent of its population parents. Thus, the highest number of nonparents was at College F with a total of 36.8 per cent and College E having the lowest number of nonparents with a total of 20.8 per cent.

The majority of the faculty, it appeared, lived in the same community as the college in which they taught was located. The range ran from a high at College A of 76.5 per cent to a low of 48.7 per cent at College F. Therefore, the largest number of faculty members who did not live in the same community as the college in which they taught was located was at College F where 51.3 per cent lived elsewhere. As expected, College A had the least number of faculty living in another area with a total of 23.5 per cent.

Among the faculty who taught extension classes at their home college the range ran from a high of 44.4 per cent at College D to a low of 11.8 per cent at College A.

The spread for faculty members who taught extension classes at another college went from a high of 29.4 per cent at College A to a low of 4.8 per cent at College D. It was interesting to note that 23.5 per cent of the faculty at College A taught extension classes at both the home college and another college, whereas, 10.8 per cent of the faculty population had done so at College C. In addition the number of staff who had taught neither at their home college nor at another college ran from a high of 48.8 per cent at College B to a low of 28.6 at College D.

The writer observed that 41.7 per cent of the faculty at College E indicated a preference for older students in the classroom whereas only 23.7 per cent at College B indicated this response. The range for staff members who regarded older students in the classroom as O.K. went from 35.6 per cent at College B to a low of 23.6 per cent at College F. No respondent felt that he would rather not have older students in the classroom. It was interesting to observe, however, that the response to "no preference" with regard to older students in the classroom went from a high of 40.7 per cent at College B to a low of 23.5 per cent at College A.

The number of faculty members who were highly active in community involvement went from a high of 13.2 per cent at College F to a low of 5.6 per cent at College E. The range for respondents who were quite active ran from a high of 31.5 per cent at College C to a

low of 17.5 per cent at College D. It was noted, however, that 39.7 per cent of the faculty at College D participated in an "on again, off again" way with regard to involvement in community affairs, whereas, only 21.5 per cent of the staff at College C perceived their participation this way. It was further interesting to observe that the range for faculty that regarded themselves to be rather inactive in community involvement went from a high of 31.6 per cent at College F to a low of 17.6 per cent at College A. The range for staff who viewed themselves as totally inactive in community affairs was from a high of 11.8 per cent at College A to a low of zero at College F.

It was not surprising to note that the majority of the faculty members were willing to accept a part-time assignment in a community service program with the range going from a high of 62.5 per cent at College E to a low of 42.4 per cent at College B. The range for those participants who indicated that they would accept such an assignment enthusiastically ran from 30.5 per cent at College B to a low of 17.5 per cent at College D. Furthermore, it was interesting to note the spread, for those respondents who felt that they would tolerate a part-time assignment in a community service program, from a high of 15.9 per cent at College D to a low of 4.2 per cent at College E. In addition, 16.9 per cent of the faculty members at College C indicated that they would prefer to avoid such an assignment, whereas only 5.3 per cent indicated this response at

College F. The range of staff members who would refuse a part-time assignment in a community service program went from a high of 5.6 per cent at College E to a low of zero at Colleges A and D.

The typical respondent was male, between the ages of 30 to 39. His discipline area varied from college to college with the greatest number reporting discipline areas of mathematics and science, and humanities. Furthermore, the typical respondent was involved in the transfer program, was a parent, and lived in the same community as the college in which he worked was located. Although the teaching of extension classes varied from college to college the typical respondent was not engaged in extension teaching. It was interesting to note, however, that among the faculty who taught extension classes the majority taught extension classes at their home college. The typical respondent may or may not have had a preference for older students in the classroom as the faculties of three of the colleges indicated a preference for having older students in the classroom, and three faculties did not indicate a preference. The typical faculty member was involved in some aspect of community life (church), outside the college but again this varied from college to college. Furthermore, the typical staff member was most willing to accept a part-time assignment in a community service program.

Course Offerings at the Selected Colleges

All of the colleges offered course in mathematics and science. It was interesting to note the range from a high of 24.6 per cent at College C to a low of 15.9 per cent at College D.

The largest number of reporting faculty members in English were at College C, with 10.8 per cent of the staff involved in this area was especially interesting to note that no faculty members reported teaching English, per se, at College A.

The researcher observed that the range of faculty members working in library activities went from a high of 6.8 per cent at College B to no involvement at College D.

It was not surprising to find that all the colleges had faculty participation in health and physical education courses. The range was from a high of 8.5 per cent at College B to a low of 4.6 per cent at College C.

It was interesting to note that all of the colleges had staff teaching business courses. College A had the greatest number of faculty members participating in this area, with 23.5 per cent of its staff committed to business courses. College E had only 6.9 per cent of its staff involved in this area.

College D had the largest number of faculty members teaching vocational and technical courses. There was 19 per cent of the staff participating in this area. College A had no respondents involved in these courses.

It was interesting to note that all the colleges had counseling facilities. The range ran from a high of 11.8 per cent of the faculty participating in counseling services to a low of 3.2 per cent staff involvement at College D.

The writer observed that only two colleges had faculty members teaching in the behavioral sciences. They were College A with 11.8 per cent of its faculty involved in this area, and College B with 10.2 per cent of its faculty members teaching in this discipline area.

Only College B had no participation of faculty in the health occupations area. College C indicated the highest involvement with 10 per cent of its faculty working in this area.

It was not surprising to note that all of the colleges had a commitment to the humanities. The range of participation by faculty members ran from a high of 19.7 per cent at College F to a low of 6.2 per cent at College C.

Again it was not surprising to observe that all the colleges had offerings in social studies. The range of faculty participation in this area ran from a high of 20.6 per cent at College D to a low of 6.8 per cent at College B.

It was interesting to note that only Colleges C and E indicated that they had any faculty members teaching

home economics. They both had 1.5 per cent of their faculties involved in this area.

CHAPTER IV

ANALYSIS OF THE RESPONSES OF THE FACULTY

This chapter concerns itself with the presentation of the analysis of the responses of the 417 faculty members who participated in the study. The mean scores and standard deviations for the twelve a priori functions of the community service for relevancy and interest were computed to determine what the distribution patterns were for the faculty members. An analysis of the difference between the groups and the institutions within a group was also developed. Multivariate analysis and cell means analysis were used to compare the individual institutions. Simple correlation analysis was used to determine how the faculty members perceived the twelve a priori functions of community service for relevancy and interest. A significance level of .01 (.2540) and a significance level of .05 (.1946) were used in the study.

Distribution Patterns

Table 5 indicates the means scores for relevancy and interest of community service, as well as the standard

Table 5.---Normative Response Patterns (In Rank Order) for Relevancy and Interest Levels Among 417 Faculty Members From 6 Community Colleges.

Function	Relevancy			Function	Interest		
	Mean Score	Rank	S.D.		Mean Score	Rank	S.D.
Educational Extension	1.5	1	0.8	Educational Extension	2.2	1	1.1
Educational Expansion	1.7	2	0.9	Educational Expansion	2.3	2	1.1
Social Outreach	2.0	3.5	1.0	Staff Consultation	2.6	3	1.2
Community Guidance	2.0	3.5	1.0	Social Outreach	2.7	4	1.2
Cultural Development	2.1	6	1.0	Civic Action	2.8	5	1.2
Staff Consultation	2.1	6	0.9	Cultural Development	2.9	7	1.2
Inter-Agency Cooperation	2.1	6	1.0	Community Guidance	2.9	7	1.2
Civic Action	2.2	8.5	1.0	Public Forum	2.9	7	1.2
Public Forum	2.2	8.5	1.0	Inter-Agency Cooperation	3.0	9	1.2
Community Analysis	2.3	10	1.1	Leisure-Time Activity	3.2	11	1.2
Leisure-Time Activity	2.5	11.5	1.1	Community Analysis	3.2	11	1.2
Advisory Liaison	2.5	11.5	1.0	Advisory Liaison	3.2	11	1.2

deviation scores for relevancy and interest of community service. Some scores are as follows:

Educational Extension (1.5), ranked highest for relevancy of community service. Educational Expansion (1.7), ranked second. Advisory Liaison (2.5), and Leisure-Time Activity (2.5), ranked lowest.

Educational Extension (2.2), ranked highest for interest of community service. Educational Expansion (2.3), ranked second. Leisure-Time Activity (3.2), Community Analysis (3.2), and Advisory Liaison ranked lowest.

Educational Extension (0.8), had the highest score for standard deviation for relevancy of community service. Educational Expansion (0.9), and Staff Consultation (0.9), ranked next. Community Analysis (1.1), and Leisure-Time Activity (1.1), were lowest.

Educational Extension (1.1), and Educational Expansion (1.1), had the highest score for standard deviation for interest of community service. Social Outreach (1.2), Advisory Liaison (1.2), Leisure-Time Activity (1.2), Staff Consultation (1.2), Civic Action (1.2), Public Forum (1.2), Community Analysis (1.2), Cultural Development (1.2), Community Guidance (1.2), and Inter-Agency Cooperation all tied for the next rank.

Table 6.--Median Scores for Individual Development Functions and Community Development Functions.

Variable	Individual Development Functions Median Scores	Community Development Functions Median Scores
Relevancy	2.0	2.2
Interest	2.8	2.9

Individual development a priori functions were more appealing than community development a priori functions.

Relationship of Demographic and Attitudinal
Material to Perceived Relevancy and
Interest to Functions of
Community Service

The correlations were based on the entire sample with degrees of freedom. The correlation for the .05 significant level was .1946, and the correlation for the .01 level was .2540.

Department

Faculty members who were involved with traditional academic areas viewed the Cultural Development Function of community service as more relevant than did faculty members who were not involved with those courses ($r = .26$, $\alpha \leq .01$). Furthermore, it was interesting to note that staff who taught academic courses regarded the Cultural Development Function of community service to be of greater personal interest than did faculty members who did not teach

Table 7.--Table of Correlations Between Ascribed Relevancy and Selected Variables.

Community Service Functions	Variables									
	Department	Age	Sex	Parenthood	Community Residence	Teaching Extension Classes at Home College	Teaching Extension Classes at Another College	Attitude Toward Older Students in the Classroom	Community Involvement	Part-Time Assignment in a Community Service Program
Community Guidance	.01	.06	-.02	.05	.09	.02	-.02	.10	.14	.25**
Educational Extension	.10	.06	.03	-.01	.14	.09	.11	.09	.13	.26**
Educational Expansion	.02	.11	-.00	.01	.01	.07	.09	.03	.15	.26**
Social Outreach	.04	.08	-.12	.03	.04	.03	.12	.06	.12	.25**
Cultural Development	.26**	.09	-.03	.02	.13	.13	.13	.11	.18	.17
Leisure-Time Activity	.13	.06	.05	.11	.16	.11	.03	.10	.20*	.16
Community Analysis	.06	.02	-.04	.08	.11	.07	.16	.09	.11	.24*
Inter-Agency Cooperation	.02	.04	-.06	.11	.07	.06	.12	.00	.14	.25**
Advisory Liaison	.02	.07	.02	.10	.09	.09	.13	.06	.17	.30**
Public Forum	.22*	.11	-.04	-.06	.06	.13	.21*	.15	.15	.23*
Civic Action	.09	.06	.02	.02	.16	.07	.01	.16	.15	.25**
Staff Consultation	.08	.04	.03	.08	.13	.14	.15	.12	.21*	.33**

*Significance level at or beyond .05 is .1946 ($\alpha \leq .05$; $r = .1946$).

**Significance level at or beyond .01 is .2540 ($\alpha \leq .01$; $r = .2540$).

Table 8.--Table of Correlations Between Self-Reported Interest and Selected Variables.

Community Service Functions	Variables									
	Department	Age	Sex	Parenthood	Community Residence	Teaching Extension Classes at Home College	Teaching Extension Classes at Another College	Attitude Toward Older Students in the Classroom	Community Involvement	Part-Time Assignment in a Community Service Program
Community Guidance	-.08	.06	-.05	.15	.01	-.00	.06	.10	.23*	.31**
Educational Extension	.02	.03	.16	.11	.13	.23*	.21*	.13	.24*	.46**
Educational Expansion	.02	.11	.04	.11	.04	.13	.18	.08	.22*	.38**
Social Outreach	.00	.14	-.10	.10	.00	.02	.17	-.06	.24*	.36**
Cultural Development	.30**	.14	-.01	.01	.04	.15	.17	.09	.27*	.26**
Leisure-Time Analysis	.06	.12	.09	.19	.09	.09	.03	.04	.24*	.18
Community Analysis	.06	.04	.10	.09	.13	.11	.25**	.09	.20*	.29**
Inter-Agency Cooperation	.07	.01	.06	.16	.03	.05	.08	.03	.25**	.29**
Advisory Liaison	-.08	.05	.10	.18	.06	.12	.15	.10	.27**	.37**
Public Forum	.21*	.12	.12	.06	.01	.16	.19	.11	.27**	.33**
Civic Action	.08	.04	.10	.07	.10	.10	.08	.14	.25**	.39**
Staff Consultation	.01	.06	.09	.15	.04	.14	.18	.15	.26**	.43**

*Significance level at or beyond .05 is .1946 ($\alpha \leq .05$; $r = .1946$).

**Significance level at or beyond .01 is .2540 ($\alpha \leq .01$; $r = .2540$).

academic courses ($r = .30, \alpha \leq .01$). In addition, the writer observed that teachers who were involved with academic courses appeared to believe that the Public Forum Function of community service was more relevant than did staff who were not concerned with academic courses ($r = .22, \alpha \leq .05$). Faculty members who taught academic courses also saw the Public Forum Function to be of more personal interest than did faculty members who did not teach academic courses ($r = .21, \alpha \leq .05$). There was no significant correlation between relevancy of the other functions of community service and department affiliation of faculty members. Also, there was no correlation between personal interest in the other functions of community service and department affiliation of faculty members.

Age

As shown in Tables 7 and 8 there was no significant correlation between age and perceived relevancy of any functions of community service, or between age and interest in any of the functions of community service.

Sex

There was no significant correlation between sex and perceived relevancy of any functions of community service, or between sex and interest in any of the functions of community service. Table 7 and 8 indicate this.

Parenthood

As Tables 7 and 8 reveal there was no significant correlation between parenthood and perceived relevancy of any functions of community service, or between parenthood and interest in any of the functions of community service.

Community Residence

The writer observed, as Tables 7 and 8 suggest, that there was no significant correlation between the perceived relevancy of any functions of community service and a respondent's place of residence. There was also, no significant correlation between interest in any functions of community service and a faculty member's place of residence.

Teaching Extension Classes in Home College

There was no relationship between perceived relevancy of any of the functions of community service and the teaching of extension classes in the home college. It was not surprising, however, to find that those faculty members who taught extension classes at their home college indicated a greater personal interest in the Educational Extension Function of community service than did faculty members who did not teach extension classes at their home college ($r = .23$ $\alpha \leq .05$). There was no relationship between interest in any of the other functions of community service and teaching extension classes at the home college.

Teaching Extension Classes at Another College

Faculty members who taught extension classes at another college regarded the Public Forum Function of community service as more relevant than teachers who did not teach extension classes at another college ($r = .21$, $\alpha \leq .05$). (This was considered a spurious finding.) They also indicated a greater interest in the Educational Extension Function of community service than did teachers who did not teach extension classes at another college ($r = .21$, $\alpha \leq .05$). In addition, the writer observed that these faculty members revealed a greater personal interest in the Community Analysis Function of community service than did faculty members who did not teach extension classes at another college ($r = .25$, $\alpha \leq .01$). There was no correlation between the teaching of extension classes at another college and the perceived relevancy of any of the other functions of community service, nor was there any correlation between the teaching of extension classes at another college and personal interest in any of the other functions of community service.

Attitude Toward Older Students

As indicated in Tables 7 and 8, there was no significant correlation between attitude toward older students and perceived relevancy of any of the functions of community service, nor did the writer note any

significant correlation between attitude toward older students and personal interest in any of the functions of community service.

Community Involvement

Faculty members who were highly active in community affairs regarded the Leisure-Time Activity Function of community service as more relevant than staff who were not highly active in community affairs ($r = .20, \alpha \leq .01$). Respondents who were more active in community affairs felt the Staff Consultation Function of community service was more relevant than faculty members who were not as active in community affairs ($r = .21, \alpha \leq .05$).

The writer noted that those respondents who were more active in community affairs exhibited a greater personal interest, than staff who were not as active in community involvement, in the following functions of community service: Community Guidance Function ($r = .23, \alpha \leq .05$), Inter-Agency Cooperation Function ($r = .25, \alpha \leq .01$), Public Forum Function ($r = .27, \alpha \leq .01$), Educational Extension Function ($r = .24, \alpha \leq .05$), Educational Expansion Function ($r = .22, \alpha \leq .05$), Social Outreach Function ($r = .24, \alpha \leq .05$), Cultural Development Function ($r = .27, \alpha \leq .01$), Leisure-Time Activity Function ($r = .24, \alpha \leq .05$), Community Analysis Function ($r = .25, \alpha \leq .01$), Advisory Liaison Function ($r = .27, \alpha \leq .01$), Civic Action

Function ($r = .25$, $\alpha \leq .01$), Staff Consultation Function ($r = .26$, $\alpha \leq .01$).

Part-Time Assignment in
Community Service

Faculty members' attitude toward accepting an assignment in community service was positively related to the perception of the following functions of community service, as relevant: Community Guidance Function ($r = .25$, $\alpha \leq .01$), Educational Extension Function ($r = .26$, $\alpha \leq .01$), Educational Expansion Function ($r = .26$, $\alpha \leq .01$), Social Outreach Function ($r = .25$, $\alpha \leq .01$), Community Analysis Function ($r = .24$, $\alpha \leq .05$), Inter-Agency Cooperation Function ($r = .25$, $\alpha \leq .01$), Advisory Liaison Function ($r = .31$, $\alpha \leq .01$), Public Forum Function ($r = .25$, $\alpha \leq .05$), Civic Action Function ($r = .25$, $\alpha \leq .01$), Staff Consultation Function ($r = .33$, $\alpha \leq .01$).

Faculty members' attitude toward accepting an assignment in community service was positively related to the perception of the following functions of community service as being of personal interest: Educational Extension Function ($r = .46$, $\alpha \leq .01$), Educational Expansion Function ($r = .38$, $\alpha \leq .01$), Community Guidance Function ($r = .31$, $\alpha \leq .01$), Social Outreach Function ($r = .36$, $\alpha \leq .01$), Cultural Development Function ($r = .26$, $\alpha \leq .01$), Community Analysis Function ($r = .29$, $\alpha \leq .01$), Inter-Agency Cooperation Function ($r = .29$, $\alpha \leq .01$), Advisory Liaison Function ($r = .37$, $\alpha \leq .01$), Public Forum Function

($r = .33$, $\alpha \leq .01$), Civic Action Function ($r = .39$, $\alpha \leq .01$), Staff Consultation Function ($r = .43$, $\alpha \leq .01$). It was interesting to note that there was no correlation between attitude toward accepting a part-time assignment in community service and personal interest of Leisure-Time Activity Function.

Summary

Table 9 briefly summarizes the findings of the study.

Comparisons of Institutions

Post hoc analysis was made to explain the differences in institutional responses. Catalogues were examined to see if there were any clues in their statements of goals and objectives, as well as the curriculum programs, that would reflect varying degrees of commitment to community service.

College A

It was interesting to note that the faculty of College A perceived all the functions of community service as highly relevant for them except the Leisure-Time Activity Function. They regarded the Leisure-Time Activity Function as relevant (2.1).

College A ranked first among all the colleges in its perception of relevancy of the functions of community service. In addition, the institution, in the catalogue

Table 9.--Summary of Hypotheses Tested.

Variable	Relevancy	Interest
Department Affiliation	Not significant except for Cultural Development and Public Forum Functions	Not significant except for Cultural Development and Public Forum Functions
Age	Not significant	Not significant
Sex	Not significant	Not significant
Parenthood	Not significant	Not significant
Residence	Not significant	Not significant
Teaching extension classes at home college	Not significant	Not significant except for Edu- cational Extension Function
Teaching extension classes at another college	Not significant except for Public Forum Function	Not significant except for Edu- cational Extension and Community Analysis Functions
Attitude toward older students	Not significant	Not significant
Community Involvement	Not significant except for Leisure-Time Activity and Staff Consultation Functions	Significant for all functions
Part-Time Assignment in Community Service	Significant except for Cultural Development and Leisure-Time Activity Functions	Significant except for Leisure-Time Activity Function

Table 10.--Comparison of Institutions by Cell Means for Relevancy of Community Service.

Colleges	Functions of Community Service											
	Community Guidance Function	Educational Extension Function	Educational Expansion Function	Social Outreach Function	Cultural Development Function	Leisure-Time Activity Function	Community Analysis Function	Inter-Agency Cooperation Function	Advisory Liaison Function	Public Forum Function	Civic Action Function	Staff Consultation Function
College A	1.4	15.	1.2	1.8	1.8	2.1	2.0	1.8	2.3	1.6	1.8	1.6
College B	2.0	1.5	1.6	1.7	2.1	2.6	2.2	2.0	2.4	2.1	1.9	2.0
College C	2.0	1.6	1.9	2.0	2.1	2.5	2.3	2.2	2.5	2.2	2.1	2.2
College D	2.0	1.6	1.7	2.0	2.1	2.4	2.2	2.1	2.5	2.2	2.2	2.2
College E	2.0	1.5	1.7	2.0	2.1	2.6	2.6	2.3	2.8	2.3	2.3	2.0
College F	2.0	1.5	1.8	2.1	2.0	2.6	2.4	2.1	2.5	2.5	2.7	2.3

Table 11.--Comparison of Institutions by Cell Means for Interest in Community Service.

	Functions of Community Service											
	Community Guidance Function	Educational Extension Function	Educational Expansion Function	Social Outreach Function	Cultural Development Function	Leisure-Time Activity Function	Community Analysis Function	Inter-Agency Cooperation Function	Advisory Liaison Function	Public Forum Function	Civic Action Function	Staff Consultation Function
Everett	3.0	2.4	2.6	2.9	3.1	3.2	3.3	3.1	3.3	3.0	2.8	2.8
Bellevue	2.7	2.1	2.2	2.3	2.7	3.3	3.1	3.0	3.1	2.9	2.6	2.4
Green River	3.1	2.2	2.4	2.8	2.9	3.2	3.2	3.1	3.1	2.9	2.8	2.8
Fort Steilacoom	2.5	1.9	1.7	2.8	2.6	2.8	2.7	3.0	2.8	2.7	2.4	2.5
Highline	3.0	2.3	2.4	2.8	2.8	3.3	3.3	3.2	3.6	3.0	2.8	2.6
Shoreline	2.7	2.0	2.2	2.7	2.7	3.1	3.1	2.9	3.1	3.0	3.1	2.6

statements, adhered strongly to the ideas of continuing education and had a program in home study, as well as extension courses at several different centres.

The interest of the faculty at College A in the functions of community service ranked highest among the colleges in the study. The area of least interest was the Social Outreach Function (2.8).

College B

College B ranked second among the colleges in perception of the relevancy of the functions of community service. The faculty saw the Social Outreach Function (1.7), as being most relevant for them. The function of least relevancy was the Community Guidance Function (2.0).

It was interesting to observe that the function regarded by the staff to be of greatest interest was the Social Outreach Function (2.3). The function to which the respondents indicated the least interest in was the Cultural Development Function (2.7).

College C

College ranked third among the colleges in the study, in perception of the relevancy of the functions of community service. College C ranked second among the colleges in the perceived relevancy of the Community Guidance Function (2.0).

Of particular interest was the fact that although the Educational Extension Function (1.6), and the

Educational Expansion Function (1.9), ranked lowest among the colleges, at College C itself these two functions were ranked highest in relevancy.

The function that ranked of greatest interest for College C among the colleges of the study were Inter-Agency Cooperation Function (3.1), and the Civic Action Function (2.8). College C ranked fifth among the colleges in the study in regard to its interest in the functions of community service. It ranked sixth in interest in the following functions of community service: Educational Extension Function (2.4); Educational Expansion Function (2.6); Social Outreach Function (2.9); Cultural Development Function (3.1); Community Analysis Function (3.3); Public Forum Function (3.0); Staff Consultation Function (2.8).

College D

College D ranked third among the colleges in its perception of relevancy of the functions of community service. The function perceived to be of greatest relevancy was the Leisure-Time Activity Function (2.4), College D ranked second among the colleges in the study for this function. The function of least relevancy for College D among the colleges in the study were: Community Guidance Function (2.0), and the Cultural Development Function (2.1).

It was interesting to note that the function of community service that was of greatest interest among the

colleges from the responses at College D was the Public Forum Function (2.2). It was second among the colleges in the study for this function. College D ranked fourth among the colleges in its interest in the functions of community service.

College E

College E ranked fourth among the colleges in the study for perceived relevancy of the functions of community service. The functions of community service that were of greatest relevancy were: Community Guidance Function (2.0); Educational Extension Function (1.5); Educational Expansion (1.7); Staff Consultation Function (2.0).

The interest of the faculty at College E, among all the colleges, was sixth. The function of greatest interest was the Staff Consultation Function (2.6). However, at College E itself the function of greatest interest was the Educational Extension Function (2.3).

College F

College F ranked fifth among the colleges in the study in perceived relevancy of the functions of community service. The function that was regarded to be most relevant was the Cultural Development Function (2.0). College F ranked second in this function among all the colleges in the study.

College F ranked third among the colleges for interest in functions of community service. The function of greatest interest was the Civic Action Function (3.0).

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Statement of the Problem

1. To determine the degree of perceived relevancy and self-expressed interest held among faculty for twelve a priori functions of community service.
2. To determine if significant relationships exist between perceived relevancy and the following variables: departmental assignment, age, sex, parenthood, place of residence, favorableness toward presence of older students in the classroom, amount of self-reported involvement in community life, experience in teaching extension classes at the college where employed full-time, experience in teaching extension classes at another college, and attitude toward a part-time assignment in a community service program.
3. To determine if significant relationships exist between self-expressed interest and the following variables: departmental assignment, age, sex, parenthood, place of residence, favorableness toward presence of older students in the classroom, amount of self-reported involvement in community life, experience in teaching extension classes at the college where employed full-time, experience in teaching extension classes at another college, and attitude toward a part-time assignment in a community service program.
4. To determine areas of potential difference between institutions which have different degrees of perceived relevancy and self-expressed interest for each of the twelve a priori functions of community service.

Hypotheses

The following hypotheses were tested:

1. Faculty members who are involved with career related areas will not express greater interest in community service functions nor will they perceive them to be more relevant than will faculty members who are involved with the university parallel program.
2. Perceived relevancy of community service and personal interest in community service will be related to age. Younger faculty members will demonstrate greater personal interest in and greater perceived relevancy of community service functions than will older faculty members.
3. Male faculty members will exhibit greater personal interest in community service than will female faculty members. Male faculty members will also perceive community service to be of greater relevancy than will female faculty members.
4. Faculty members who are parents will have greater personal interest in community service and view it to be more relevant than faculty members who are not parents.
5. Faculty members who reside in the same community as the college is located in which they are employed will view community service with greater relevancy and more personal interest than will faculty members who do not reside in the same community as the college is located where they are employed.
6. Faculty members who teach extension classes will have greater personal interest in community service and will regard it to be more relevant than faculty members who do not teach extension classes.
7. Faculty members who prefer older students will have more personal interest in community service and regard it to be more relevant than will faculty members who do not prefer older students.
8. Faculty members who are involved in non-college aspects of community life will have more personal interest in community service functions and see it to be more relevant than will faculty members who are not involved in non-college aspects of community life.

9. Faculty members who are willing to accept a part-time assignment in a community service program will see community service to be more relevant than will faculty members who are less willing to accept a part-time assignment in a community service program. Faculty members who are willing to accept a part-time assignment in a community service program will have a greater personal interest in community service than will faculty members who are less willing to accept such an assignment.

Procedures for the Study

Sources of Data

The data involved in this study were compiled from the 417 usable questionnaires returned by the arbitrarily selected sample of full-time faculty members who were employed in six selected community colleges from the Greater Seattle, Washington area.

The Questionnaire

The questionnaire consisted of two parts. Part I was concerned with (1) the degree ("highly relevant," "relevant," "in-between," "irrelevant," "highly irrelevant") of perceived relevancy for twelve a priori functions of community service; (2) the degree ("enthusiastic," "quite interested," "interested," "not very interested," "opposed") of self-expressed interest for twelve a priori functions of community service.

Part II was concerned with the demographic factors of such respondent: area of discipline, age, sex, parenthood, place of residence, teaching of extension classes at home college, teaching extension classes at another

college, attitude toward older students in the classroom, involvement in community life (other than at the college where employed), attitude toward accepting a part-time assignment in a community service program.

Selecting the Sample

Six community colleges in the Greater Seattle, Washington area were arbitrarily selected for the study.

Statistical Analysis

Multivariate analysis of variance was performed to determine the differences between groups, and between institutions within a group. The dependent variables were the groups and the institutions. The dependent variables were the twelve a priori functions of community service for determining relevancy, and the twelve a priori functions of community service used for determining personal interest of the faculty members.

Simple correlation analysis was used to determine the relationship between the dependent variables and the demographic data. The level of significance was set at .05. In addition, the .01 level of significance was noted as it occurred.

Cell means analysis was used to compare scores of each of the twelve a priori functions of community service for relevancy and the twelve a priori functions of community service for personal interest of faculty members for each of the institutions.

The institutions were divided into two groups, Group I and Group II. Group I was made up of the institutions (Everett Community College, Bellevue Community College) that had over 90 per cent faculty response to the questionnaire. Group II consisted of the institutions (Fort Steilacoom Community College, Green River Community College, Highline Community College, Shoreline Community College) that had less than 90 per cent, but over 50 per cent; faculty response to the questionnaire.

Discussion

Faculty members who taught occupational or career oriented courses perceived the Cultural Development Function of community service to be less relevant and to be of less personal interest than did faculty members who taught academic or university parallel courses. Occupational courses involve mastery of skills that are practical and usually salable, immediately. Academic course, on the other hand, involve the mastery of theory and ideas. These proficiencies do not always find a ready market. The Cultural Development Function encompasses the arts--drawing, painting, the dance, music, etc., which have been of traditional interest to the academy in higher education.

The Public Forum Function also had relevancy and interest for teachers in the academic arena. A possible explanation for this response may be that the Public Forum Function concerns itself with the problems at the local,

national, and international level, sometimes on a theoretical plane. Teachers of the academic areas have tended to use the vehicles of the debate, the literary medium, and panel discussions frequently. Thus, this type of approach to problem solving appears more academic than vocational in orientation. A recent study by John Joseph Connolly has described faculty involvement in community service programs. He found the Speakers' Bureau was the community service function most frequently involved in by the faculty [Connolly, 1972].

Age was not a significant variable in relation to perceived relevancy of any of the functions of community service, or in relation to personal interest in any of the functions of community service. Perhaps, there is a connection between the fact that almost half the faculty were in the same age group.

Sex was not a significant variable in relation to perceived relevancy of any of the functions of community service, or in relation to personal interest in any of the functions of community service.

There was no significant relationship between parenthood and perceived relevancy of any functions of community service, or between parenthood and personal interest in any of the functions of community service.

The writer observed no significant relationship between perceived relevancy of any functions of community service and a respondent's place of residence.

Furthermore, there was no significant relationship between personal interest in any functions of community service and a respondent's place of residence.

Teaching extension classes at their home college was not a significant variable in relation to perceived relevancy. However, faculty members who taught extension classes at their home college expressed a greater personal interest in the Educational Extension Function of community service than did faculty members who did not teach extension classes at their home college. It is logical for one to have an interest in an activity he chooses to participate in, namely the teaching of extension classes at one's home college.

There was no significant relationship between perceived relevancy of any functions of community service and the teaching of extension classes at another college except for the Public Forum Function which the writer felt to be a spurious finding.

It was not surprising to note that faculty members who taught extension classes in another college expressed a greater personal interest in the Educational Extension Function than faculty members who did not teach extension classes at another college. In addition, faculty members who taught extension classes at another college manifested a greater personal interest in the Community Analysis Function. An explanation for this expressed interest may be that the staff who taught extension classes at another

college felt that the more they understood about the community in which they would be teaching the better they could adapt their courses to meet the desires and needs of the people enrolled in their extension classes at another college.

There was no significant relationship between perceived relevancy of any of the functions of community service and attitude toward older students in the classroom. Moreover, there was no significant relationship between personal interest in any functions of community service and attitude toward older students in the classroom.

Leisure-Time Activity Function of community service was perceived to be more relevant to those faculty members who were highly active in community involvement than those faculty members who were not, perhaps, because this function entailed the areas that they were so concerned with, such as activities for senior citizens and the youth in the community.

In addition, staff members who were active in community affairs regarded the Staff Consultation Function of community service as more relevant than those who were not, for the same reason as they viewed Leisure-Time Activity Function as relevant, namely, it encompassed that which they were committed to, and they were better able to engage in these other community activities because, perhaps, they could utilize this aspect of community service.

Furthermore, instructors who were active in community affairs had greater personal interest in all socially oriented problems, than did those who were not. An explanation might be that these faculty members had a greater awareness and sensitivity for the needs of others. Thus, they were interested in Community Guidance, Educational Extension, Educational Expansion, Social Outreach, Cultural Development, Leisure-Time Activity, Community Analysis, Inter-Agency Cooperation, Advisory Liaison, Public Forum, Civic Action, Staff Consultation. The reason these faculty members did not regard the other functions of community service as relevant might be because they were so involved with community affairs, they were using outside agencies for these services.

Faculty members' attitude toward accepting a part-time assignment in a community service program was positively related to the perception of the following functions of community service as listed in rank order starting with the functions that had the highest relevancy.

Public Forum Function.--The relationship between perceived relevancy of the Public Forum Function and willingness to accept a part-time assignment in a community service program might be explained by the fact that the Public Forum Function was seen as a potential contributor to continuing education. Also, the airing of community issues and a concern for community service have common elements.

Community Analysis Function.--It was not surprising that the relationship between perceived relevancy of the Community Analysis Function and willingness to accept a part-time assignment in a community service program because in order to accomplish this task well it would have been necessary to analyze the community to determine the areas of greatest need. Thus, this might be a very logical explanation for this response.

Social Outreach Function.--The attitude of faculty members toward accepting an assignment in a community service program was positively related to the perceived relevancy of the Social Outreach Function probably because the faculty members who were willing to accept a part-time assignment in a community service program had a stronger commitment to social problems than did faculty members who were less willing to accept such an assignment. The teachers who would have been willing to accept the assignment realized the necessity of training the educationally deprived so that they might become productive citizens and make a contribution to our society rather than being a liability to it, more than the staff who would have been less willing to accept the assignment.

Civic Action Function.--The attitude of faculty members toward accepting a part-time assignment in a community service program was positively related to the perceived relevancy of the Civic Action Function because faculty who are committed to the community service

philosophy realize the need for change in order to improve conditions. The Civic Action Function acts as a change agent through the establishing committees to work on such concerns as air pollution, urban beautification, raising money for research in cancer, heart disease and the like. The faculty who would have been willing to accept such an assignment appeared to be more acutely cognizant of the fact that if we are to survive physically some steps will have to be taken quickly to solve some of these problems, than the faculty members who would have been less willing to accept such an assignment. Furthermore, the faculty members who would have been willing to accept the assignment in community service may have been more aware than those less willing to accept the assignment that the community college has the best facilities in the community to spearhead any drive for the community.

Community Guidance Function and Inter-Agency

Cooperation Function.--Both of these functions were equally related to faculty members' willingness to accept a part-time assignment in a community service program. A possible reason for this positive relationship to the perceived relevancy of the Community Guidance Function was that faculty who would have been willing to accept an assignment in community service may have possessed a greater sensitivity to the job market than faculty members who would have been less willing to accept an assignment in community service. Faculty members who would have willing to accept

an assignment may have better realized the importance of taking aptitude tests and other tests that the Community Guidance Function included to better place people in the correct job, than did faculty members who would have been less willing to accept an assignment in community service. Furthermore, the faculty members who would have been willing to accept an assignment in community service may have been more attuned to the importance of avoiding duplication of services so that the community may have more diversified services. They thus, may have understood better the role of the Inter-Agency Cooperation Function than did those faculty members who would have been less willing to accept a part-time assignment in a community service program.

Educational Extension Function.--The willingness to accept an assignment in a community service program was positively related to the perceived relevancy of the Educational Extension Function, because, perhaps, the faculty members who would have been willing to accept an assignment in a community service program have had a greater concern for those people who were unable to avail themselves of the regular college program, then did the faculty members who would have been less willing to accept a part-time assignment in a community service program.

Educational Expansion Function.--The willingness to accept a part-time assignment in a community service program was positively related to the Educational Expansion

Function, possibly because the faculty members who would have been willing to accept the assignment were more understanding of the need to bring courses to the people who were unable to come to the college to take them, than the faculty members who would have been less willing to accept a part-time assignment in a community service program. In addition, the faculty members who would have been willing to take such an assignment regarded the Educational Expansion Function, probably, as a most integral part of the service the community college was committed to offer.

Advisory Liaison Function.--The willingness to accept a part-time assignment in a community service program was positively related to the perceived relevancy of the Advisory Liaison Function perhaps, because faculty members who would have been willing to accept such an assignment had a greater sensitivity to the importance of having the right people supporting a program, than did faculty members who would have been less willing to accept a part-time assignment in a community service program.

Staff Consultation Function.--The willingness to accept a part-time assignment in a community service program was positively related to the perceived relevancy of the Staff Consultation Function. An explanation for this might be that the faculty members who would have been willing to accept an assignment in a community service program may have had a greater awareness of the need for this kind of service if the community was to develop its

potential, than do those faculty members who would have been less willing to accept a part-time assignment in a community service program.

Faculty members' attitude toward accepting a part-time assignment in a community service program was positively related to the perception of the following functions of community service as having personal interest. Listed in rank order, starting with the functions having had the highest relationship to their conception of personal interest: Cultural Development Function. The willingness to accept an assignment in a community service program was positively related to the perceived personal interest of the Cultural Development Function. A possible explanation might be the fact that the faculty members who would have been willing to accept a part-time assignment in a community service program were more creative, artistic, musical, and possessed greater dramatic talent than other faculty members would have been less willing to accept a part-time assignment in a community service program. Those faculty members who would have been willing to accept this assignment may have been more responsive to the arts.

Community Analysis Function.--The willingness to accept an assignment in a community service program was positively related to the perceived personal interest in the Community Analysis Function. This may have occurred because those staff members who would have been willing to accept such an assignment were more anxious to have had a

successful program and more anxious to have avoided duplication of services than those faculty members who would have been less willing to accept a part-time assignment in a community service program.

Community Guidance Function.--The willingness to accept a part-time assignment in a community service program was positively related to the perceived personal interest in the Community Guidance Function. A probable reason for this fact might be that faculty members who would have been willing to accept an assignment in community service tended to be more alert to social situations and economic situations, and would also have tended to be more interested in having current job information, than would have faculty members who would have been less willing to accept a part-time assignment in a community service program. In addition, faculty members who would have been willing to accept an assignment in a community service program would have probably been more responsive to family problems than would faculty members who would have been less willing to accept a part-time assignment in a community service program.

Public Forum Function.--The willingness to accept a part-time assignment in a community service program was positively related to the perceived personal interest in the Public Forum Function. Perhaps, this may be explained by the fact that faculty members who have had a greater social, political, and economic awareness and were more

anxious to be informed about problems in all areas were those faculty members who were willing to accept an assignment in a community service program. Furthermore, the various media that the Public Forum Function used would have enabled those staff members who would have been willing to accept such an assignment to have been most informed.

Social Outreach Function.--The willingness to accept an assignment in a community service program was positively related to the perceived personal interest in the Social Outreach Function. An explanation for this may have been because of the greater social sensitivity faculty members who were willing to accept such an assignment have had than did those faculty members who were less willing to accept a part-time assignment in a community service program.

Advisory Liaison Function.--The willingness to accept an assignment in a community service program was positively related to the perceived personal interest in the Advisory Liaison Function. This may be explained by the fact that faculty members who were willing to accept such an assignment were more interested in having a successful program than those faculty members who were less willing to accept such an assignment. Therefore, those faculty members who would have been willing to accept a part-time assignment in a community service program were more interested in getting the best citizens of the community involved in committees to sponsor various programs, than were the

faculty members who would have been less willing to accept an assignment in a community service program.

Educational Expansion Function.--The willingness to accept a part-time assignment in a community service program was positively related to the perceived personal interest in Educational Expansion Function. This may be because those faculty members who would have been willing to accept an assignment in community service may have had a greater interest in seeking additional employment than the faculty members who would have been less willing to accept such an assignment, and they (the former) regarded the Educational Expansion Function as a means to possible additional employment opportunity for faculty members. Another consideration may have been because of a greater desire to bring courses to those who cannot come to the college to take them, on the part of the staff who would have been willing to accept a part-time assignment in a community service program. In addition, there may have been a greater desire to have had a strong program by the faculty members who were willing to accept an assignment in a community service program because they regarded this as the role the community college needed to assume. Furthermore, the faculty members who would have been willing to accept an assignment in a community service program derived more personal satisfaction from participating in this function than those faculty members who would have been less willing to accept an assignment in a community

service program because they tended to be warmer, more outgoing, and socially oriented than the faculty members who would have been less willing to accept a part-time assignment in a community service program.

Educational Extension Function.--The willingness to accept an assignment in a community service program was positively related to the perceived personal interest in the Educational Extension Function. A probable explanation may have been that those faculty members who were less willing to accept an assignment in a community service program may not have had any personal interest in the Educational Extension Function because their time was designated for work on advanced degrees, or other type of personal gain, such as publishing or a better paying part-time job.

Staff Consultation Function.--The willingness to accept an assignment in a community service program was positively related to the perceived personal interest in the Staff Consultation Function. A possible explanation for this response may have been the fact that faculty members who were willing to accept such an assignment were more concerned about the development of the community because as it progressed forward so probably would the community college and the security of their positions. Furthermore, this might have involved higher salaries, better working conditions and a respected position in the community. The faculty members who were willing to accept

an assignment in a community service program tended to be more concerned with social, economic, and political problems and have greater sensitivity and aptitude for ferreting out possible solutions to such problems.

Summary of Findings

1. Faculty members who were involved with traditional academic areas perceived the Cultural Development Function of community service to be more relevant than did faculty members who were not involved with traditional academic areas.
2. Faculty members who were involved with traditional academic areas expressed greater personal interest in the Cultural Development Function of community service than did faculty members who were not involved with traditional academic areas.
3. Faculty members who were involved with traditional academic areas perceived the Public Forum Function of community service to be more relevant than did faculty members who were not involved with the traditional academic areas.
4. Faculty members who were involved with traditional academic areas expressed greater personal interest in the Public Forum Function of community service than did faculty members who were not involved with traditional academic areas.
5. There was no significant correlation between age and perceived relevancy of any of the functions of community service.
6. There was no significant correlation between age and self-expressed personal interest in any of the functions of community service.
7. There was no significant correlation between sex and perceived relevancy of any of the functions of community service.
8. There was no significant correlation between sex and self-expressed personal interest in any of the functions of community service.

9. There was no significant correlation between parenthood and perceived relevancy of any of the functions of community service.
10. There was no significant correlation between parenthood and self-expressed personal interest in any of the functions of community service.
11. There was no significant correlation between a faculty member's place of residence and perceived relevancy of any of the functions of community service.
12. There was no significant correlation between a faculty member's place of residence and self-expressed personal interest in any of the functions of community service.
13. There was no significant correlation between the teaching of extension classes at the home college and perceived relevancy of any of the functions of community service.
14. Faculty members who taught extension classes in the home college expressed greater personal interest in the Educational Extension Function of community service than faculty members who did not teach extension classes at the home college.
15. Faculty members who taught extension classes at another college perceived the Public Forum Function of community service to be more relevant than did faculty members who did not teach extension classes at another college.
16. Faculty members who taught extension classes at another college expressed greater personal interest in the Educational Extension Function of community service.
17. Faculty members who taught extension classes at another college expressed greater personal interest in the Community Analysis Function of community service than did faculty members who did not teach extension classes at another college.
18. There was no significant correlation between attitude toward older students in the classroom and perceived relevancy of any of the functions of community service.

19. There was no significant correlation between attitude toward older students in the classroom and self-expressed personal interest in any of the functions of community service.
20. Faculty members who exhibited community involvement perceived the Leisure-Time Activity Function of community service to be more relevant than did faculty members who did not exhibit community involvement.
21. Faculty members who exhibited community involvement perceived the Staff Consultation Function of community service to be more relevant than faculty members who did not exhibit community involvement.
22. Faculty members who exhibited community involvement expressed greater personal interest in all functions of community service than did faculty members who did not exhibit community involvement.
23. Faculty members who were willing to accept a part-time assignment in a community service program perceived all the functions of community service, except the Cultural Development Function and the Leisure-Time Activity Function, to be more relevant than did faculty members who were less willing to accept an assignment in a community service program.
24. Faculty members who were willing to accept a part-time assignment in a community service program expressed greater personal interest in all the functions of community service, except the Leisure-Time Activity Function, than did faculty members who were less willing to accept a part-time assignment in a community service program.

In summation, the study:

1. Supports the hypothesis that faculty members who are involved with career related areas have no more personal interest in community service nor do they perceive it to be more relevant than do faculty members involved with the university parallel program.
2. Reject the hypotheses theory that attitude toward perceived relevancy of community service and personal interest in community service is related to age.

3. Rejects the hypothesis that male faculty members exhibit greater personal interest in community service than female faculty members, and also rejects the theory that male faculty members will also perceive community service to be of greater relevancy than female faculty members.
4. Rejects the hypothesis that faculty members who are parents have a greater personal interest in community service than faculty members who are not parents, and also rejects the hypotheses that faculty members who are parents view community service to be more relevant than do faculty members who are not parents.
5. Rejects the hypothesis that faculty members who reside in the same community as the college view community service with greater personal interest than do faculty members who do not reside in the same community as the college, but rejects the hypothesis that faculty members who reside in the same community as the college view community service with greater relevancy than faculty members who do not reside in the same community.
6. Supports the hypothesis that faculty members who teach extension classes have greater personal interest in community service and regard it to be more relevant than do faculty members who do not teach extension classes.
7. Rejects the hypothesis that faculty members who prefer older students have more personal interest in community service and regard it to be more relevant than faculty members who do not prefer older students.
8. Supports the hypothesis that faculty members who are involved in a community life have more personal interest in community service see it to be more relevant than faculty members who are not involved in community life.
9. Supports the hypothesis that faculty members who are willing to accept a part-time assignment in a community service program see community service to be more relevant, and to have a greater personal interest in community service than do faculty members who are less willing to accept a part-time assignment in a community service program.

To summarize the study:

1. Faculty members who are involved with career related areas have no greater interest in community service functions nor do they perceive them to be more relevant than do faculty members who are involved with the university parallel program except for the Cultural Development Function and the Public Forum Function.
2. Perceived relevancy of community service and personal interest in community service are not related to age. Younger faculty members do not demonstrate greater personal interest and greater perceived relevancy of community service functions than older faculty members.
3. Male faculty members do not exhibit greater personal interest in community service than female faculty members. Male faculty members do not perceive community service to be of greater relevancy than female faculty members.
4. Faculty members who are parents do not have a greater personal interest in community service and view it to be more relevant than faculty members who are not parents.
5. Faculty members who reside in the same community as the college is located in which they are employed view community service with no greater relevancy and no more personal interest than do faculty members who do not reside in the same community as the college is located where they are employed.
6. Faculty members who teach extension classes have no greater personal interest in community service except for the Educational Extension Function and the Community Analysis Function, and faculty members regard it to be no more relevant, except for the Public Forum Function, than faculty members who do not teach extension classes.
7. Faculty members who prefer older students have no more personal interest in community service and regard it to be no more relevant than faculty members who do not prefer older students.
8. Faculty members who are involved in non-college aspects of community life have no more personal interest in community service, except for the Leisure-Time Activity Function and the Staff

Consultation Function, and see it to be more relevant than do faculty members who are not involved in community life.

9. Faculty members who are willing to accept a part-time assignment in a community service to be more relevant, except for the Cultural Development Function and the Leisure-Time Activity Function, than are faculty members who are less willing to accept a part-time assignment in a community service program. Faculty members who are willing to accept a part-time assignment in a community service program have a greater personal interest in community service, except for the Leisure-Time Activity Function, than faculty members who are less willing to accept such an assignment.

Implications of the Study

1. Demographic variables did not show any relationship to perceived relevance and personal interest. Consequently one cannot identify prospective candidates who will support community service, on a demographic basis.
2. One institution was definitely more supportive than the others. It was not possible to explain this difference fully on basis of data gathered. However, because of commitment to service and humanistic education expressed in the catalogue, one would be led to suspect that the commitment of administration toward community service would be an influencing factor. It might be concluded that if there is to be a successful community service program the support of the administrator is necessary. Since they set the institutional and potential commitment, obviously effective reward systems are essential as evidence of commitment.
3. In view of the strong support among some faculty members for community service, it would be helpful to give them a significant opportunity to participate in college governance.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR PILOT STUDY

APPENDIX A

QUESTIONNAIRE FOR PILOT STUDY

This section of the instrument contains a list of twelve functions intended to describe the self-development aspects of the community services program. It is vital that you READ THE DESCRIPTION OF THE FUNCTIONS CAREFULLY BEFORE RESPONDING. While the descriptions are intended to be as definite as possible, they are not definitions; consequently, you should focus on the central theme and intent of the description.

You are asked to make three responses:

1. To judge the relevancy of the community services function to the other activities in your community college, by selecting the appropriate response symbol (1,2,3,etc.).
2. To express your personal interest in the activities associated with the function.
Interest is defined as the personal desire to participate in the activities within a given category of the taxonomy of functions. A high interest indicates great desire to be an active participant in the many and varied activities within a function.
3. To describe your experience in any of the activities associated with the function by selecting the appropriate response symbol (1,2,3,etc.).

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

Please note when indicating appropriate responses that 1 is the same distance from 2 as 2 is from 3 and 3 is the same distance from 4 as 4 is from 5. Thus 3 is equal distance from relevant and irrelevant.

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

The following functions are focused upon the needs, aspirations and potentialities of individuals or informal groups of individuals for the purpose of helping them achieve a greater degree of personal self-realization and fulfillment.

Response Patterns			
	RELEVANCY	INTEREST	EXPERIENCE
1. <u>COMMUNITY GUIDANCE FUNCTION:</u> Providing community members with opportunities of self-discovery and development through individual and group counseling processes; e.g., aptitude-interest testing, individual interviews, career information, job placement, family life, etc.	1. COMMENT		
2. <u>EDUCATIONAL EXTENSION FUNCTION:</u> Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "weekend college," neighborhood extension centers.	2. COMMENT		
3. <u>EDUCATIONAL EXPANSION FUNCTION:</u> Programming a variety of educations, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, seminars, tours, short courses contractual in-plant training, etc.	3. COMMENT		
4. <u>SOCIAL OUTREACH FUNCTION:</u> Organizing action programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.	4. COMMENT		
5. <u>CULTURAL DEVELOPMENT FUNCTION:</u> Expanding opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, ethnic cultural festivals.	5. COMMENT		
6. <u>LEISURE-TIME ACTIVITY FUNCTION:</u> Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.	6. COMMENT		

- 8. Inter-Agency Cooperation Function: Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc. —
- 9. Advisory Liaison Function: Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee etc. —
- 10. Public Forum Function: Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc. —
- 11. Civic Action Function: Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, air pollution, etc. —
- 12. Staff Consultation Function: Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc. —

BIOGRAPHICAL DATA

Check One

Your institution _____	Your department _____	Primarily Transfer	Primarily Occupational
1. Personal data: age _____ sex _____ parenthood _____		yes no	
2. Do you live in the community where your college is located? _____		yes no	
3. Have you taught extension classes for your college? _____	Another college? _____		
4. How do you feel about having older students in your classes?			
_____ prefer them _____ they're OK _____ rather not _____ no preference			
5. How would you describe your recent involvement in community life?			
_____ highly active _____ quite active _____ on again, off again			
_____ rather inactive _____ totally inactive			
6. Assuming some choice of responsibilities and activities, how would you react to a part-time assignment in a community services program?			
_____ would accept it enthusiastically _____ would accept it willingly			
_____ would tolerate it _____ would prefer to avoid it _____ would refuse it			

PART II PERSONAL DATA

Institution _____ Date _____

1. In what department of the college are you employed? _____

2. Which statement best describes you?

_____ 20-29 years on your last birthday _____ 50-59 years on your last birthday
 _____ 30-39 years on your last birthday _____ 60 years or older on your last birthday
 _____ 40-49 years on your last birthday

a. Sex: _____ Male _____ Female b. Parental Status: _____ Parent _____ Non-Parent

3. How would you describe your involvement in the following groups?

	<u>Active</u>	<u>Between</u>	<u>Inactive</u>
Church	_____	_____	_____
Political Groups	_____	_____	_____
Service Clubs	_____	_____	_____
Recreational Groups	_____	_____	_____
Other _____	_____	_____	_____

4. Which of the following statements best describes the length of time you have been in your present community?

_____ Two years or less _____ More than two years but less than five years
 _____ More than five years but less than ten years _____ Ten years or more

5. Do you currently reside in the same community as the college where you are employed? _____ Yes _____ No
 Are you a home owner? _____ Yes _____ No

6. Which statement best describes the community where you spent most of your childhood?

_____ Less than 2,500 _____ 10,000 thru 24,000 _____ 100,00 thru 499,000
 _____ 2,500 thru 9,000 _____ 25,000 thru 99,000 _____ More than 500,000

7. Which statement best describes how you perceive your attitude toward SOCIAL issues?
 _____ Very Liberal _____ Liberal _____ In-Between _____ Conservative _____ Very Conservative
8. Which statement best describes how you perceive your attitude toward ECONOMIC issues?
 _____ Very Liberal _____ Liberal _____ In-Between _____ Conservative _____ Very Conservative
9. Which statement best describes how you perceive your attitude toward EDUCATIONAL issues?
 _____ Very Liberal _____ Liberal _____ In-Between _____ Conservative _____ Very Conservative
10. Please describe the experience you have had in community services?

THANK YOU FOR YOUR COOPERATION

APPENDIX B

QUESTIONNAIRE FOR STUDY

APPENDIX C

CODING FOR STUDY

APPENDIX C

CODING FOR STUDY

1001	13912112244	22213434513535	432224445245411
1002	26311122242	43323232222230	434343433233391
1003	25411122122	12122221222221	332442414332351
1004	23511122123	55524455515551	535244555155491
1005	24022222424	11122331122322	444555544555551
1006	23121222224	13223322321428	242344444325411
1007	23622222444	21223322232327	343343333434401
1008	15722122242	12222221111219	444444434434461
1009	23322222252	11111111111112	344444444443461
1010	13122122111	11111111111112	111111131333201
1011	16221112121	11121111121114	211211412221201
1012	24311112142	22322232322227	434343434333411
1013	23511122232	11222312322223	111233222442271
1014	15711222132	11112212211116	211233122111201
1015	24621122224	33233455544344	454555555555531
1016	23311122442	22133211231122	332342212412291
1017	24011222121	22123321233226	311233212332261
1018	15211112122	11232121121219	312344311312281
1019	25421222225	33333333333336	555555555555601
1020	24611122111	21111444411125	411334444111311
1021	24511222111	21333141343230	224354514532401
1022	23211122114	22222242432330	333423434434401
1023	14021122443	31222322223226	323342433332351
1024	24521122112	11112311111115	131144211311231
1025	13611222125	12123141321324	332331424213311
1026	15321111122	21111121321319	312221344414311
1027	13611112232	25353523322237	413331233222291
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1031	25011122115	32222233333331	323433433333371
1032	25411221422	32224524433236	322255344333391
1033	24211222132	23455553323242	445555532332461
1034	25321122234	12412433422331	445345555555551
1035	24721212222	12212132322324	132121323223251
1036	13611112233	12232323332329	343443344333411
1037	13611221243	32213432223330	434335433333411

1038	142111122221	12121112322321	323333344333371
1039	145211121222	11111331221118	131313333311261
1040	13621122444	23423321343333	344344434544461
1041	23311212241	11111111223419	114343444445411
1042	14312111422	11123222232223	111444433442351
1043	14521221424	41432224433335	424433344333401
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1045	16211112143	33555544422345	335555444223451
1046	23722222422	22111322221221	443234444434431
1047	23622222224	11213223222224	334244444444441
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1052	23321122443	21132422323227	433435444433441
1053	13922222441	11212113311219	112121133112191
1054	15511221454	53551555555554	555555555555601
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1056	13911122232	22232333323331	233423434234371
1057	15611122422	21322342332229	433223423322331
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1060	12922222442	23322424222230	333334342222341
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1062	15111211122	31221321221121	413324312213291
1063	14511112123	31111213322323	424434455445481
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1065	13022222432	22242332423332	432223434223341
1066	12811222222	31231321122324	422314444234371
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1068	13111211233	22222324412329	423324254124361
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1070	23111112432	11212332222223	312333332122281
1071	16011112224	11111312311319	443334344244241
1072	12822211242	12122432124226	342344554232411
1073	15211112111	11121122222118	321413432222291
1074	13311112132	11111222221117	111133344433311
1075	14811112111	11111111111112	111111111111121
1076	15611112415	11111111111112	443223244432371
1077	13911112422	33333333223334	32322333323321
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1079	13521212244	32333423323233	444445344442461
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1084	12912212132	21222532311327	313334444333391
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1088	23022121122	22213233322227	423244443333391
1089	16211212432	22122212222222	323323244333351
1090	24511122444	42244532233236	343343433433401

1091	13811212444	32335335533341	444453455443491
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1094	12312212121	31222323211123	422324343111301
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1101	13911122411	11111222211116	312113322111211
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1123	14011122122	22231142344331	323323224333331
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1125	13411112455	33333333333336	333333333333361
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2002	13011212233	11111312111115	221334121111221
2003	13711112432	42223233322432	422333444334391
2004	13721222133	22231232323328	434412434222351
2005	13821122442	22212232432328	432322424323341
2006	24611221431	23112321121120	231113333211241
2007	14322122244	31121212332223	433334144433391
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2017	13911122434	11111331231119	142344434323371
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2021	23511122442	11113312241424	322344244425391
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2023	12611222243	11113223222222	132255442452391
2024	24021122222	11113131332121	111131313321211
2025	12712112442	11111324211119	411314452111281
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2027	13911112231	31122311131120	311233211311221
2028	14811211122	22214421323228	333344323232351
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3003	12921112132	21232223232226	433433343433402
3004	14211122232	13211343211325	243312442113302
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3012	13311212141	22121232211120	422213433111272
3013	15321212422	21112232412223	411224555144382
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3015	13111212142	22232332323229	224333344232352
3016	14911211423	22221312322224	222223123222252
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3038	13921111143	31211121223221	444234344343422
3039	24311222132	21134421142328	322344222443352
3040	14211112252	11223233223226	112343332232292
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3050	23911222223	11111132253223	212311423522282
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3061	14111211132	21132323323328	312413244333337
3062	13111111122	11132111111115	311321111111172
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4002	12912122231	11113121222118	113341334443342
4003	13011111232	11112212211116	322133133113262
4004	13211112112	11131121112116	131411131313232
4005	13411221442	13112241312122	131122535141292
4006	13511122224	22231123322224	333423434433392
4007	23521212132	1112222222221	112332322333282
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4011	15111221242	13221331332125	221133221311222
4012	25021111121	11112211211216	311334434414352
4013	25011221122	12111112312218	121221243433282
4014	14911111211	11111311111114	421214121112222
4015	14711111421	21112211121116	211233121221212
4016	14512122132	21241322211223	313424222123292
4017	14011122453	11111221313221	422323434343372

5001	23311112423	22122142234328	433341522353382
5002	24711112152	12113321332123	121133413321252
5003	23522112123	11122122122118	322321313331272
5004	13921221152	11123412322224	131244344422342
5005	13021222244	32142212323227	443543344443452
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5008	12921212143	32412231343331	334232434434392
5009	12722112454	32212144421228	544344455434492
5010	23722222432	21123322434128	344443444433442
5011	24321122122	21222321221222	332344413434382
5012	23821112122	12222332334229	142344444444422
5013	13011112141	31232223332218	413444144431362
5014	22921122232	21122332232225	322333333433352
5015	13611122452	21345154452440	444553545534512
5016	13811112421	11213311122220	322233212212252
5017	13612211242	11111321311218	221314444423342
5018	13711122422	12222233232125	223313333332312
5019	14712122134	11131332554433	331434434544422
5020	26111222143	22122321332124	222242333321292
5021	23311212132	22323244331332	234332444323372
5022	12722122231	12133424323230	321334143221292
5023	12521112231	21112411131119	411435141411302
5024	23911112122	32143252244335	422433522453392
5025	15712111154	42244434434442	524545355555532
5026	14811112412	21111323422224	323223234113292
5027	12722212432	21111223422324	422213444223332
5028	15111111131	11112312211117	211223133111212
5029	12822112232	11121121312218	331312234133292
5030	15311111122	12112211112116	123223233332292
5031	14911222142	11221321112219	444444444234452
5032	12812222132	32113333313228	531234355243402
5033	13511212242	41122331322119	511424414441352
5034	14211111122	52331523532236	512425235123352
5035	13611122131	11111322121117	122234431311272
5036	23421222242	11111211111113	111112111111132
5037	13222122132	11111222222219	333323444443402
5038	13311112242	22221323321235	444314444114382
5039	15611112411	11111322313322	124423213113272
5040	12322122452	11113212232221	112242434443342
5041	13411221211	22223332333328	121133433411272
5042	13811122432	21121131112117	312432455341372
5043	13011122232	22322332433332	434344324442412
5044	13012211435	53452531315239	534525313152392
5045	12521112131	11212112211116	111131444212252
5046	14022212121	21311355511331	424114555214382
5047	13211111242	21111231333122	211223213433272
5048	14011112432	22233233433232	222341434332332
5049	14521122121	31442112242127	324411133421292
5050	24611222232	32234324343437	323344243434392
5051	13121221142	31233344532538	433434555454492
5052	14821112122	23111323313225	341114444143342
5053	25021212222	21112222221119	211122222211192

5054	22911222132	51141455515138	511414555151382
5055	13411225232	12124423333331	232344444444422
5056	14921712142	11123233221223	121244443433352
5057	13421221422	22224543324225	333245444242402
5058	12812221242	21122223313325	422414344234372
5059	25211222242	22323213342229	334343223433372
5060	14712122242	21322222222224	524445255335472
5061	24111212222	21132231322224	311331313321252
5062	13111111431	11111222211116	321133443212292
5063	14211111422	11123332233226	213335434333372
5064	13012211231	21213321312122	523234255122362
5065	13921122111	12111121511118	121111215111182
5066	13022221233	32113232433229	343214445333392
5067	12512112442	33421453344339	434324543444442
5068	14211212122	22122332331125	334334324411352
5069	12921222242	2222222332327	333333333432362
5070	13711211123	12211232212120	122112322121202
5071	12911212242	22432254323234	434443554443472
5072	13821122242	32313333322230	434344444444462

6001	13312112142	21142221232123	422543343431382
6002	23012122432	11112331211219	111244412322272
6003	23421222433	22113321233225	322344433332362
6004	23421122211	32333421142230	314344441422362
6005	24321122221	11213321122221	112144433433332
6006	23112212241	12143412334230	313444123341332
6007	25111222442	22334433344237	434444333443432
6008	14011111131	2122222122222	313344323333352
6009	22911122131	11113333333328	111333444322312
6010	24611122442	32344333333337	323444443433412
6011	23111112222	11113232432528	321344445445432
6012	13911112422	53153525355545	532545253555492
6013	14021222432	11112231333324	311333434443362
6014	22722122233	41232432342131	412423434422352
6015	12811112221	11332111112118	134341433222322
6016	14111222422	21223233333330	314341444444402
6017	13711112122	21221111232119	312231112331232
6018	13411211442	21131133334428	422431434444392
6019	24422111121	11111111111112	111111111111122
6020	22812111131	11122323223123	111223343341282
6021	23511212212	42313244423234	324243454232382
6022	12821222432	12211311323323	142134333342332
6023	13211222421	11133232333227	222343324443362
6024	14012121442	21121231222221	421233212432292
6025	12722222443	31211332333227	233313423222302
6026	13612222242	11132221444429	111422234444322
6027	13211122233	21211323333327	212113233333272
6028	14012211133	22112131133222	421342321443332
6029	12711122411	11111111111112	411115441111252
6030	12912222243	21221123333326	333222333333332
6031	24011121122	22433443335339	244343433343402
6032	22821122233	22111313333326	221113133333262
6033	13711221122	21222332323227	122323444432342
6034	13711212232	23222411123326	342314222343332
6035	13221121422	31242211123325	312422111233252
6036	14011111132	11111224311220	311314454123322
6037	12822222122	44353325222237	334244454224412
6038	15021211411	31241412425130	212414144451332
6039	24711222242	21113323243227	211243334431312
6040	23311112242	21211221232120	422332334422342
6041	13111212214	32342443333337	433434444444452
6042	25211122122	22223333333332	221223333332292
6043	25411211132	12312232322225	214232433222302
6044	13511112131	21113211211117	211132112111172
6045	13511122142	21331212122121	324414333442372
6046	23511112132	11153553514337	111535535143372
6047	14211111412	11111111111112	111112133113192
6048	14211122444	12223323143329	445554255535522
6049	14511111132	11121222223221	313313444343362
6050	14211112122	21111111111113	311341111112202
6051	22911212421	21112321233122	311123313231242
6052	14311212443	55555334455453	333313333333342
6053	23411222422	21233453344438	313434143444382

6054	13212211111	32211211121118	444113111221252
6055	23711122142	11122231331121	111344414321292
6056	25011111442	31323333333333	41333333333352
6057	14711212122	11121131232220	112422433332302
6058	15111211123	42322334424437	423224444244392
6059	13112112443	11153251425232	512433545254432
6060	13211211442	43315551354140	533255513551432
6061	14611122111	22221112222221	222233221222252
6062	26412222143	31231334423332	323414433333362
6063	13011222414	11131131221118	231411413211242
6064	13411211122	22122232323327	222222213222242
6065	13911222222	13121441215429	442324412154352
6066	14511111432	11121233123222	113334343343352
6067	13921222121	12112311212118	131133311121212
6068	15822121144	31123411121121	555555555555602
6069	13612212131	41111334331126	411113344411282
6070	14021122442	22212313223225	332134444443392
6071	12811122235	44433555523447	444435555345512
6072	13111222432	12221123323224	132241444233332
6073	14811221442	31122243343331	432342434533402
6074	23821122243	32211323333329	432114333333332
6075	23621222422	11111121112215	111111431132202
6076	12721222411	12211221122219	122111111123202

APPENDIX D

SIMPLE CORRELATIONS BETWEEN DEMOGRAPHIC MATERIAL AND INTEREST AND RELEVANCE VARIABLES

APPENDIX D

SIMPLE CORRELATIONS BETWEEN DEMOGRAPHIC MATERIAL AND INTEREST AND RELEVANCE VARIABLES

Var No.

DEPT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
AGE	1.00000	0.16834	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097			
SEX	0.16834	1.00000	0.00097	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097	1.00000	0.00097		
PARENT	-0.01356	-0.14701	0.25260	1.00000	0.14701	0.14284	0.21989	0.13921	0.09518	0.06132	0.09133	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
COM RES	0.10561	0.00562	0.03203	0.14284	1.00000	0.12868	0.21989	0.13921	0.09518	0.06132	0.09133	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
EXT HERE	0.24563	0.03203	0.03203	0.21989	0.12868	1.00000	0.21989	0.13921	0.09518	0.06132	0.09133	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
EXT OTHER	0.22245	-0.02467	0.13921	0.13921	0.09518	0.06132	0.09929	0.09133	0.09133	0.06132	0.09133	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
OLD STU	-0.03413	-0.04053	0.09929	0.09929	0.09133	0.06132	0.09929	0.09133	0.09133	0.06132	0.09133	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
COM INV	-0.00822	-0.1157	0.09133	0.09133	0.09133	0.06132	0.09929	0.09133	0.09133	0.06132	0.09133	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
ASGN CS	0.04711	0.11538	0.07016	0.07016	0.07016	0.09755	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-COM GD	0.01033	0.05527	-0.02257	-0.02257	-0.02257	0.05011	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-ED EXT	0.10577	0.05503	0.05527	0.03353	0.03353	-0.01443	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-ED EXP	0.02197	0.10708	0.05503	0.03353	0.03353	0.05503	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-SO OUT	0.04434	0.08339	0.08339	-0.11694	0.03238	0.03238	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-CL DEV	0.26468	0.09409	0.09409	-0.11694	0.03238	0.03238	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-LS TIM	0.13363	0.06236	0.06236	0.04814	0.10880	0.10880	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-COM AN	0.05673	0.02150	0.02150	-0.04498	0.08008	0.08008	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-IA COP	0.01769	0.03768	0.03768	-0.04498	0.08008	0.08008	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-ADV LS	-0.01517	0.06686	0.06686	0.02217	0.10125	0.10125	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-PUB FM	0.22442	0.10689	0.10689	-0.04333	0.10125	0.10125	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-CIV AC	0.08581	0.06246	0.06246	0.02443	0.01935	0.01935	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-ST CON	0.08408	0.03807	0.03807	0.03260	0.08333	0.08333	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
R-TOTAL	0.14285	0.11448	0.11448	-0.02718	0.07201	0.07201	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
I-COM GD	-0.07559	0.05613	0.05613	-0.04531	0.15047	0.15047	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
I-ED EXT	0.02378	0.02894	0.02894	0.16497	0.06246	0.06246	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.02257	0.03353	0.05503	0.02150	0.03768	0.06686	0.02217	-0.04333	0.02443	0.03260	0.02718	-0.02718	-0.04531	0.15047	0.11039	0.10587	0.03664	0.09959	0.00528	0.18578	0.08890	0.15623	0.05941	0.10124	0.12360	0.09519	0.08880	0.10972
I-ED EXP	0.01932	0.11306	0.11306	0.03664	0.09959	0.09959	0.09755	0.09755	0.09755	0.09755	0.09755	0.07016	-0.																											

APPENDIX E

**RANK ORDER OF PERCEIVED RELEVANCY AMONG COLLEGES
FOR TWELVE A PRIORI FUNCTIONS OF
COMMUNITY SERVICE**

Table E-1.--Rank Order of Perceived Relevancy Among Colleges for
Twelve A Priori Functions of Community Service.

College	Functions											
	Community Guidance	Educational Extension	Educational Expansion	Social Outreach	Cultural Development	Leisure-Time Activity	Community Analysis	Inter-Agency Cooperation	Advisory Liaison	Public Forum	Civic Action	Staff Consultation
College A	1	1	1	1	1	2	1	1	1	1	1	1
College B	4	2	2	1	3	6	2	2	2	2	2	2
College C	2	6	6	4	5	3	4	5	5	3	3	4
College D	6	5	4	5	6	2	3	3	3	4	4	5
College E	3	3	3	3	4	4	6	6	6	5	5	3
College F	5	4	5	6	2	5	5	4	4	6	6	6

APPENDIX F

**RANK ORDER OF SELF-EXPRESSED INTEREST AMONG
COLLEGES FOR TWELVE A PRIORI FUNCTIONS
OF COMMUNITY SERVICE**

**Table F-1.--Rank Order of Self-Expressed Interest Among Colleges for
Twelve A Priori Functions of Community Service.**

College	Functions											
	Community Guidance	Educational Extension	Educational Expansion	Social Outreach	Cultural Development	Leisure-Time Activity	Community Analysis	Inter-Agency Cooperation	Advisory Liaison	Public Forum	Civic Action	Staff Consultation
College A	1	1	1	3	1	1	1	2	1	1	1	2
College B	3	3	2	1	2	5	2	2	2	3	2	1
College C	5	6	6	6	6	4	6	3	5	6	3	6
College D	6	4	4	4	5	3	4	4	4	2	4	5
College E	4	5	5	5	4	6	5	5	6	5	5	3
College F	2	2	3	2	3	2	3	1	3	4	6	4

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