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PROBLEMS AND NEEDS OF WASHINGTON COMMUNITY COLLEGES--AN EXPLORATORY SURVEY OF IMPORTANT RESEARCH AREAS.

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DESCRIPTORS- *JUNIOR COLLEGES, *RESEARCH PROBLEMS, RESEARCH NEEDS, SURVEYS, STATE PROGRAMS, *OPINIONS, *COLLEGE FACULTY, *ADMINISTRATIVE PERSONNEL, WASHINGTON,

TO DETERMINE THE TYPES OF RESEARCH PROBLEMS CONSIDERED IMPORTANT IN WASHINGTON COMMUNITY COLLEGES, A QUESTIONNAIRE SURVEY WAS CONDUCTED AMONG THE FULL-TIME PROFESSIONAL STAFF MEMBERS. THE RESEARCHERS IDENTIFIED 38 PROBLEM AREAS, ALL OF WHICH WERE REPORTED TO BE OF AT LEAST MODERATE IMPORTANCE. RESULTS WERE TABULATED IN FOUR CATEGORIES--(1) RESPONSES FROM THE TOTAL GROUP, (2) RESPONSES FROM FACULTY, (3) RESPONSES FROM ADMINISTRATORS, AND (4) RESPONSES FROM PRESIDENTS. IN THE TEN MOST IMPORTANT AREAS, ALL GROUPS INCLUDED LONG RANGE PLANNING AND THE MEANS OF MEETING COMMUNITY NEEDS FOR VOCATIONAL-TECHNICAL PROGRAMS. FACULTY AND ADMINISTRATORS ALSO INCLUDED IN THEIR 10 MOST IMPORTANT AREAS (1) DEVELOPMENT OF SALARY SCHEDULES, (2) DISTRIBUTION OF FEDERAL AND STATE GRANTS, (3) MATCHING OF COLLEGE PROGRAMS TO STUDENT NEEDS, AND (4) RELATIONSHIP OF TRANSFER AND VOCATIONAL PROGRAMS. THE FACULTY AND PRESIDENTS AGREED ON THE IMPORTANCE OF ARTICULATION OF HIGH SCHOOL, COMMUNITY COLLEGE, AND 4-YEAR COLLEGE COUNSELING PROGRAMS. TABLES SHOW DETAILS OF THE FINDINGS, AND THE INSTRUMENTS USED IN THE SURVEY ARE REPRODUCED. (WO)

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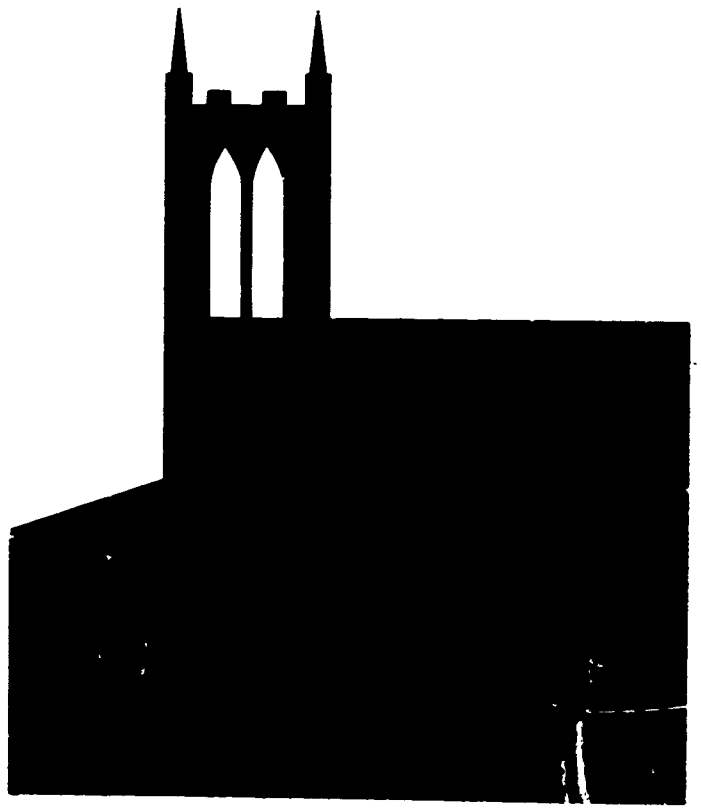

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PROBLEMS AND NEEDS OF WASHINGTON COMMUNITY COLLEGES: AN EXPLORATORY SURVEY OF IMPORTANT RESEARCH AREAS

1967

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INTRODUCTION

The rapid increase in the growth rate of the community college system in Washington state, coupled with recent legislative changes which have led to the establishment of separate districts, has pointed up the need for a systematic approach to the assessment of change through a program of research. Such a program is considered as a necessary guideline to what promises to be a continuing high-growth phase within the state. Many of those who are connected with the community colleges of Washington have expressed a desire for a statewide assessment of emerging problems and needs because of a strong belief that the problems of community colleges in Washington, while indicating basic issues in common with other state systems, nevertheless exhibit a pattern which reflects the forms and forces unique to the area of Washington State.

This interest has crystallized in the conduct of this survey, which is based upon the assumption that the most effective research is that which is directed toward current problems of high priority. This study is also based upon the assumption that involvement of all institutions in a unified approach to research problems is most fruitful in terms of long-range effects. Another important assumption which guided this effort is the belief that the community college, as a unique institution, is worthy of a separate focus of

research and experimentation.

It has seemed appropriate at this time then, to investigate the direction which research should take within the specific context of the emerging Washington State system of community colleges, and attempt to isolate those areas where needs are most pressing.

J. Allen Suver

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This study has been made possible through the help and advice of many individuals within the Washington Community College system. The Research Commission of the Washington Association of Community Colleges contributed the funds to underwrite this project, and the individual members of the Commission, in their capacity as Research Representatives within their respective colleges, were responsible for the collection of the basic data.

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OBJECTIVES OF THE STUDY

This survey was conducted as a cooperative effort between the Center for the Development of Community College Education, and the Research Commission of the Washington Association of Community Colleges with the following objectives in mind:

1. To develop a series of statements which would be broadly representative of problem areas within the community college system of Washington State.
2. To develop a means of ranking these objectives on the basis of the experience and judgment of full-time community college personnel of the State of Washington.
3. To determine the special interests of the sub-groups making up the total population of the study.
4. To disseminate the findings of the study through the Research Commission of the Washington Association of Community Colleges in order that the results may be analyzed and used as a base for developing further research studies closely related to the pressing needs of the community colleges in the state.
5. To establish the feasibility of a cooperative research effort directed toward the solution of practical problems which promise a high degree of usefulness to individual colleges within the community college system.

METHOD OF THE STUDY

This study consists of a ranking of items which were considered to be representative of the problems facing the community colleges of Washington. The final list of 38 items was prepared from an analysis of the Basil Peterson California study and the 1964 Washington Community College Research Inventory.[1]

The California study gathered a list of 174 research problems and needs by asking each of the 77 public junior colleges in California to submit listings of problem areas. This listing was then reduced by a working committee to a list of 45 critical items.

The Washington Inventory consists primarily of a listing of the research projects completed, in progress, and anticipated by the state's community colleges during the 1964-65 academic year. Included also is a category of suggested research areas as submitted by the faculties of the participating colleges.

The findings of the California study and Washington inventory were analyzed by the Center staff, and it was

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[1]Basil Peterson, Critical Problems and Needs of California Junior Colleges (Committee on Institutional Research, California Junior College Association, June, 1965).

Ray E. Jongeward, Community College Research Inventory (Olympia, Washington: Office of the Superintendent of Public Instruction, Research Report 01-04, December, 1964).

determined that the listings of problems, needs and suggested areas of research were sufficiently complete to serve as the base for this study. A final list of 38 items was prepared covering the areas of Administration and Finance, Counseling and Guidance, Community Service, Instruction, Students, Vocational-Technical Education, and General.

Instruments and instructions were prepared by the Center staff and sent directly to the Research Representative in each college for administration to full-time personnel of the institution. The Research Representative of each college administered the survey in his college and returned his data to the Center for tabulation.

In constructing the survey instrument, a four-point scale response was used in which respondents were asked to check one of the following four choices:

1. A critical problem of Washington Community Colleges indicating a pressing need for study or research.
2. An important but not critical problem of Washington Community Colleges indicating a need for study or research.
3. A problem of moderate importance for study or research by Washington Community Colleges.
4. A problem of no importance.

These responses were converted to mean scores for the total population sample and for each of three sub-groups of the total; faculty, administration, and presidents. The mean scores were then used to rank items in order of importance for the total group, and for each of the three sub-groups. The rankings of the

total group were calculated by adding together each of the sub-group responses without attempting to use a system which would weight the sub-group responses equally.

It should be noted that the sums of the item response distribution varies because of the fact that every respondent did not answer each item of the survey instrument.

A fourth sub-group not connected directly with the two-year colleges, but who were identified as community college experts within the state of Washington, were surveyed. However, the sample proved to be too small to include with the findings in this report.

TABULAR PRESENTATION OF FINDINGS

The tables which form the body of this report are organized in four basic groups. Tables 1 through 4 show the raw data of responses from the total of all respondent groups and for each of the three sub-groups of faculty, administration and presidents listed separately, with distributions shown for each of the four possible responses on each item of the survey. Table 5 lists each survey item with its resultant ranking, as derived from mean scores, for total group and sub-groups.

The second set of tables, tables 6 through 9, show the item means for total group and sub-groups in rank order. Table 10 is provided as a summary showing items in rank order on the basis of total group response, with a comparison listing of rank order by sub-groups for each item.

The third set of tables, numbers 11 through 17, show ranking of items by each subject area for the total group and the sub-groups making up the total.

The fourth set of tables, tables 18 and 19, provide a breakdown of the top-ten-ranked items for the total response group, showing the comparison rank for each sub-group, and a comparison table showing commonality of the top-ten-ranked items for each of the sub-groups.

SUMMARY OF FINDINGS

1. All 38 items listed in the survey instrument were judged important by full-time professional personnel in the community college system of Washington. A comparison of item means shows that the lowest ranked item of the 38 was scored 2.56 on a four-point scale, indicating a composite judgment of the item as falling between an "important problem" and one of "moderate importance" for research and study. Nearly 40% of all items on the questionnaire were ranked between 1 and 2 on the four-point scale as shown by the means of the total group response to the survey. A study of the means of the item responses tends to indicate that all of the 38 individual items are worthy of study in the view of those responding to the instrument.

2. Item number 7, concerning long-range planning needs of Washington Community Colleges, was ranked as the item of highest priority by each of the sub-groups in the study. The ranking assigned to this item may indicate a need for a formal and continuous effort in this area as a statewide service.

3. A glance at Table 10 will show a high degree of uniformity of responses among the three sub-groups of faculty, administrators and presidents of community colleges.

4. A comparison of items under the subject headings of Administration and Finance, Counseling and Guidance, Community Service, Instruction, Students, Vocational-Technical Education, and General, show that the area of Vocational-Technical is

considered to be of major importance for study and research at this time. Table 16 shows that of the four statements listed under this heading, the lowest ranking given to any of the items by total group and the three sub-groups was 15 on a scale ranging from 1-38. Note also that among the 16 rankings given the four items by the total group and sub-groups, 12 of the 16 were ranked among the top-ten priority items.

An analysis of items in the area of Counseling and Guidance (Table 12) shows that for the six questionnaire items in this area ranked by the total population sample and three sub-groups (comprising 24 separate rankings), 12 of these were made in the top-fifteen-ranked items and 7 of the 24 rankings were made in the top ten.

An analysis of the commonality among the three sub-groups for the top-ten-ranked items for each group was made (Table 19). This analysis showed that items 7 and 35, "long-range planning needs," and "methods of matching vocational-technical programs to current needs of business," were included in the top-ten ranking for each sub-group. Therewere six items in common among the top-ten ranking for faculty and administrators. There were five items in common among the top-ten ranking of presidents and administrators, and three items appeared in common to the top-ten-ranked items of faculty and presidents.

TABLE 1

Total Group Response to Items*

Item No.	*Item Response Distribution* 1	2	3	4	*Mean*	*Rank*
1	347	356	156	24	1.838	7
2	383	388	113	13	1.728	3
3	82	304	404	84	2.561	38
4	204	289	255	94	2.284	30
5	110	291	392	91	2.525	36
6	249	332	258	47	2.116	20
7	544	259	78	16	1.516	1
8	411	329	130	16	1.719	2
9	334	320	171	51	1.930	13
10	415	333	123	26	1.731	4
11	173	320	311	82	2.343	34
12	260	351	238	44	2.074	17
13	175	323	327	63	2.313	32
14	312	364	186	29	1.923	12
15	191	381	283	38	2.188	24
16	152	406	291	34	2.234	27
17	129	268	363	133	2.559	37
18	353	344	176	24	1.856	8
19	273	324	235	258	2.087	19
20	219	310	260	102	2.275	28
21	194	359	251	64	2.213	25
22	203	392	235	59	2.169	22
23	233	362	241	58	2.139	21
24	290	314	199	74	2.065	16
25	166	346	335	40	2.281	29
26	186	313	298	81	2.312	31
27	277	336	226	59	2.077	18
28	203	364	259	46	2.170	23
29	214	322	273	71	2.228	26
30	172	304	311	90	2.364	35
31	305	346	203	38	1.971	14
32	328	349	177	32	1.902	10
33	342	313	173	49	1.919	11
34	336	362	149	32	1.860	9
35	401	315	123	39	1.772	5
36	346	363	152	26	1.819	6
37	269	405	174	136	1.974	15
38	174	334	284	90	2.329	33

*Total group includes administrators, faculty, and presidents.

TABLE 2

Faculty Group Response to Items

Item No.	Item Response Distribution 1	2	3	4	Mean	Rank
1	285	278	109	18	1.80	7
2	322	299	75	8	1.67	2
3	71	240	311	63	2.53	36
4	151	222	209	72	2.31	32
5	80	230	309	76	2.55	37
6	191	261	208	35	2.13	20
7	409	219	67	11	1.55	1
8	334	256	93	10	1.68	3
9	258	253	134	43	1.94	11
10	308	276	102	22	1.77	4
11	138	251	242	64	2.33	33
12	194	279	195	34	2.10	17
13	140	257	250	50	2.30	31
14	261	281	147	22	1.90	10
15	152	301	221	28	2.17	22
16	114	323	231	24	2.24	26
17	92	206	293	114	2.61	38
18	294	266	126	19	1.82	8
19	207	243	187	51	2.12	19
20	158	229	223	89	2.34	34
21	139	267	208	58	2.28	28.5
22	157	305	187	49	2.18	23
23	183	280	194	45	2.14	21
24	213	246	164	62	2.11	18
25	127	270	268	31	2.29	30
26	163	230	231	63	2.28	28.5
27	213	262	186	48	2.09	16
28	147	282	211	41	2.21	24
29	170	252	212	55	2.22	25
30	120	233	252	81	2.43	35
31	253	261	156	30	1.95	12
32	246	272	148	29	2.00	14
33	262	246	142	39	2.08	15
34	264	279	120	25	1.86	9
35	310	250	95	33	1.78	5
36	297	283	106	20	1.79	6
37	221	309	138	28	1.96	13
38	155	259	220	62	2.27	27

TABLE 3

Administrative Group Response to Items

Item No.	*Item Response Distribution* 1	2	3	4	*Mean*	*Rank*
1	55	70	44	5	1.99	14.5
2	53	83	34	4	1.94	10
3	11	55	84	20	2.93	38
4	50	57	41	21	2.20	27
5	29	51	76	14	2.44	35.5
6	52	64	45	11	2.09	24
7	121	35	11	5	1.42	1
8	72	64	32	6	1.84	5.5
9	67	61	33	8	1.89	8
10	99	50	19	4	1.58	2
11	35	61	60	16	2.24	31
12	60	64	39	9	1.98	12.5
13	35	61	63	13	2.31	33
14	52	79	34	7	1.98	12.5
15	37	70	56	10	2.23	29.5
16	36	73	54	10	2.22	28
17	34	58	58	19	2.37	34
18	53	71	44	5	1.97	11
19	57	73	46	7	2.02	16.5
20	53	71	36	13	2.05	20.5
21	47	81	43	6	2.05	20.5
22	39	79	45	9	2.14	26
23	46	73	42	12	2.12	25
24	69	61	32	11	1.91	9
25	35	67	62	8	2.25	32
26	21	72	61	18	2.44	35.5
27	58	69	34	11	1.99	14.5
28	46	79	42	5	2.03	18
29	42	62	54	14	2.23	29.5
30	47	59	58	8	2.02	16.5
31	49	72	44	8	2.06	22.5
32	73	69	28	2	1.76	4
33	69	61	30	9	1.88	7
34	66	74	25	7	1.84	5.5
35	82	57	26	6	1.74	3
36	44	71	42	6	2.06	22.5
37	44	83	34	8	2.04	19
38	17	68	57	25	2.54	37

TABLE 4

President Group Response to Items

Item No.	Item Response Distribution 1	2	3	4	Mean	Rank
1	7	8	3	1	1.90	14
2	8	6	4	1	1.90	14
3	0	9	9	1	2.57	35
4	3	10	5	1	2.21	30.5
5	1	10	7	1	2.42	32
6	6	7	5	1	2.05	23.5
7	14	5	0	0	1.26	1
8	5	9	5	0	2.00	19
9	9	6	4	0	1.74	8.5
10	10	7	2	0	2.05	23.5
11	0	8	9	2	2.68	37
12	6	8	4	1	2.00	19
13	0	5	14	0	2.74	38
14	10	4	5	0	1.74	8.5
15	2	10	6	0	2.11	26.5
16	2	10	6	0	2.11	26.5
17	3	4	12	0	2.47	33.5
18	6	7	6	0	2.00	19
19	9	8	2	0	1.63	5
20	8	10	1	0	1.63	5
21	8	11	0	0	1.58	2.5
22	7	8	3	1	2.05	23.5
23	4	9	5	1	2.16	28.5
24	8	7	3	1	1.84	11
25	4	9	5	1	2.16	28.5
26	2	11	6	0	2.21	30.5
27	6	7	6	0	2.00	19
28	10	3	6	0	1.78	10
29	2	8	7	2	2.47	33.5
30	5	12	1	1	1.90	14
31	3	13	3	0	2.00	19
32	9	8	1	1	1.68	7
33	11	6	1	1	1.58	2.5
34	6	9	4	0	1.90	14
35	9	8	2	0	1.63	5
36	5	9	4	1	2.05	23.5
37	4	13	2	0	1.90	14
38	2	7	7	3	2.58	36

TABLE 5

Comparison of Item Rank by Total Response Group and Sub-Groups

Item No.	*Total*	*Rank of Items*		
		Fac.	*Admin.*	*Pres.*
1	7	7	14.5	14
2	3	2	10	14
3	38	36	38	35
4	30	32	27	30.5
5	36	37	35.5	32
6	20	20	24	23.5
7	1	1	1	1
8	2	3	5.5	19
9	13	11	8	8.5
10	4	4	2	23.5
11	34	33	31	37
12	17	17	12.5	19
13	32	31	33	38
14	12	10	12.5	8.5
15	24	22	29.5	26.5
16	27	26	28	26.5
17	37	38	34	33.5
18	8	8	11	19
19	19	19	16.5	5
20	28	34	20.5	5
21	25	28.5	20.5	2.5
22	22	23	26	23.5
23	21	21	25	28.5
24	16	18	9	11
25	29	30	32	28.5
26	31	28.5	35.5	30.5
27	18	16	14.5	19
28	23	24	18	10
29	26	25	29.5	33.5
30	35	35	16.5	14
31	14	12	22.5	19
32	10	14	4	7
33	11	15	7	2.5
34	9	9	5.5	14
35	5	5	3	5
36	6	6	22.5	23.5
37	15	13	19	14
38	33	27	37	36

TABLE 6

Item Rank by Total Response Group

Rank	*Item No.*	*Item*	*Mean*
1	7	Long-range planning needs in the community college	1.516
2	8	Distribution of federal and state grants to Washington community colleges	1.719
3	2	Development of faculty and staff salary schedules	1.728
4	10	Matching of student need and college program	1.731
5	35	Methods of matching vocational-technical programs to current needs of business and industry	1.772
6	36	Articulation between the two- and four-year college	1.819
7	1	Role of the teaching faculty in institutional policy making	1.838
8	18	Faculty load studies	1.856
9	34	Relationship of vocational and transfer programs within the community college	1.860
10	32	Guidelines for establishing vocational education programs within the community college	1.902
11	33	Development of statewide cooperative approaches to community college vocational programs	1.919
12	14	Articulation of counseling programs with high school and four-year institutions	1.923
13	9	Development of realistic self-concept in students	1.930
14	31	Survey of job opportunities of the two-year community college graduate	1.971
15	37	Articulation between the two-year college and the high school	1.974
16	24	Development of techniques for motivation of students	2.065

TABLE 6 (continued)

Rank	*Item No.*	*Item*	*Mean*
17	12	The role of counseling in the community college environment	2.074
18	27	Development of teaching techniques for students of different levels of ability	2.077
19	19	Development of standards for evaluation of instructors	2.087
20	6	Relationship between physical facilities and educational program	2.116
21	23	Evaluation of remedial instruction programs	2.139
22	22	Professional preparation of the community college instructor	2.169
23	28	Development of techniques and procedures for evaluation of curricular offerings of a community college	2.170
24	15	The community survey as a means of assessing adult educational needs	2.188
25	21	Evaluation of teaching methods	2.213
26	29	Study of the student drop-out problem	2.228
27	16	Use of community resources as an extension of the educational program	2.234
28	20	Development of in-service educational programs for instructors	2.275
29	25	Relationship of adult education to the community college program	2.281
30	4	Development of optimum administrative models	2.284
31	26	Evaluation of relationship between teaching method and class size	2.312
32	13	Effects of low scholarship policies (probation, dismissal) on student behavior	2.313
33	38	Programs and techniques for accrediting Washington State community colleges	2.329

TABLE 6 (continued)

Rank	*Item No.*	*Item*	*Mean*
34	11	Determination of appropriate student-counselor ratio	2.343
35	30	The use of student characteristics in the prediction of success in various areas of instruction	2.364
36	5	Articulation between the two-year college and the high school	2.525
37	17	Effective use of citizens' advisory committees	2.559
38	3	Guidelines for developing library standards	2.561

TABLE 7

Item Rank by Faculty Group

Rank	Item No.	Item	Mean
1	7	Long-range planning needs in the community college	1.55
2	2	Development of faculty and staff salary schedules	1.67
3	8	Distribution of federal and state grants to Washington community colleges	1.68
4	10	Matching of student need and college program	1.77
5	35	Methods of matching vocational-technical program to current needs of business and industry	1.78
6	36	Articulation between the two-and four-year college	1.79
7	1	Role of teaching faculty in institutional policy making	1.80
8	18	Faculty load studies	1.82
9	34	Relationship of vocational and transfer programs within the community college	1.86
10	14	Articulation of counseling programs with high school and four-year institutions	1.90
11	9	Development of realistic self-concept in students	1.94
12	31	Survey of job opportunities of the two-year community college graduate	1.95
13	37	Articulation between the two-year college and the high school	1.96
14	32	Guidelines for establishing vocational education programs within the community college	2.00
15	33	Development of statewide cooperative approaches to community college vocational programs	2.08
16	27	Development of teaching techniques for students of different levels of ability	2.09

TABLE 7 (continued)

Rank	*Item No.*	*Item*	*Mean*
17	12	The role of counseling in the community college environment	2.10
18	24	Development of techniques for motivation of students	2.11
19	19	Development of standards for evaluation of instructors	2.12
20	6	Relationship between physical facilities and educational program	2.13
21	23	Evaluation of remedial instruction programs	2.14
22	15	The community survey as a means of assessing adult educational needs	2.17
23	22	Professional preparation of the community college instructor	2.18
24	28	Development of techniques and procedures for evaluation of curricular offerings of a community college	2.21
25	29	Study of the student drop-out problem	2.22
26	16	Use of community resources as an extension of the educational program	2.24
27	38	Programs and techniques for accrediting Washington state community colleges	2.27
28.5	21	Evaluation of teaching methods	2.28
28.5	26	Evaluation of relationship between teaching method and class size	2.28
30	25	Relationship of adult education to the community college program	2.29
31	13	Effects of low scholarship policies (probation, dismissal) on student behavior	2.30
32	4	Development of optimum administrative models	2.31
33	11	Determination of appropriate student-counselor ratio	2.33

TABLE 7 (continued)

Rank	*Item No.*	*Item*	*Mean*
34	20	Development of in-service educational programs for instructors	2.34
35	30	The use of student characteristics in the prediction of success in the various areas of instruction	2.43
36	3	Guidelines for developing library standards	2.53
37	5	The administrative organization of a student personnel program	2.55
38	17	Effective use of citizens' advisory committees	2.61

TABLE 8

Item Rank of Administrative Group*

Rank	*Item No.*	*Item*	*Mean*
1	7	Long-range planning needs in the community college	1.42
2	10	Matching of student need and college program	1.58
3	35	Methods of matching vocational-technical programs to current needs of business and industry	1.74
4	32	Guidelines for establishing vocational education programs within the community college	1.76
5.5	8	Distribution of federal and state grants to Washington community colleges	1.84
5.5	34	Relationship of vocational and transfer programs within the community college	1.84
7	33	Development of statewide cooperative approaches to community college vocational programs	1.88
8	9	Development of realistic self-concept in students	1.89
9	24	Development of techniques for motivation of students	1.91
10	2	Development of faculty and staff salary schedules	1.94
11	18	Faculty load studies	1.97
12.5	12	The role of counseling in the community college environment	1.98
12.5	14	Articulation of counseling programs with high school and four-year institutions	1.98
14.5	1	Role of the teaching faculty in institutional policy making	1.99
14.5	27	Development of teaching techniques for students of different levels of ability	1.99
16.5	19	Development of standards for evaluation of instructors	2.02

TABLE 8 (continued)

Rank	*Item No.*	*Item*	*Mean*
16.5	30	The use of student characteristics in the prediction of success in various areas of instruction	2.02
18	28	Development of techniques and procedures for evaluation of curricular offerings of a community college	2.03
19	37	Articulation between the two-year college and the high school	2.04
20.5	20	Development of in-service educational programs for instructors	2.05
20.5	21	Evaluation of teaching methods	2.05
22.5	31	Survey of job opportunities of the two-year community college graduate	2.06
22.5	36	Articulation between the two- and four-year college	2.06
24	6	Relationship between physical facilities and educational program	2.09
25	23	Evaluation of remedial instruction programs	2.12
26	22	Professional preparation of the community college instructor	2.14
27	4	Development of optimum administrative models	2.20
28	16	Use of community resources as an extension of the educational program	2.22
29.5	29	Study of the student drop-out problem	2.23
29.5	15	The community survey as a means of assessing adult educational needs	2.23
31	11	Determination of appropriate student-counselor ratio	2.24
32	25	Relationship of adult education to the community college program	2.25
33	13	Effects of low scholarship policies (probation, dismissal) on student behavior	2.31

TABLE 8 (continued)

Rank	*Item No.*	*Item*	*Mean*
34	17	Effective use of citizens' advisory committees	2.37
35.5	5	The administrative organization of the student personnel program	2.44
35.5	26	Evaluation of relationship between teaching method and class size	2.44
37	38	Programs and techniques for accrediting Washington state community colleges	2.54
38	3	Guidelines for developing library standards	2.93

*Presidents' responses not included in this group

TABLE 9

Item Rank by President Group

Rank	*Item No.*	*Item*	*Mean*
1	7	Long-range planning needs in the community college	1.26
2.5	33	Development of statewide cooperative approaches to community college vocational programs	1.58
2.5	21	Evaluation of teaching methods	1.58
5	19	Development of standards for evaluation of instructors	1.63
5	20	Development of in-service educational programs for instructors	1.63
5	35	Methods of matching vocational-technical programs to current needs of business and industry	1.63
7	32	Guidelines for establishing vocational education programs within the community college	1.68
8.5	9	Development of realistic self-concept in students	1.74
8.5	14	Articulation of counseling programs with high school and four-year institutions	1.74
10	28	Development of techniques and procedures for evaluation of curricular offerings of a community college	1.78
11	24	Development of techniques for motivation of students	1.84
14	1	Role of the teaching faculty in institutional policy making	1.90
14	2	Development of faculty and staff salary schedules	1.90
14	30	The use of student characteristics in the prediction of success in various areas of instruction	1.90
14	34	Relationship of vocational and transfer programs within the community college	1.90

TABLE 9 (continued)

Rank	*Item No.*	*Item*	*Mean*
14	37	Articulation between the two-year college and the high school	1.90
19	8	Distribution of federal and state grants to Washington community colleges	2.00
19	12	The role of counseling in the community college environment	2.00
19	18	Faculty load studies	2.00
19	31	Survey of job opportunities of the two-year community college graduate	2.00
19	27	Development of teaching techniques for students of different levels of ability	2.00
23.5	6	Relationship between physical facilities and educational program	2.05
23.5	10	Matching of student need and college program	2.05
23.5	22	Professional preparation of the community college instructor	2.05
23.5	36	Articulation between the two- and four-year college	2.05
26.5	15	The community survey as a means of assessing adult educational needs	2.11
26.5	16	Use of community resources as an extension of the educational program	2.11
28.5	23	Evaluation of remedial instruction programs	2.16
28.5	25	Relationship of adult education to the community college program	2.16
30.5	4	Development of optimum administrative models	2.21
30.5	26	Evaluation of relationship between teaching method and class size	2.21
32	5	The administrative organization of the student personnel program	2.42
33.5	17	Effective use of citizens' advisory committees	2.47

TABLE 9 (continued)

Rank	*Item No.*	*Item*	*Mean*
33.5	29	Study of the student drop-out problem	2.47
35	3	Guidelines for developing library standards	2.57
36	38	Programs and techniques for accrediting Washington state community colleges	2.58
37	11	Determination of appropriate student-counselor ratio	2.68
38	13	Effects of low scholarship policies (probation, dismissal) on student behavior	2.74

TABLE 10

Items Listed in Rank Order of Importance by Total Response Group and Sub-Groups

Item No.	Item	Rank of Items			
		Total	Fac.	Admin.	Pres.
7	Long-range planning needs in the community college	1	1	1	1
8	Distribution of federal and state grants to Washington community colleges	2	3	5.5	19
2	Development of faculty and staff salary schedules	3	2	10	14
10	Matching of student need and college program	4	4	2	23.5
35	Methods of matching vocational-technical programs to current needs of business and industry	5	5	3	5
36	Articulation between the two- and four-year college	6	6	22.5	23.5
1	Role of the teaching faculty in institutional policy making	7	7	14.5	14
18	Faculty load studies	8	8	11	19
34	Relationship of vocational and transfer programs within the community college	9	9	5.5	14
32	Guidelines for establishing vocational education programs within the community college	10	14	4	7
33	Development of statewide co-operative approaches to community college vocational programs	11	15	7	2.5
14	Articulation of counseling programs with high school and four-year institutions	12	10	12.5	8.5
9	Development of realistic self-concept in students	13	11	8	8.5
31	Survey of job opportunities of the two-year community college graduate	14	12	22.5	19

TABLE 10 (continued)

Item No.	Item	Rank of Items Total	Fac.	Admin.	Pres.
37	Articulation between the two year college and the high school	15	13	19	14
24	Development of techniques for motivation of students	16	18	9	11
12	The role of counseling in the community college environment	17	17	12.5	19
27	Development of teaching techniques for students of different levels of ability	18	16	14.5	19
19	Development of standards for evaluation of instructors	19	19	16.5	5
6	Relationship between physical facilities and educational program	20	20	24	23.5
23	Evaluation of remedial instruction programs	21	21	25	28.5
22	Professional preparation of the community college instructor	22	23	26	23.5
28	Development of techniques and procedures for evaluation of curricular offerings of a community college	23	24	18	10
15	The community survey as a means of assessing adult educational needs	24	22	29.5	26.5
21	Evaluation of teaching methods	25	28.5	20.5	2.5
29	Study of the student drop-out problem	26	25	29.5	33.5
16	Use of community resources as an extension of the educational program	27	26	28	26.5
20	Development of in-service educational programs for instructors	28	34	20.5	5
25	Relationship of adult education to the community college program	29	30	32	28.5

TABLE 10 (continued)

Item No.	Item	Rank of Items Total	Fac.	Admin.	Pres.
4	Development of optimum administrative models	30	32	27	30.5
26	Evaluation of relationship between teaching method and class size	31	28.5	35.5	30.5
13	Effects of low scholarship policies (probation, dismissal) on student behavior	32	31	33	38
38	Programs and techniques for accrediting Washington state community colleges	33	27	37	36
11	Determination of appropriate student-counselor ratio	34	33	31	37
30	The use of student characteristics in the prediction of success in various areas of instruction	35	35	16.5	14
5	The administrative organization of the student personnel program	36	37	35.5	32
17	Effective use of citizens' advisory committees	37	38	34	33.5
3	Guidelines for developing library standards	38	36	38	35

TABLE 11
(Administration and Finance, Items 1-8)

Rank by Total Response Group and Sub-Groups

Item No.	*Item*	*Rank of Items*			
		Total	*Fac.*	*Admin.*	*Pres.*
1	Role of the teaching faculty in institutional policy making	7	7	14.5	14
2	Development of faculty and staff salary schedules	3	2	10	14
3	Guidelines for developing library standards	38	36	38	35
4	Development of optimum administrative models	30	32	27	30.5
5	The administrative organization of the student personnel program	36	37	35.5	32
6	Relationship between physical facilities and educational program	20	20	24	23.5
7	Long-range planning needs in the community college	1	1	1	1
8	Distribution of federal and state grants to Washington community colleges	2	3	5.5	19

TABLE 12
(Counseling and Guidance, Items 9-14)

Rank by Total Response Group and Sub-Group

Item No.	Item	Rank of Items			
		Total	Fac.	Admin.	Pres.
9	Development of realistic self-concept in students	13	11	8	8.5
10	Matching of student need and college program	4	4	2	23.5
11	Determination of appropriate student-counselor ratio	34	33	31	37
12	The role of counseling in the community college environment	17	17	12.5	19
13	Effects of low scholarship policies (probation, dismissal) on student behavior	32	31	33	38
14	Articulation of counseling programs with high school and four-year institutions	12	10	12.5	8.5

TABLE 13
(Community Service, Items 15-17)

Rank by Total Response Group and Sub-Groups

Item No.	*Item*	*Rank of Items*			
		Total	*Fac.*	*Admin.*	*Pres.*
15	The community survey as a means of assessing adult educational needs	24	22	29.5	26.5
16	Use of community resources as an extension of the educational program	27	26	28	26.5
17	Effective use of citizens' advisory committees	37	38	34	33.5

TABLE 14
(Instruction, Items 18-28)

Rank by Total Response Group and Sub-Groups

Item No.	*Item*	*Rank of Items*			
		Total	*Fac.*	*Admin.*	*Pres.*
18	Faculty load studies	8	8	11	19
19	Development of standards for evaluation of instructors	19	19	16.5	5
20	Development of in-service educational programs for instructors	28	34	20.5	5
21	Evaluation of teaching methods	25	28.5	20.5	2.5
22	Professional preparation of the community college instructor	22	23	26	23.5
23	Evaluation of remedial instruction programs	21	21	25	28.5
24	Development of techniques for motivation of students	16	18	9	11
25	Relationship of adult education to the community college program	29	30	32	28.5
26	Evaluation of relationship between teaching method and class size	31	28.5	35.5	30.5
27	Development of teaching techniques for students of different levels of ability	18	16	14.5	19
28	Development of techniques and procedures for evaluation of curricular offerings of a community college	23	24	18	19

TABLE 15
(Students, Items 29-31)

Rank by Total Response Group and Sub-Groups

Item No.	*Item*	*Rank of Items*			
		Total	*Fac.*	*Admin.*	*Pres.*
29	Study of the student drop-out problem	26	25	29.5	33.5
30	The use of student characteristics in the prediction of success in various areas of instruction	35	35	16.5	14
31	Survey of job opportunities of the two-year community college graduate	14	12	22.5	19

TABLE 16
(Vocational and Technical Education, Items 32-35)

Rank by Total Response Group and Sub-Groups

Item No.	Item	Rank of Items Total	Fac.	Admin.	Pres.
32	Guidelines for establishing vocational education programs within the community college	10	14	4	7
33	Development of statewide co-operative approaches to community college vocational programs	11	15	7	2.5
34	Relationship of vocational and transfer programs within the community college	9	9	5.5	14
35	Methods of matching vocational-technical programs to current needs of business and industry	5	5	3	5

TABLE 17
(General, Items 36-38)

Rank by Total Response Group and Sub-Groups

Item No.	*Item*	*Rank of Items*			
		Total	*Fac.*	*Admin.*	*Pres.*
36	Articulation between the two- and four-year college	6	6	22.5	23.5
37	Articulation between the two-year college and the high school	15	13	19	14
38	Programs and techniques for accrediting Washington state community colleges	33	27	37	36

TABLE 18

Top-Ten-Ranked Items
by Total Response Group and Sub-Groups

Rank	*Total*	*Item Numbers* *Fac.*	*Admin.*	*Pres.*
1	7	7	7	7
2	8	2	10	33] 2.5
3	2	8	35	21]
4	10	10	32	19]
5	35	35	8] 5.5*	20] 5
6	36	36	34]	35]
7	1	1	33	32
8	18	18	9	9]
9	34	34	24	14] 8.5
10	32	14	2	28

*Bracketed items indicate that the means of these items are identical. Thus, items 8 and 34 under "administrator's" column both have ranks of 5.5

TABLE 19

Commonality of Top-Ten-Ranked Items
Between Sub-Groups

Items Common to All Groups

7 Long-range planning needs in the community college

35 Methods of matching vocational-technical programs to current needs of business and industry

Items Common to Faculty and Administrators

2 Development of faculty and staff salary schedules

7 Long-range planning needs in the community college

8 Distribution of federal and state grants to Washington community colleges

10 Matching of student need and college program

34 Relationship of vocational and transfer programs within the community college

35 Methods of matching vocational-technical programs to current needs of business and industry

Items Common to Faculty and Presidents

7 Long-range planning needs in the community college

14 Articulation of counseling programs with high school and four-year institutions

35 Methods of matching vocational-technical programs to current needs of business and industry

Items Common to Presidents and Administrators

7 Long-range planning needs in the community college

9 Development of realistic self-concept in students

32 Guidelines for establishing vocational education programs within the community college

33 Development of statewide cooperative approaches to community college vocational programs

35 Methods of matching vocational-technical programs to current needs of business and industry

CENTER FOR THE DEVELOPMENT OF COMMUNITY COLLEGE EDUCATION
M206 Miller Hall
University of Washington

TO: Institutional Representative

FROM: Center for the Development of Community College Educ.

SUBJECT: Basic Information Concerning Survey of Community College Problem Areas

This project represents an attempt to catalog the most important areas requiring study and/or research of community college education within the State of Washington. The study is concerned with evaluations from sub-groups within the operating community colleges.

Each community college within the state is being asked to submit a summary evaluation sheet for three basic sub-groups within the institution:

1. Faculty are defined for purposes of the study as full-time instructors who spend more than 50% of their time in the teaching activity.

2. Administrative staff persons are defined for purposes of this study as those individuals spending more than 50% of their time in administrative activities.

3. The President of the institution should submit a separate response to the instrument, attaching appropriate comments.

Procedure for Administering the Instrument

For this initial survey it has been determined that a sampling technique will be used to collect responses from the faculty which should, for practical purposes, give as accurate a picture as the collection of a 100% sample from the entire Washington community college population.

1. Sample Size

(a) Faculty

Institutions having fewer than 66 full-time faculty members will take a 100% sample of this group. Institutions with more than 66 full-time faculty members will take a 50% sample of this group.

2. Procedure

(a) If possible, use an alphabetical list of all full-time faculty, and determine the names of those persons to complete the survey by taking every fifth name on the list. In this operation consider your list as an endless chain by counting, eliminating, and continuing through the list until you have selected the appropriate size sample. It is important that each individual selected from your list complete the survey form. The usefulness of this procedure is dependent on collecting answers from each person you have identified as comprising your sample.

(b) Administrative Staff

Since this is a relatively small group no sampling techniques are necessary, and each person in this group should complete the survey.

(c) President

The response of the president should not be included in your tabulation as part of the administrative staff group since it is considered as a separate category.

3. Tabulation

When you have collected the completed surveys from your faculty sample, record the responses and comments on the enclosed faculty summary sheets.

The responses and comments from the administrative staff should be tabulated on the special summary sheet enclosed for that group.

The two summary sheets and the president's survey should be returned to this office no later than April 15, 1967.

If you have any questions regarding the administration of this survey, please feel free to call Allen Suver or Marvin Sondalle at 543-1891.

SURVEY OF COMMUNITY COLLEGE PROBLEM AREAS

The Research Commission of the Washington Association of Community Colleges has established a cooperative project with this Center to identify the most pressing problems and needs confronting Washington Community Colleges, and to propose ways and means by which solutions may be found through a program of research and development.

This survey is the first step of the program and you are being asked to cooperate in helping to reach the following objectives:

1. Identify those present and future critical problems and needs of Washington State Community Colleges in the areas of administration and finance, counseling and guidance, community service, instruction, students, and vocational-technical education.

2. Determine those problems and needs which are most pressing and for which effective solutions might be found through a coordinated program of research and development.

Your cooperation in this effort is greatly appreciated. Please fill in completely and carefully each item on the survey and return it to your Institutional Research Representative. Results of this survey will be available through his office early in May, 1967.

CENTER FOR THE DEVELOPMENT OF COMMUNITY COLLEGE EDUCATION

M206 Miller Hall

University of Washington
Seattle, Washington 98105

INSTRUCTIONS:

In one of the boxes following each item, place a check mark indicating your assessment of the importance of the item based on the following scale:

1 - A critical problem of Washington Community Colleges indicating a pressing need for study or research.

2 - An important but not critical problem of Washington Community Colleges indicating a need for study or research.

3 - A problem of moderate importance for study or research by Washington Community Colleges.

4 - A problem of no importance.

Administration and Finance

		1	2	3	4
1.	Role of the teaching faculty in institutional policy making				
2.	Development of faculty and staff salary schedules				
3.	Guidelines for developing library standards				
4.	Development of optimum administrative models				
5.	The administrative organization of the student personnel program				
6.	Relationship between physical facilities and educational program				
7.	Long-range planning needs in the community college				
8.	Distribution of federal and state grants to Washington community colleges				

Counseling and Guidance

9.	Development of realistic self-concept in students				

45

1 2 3 4

10. Matching of student need and college program

11. Determination of appropriate student-counselor ratio

12. The role of counseling in the community college environment

13. Effects of low scholarship policies (probation, dismissal) on student behavior

14. Articulation of counseling programs with high school and four-year institutions

Community Service

15. The community survey as a means of assessing adult educational needs

16. Use of community resources as an extension of the educational program

17. Effective use of citizens' advisory committees

Instruction

18. Faculty load studies

19. Development of standards for evaluation of instructors

20. Development of in-service educational programs for instructors

21. Evaluation of teaching methods

22. Professional preparation of the community college instructor

23. Evaluation of remedial instruction programs

24. Development of techniques for motivation of students

25. Relationship of adult education to the community college program

26. Evaluation of relationship between teaching method and class size

1 2 3 4

27. Development of teaching techniques for students of different levels of ability

28. Development of techniques and procedures for evaluation of curricular offerings of a community college

Students

29. Study of the student drop-out problem

30. The use of student characteristics in the prediction of success in various areas of instruction

31. Survey of job opportunities of the two-year community college graduate

Vocational and Technical Education

32. Guidelines for establishing vocational education programs within the community college

33. Development of statewide cooperative approaches to community college vocational programs

34. Relationship of vocational and transfer programs within the community college

35. Methods of matching vocational-technical programs to current needs of business and industry

General

36. Articulation between the two- and four-year college

37. Articulation between the two-year college and the high school

38. Programs and techniques for accrediting Washington State community colleges

Additional Problems

Please list here additional problems which you feel should be investigated